**NW Avuxeni Computer Academy**

STUDENT COURSE TRACKER

# National Certificate: INFORMATION TECHNOLOGY NQF LEVEL 3

# SAQA QUALIFICATION ID: 47099 / 61591

# All Unit Standards Included

Accreditation No. ACC/2016/07/0020



Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Skill Program Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Branch Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Assessment Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **US ID** | **US Name** | **Credits** | **Textbook** | **Assessment Timing** | **Assessment Questions** | **Hours to train** | **SP1** | **SP2** | **SP3** | **SP4** | **SP5** | **SP6** | **SP7** |
| 116932 | Operate a PC | 3 | 1 | 40min | 28 | 30hrs |  |  |  |  |  |  |  |
| 117925 | Concepts of ICT | 3 | 1 | 45min | 46 | 30hrs |
| 13931 | ICT Maintenance | 4 | 1 | 90min | 16 | 40hrs |
| 117928 | ICT Society | 5 | 1 | 60min | 23 | 50hrs |
| 9357 | Keyboard Skills | 4 | 1 | 90min | 23 | 40hrs |  |  |  |  |  |  |  |
| 258883 | Use generic functions in GUI environment | 4 | 1 | 60min | 43 | 40hrs |  |  |  |  |  |  |  |
| 117867 | Managing files in a GUI environment | 3 | 1 | 60min | 38 | 30hrs |  |  |  |  |  |  |  |
| 116938 | MS Word: Create & Edit | 4 | 2 | 60min | 39 | 40hrs |  |  |  |  |  |  |  |
| 117924 | MS Word: Format Docs | 5 | 2 | 60min | 40 | 50hrs |  |
| 119078 | MS Word: Tables & Columns | 5 | 2 | 90min | 29 | 50hrs |  |
| 116942 | MS Word: Mail Merge | 3 | 2 | 60min | 11 | 30hrs |  |
| 116937 | MS Excel: Create & Edit | 4 | 2 | 90min | 49 | 40hrs |  |
| 116940 | MS Excel: Solve a problem | 6 | 2 | 60min | 37 | 60hrs |  |
| 116943 | MS Excel: Charts & Graphs | 3 | 2 | 60min | 22 | 30hrs |  |
| 117923 | MS PowerPoint: Prepare Presentations | 5 | 2 | 90min | 30 | 50hrs |  |
| 116930 | MS PowerPoint: Enhance Presentations | 5 | 2 | 60min | 36 | 50hrs |  |
| 116945 | MS Outlook: Send & Receive | 2 | 3 | 60min | 43 | 20hrs |  |  |
| 116935 | MS Outlook: Edit Email | 2 | 3 | 60min | 23 | 20hrs |  |  |
| 116931 | Internet Explorer: Web Browser | 4 | 3 | 60min | 45 | 40hrs |  |  |
| 115391 | Internet Explorer: WWW | 3 | 3 | 60min | 19 | 30hrs |  |  |
| 110023 | Present information in report format | 6 | 6 | 60min | 16 | 60hrs |  |  |  |
| 116936 | MS Access: Create a simple database | 3 | 4 | 60min | 36 | 30hrs |  |  |  |  |
| 117927 | MS Access: Solve a problem | 6 | 4 | 60min | 33 | 60hrs |  |  |  |  |
| 120385 | Apply a range of project management tools & techniques | 7 | 5 | 60min | 15 | 70hrs |  |  |  |  |  |
| 252435 | Apply basic invoicing & accounting principles | 6 | 5 | 100min | 20 | 60hrs |  |  |  |  |  |
| 13915 | Demonstrate knowledge of HIV/AIDS | 4 | 7 | 120min | 27 | 40hrs |  |  |  |  |  |  |
| 119465 | Write/present/sign text of communication contexts | 5 | 7 | 60min | 18 | 50hrs |  |  |  |  |  |  |
| 9010 | Understanding of number bases & measurement units | 2 | 7 | 90min | 19 | 20hrs |  |  |  |  |  |  |
| 9013 | Describe, apply analyze & calculate shape & motion | 4 | 7 | 60min | 22 | 40hrs |  |  |  |  |  |  |
| 9012 | Investigate life & work related problems | 5 | 7 | 60min | 16 | 50hrs |  |  |  |  |  |  |
| 7456 | Use mathematics to investigate & monitor financial aspects | 5 | 7 | 40min | 8 | 50hrs |  |  |  |  |  |  |
| 114636 | Demonstrate an understanding of preventive maintenance | 6 | 7 | 60min | 20 | 60hrs |  |  |  |  |  |  |

**UNIT STANDARD 116932 Operate a PC 3 Credits**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **SPECIFIC OUTCOME 1; Assessment Criteria 1 – 4** |  |  |  |  |
|  | | Start up a personal computer system using standard and non-standard methods (part 1) |  |  | OBSERVATION, ORAL |  |
|  | | AC1: The computer is powered up according to the manufacturers' instructions. | OBSERVATION, ORAL |  |
|  | | AC2: Errors experienced are explained and appropriate action is taken to correct the error. | OBSERVATION, ORAL |  |
|  | | AC3: The computer "boots up" to the point where it is ready to use. | OBSERVATION, ORAL |  |
|  | | AC4: User login information is correctly entered. | OBSERVATION, ORAL |  |
|  | | ACR: This only applies to computers where, login information is required. | OBSERVATION, ORAL |  |
|  | | **SPECIFIC OUTCOME 1; Assessment Criteria 5 – 8** |  |  |  |  |
|  | | Shut down a personal computer system using standard and non-standard methods (part 2) |  |  | OBSERVATION, ORAL |  |
|  | | AC5: The computer is shut down according to the manufacturers' instructions. | OBSERVATION, ORAL |  |
|  | | ACR: Using the mouse, and/or using the keyboard to shut down. | OBSERVATION, ORAL |  |
|  | | AC6: The computer is switched off according to the manufacturers' instructions. | OBSERVATION, ORAL |  |
|  | | ACR: Order of switching off. | OBSERVATION, ORAL |  |
|  | | AC7: Examples of situations when a non-standard start-up should be used and the method for performing this operation is demonstrated. | OBSERVATION, ORAL |  |
|  | | ACR: At least 2 examples must be given. | OBSERVATION, ORAL |  |
|  | | AC8: Examples of situations when a non-standard shut-down should be used and the method for performing this operation is demonstrated. | OBSERVATION, ORAL |  |
|  | | ACR: At least 1 example must be given. | OBSERVATION, ORAL |  |
|  | | **SPECIFIC OUTCOME 2; Assessment Criteria 1 – 4** |  |  |  |  |
|  | | Change the configuration of a personal computer |  |  | ORAL,WRITTEN,OBSERVATION |  |
|  | | OCR: At least two of: date, time, volume controller, display properties, desktop theme, screen saver, screen pixel resolution, keyboard language. | OBSERVATION, ORAL, WRITTEN |  |
|  | | AC1: The configuration function is described in terms of purpose and use. | OBSERVATION, ORAL, WRITTEN |  |
|  | | AC2: The configuration function is selected using an appropriate process. | OBSERVATION, ORAL, WRITTEN |  |
|  | | ACR: The process is dependent on the particular operating system being used. | OBSERVATION, ORAL, WRITTEN |  |
|  | | AC3: The configuration is changed. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC4: The use of the configuration function produced the anticipated outcome. | |  |  |
|  | **SPECIFIC OUTCOME 3; Assessment Criteria 1 – 4** | |  |  |  |  |
|  | Use a personal computer operating system functions | |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | OCR: At least three of: format any disk, install software, install hardware, and uninstall software, print screen (screen print). | | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: The function is described in terms of purpose and use. | | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: The function is selected using an appropriate process. | | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: The process is dependent on the particular operating system being used. | | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 4; Assessment Criteria 1 – 4** | |  |  |  |  |
|  | Use operating system utilities | |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | OCR: At least two of: Diskcopy, Scandisk, Recycle Bin, Calculator, File editor. | | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: The system utility program is started. | | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: Appropriate input is given to the utility. | | OBSERVATION, ORAL, WRITTEN |  |
|  | AC3: The use of the utility achieves the anticipated outcome. | | OBSERVATION, ORAL, WRITTEN |  |
|  | AC4: The utility is closed. | | OBSERVATION, ORAL, WRITTEN |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ..…………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Feedback & Outcome: ………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: ……………………………………………………

