



# Marsden State High School

## Business Education- 12 IPT

Semester
4
Date Given
Check Date
_____
Due Date

<b>Name:</b>	
<b>Form:</b>	
<b>Teacher:</b>	<b>WATT</b>
<b>Head of Department:</b>	<b>FURLAN</b>
<b>Assessment: Extended Written Task</b>	<b>Item: 5</b>

### Task Summary:

You are required to prepare a research paper on the social and ethical implications of mass data collection specifically relating the CommuniTech case and present it to the class. The paper should draw on academic research, theories, dystopian viewpoints from popular culture, concepts relating to human rights and relevant legislations. The paper should have a balanced and supported argument.

**Unit:**  
**HCI. SSE**

KNOWLEDGE
RESEARCH & DEVELOPMENT
COMMUNICATION

### Task Conditions

This item must be submitted **no later than 5 days after the week beginning date** as teacher feedback (given as part of the learning process) will invalidate this assessment. Failure to do so will result in a Non-submission.

**Failure to complete this item will result in automatic withdrawal of credit for this semester.** i.e. The teacher will have insufficient evidence to make a valid judgment about coverage of this course of study.

## **Case Background**

You have been contracted by the 'Telecom Union' to analyse the business practices of a major telecommunications provider named 'CommuniTech'. Specifically you have been asked to discuss the social and ethical implications of their policy on collecting and storing information in databases indefinitely.

### **Store Based Sales People-**

- All jobs are logged on a database and reports are generated detailing workloads
- Upon arriving, leaving, eating lunch or taking breaks employees need to scan their finger, this information is logged and reports are sent to management
- Sales staff are fitted with voice recorders for when they interact with customers, information is collated and used for "improvement purposes"
- Staff are constantly watched using video surveillance cameras fitted in the store
- All personal information including employment history, contact details, payroll details, personal vehicle details and health details are stored for each employee

### **Call Centre Staff-**

- All calls are recorded
- Call length is recorded
- Access to customer files is recorded
- Upon arriving, leaving, eating lunch or taking breaks employees need to scan their finger, this information is logged and reports are sent to management
- There are surveillance cameras throughout the call centre, bathrooms, staffroom and car parks
- All personal information including employment history, contact details, payroll details, personal vehicle details and health details are stored for each employee

### **Customers-**

- All personal data i.e. address, phone, ages, sex, gender, occupation, income, credit history, bank details and purchasing history is collected and stored
- All calls to the call centre are logged for improvement purposes
- All text messages are recorded in a database and are used for promotional purposes
- Data is collected on the location of cell phones and can be triangulated for police usage
- Customers are continually contacted for the purpose of improving products and services and responses to surveys are collected

CommuniTech argues that all data is collected for the purpose of improving customer services; however concerns have been raised about the security of data and the potential problems which may occur if the information is used inappropriately. All data is legally obtained as a result of privacy declarations which have been signed by both staff and customers. CommuniTech has not disclosed how long information will be stored for. CommuniTech has begun outsourcing their customer service division to India due to cost cutting measure. India has different privacy and information legislation to Australia.

*(This case is based upon the practices of a actual organisation)*

## **Task**

You are required to prepare a research paper on the social and ethical implications of mass data collection specifically relating the above mentioned case and present it to the class. The paper should draw on academic research, theories, dystopian viewpoints from popular culture, concepts relating to human rights and relevant legislations. Remember your paper should have a balanced and supported argument.

The paper should be 800-1000 words in length and include referencing. You may present this paper using any appropriate medium including PowerPoint, video, DVD, You-tube, posters, role-plays or demonstrations. The oral should be 5-10 minutes in length.

## **Submission Requirements**

- Title Page
- Contents Page
- Report
- Reference List (APA or Harvard)
- Appendix if applicable
- Copy of script for oral presentation
- Copy of materials used in the oral presentation

## **Key Concepts**

- Data Security
- Big Brother
- Privacy
- Confidentiality

## Criteria Sheet

Criteria	A	B	C	D	E
<p><b>Knowledge</b> <b>Declarative knowledge</b> The student is able to recall and understand key concepts, principles and terminology relating to Social and Ethical theory. The student is able to identify, explain and give examples of relevant facts/ ideas/ concepts.</p>	The student recalls and comprehensively explains a wide range of facts, terms, methods, concepts and principles, demonstrating thorough understanding.	The student recalls, describes and explains a substantial range of facts, terms, methods, concepts and principles, demonstrating understanding.	The student recalls and describes facts and terms and explains methods, demonstrating understanding.	The student recalls and describes some facts and terms and applies knowledge demonstrate some understanding of key facts.	The student recalls very few facts and terms.
<p><b>Research &amp; development</b> <b>Analysis</b> The student is able to analyse the case study drawing on relevant research theory and ideas relating to social and ethical practices. The student applies knowledge by making assumptions, drawing conclusions and producing a reasoned response. The student is able to distinguish fact from hypothesis or inference, relevant from extraneous, dominant from subordinate.</p>	The student analyses case from multiple perspectives and determines the social and ethical implications of the case. The student evaluates with detailed justification to make informed judgments about the interaction between information technology and the individual and society.	The student analyses problems and determines the social and ethical implications of the case. The student evaluates with justification to make informed judgments about the interaction between information technology and the individual and society.	The student identifies, classifies and determines the social and ethical implications of the case. The student evaluates with some justification to make judgments about the interaction between information technology and the individual and society.	The student identifies and attempts to determine the social and ethical implications of the case. The student uses limited justification to make judgements about the case.	The student has attempted to identify the social and ethical implications within the case. The student has not attempted to use justification.
<p><b>Research &amp; development</b> <b>Evaluation</b> The student is able to evaluate the case study and draw conclusions regarding human rights, privacy legislation, and social equity. The response is supported by academic research, theories, dystopian viewpoints, human rights and privacy legislation. The student must use evidence to support arguments. The paper compares and contrasts arguments, criticises and evaluates sources to draw conclusions.</p>					
<p><b>Communication</b> The student demonstrates a comprehension and representation of technical ideas, design concepts and evaluations. The student has used appropriate vocabulary, format and layout.. The oral presentation has chosen an appropriate use of media, language and format which is appropriate to the task and audience.</p>	The student uses correct functional grammar and spelling and a wide range of appropriate vocabulary. They communicate ideas, concepts, solutions and evaluations clearly and cohesively, harnessing appropriate genre to target specific audiences.	The student uses correct functional grammar and spelling and a wide range of appropriate vocabulary. They communicate ideas, concepts, solutions and evaluations clearly, targeting specific audiences.	The student uses functional grammar and spelling and a range of appropriate vocabulary. They communicate ideas, concepts, solutions and evaluations.	The student uses functional grammar, spelling and vocabulary. They communicate some ideas, concepts, solutions and evaluations.	The student uses some functional grammar, spelling and vocabulary. They communicate limited ideas, concepts, solutions and evaluations.