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 117925 Concept of ICT 3 Credits**

**Description: Describe the concepts of Information and communication Technology (ICT) and the use of its components in a healthy and safe manner**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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| **LESSON SPECIFIC OUTCOMES** | | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** |  |
|  | **SPECIFIC OUTCOME 1; Assessment Criteria 1 – 3** |  |  |  |  |
|  | Describe the components of ICT |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: Types of computers are described in terms of their size, application, and relation to each other. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Types of computers - at least five of: mainframes, minicomputers, personal computers, network computers (thin clients), laptop computers, multimedia computers, personal digital assistants (PDA). | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: The components of a personal computer are described in terms of their role in the system as a whole is described. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Input, output, storage, peripherals, ROM, Ports (Serial, Parallel, USB). | OBSERVATION, ORAL, WRITTEN |  |
|  | AC3: The major components of ICT is described in terms of their relationship to each other. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Components include but is not limited to: Client computers (typically PCs), Various Networks (LANs & WANs), server computers, the Internet. | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 2; Assessment Criteria 1 – 3** |  |  |  |  |
|  | Describe the hardware components of a PC (Input Devices) |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: Input devices are identified and described in terms of their purpose and functions. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: The Memory of a personal computer is defined in terms of memory size, the types of memory and their purpose. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least two of: Memory types: RAM, ROM, ROM-BIOS, Video memory, PROM. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC3: Input devices are identified and described in terms of their purpose and functions. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least six of: Mouse, keyboard, trackball, microphone, touchpad, light pen, scanner, joystick, digital camera. | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 2; Assessment Criteria 4 – 6** |  |  |  |  |
|  | Describe the hardware components of a PC (Output Devices) |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC4: Output devices are identified and described in terms of the variety, their purpose and functions. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least four of: Monitors (Visual Display Units (VDU)), printers, | OBSERVATION, ORAL, WRITTEN |  |
|  | plotters, speakers, speech synthesisers, microfilm (microfiche). | OBSERVATION, ORAL, WRITTEN |  |
|  | AC5: Input/output devices are identified and described in terms of their purpose and function. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Touchscreen, modem. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC6: Storage devices are identified and described in terms of their purpose, capacity and functioning. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least three of: Floppy/stiffy disks, hard disks, magnetic tape streamers, CD-ROM, ZIP drives and cartridges, flash disks. | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 3; Assessment Criteria 1 – 3** |  |  |  |  |
|  | Describe software for a PC |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: The types of software are described in terms of purpose. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Operating system software, applications software. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: Operating system software is defined in terms of its function, providing examples of current OS software commonly in use. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Functions include but not limited to: Interface to hardware, interface between application software, interface to printing.OS software include but is not limited to: MS Windows, UNIX, Lunix, Macintosh. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC3: Applications software is defined and examples of applications software types and the specific application for each is described. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least 3 of: word processing, spreadsheets, database, presentation, desktop publishing, multimedia applications, internet applications. | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 4; Assessment Criteria 1 – 4** |  |  |  |  |
|  | Describe information networks in relation to ICT. |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: "Data communication" is defined in terms of its different forms of data communication and examples given. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: The networking of computers are explained in terms for its use, advantages and disadvantages. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC3: The terms LAN and WAN are explained in terms of their scope and usage. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Distinguish between same graphical area and wide spread area. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC4 Different types of telephone network connections used for access to the Internet are explained with examples. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Any 2 of: Analogue (Pulse), Digital (Tone), ADSL (Direct), Wireless. | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 5; Assessment Criteria 1 – 2** |  |  |  |  |
|  | Describe ergonomic principles for computer workstations. |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: The ergonomic principles for computer workstations are explained in terms of their application and purpose. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: Environmental conditions relating to ergonomics of computer workstations are explained in terms of their impact on personal well being. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least two of the following: environmental conditions: lighting, ventilation,  VDU positioning, VDU glare, seating, position and use of input devices (e.g. keyboard, mouse), breaks away from the computer. | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 6; Assessment Criteria 1 – 4** |  |  |  |  |
|  | Explain health and safety when working with computers. |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: Current legislation related to health and safety in the  ICT environment are identified and explained with examples. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: Personal injuries related to incorrect ergonomics when working with computers are explained with examples. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least two of the following: back pain, neck pain, repetitive strain injury (RSI), eye strain. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC3: Common precautions that can be taken when working with computers are explained in terms of how they ensure safe working environment. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least two of the following: trailing power leads and/or cables, insecure power leads, worn or frayed power leads, overloaded power points. | OBSERVATION, ORAL, WRITTEN |  |
|  | AC4: ICT working practices are explained in terms of ways to minimise the effect of working practices on the immediate environment. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: At least two of the following: recycling paper, recycling ink/toner cartridges, redundant peripheral devices, low power options on devices, use of "standby" or "sleep" modes for devices, digital formats for communication and storage of documents. Effects can be harmful or positive | OBSERVATION, ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 7; Assessment Criteria 1 – 2** |  |  |  |  |
|  | A computer workstation is set up taking ergonomic principles and health and safety issues into account. |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: The computer workstation is set up taking ergonomic principles into account. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Ergonomic principles include but are not limited to: lighting,  VDU position, seating, position and use of input devices (e.g. keyboard, mouse). | OBSERVATION, ORAL, WRITTEN |  |
|  | AC2: A computer workstation is set up taking health and safety issues into account. | OBSERVATION, ORAL, WRITTEN |  |
|  | ACR: Health and safety issues include but are not limited to: Power leads, cables,power points. | OBSERVATION, ORAL, WRITTEN |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:… ……………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 13931 ICT MAINTENANCE 3 Credits**

**Description: Monitor & Control the maintenance of office equipment**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | **SPECIFIC OUTCOME 1; Assessment Criteria 1 – 4** |  |  |  |  |
|  | Demonstrate an understanding of office equipment maintenance procedures & processes Technologies. |  |  | ORAL |  |
|  | AC1: The importance of conducting routine maintenance on office equipment is explained. | ORAL, WRITTEN |  |
|  | AC2: Office equipment for maintenance is identified and listed. | ORAL, WRITTEN |  |
|  | AC3: Procedures for maintenance of office equipment are explained. | ORAL, WRITTEN |  |
|  | AC4: Appropriate personnel are notified of impending maintenance. | ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 2; Assessment Criteria 1 -2** |  |  |  |  |
|  | Monitor & liaise with maintenance providers |  |  | ORAL |  |
|  | AC1: Maintenance providers are identified, listed and contact details are obtained. | ORAL, WRITTEN |  |
|  | AC2: Suggestions and recommendations for suitable maintenance providers are submitted. | ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 2; Assessment Criteria 3-5** |  |  |  |  |
|  | Monitor & liaise with maintenance providers |  |  | ORAL, WRITTEN |  |
|  | AC3: Maintenance agreements are studied and filed. | ORAL, WRITTEN |  |
|  | AC4: Maintenance providers are contacted to repair or maintain equipment where relevant. | ORAL, WRITTEN |  |
|  | AC5: Any problems with maintenance providers are identified and reported. | ORAL, OBSERVATION |  |
|  | **SPECIFIC OUTCOME 3; Assessment Criteria 1 - 3** |  |  |  |  |
|  | Conduct routine maintenance on designated office equipment |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC1: Type of routine maintenance is identified and explained. | ORAL, WRITTEN |  |
|  | AC2: Safety measures for routine maintenance are described. | ORAL, WRITTEN |  |
|  | AC3: Location of maintenance equipment and accessories are identified and procedure for retrieval is explained. | ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 3; Assessment Criteria 4 - 7** |  |  |  |  |
|  | Conduct routine maintenance on designated office equipment p2 |  |  | OBSERVATION, ORAL, WRITTEN |  |
|  | AC4: Routine maintenance is conducted according to manufacturers' instructions. | ORAL, WRITTEN |  |
|  | AC5: Office equipment is checked to ensure it is in working order before use. | ORAL, WRITTEN |  |
|  | AC6: Maintenance materials are disposed of in accordance with organisational requirements. | ORAL, WRITTEN |  |
|  | AC7: Routine maintenance is conducted within agreed time frames. | OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date: ………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 117928 ICT in Society 5 Credits**

**Description: Describe the application and effect of Information and Communication Technologies (ICT) on society**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **SPECIFIC OUTCOME 1; Assessment Criteria 1 - 2** |  |  |  |  |
|  | | Describe ICT |  |  | ORAL |  |
|  | | AC1: Information and Communication Technology (ICT) is defined in terms of its application and role in modern society. | ORAL, WRITTEN |  |
|  | | AC2: ICT Equipment used in modern society is described in terms of its purpose and use. | ORAL, WRITTEN |  |
|  | | Any four of: | ORAL, WRITTEN |  |
|  | | Computer, Laptop Computer, Personal Digital Assistant (PDA), Modems,  Cell phones, Printers, Facsimile, Photocopiers, Telecommunications, the Internet, Bluetooth. | ORAL, WRITTEN |  |
|  | | **SPECIFIC OUTCOME 2; Assessment Criteria 1 -2** |  |  |  |  |
|  | | Describe the use & effect of ICT on society |  |  | ORAL, WRITTEN |  |
|  | | AC1: Uses of computers in modern society are analysed in terms of advantages & disadvantages. | ORAL, WRITTEN |  |
|  | | ACR: The analysis looks at using people to perform similar tasks as computers. | ORAL, WRITTEN |  |
|  | | AC2: ICT is describes in terms of use and the effect on modern society. | ORAL, WRITTEN |  |
|  | | ACR: Any three of: information age, information availability  (time and place), information overload, jobless growth, competencies, globalization, mobility. | ORAL, WRITTEN |  |
|  | | **SPECIFIC OUTCOME 2; Assessment Criteria 3 & SPECIFIC OUTCOME 3; Assessment Criteria 1** |  |  |  |  |
|  | | Describe the use of ICT on society part 2 & Physical Effect part 1 |  |  | ORAL, WRITTEN |  |
|  | | Explain the effect of ICT on the Physical environment.(SP3) | ORAL, WRITTEN |  |
|  | | AC3 (SP2): Computer applications are described in terms of their  advantages and disadvantages. Examples include but are not limited to any three of: In the Home, Banking, Insurance, Manufacturing, Hospitality and Tourism, Retail, Healthcare, Education, Teleworking, Libraries, Mining, Government. | |  |  | ORAL, WRITTEN |  |
|  | | AC1: The effect of ICT on the physical environment is analysed in terms of its impact, advantages & disadvantages. | | ORAL, WRITTEN |  |
|  | | ACR: Disposal of solid waste (cartridges), disposal of ink,  destruction of trees, radiation, global warming, paperless, reduced commuting, access in remote | | ORAL, WRITTEN |  |
|  | | **SPECIFIC OUTCOME 3; Assessment Criteria 2 - 3** | |  |  |  |  |
|  | | Explain the effect of ICT on the Physical Environment part 2 | |  |  | ORAL, WRITTEN |  |
|  | | AC2: The effect of ICT on society is analysed in term of it benefits and  negative effects. ACR: Two benefits and two negative effects required out of the following: Telecommuting, highly paid employment, convenience, more recreation, lower costs, unemployment, crime, health, breakdown of morals and cultures, anti-social behavior | | ORAL, WRITTEN |  |
|  | | AC3: The types of environment are defined with examples.  ACR: Physical, natural & social. | | ORAL, WRITTEN |  |
|  | | **SPECIFIC OUTCOME 4; Assessment Criteria 1 - 2** | |  |  |  |  |
|  | | Explain the effect of ICT on the legal Environment part 1 | |  |  | ORAL, WRITTEN |  |
|  | | AC1: Legislation is explained with examples from the ICT industry. | | ORAL, WRITTEN |  |
|  | | AC2: The benefits of having legislation are explained with examples. | | ORAL, WRITTEN |  |
|  | | ACR: Examples must be related to ICT related legislation. | | ORAL, WRITTEN |  |
|  | | **SPECIFIC OUTCOME 4; Assessment Criteria 3 - 4** | |  |  |  |  |
|  | | Explain the effect of ICT on the legal Environment part 2 | |  |  | ORAL, WRITTEN |  |
|  | | AC3: Legal issues that arise out of the ICT industry are explained with examples. | | ORAL, WRITTEN |  |
|  | | ACR: Intellectual property, cyber-crime, infringement of privacy, service level agreements, purchase and sale agreements. | | ORAL, WRITTEN |  |
|  | | AC4: Current legislation that impacts on ICT is identified with examples. | | ORAL, WRITTEN |  |
|  | | ACR: Copyright Act, ECTA, access to Information act, law of contract. | | ORAL, WRITTEN |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:…………… …………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 9357 Keyboard Skills 4 Credits**

**Description: Develop and use keyboard skills to enter text**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | **SPECIFIC OUTCOME 1; Assessment Criteria 1 - 2** |  |  |  |  |
|  | Develop keyboard techniques to key-in alpha and numeric text, symbols, and special characters Technologies. |  |  | OBSERVATION |  |
|  | ACR: Forearm, wrist, hand and fingers, posture, location of guide keys, automatic response to key location, use of fingering pathways and key striking motion for keyboard used. | OBSERVATION |  |
|  | AC1: Text entry settings established for line spacing, font size, and page margins are consistent with information provided and output required. | OBSERVATION |  |
|  | AC2: Text entry functions are identified and used to produce output in accordance with information provided and output required. | OBSERVATION |  |
|  | ACR: Entry functions may include but are not limited to - shift, caps lock, enter, space bar, backspace, tab, cursor keys, delete, insert, over type; evidence is required for six entry functions. | OBSERVATION |  |
|  | **SPECIFIC OUTCOME 1; Assessment Criteria 3 - 4** |  |  |  |  |
|  | Develop keyboard techniques to key-in alpha and numeric text, symbols, and special characters Technologies. Part 2 |  |  | OBSERVATION |  |
|  | AC3: Keyboard techniques are used to key-in short passages of 150 keystrokes  containing alpha and numeric text, symbols, special characters, and incorporating punctuation, in accordance with information provided and output required. | OBSERVATION |  |
|  | AC4: Keyboard techniques developed are appropriate to the keyboard system adopted, and are within the physical capabilities of the keyboard operator. | OBSERVATION |  |
|  | **SPECIFIC OUTCOME 2; Assessment Criteria 1 - 3** |  |  |  |  |
|  | Identify & remedy technique errors |  |  | OBSERVATION |  |
|  | AC1: All keyboarded text is proof-read and errors are identified. | OBSERVATION, ORAL |  |
|  | AC2: Analysis of keyboard techniques applied and text output produced is used to identify technique errors. | OBSERVATION |  |
|  | AC3: Remedial techniques are applied to achieve improved keyboard skill and quality of text output. | OBSERVATION |  |
|  | **SPECIFIC OUTCOME 3; Assessment Criteria 1 -3** |  |  |  |  |
|  | Apply keyboard techniques and ergonomic practices to avoid overuse injuries |  |  | OBSERVATION |  |
|  | AC1: Positioning of fingers, wrists, forearms, and back, in relationship to the size, slope and type of keyboard being used, is consistent with occupational health and safety guidelines for keyboard operators. | OBSERVATION |  |
|  | AC2: Overuse syndrome prevention techniques are demonstrated in relation to posture and technique in accordance with occupational health and safety guidelines for keyboard operators. | OBSERVATION |  |
|  | AC3: Concepts of ergonomic practice relating to keyboard are explained in accordance with occupational health and safety guidelines for keyboarding errors. | OBSERVATION |  |
|  | ACR: Examples of ergonomic factors may include but are not limited to room  temperature, humidity, ventilation, workstation location and design, chair design and height, acoustics and noise level, lighting, positioning of power cables, positioning of keyboard and screen, screen background colour, screen brightness control, reduction of | OBSERVATION |  |
|  | screen glare and radiation, screen tilt, copyholder type and position, use of footrests, anti-static furnishings; explanation is required for five ergonomic factors. | OBSERVATION |  |
|  | **SPECIFIC OUTCOME 4; Assessment Criteria 1 - 2** |  |  |  |  |
|  | Produce sentences and paragraph containing alpha  & numeric text, symbols and special characters |  |  | OBSERVATION |  |
|  | AC1: Keyboard techniques are used to key-in alpha entries containing a minimum of  150 words (750 keystrokes), in accordance with information provided and output required. | OBSERVATION |  |
|  | AC2: Keyboard techniques are used to key-in text containing alpha and numeric entries,  symbols and special characters, of a minimum of 1 000 keystrokes, in accordance with information provided and output required | OBSERVATION |  |

I have completed all of my exercises:………YES………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……DONE………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 258883 Use generic functions in a Graphical User Interface (GUI)-environment 4 Credits**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **SPECIFIC OUTCOME 1:Assessment Criteria 1 - 6** |  |  |  |  |
|  | | Use the desktop of a GUI-based operating system. |  |  | ORAL |  |
|  | | AC: 1 GUI-based operating systems are defined using examples. | ORAL |  |
|  | | AC: 2 The main components are described to reflect what is found on a typical desktop.  ACR: Main components refer to any two of Icons taskbar (or action bar), Background, Themes, Display settings. Activation button (Start). | ORAL |  |
|  | | AC: 3 The term "ICON" is described and standard icons identified on the GUI "desktop".  ACR: Standard icons include but are not limited to any two of My Computer, My Documents, Network Neighbourhood/My Network Places. | ORAL, OBSERVATION |  |
|  | | AC: 4 ICONS are rearranged on the "desktop" and showing the different methods.  ACR: Methods include but are not limited to any two of:  • Auto arrange, manual, by file type, aligned. | ORAL, OBSERVATION |  |
|  | | AC: 5 A desktop shortcut icon is created to facilitate easy access to filed documents in folders. ACR:Filed documents in folders include but are not limited to one of text document, presentation file, spreadsheet file. | ORAL, OBSERVATION |  |
|  | | AC: 6 The elements on the Start Menu are described in terms of their purpose.  ACR: Elements include but are not limited to Programs, Documents, Settings, Find, Help, Run. | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 2:Assessment Criteria 1 - 7** |  |  |  |  |
|  | | Use of the features of a GUI Window. |  |  | ORAL, OBSERVATION |  |
|  | | OCR: Any GUI applications available to the Student can be chosen for this outcome. | ORAL, OBSERVATION |  |
|  | | AC: 1 Different types of windows are described and an example given for each. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | | Types of windows include but are not limited to any 3 of Modal/Non-Modal, pop-up, warning, error, information, application. | ORAL, OBSERVATION |  |
|  | | AC: 2 An application is started from the Start Menu. | ORAL, OBSERVATION |  |
|  | | AC: 3 The parts of a window are described in terms of their features and use. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | | Parts of a window include but are not limited to any four (4) of Title Bar, Minimize Button, Maximize Button, Restore Button, Close Button, Menu Bar, Toolbar, Status Bar. | ORAL, OBSERVATION |  |
|  | | AC: 4 GUI application windows are manipulated on a desktop. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | | Manipulated include but are not limited to Opened, minimized, maximized, moved and closed. | ORAL, OBSERVATION |  |
|  | | AC: 5 The impact of having more than one window open at the same is described in terms of their implications. | ORAL, WRITTEN |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | | Window includes but are not limited to active and inactive windows, impact on speed, switching between open windows. | ORAL, OBSERVATION |  |
|  | | AC: 6 Multiple applications are started in accordance with the requirements of the circumstances. | ORAL, OBSERVATION |  |
|  | | AC: 7 The "active" window is changed between applications using keyboard and mouse. | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 3 :Assessment Criteria 1 - 3** |  |  |  |  |
|  | | Use the Help facility in a GUI environment. |  |  | ORAL, OBSERVATION |  |
|  | | AC: 1 Different methods to launch the Help facility are explained to reflect what sources of assistance are available. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | | Methods include but are not limited to Menu option, key. | ORAL, OBSERVATION |  |
|  | | AC: 2 Help facility is launched to source required assistance. | ORAL, OBSERVATION |  |
|  | | AC: 3 Different methods are explained and applied to show how to find information within the help facility. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | | Methods include but are not limited to any 2 of Content, Index and Search. | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 4 :Assessment Criteria 1 - 4** |  |  |  |  |
|  | | Use a pointing device in a GUI environment. |  |  | ORAL, OBSERVATION |  |
|  | | OUTCOME RANGE |  |  |
|  | | Any one of: |  |  |
|  | | Mouse, trackball, touchpad, touch screen. | ORAL, OBSERVATION |  |
|  | | AC: 1 Different methods to select objects by using the device are demonstrated. ASSESSMENT CRITERION RANGE  Single-click, Double-click, Left-click, Right-click. | ORAL, OBSERVATION |  |
|  | | AC: 2 Different methods to select groups of objects by using the device are demonstrated. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | Device + (Range), Device + (Multiple individual). | | ORAL, OBSERVATION |  |
|  | AC: 3 A method of changing device setting is demonstrated, but changing the settings to allow alternate hand settings. | | ORAL, OBSERVATION |  |
|  | ASSESSMENT CRITERION RANGE | | ORAL, OBSERVATION |  |
|  | From right- to left-handed users, and back. | | ORAL, OBSERVATION |  |
|  | AC: 4 Different methods to use the "drag-and-drop" concept are demonstrated in a GUI environment, allowing graphical objects to be moved around on in a GUI environment. | | ORAL, OBSERVATION |  |
|  | ASSESSMENT CRITERION RANGE | |  |  |
|  | Drag with SELECT button. | | ORAL, OBSERVATION |  |
|  | **SPECIFIC OUTCOME 5 :Assessment Criteria 1 - 4** | |  |  |  |  |
|  | Use generic print options in a GUI environment. | |  |  | ORAL, OBSERVATION |  |
|  | AC: 1 A document is previewed in print format to check conformance to requirements. | | ORAL, OBSERVATION |  |
|  | AC: 2 Various print options are selected before printing an object.  ARC: Print options include but not limited to Select the printer, number of copies, collate sequence. | | ORAL, OBSERVATION |  |
|  | AC: 3 A whole document or a selected part is printed to the selected printer. | | ORAL, OBSERVATION |  |
|  | AC: 4 The printer properties are altered, either from within Print Options or "Page setup". ACR: Printer properties, Print Options or "Page setup include not limited to any 3 of Paper size, orientation, paper source, resolution, scaling. | | ORAL, OBSERVATION |  |
|  | AC: 5 Print job is submitted and job progress is viewed using print queue managing software. | | ORAL, OBSERVATION |  |
|  | AC: 6 Print jobs are manipulated in the print queue.  ACR: Manipulated include but not limited to any one of pause, re-start, delete, refresh. | | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 117867 Managing files in a Graphical User Interface (GUI) environment 3 Credits**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **SPECIFIC OUTCOME 1; Assessment Criteria 1 - 3** |  |  |  |  |
|  | | Identify the different storage devices on a computer, using operating system features where applicable. |  |  | ORAL, OBSERVATION |  |
|  | | AC:1 Storage devices are physically identified.  ASSESSMENT CRITERION RANGE  Hard drive, additional hard drive (if present), "stiffy" drive, CD-ROM, flashdrive. | ORAL, OBSERVATION |  |
|  | | AC: 2 Storage devices are logically identified by their drive label. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE | ORAL, OBSERVATION |  |
|  | | Whichever is present: | ORAL, OBSERVATION |  |
|  | | A:, B:, C:, D:, E:, F: (at least two). | ORAL, OBSERVATION |  |
|  | | AC: 3 Storage space on a storage device is identified using the operating system features. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE | ORAL, OBSERVATION |  |
|  | | Storage space used and unused storage space needs to be identified using the operating system. | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 2; Assessment Criteria 1 - 7** |  |  |  |  |
|  | | Explain the concepts of files on a computer in a GUI environment. |  |  | ORAL, WRITTEN |  |
|  | | AC: 1 A file is explained with reference to its use on a computer. | ORAL, WRITTEN |  |
|  | | ASSESSMENT CRITERION RANGE |  |  |
|  | | A method for storing related information electronically, A method for keeping information for future retrieval, even after physical power to a computer has been lost. | ORAL, WRITTEN |  |
|  | | AC: 2 The method of organising files on a computer is described.  ASSESSMENT CRITERION RANGE Windows: folders, non-windows:  • Directories. | ORAL, WRITTEN |  |
|  | | AC: 3 The "path" (or location) of the file is described in terms of its extended name. | ORAL, WRITTEN |  |
|  | | AC: 4 The file type is identified from the name of the file | ORAL, WRITTEN |  |
|  | | AC: 5 File types are explained. | ORAL, WRITTEN |  |
|  | | ASSESSMENT CRITERION RANGE | ORAL, OBSERVATION |  |
|  | | At least 4 of: exe, .tmp, .txt, .mpeg, .jpg, .tif, .gif, .rtf, .zip, .wav, .mp3, .doc, .xls, .ppt, .mdb. .pdf. | ORAL, WRITTEN |  |
|  | | AC: 6 The hierarchical structure of folders/directories is explored and explained. | ORAL, WRITTEN |  |
|  | | AC: 7 File compression is described in terms of its use and benefits. | ORAL, WRITTEN |  |
|  | | **SPECIFIC OUTCOME 3; Assessment Criteria 1 - 6** |  |  |  |  |
|  | | Locate files in a GUI environment. |  |  | ORAL, OBSERVATION |  |
|  | | AC: 1 Files are located by file name search and file organizing utilities. ASSESSMENT CRITERION RANGE Two of:  • Wild cards, search, folders/directories, explore. | ORAL, OBSERVATION |  |
|  | | AC: 2 Methods of viewing file lists are demonstrated. | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE | ORAL, OBSERVATION |  |
|  | | Two of: List, small icons, large icons, detailed view. | | ORAL, OBSERVATION |  |
|  | | AC: 3 File lists are sorted. | | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE | | ORAL, OBSERVATION |  |
|  | | By file name, date, file type. | | ORAL, OBSERVATION |  |
|  | | AC 4: A specific folder is located and selected. | | OBSERVATION |  |
|  | | AC: 5 Methods of selecting more that one file are demonstrated. | | OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE | |  |  |
|  | | Adjacent files, non-adjacent files. | | OBSERVATION |  |
|  | | AC: 6 Methods of identifying and selecting actions on a file are demonstrated.  ASSESSMENT CRITERION RANGE  Right click on file name, File menu. | | OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 4; Assessment Criteria 1 - 3** | |  |  |  |  |
|  | | Work with computer files in a GUI environment.  OUTCOME RANGE  When creating new folders/directories and files, the name of the new folder/directory or file must be descriptive to allow it to be easily identified in terms of its purpose and content. | |  |  | OBSERVATION |  |
|  | | AC: 1 New folders/directories are created.  ASSESSMENT CRITERION RANGE  To a minimum hierarchy of 3 levels. | | OBSERVATION |  |
|  | | AC: 2 The number of files in a folder/directory is identified using the operating system. | | OBSERVATION |  |
|  | | AC: 3 Files are manipulated. | | OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE | | OBSERVATION |  |
|  | | Types of manipulation: Copy, Move, rename, delete, compress/de-compress (at least two types). | | OBSERVATION |  |
|  | | Ways of manipulation: From one folder to another, within a folder, from one device to another (at least two ways). | | OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 5; Assessment Criteria 1 - 6** | |  |  |  |  |
|  | | Protect computer files in a GUI environment. | |  |  | ORAL |  |
|  | | AC: 1 Common threats to the integrity of information held in computer files are explained. | | ORAL |  |
|  | | ASSESSMENT CRITERION RANGE | |  |  |
|  | | Any two of: Loss, unauthorised access, viruses, defect equipment. | | ORAL, OBSERVATION |  |
|  | | AC: 2 Methods of protecting files are explained. | | ORAL |  |
|  | | ASSESSMENT CRITERION RANGE | |  |  |
|  | | Backups, read-only, password. | | ORAL, OBSERVATION |  |
|  | | AC: 3 Files are backed-up using the operating system backup facility. | | ORAL, OBSERVATION |  |
|  | | AC: 4 Files are restored using the operating system restore facility. | | ORAL, OBSERVATION |  |
|  | | AC: 5 Other methods of backing up and restoring files are described. | | ORAL |  |
|  | | ASSESSMENT CRITERION RANGE | |  |  |
|  | | Any one of:Copy, diskcopy, or any other industry copying tool. | | ORAL, OBSERVATION |  |
|  | | AC: 6Different backup devices are identified. | | ORAL, OBSERVATION |  |
|  | | ASSESSMENT CRITERION RANGE | | ORAL, OBSERVATION |  |
|  | | Any two of: | | ORAL, OBSERVATION |  |
|  | | Stiffy, CD, tape streamer, memory stick, fileserver. | | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116938 MS Word: Create and Edit 4 Credits**

**Description: Use a Graphical User Interface (GUI)-based word processor to create and edit documents**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | **SPECIFIC OUTCOME 1: Assessment Criteria 1- 3** |  |  |  |  |
|  | Demonstrate an understanding of the principles of word processing. |  |  | ORAL, WRITTEN |  |
|  | AC1: Word processing is defined in terms of its purpose and use. | ORAL, WRITTEN |  |
|  | AC2 Documents that can be produced using a word processor are provided, with relevant examples. | ORAL, WRITTEN |  |
|  | ACR: At least three examples. | ORAL, WRITTEN |  |
|  | AC3: The benefits of using a word processor for producing documents are explained. | ORAL, WRITTEN |  |
|  | At least three benefits. | ORAL, WRITTEN |  |
|  | **SPECIFIC OUTCOME 2: Assessment Criteria 1- 3** |  |  |  |  |
|  | Create, open and save documents. |  |  | OBSERVATION, ORAL,WRITTEN |  |
|  | OCR: When creating new documents, the name of the new document must allow the document to be easily identified in terms of its purpose and content. | OBSERVATION, ORAL,WRITTEN |  |
|  | AC1: The word processing program is opened. | OBSERVATION, ORAL,WRITTEN |  |
|  | AC2: The parts of the word processor window are described in terms of their features and use. ACR: At least 2 of: Menu Bar, Toolbar, Status Bar, scroll bar, ruler. | OBSERVATION, ORAL,WRITTEN |  |
|  | AC3: A new document is created. | OBSERVATION,ORAL,WRITTEN |  |
|  | **SPECIFIC OUTCOME 2: Assessment Criteria 4 – 8** |  |  |  |  |
|  | Create, open and save documents. |  |  |  |  |
|  | AC4: Saving documents is explained in terms of its purpose and the destination of the saved filed. | ORAL, OBSERVATION |  |
|  | AC5: The document is saved with a specific name in a specific folder. | ORAL, OBSERVATION |  |
|  | ACR: At least two different methods of saving a document. | ORAL, OBSERVATION |  |
|  | AC6: The document is closed. | OBSERVATION |  |
|  | AC7: An existing document is opened. | ORAL, OBSERVATION |  |
|  | AC8: The word processing program is closed. | ORAL, OBSERVATION |  |
|  | **SPECIFIC OUTCOME 3: Assessment Criteria 1- 4** |  |  |  |  |
|  | Produce a document from given text. |  |  | ORAL, OBSERVATION |  |
|  | AC1: A document is produced with the required data from given text. | ORAL, OBSERVATION |  |
|  | AC2: The document is saved regularly to avoid loss of data. | ORAL, WRITTEN |  |
|  | AC3: The benefits of saving a file in different formats are explained. | ORAL |  |
|  | ACR: At least two of: RTF, Text, HTML, other software versions, other software types. | ORAL |  |
|  | AC4: A document is saved in a different format. | ORAL, OBSERVATION |  |
|  | ACR: At least two of: RTF, Text, HTML, other software versions, other software types. | ORAL, OBSERVATION |  |
|  | **SPECIFIC OUTCOME 4: Assessment Criteria 1- 2** |  |  |  |  |
|  | Format a document. (with Practical Exercise) |  |  | ORAL, OBSERVATION |  |
|  | AC1: A paragraph is manually formatted. | ORAL, OBSERVATION |  |
|  | AC1: Data is inserted into a document. | ORAL, OBSERVATION |  |
|  | ACR: Method of input: insert, type over; type of data: text, special characters, page break. | ORAL, OBSERVATION |  |
|  | AC2: Text is selected for manipulation and de-selected. | ORAL, OBSERVATION |  |
|  | ACR: Method of selection: keyboard, mouse. ACR: Selection text: word, line of text, sentence, paragraph, entire document. | ORAL, OBSERVATION |  |
|  | AC3: Text is manipulated. ACR: Move, copy, delete. | ORAL, OBSERVATION |  |
|  | AC4: The format of selected text is copied to other text.  ACR: Selected text may be any of: word, line of text, sentence, paragraph, entire document. | ORAL, OBSERVATION |  |
|  | AC5: Text is located and replaced in a document. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 5: Assessment Criteria 1-5** |  |  |  |  |
|  | Edit a document |  |  |  |  |
|  | AC1: Data is inserted into a document | ORAL, OBSERVATION |  |
|  | ACR; Method of input: insert, typeover; type of data: text, special characters, page break | ORAL, OBSERVATION |  |
|  | AC2: Text is selected for manipulation and de-selected | ORAL, OBSERVATION |  |
|  | ACR: Method of selection: keyboard, mouse.  Selection text: word, line of text, sentence, paragraph, entire document. | ORAL, OBSERVATION |  |
|  | AC3: Text is manipulated | ORAL, OBSERVATION, WRITTEN |  |
|  | ACR: Move, copy, delete | ORAL, OBSERVATION, WRITTEN |  |
|  | **Specific Outcome 6: Assessment Criteria 1-3** |  |  |  |  |
|  | Check spelling and grammar in a document. |  |  | ORAL, OBSERVATION, WRITTEN |  |
|  | AC1: Text is entered and corrected automatically while entering. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC2: Text is checked for spelling and grammar and corrections made based on judgment. ACR: word, paragraph,documents | ORAL, OBSERVATION |  |
|  | AC3: Words are added to the custom dictionary. | ORAL, OBSERVATION |  |
|  | **Specific outcome 7: Assessment Criteria 1- 5** |  |  |  |  |
|  | Adjust the display characteristics. |  |  | ORAL, OBSERVATION |  |
|  | AC1: The page view mode is changed. | ORAL, OBSERVATION |  |
|  | ACR: Any three of: normal, web, print layout, outline, draft, multi-page. | ORAL, OBSERVATION |  |
|  | AC2: The document view is increased and decreased. | ORAL, OBSERVATION |  |
|  | ACR: Using a zoom feature. | ORAL, OBSERVATION |  |
|  | AC3: Toolbars are removed and added. | ORAL, OBSERVATION |  |
|  | AC4: Ruler is viewed and removed. | ORAL, WRITTEN |  |
|  | AC5: Non-printing characters are displayed and removed. | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:… ……………………………………………………………………………….. Assessment Outcome: ………………………………………….

Formative Echo Declaration Signed & Scanned: …………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 117924 MS Word: Format Documents 5 Credits**

**Description: Use a Graphical User Interface (GUI)-based word processor to format documents**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | **SPECIFIC OUTCOME 1 : Assessment criteria 1-3:** |  |  |  |  |
|  | Work with multiple documents within a Word processing program |  |  | ORAL, OBSERVATION, WRITTEN |  |
|  | OCR: Minimum 2 documents. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC1: A number of documents are opened, in order to switch control between them. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC2: Documents are sized so that at least two documents can be seen at the same time. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC3: Text is manipulated between active documents. | ORAL, OBSERVATION, WRITTEN |  |
|  | **SPECIFIC OUTCOME 2: Assessment Criteria 1-3** |  |  |  |  |
|  | Format Text using word processing application |  |  | ORAL, OBSERVATION, WRITTEN |  |
|  | AC1: A border is applied to text and removed from text to enhance the look-and-feel of a document. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC2: Shading is applied to text and removed from text. | ORAL, OBSERVATION, WRITTEN |  |
|  | ACR: Shading is also refers to a filling. | ORAL, OBSERVATION, WRITTEN |  |
|  | **SPECIFIC OUTCOME 2: Assessment Criteria 4-8** |  |  |  |  |
|  | Format Text using word processing application |  |  | ORAL, OBSERVATION, WRITTEN |  |
|  | AC4: The use of an automatic field added capability of the word processor is demonstrated, in terms of its purpose and use to speed up typing of words and sentences. | ORAL, OBSERVATION, WRITTEN |  |
|  | ACR: Date, time, document information. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC5: Special characters and symbols are inserted into an existing word processing document. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC6: Hyphenation is activated and applied into an existing word processing document. | ORAL, OBSERVATION, WRITTEN |  |
|  | ACR: At least one of the following: Automatic, soft, optional. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC7: Special effects are applied to text in an existing word processing document. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC8: Character Spacing is changed in an existing word processing document. | ORAL, OBSERVATION, WRITTEN |  |
|  | **SPECIFIC OUTCOME 3: Assessment Criteria 1-4** |  |  |  |  |
|  | Format Paragraphs |  |  | ORAL, OBSERVATION |  |
|  | AC1: Tabs are set, reset and removed from an existing word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Tabs: left tab, right tab, centre tab, decimal align tab, leading character tab; at least 2 methods of setting tabs are demonstrated. | ORAL, OBSERVATION |  |
|  | AC2: The default tab setting is changed in an existing word processing document. | ORAL, OBSERVATION |  |
|  | AC3: Bullets are applied to and removed from an existing word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Automatic while entering, to existing text. | ORAL, OBSERVATION |  |
|  | AC4: Bullet formats are changed within an existing word processing document. | OBSERVATION |  |
|  | ACR: Bullet character, bullet position, text position. | ORAL, OBSERVATION |  |
|  | **SPECIFIC OUTCOME 3: Assessment Criteria 5-9** |  |  | ORAL, OBSERVATION |  |
|  | Format Paragraphs |  |  | ORAL, OBSERVATION |  |
|  | AC1: Tabs are set, reset and removed from an existing word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Tabs: left tab, right tab, centre tab, decimal align tab, leading character tab; at least 2 methods of setting tabs are demonstrated. | ORAL, OBSERVATION |  |
|  | AC2: The default tab setting is changed in an existing word processing document. | ORAL, OBSERVATION |  |
|  | AC3: Bullets are applied to and removed from an existing word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Automatic while entering, to existing text. | ORAL, OBSERVATION |  |
|  | AC4: Bullet formats are changed within an existing word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Bullet character, bullet position, text position. | ORAL, OBSERVATION |  |
|  | AC5: The difference between numbered text and outline numbered text is explained in terms of their use in an existing word processing document. | ORAL, OBSERVATION |  |
|  | AC6: Numbering is applied to and removed from selected text in an existing word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Automatic while entering, to existing text; single level numbering, multi-level numbering to at least three levels. | ORAL, OBSERVATION |  |
|  | AC7: Numbering formats are changed within existing paragraph. | ORAL, OBSERVATION |  |
|  | ACR: Number format, number style, number position, text position. | ORAL, OBSERVATION |  |
|  | AC8: A border is applied to and removed from an existing word processing document. | ORAL, OBSERVATION |  |
|  | AC9: Paragraph spacing is changed in an existing word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Line spacing, before and after paragraph. | ORAL, OBSERVATION |  |
|  | **SPECIFIC OUTCOME 4: Assessment Criteria 1-4** |  |  |  |  |
|  | Format Pages within an existing word processing Document |  |  | ORAL, OBSERVATION |  |
|  | AC1: The page format of a document is changed according to given specifications. | ORAL, OBSERVATION |  |
|  | ACR: Page size, page orientation, margins, layout. | ORAL, OBSERVATION |  |
|  | AC2: Manual Page breaks are inserted into an existing word processing document. | ORAL, OBSERVATION |  |
|  | AC3: Page breaks are deleted from an existing word processing document. | ORAL, OBSERVATION |  |
|  | AC4: A border is applied to and removed from an existing word processing document | ORAL, OBSERVATION |  |
|  | **Specific Outcome 5: Assessment Criteria 1-3** |  |  |  |  |
|  | Format an existing word processing Document. |  |  | ORAL, OBSERVATION |  |
|  | AC1: Methods of automatically formatting a document are explained. | ORAL, OBSERVATION |  |
|  | ACR: Templates, styles, manual. | ORAL, OBSERVATION |  |
|  | AC2: A header is added to and removed from a document. | ORAL, OBSERVATION |  |
|  | AC3: A footer is added to and removed from a document. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 5: Assessment Criteria 4-7** |  |  |  |  |
|  | Format an existing word processing Document |  |  | ORAL, OBSERVATION |  |
|  | AC4: Page numbers are added to a document. | ORAL, OBSERVATION |  |
|  | AC5: A document is split into sections according to given specifications. | ORAL, OBSERVATION |  |
|  | ACR: Minimum 2 sections. | ORAL, OBSERVATION |  |
|  | AC6: Endnotes and footnotes are inserted into a document. | ORAL, OBSERVATION |  |
|  | AC7: A Section Break is inserted into and deleted from an existing word processing document. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 6: Assessment Criteria 1-3** |  |  |  |  |
|  | Templates are used and created to facilitate ease of use in future, by having |  |  | ORAL, OBSERVATION |  |
|  | AC1: A document is created using an existing template. | ORAL, OBSERVATION |  |
|  | AC2: A document is saved as a new template with a specific name and in a specific folder. | ORAL, OBSERVATION |  |
|  | AC3: A created template is used to have pre-defined default options when starting a new word processing document. | ORAL, OBSERVATION |  |
|  | ACR: Default options include but is not limited to: | ORAL, OBSERVATION |  |
|  | Document type, document format depending on type chosen. | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:… ……………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 119078 MS Word: TABLES & COLUMNS 5 Credits**

**Description: Use a Graphical User Interface (GUI)-based word processor to enhance a document through the use of tables and columns**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **Specific Outcome 1: Assessment Criteria 1-4** |  |  |  |  |
|  | | Create and edit a table. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: A table is created. | ORAL, OBSERVATION |  |
|  | | ACR: Table to have at least 4 columns and 4 rows, and at least two of the following methods  of creating a table are demonstrated: Insert Table on Standard Toolbar, Insert/Draw Table from Table Menu, Convert Text to Table from Table Menu. | ORAL, OBSERVATION |  |
|  | | AC2: Data is entered into the table. | ORAL, OBSERVATION, WRITTEN |  |
|  | | AC3: Text is selected in the table. | ORAL, OBSERVATION |  |
|  | | ACR: A word, a sentence, a Cell, a Row, a Column, the Entire Table. | ORAL, OBSERVATION |  |
|  | | AC4: Text is deleted from a table. | ORAL, OBSERVATION |  |
|  | | ACR: In a single cell, in an entire row, in an entire column. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 1: Assessment Criteria 5-7** |  |  |  |  |
|  | | Create and edit a table. |  |  |  |  |
|  | | AC5: Table cells are inserted and deleted. | ORAL, WRITTEN |  |
|  | | ACR: A single cell, a whole column, a whole row. | ORAL, OBSERVATION |  |
|  | | AC6: Text is copied from one cell range to another. | ORAL, OBSERVATION |  |
|  | | ACR: A cell, a column, a row. | ORAL, OBSERVATION |  |
|  | | AC7: Text is moved from one cell range to another. | ORAL, OBSERVATION |  |
|  | | ACR: A cell, a column, a row. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-4** |  |  |  |  |
|  | | Format a table according to given requirements. | |  |  |  |  |
|  | | AC1: The width of a column is changed. | | ORAL, OBSERVATION |  |
|  | | ACR: Manually using drag, and automatically using Table Menu. | | ORAL, OBSERVATION |  |
|  | | AC2: The height of a row is changed. | | ORAL, OBSERVATION |  |
|  | | ACR: Manually using drag, and automatically using Table Menu. | | ORAL, OBSERVATION |  |
|  | | AC3: The alignment of text in a cell range is changed. | | ORAL, OBSERVATION |  |
|  | | ACR: Left, Center, Right, Justified, Direction. | | ORAL, OBSERVATION |  |
|  | | AC4: Borders are added to a cell range | | ORAL, OBSERVATION |  |
|  | | ACR: A single cell, a column, a row, the entire table, at least two methods of adding a border to be demonstrated. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 2: Assessment Criteria 5-7** | |  |  |  |  |
|  | | Format a table according to given requirements. | |  |  | ORAL, OBSERVATION |  |
|  | | AC5: The background shading of a cell range is changed | | ORAL, OBSERVATION |  |
|  | | ACR: Colour, A single cell, a column, a row, the entire table, at least two methods of adding shading to be demonstrated. | | ORAL, OBSERVATION |  |
|  | | AC6: The text colour is changed in a cell range. | | ORAL, OBSERVATION |  |
|  | | ACR: A single cell, a column, a row, the entire table, at least two methods of changing the text colour to be demonstrated. | | ORAL, OBSERVATION |  |
|  | | AC7: Borders are changed in a cell range. | | ORAL, OBSERVATION, WRITTEN |  |
|  | | ACR: Line colour, line style, line width. A single cell, a column, a row, the entire table, at least two methods of changing the border colour to be demonstrated. | | ORAL, OBSERVATION, WRITTEN |  |
|  | | **Specific Outcome 2: Assessment Criteria 8-11** | |  |  |  |  |
|  | | Format a table according to given requirements. | |  |  | ORAL, OBSERVATION |  |
|  | | AC8: A table is formatted automatically using the features of the word processing application | | ORAL, OBSERVATION |  |
|  | | AC9: Cell attributes are changed. | | ORAL, OBSERVATION |  |
|  | | ACR: Merge cells, split cells. | | ORAL, OBSERVATION |  |
|  | | AC10: Data in a table is sorted. | | ORAL, OBSERVATION |  |
|  | | AC11: Numeric calculations are applied to achieve a given scenario. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 3: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Create and Edit Columns in a document. | |  |  | ORAL, OBSERVATION |  |
|  | | OCR: Columns referred to here are not columns in a table (see definition in the | | ORAL, OBSERVATION |  |
|  | | notes section). | | ORAL, OBSERVATION |  |
|  | | AC1: A document column is inserted ACR: At least two. | | ORAL, OBSERVATION |  |
|  | | AC2: Edit a column in a document. | | ORAL, OBSERVATION |  |
|  | | ACR: Resize, Line in between, Adjust column length. | | ORAL, OBSERVATION |  |
|  | | AC3: A column break is inserted and deleted. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 4: Assessment Criteria 1-3** | |  |  |  |  |
|  | | Format a column in a document. | |  |  | ORAL, OBSERVATION |  |
|  | | OCR: Columns referred to here are not columns in a table (see definition in the notes section). | | ORAL, OBSERVATION |  |
|  | | AC1: A heading is added for a column. | | ORAL, OBSERVATION |  |
|  | | ACR: Above column break, inside column. | | ORAL, OBSERVATION |  |
|  | | AC2: A text box is added inside a column. | | ORAL, WRITTEN |  |
|  | | ACR: At least two in separate columns. | | ORAL, WRITTEN |  |
|  | | AC3: Text boxes are linked between different columns. ACR: At least two. | | OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:… ……………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116942 MS Word: Document Merge 3 Credits**

**Description: Use a Graphical User Interface (GUI)-based word processor to create merged documents**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-2** |  |  |  |  |
|  | Describe the uses of merged documents. |  |  | ORAL, OBSERVATION, WRITTEN |  |
|  | AC1: Merging of documents is described in terms of its usage | ORAL, OBSERVATION, WRITTEN |  |
|  | ACR: Main document, data source, merged document. | ORAL, OBSERVATION, WRITTEN |  |
|  | AC2: Applications for merged documents are described in term of their benefits. | ORAL, OBSERVATION, WRITTEN |  |
|  | ACR: Mass-producing letters, mass-producing labels, mass-producing forms, mass-producing contracts, creating a catalogue. | ORAL, OBSERVATION, WRITTEN |  |
|  | **Specific Outcome 2: Assessment Criteria 1-2** |  |  |  |  |
|  | Create a merged document. |  |  | ORAL, OBSERVATION |  |
|  | AC1: A data source is created and saved that will be merged with various documents. | ORAL, OBSERVATION |  |
|  | ACR: Data source to contain at least 5 fields and 5 records. | ORAL, OBSERVATION |  |
|  | AC2: Documents that suitable for merging with data sources (referred to as main documents) are identified and created with given reasons for suitability. | ORAL, OBSERVATION |  |
|  | ACR: Main document to have: at least 4 of fields of the data source, one field to appear more than once. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 3-4** |  |  |  |  |
|  | Create a merged document. |  |  | ORAL, OBSERVATION |  |
|  | AC3: A merged document is created and saved thru the use of the merge function of a word processing application. | ORAL, OBSERVATION |  |
|  | ACR: At least two of: letters, labels, forms, envelopes using an existing data source within a word processor, using an external database. | ORAL, OBSERVATION |  |
|  | AC4: Edit a data source and re-produce a merged document to prove the purpose of document merging. | ORAL, OBSERVATION |  |
|  | ACR: Add record, delete record, sort record, and change record. | ORAL, OBSERVATION |  |

I have completed all of my exercises:……………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:……………………………………………………………………………… Assessment Outcome: ………………………………………

Formative Echo Declaration Signed & Scanned: …………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116937 MS EXCEL: Create & Edit 4 Credits**

**Description: Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **SPECIFIC OUTCOME 1: Assessment Criteria 1-5** |  |  |  |  |
|  | | Demonstrate an understanding of the principles of spreadsheets. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Spreadsheet is defined in terms of its purpose and use. | ORAL, OBSERVATION |  |
|  | | ACR: Automation of repetitive calculation tasks,organisation of data into rows and columns. | ORAL, OBSERVATION |  |
|  | | AC2: Examples of spreadsheets that can be produced using a spreadsheet application are provided. ACR: At least three examples. | ORAL, OBSERVATION |  |
|  | | AC3: The benefits of using a spreadsheet application for producing and working with spreadsheets are explained. | ORAL, OBSERVATION |  |
|  | | ACR: At least three benefits. | ORAL, OBSERVATION |  |
|  | | AC4: Examples of spreadsheet programs are named | ORAL, OBSERVATION |  |
|  | | AC5: Properties of a spreadsheet are identified and described in terms of its purpose and use. | ORAL, OBSERVATION |  |
|  | | ACR: Rows, columns, cells, cell cursor. | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 2: Assessment Criteria 1-4** |  |  |  |  |
|  | | Create, open and save spreadsheets. |  |  | ORAL, OBSERVATION |  |
|  | | OCR: When creating new spreadsheets, the name of the new spreadsheet must allow the spreadsheet to be easily identified in terms of its purpose and content. | ORAL, OBSERVATION |  |
|  | | AC1 The spreadsheet application program is opened. | ORAL, OBSERVATION |  |
|  | | AC2: A new spreadsheet is created. | ORAL, OBSERVATION |  |
|  | | ACR: At least 4 columns and 4 rows of data are entered, no calculations. | ORAL, OBSERVATION |  |
|  | | AC3: Methods of moving the cell cursor are demonstrated in order to move about the spreadsheet. | ORAL, OBSERVATION |  |
|  | | ACR: At least 2 methods are demonstrated. | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 2: Assessment Criteria 5-8** |  |  |  |  |
|  | | Create, open and save spreadsheets. |  |  | ORAL, OBSERVATION |  |
|  | | OCR: When creating new spreadsheets, the name of the new | ORAL, OBSERVATION |  |
|  | | Spreadsheet must allow the spreadsheet to be easily identified in terms of its purpose and content. | ORAL, OBSERVATION |  |
|  | | AC1: The spreadsheet application program is opened | ORAL, OBSERVATION |  |
|  | | AC2: A new spreadsheet is created. | ORAL, OBSERVATION |  |
|  | | ACR: At least 4 columns and 4 rows of data are entered, no calculations | ORAL, OBSERVATION |  |
|  | | AC3: Methods of moving the cell cursor are demonstrated in order to move about the spreadsheet. | ORAL, OBSERVATION |  |
|  | | ACR: At least 2 methods are demonstrated. | ORAL, OBSERVATION |  |
|  | | AC4: Saving spreadsheets is explained in terms of its purpose and the destination of the saved filed. | ORAL, OBSERVATION |  |
|  | | AC5: The spreadsheet is saved with a specific name in a specific folder. | ORAL, OBSERVATION |  |
|  | | ACR: At least two different methods of saving a spreadsheet. | ORAL, OBSERVATION |  |
|  | | AC6 The spreadsheet is closed. | ORAL, OBSERVATION |  |
|  | | AC7: An existing spreadsheet is opened and closed. | ORAL, OBSERVATION |  |
|  | | AC8: The spreadsheet application program is closed. | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 3: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Produce a spreadsheet from a given specification. | |  |  | ORAL, OBSERVATION |  |
|  | | OCR: At least 8 rows and 5 columns should be contained in the spreadsheet produced. | | ORAL, OBSERVATION |  |
|  | | AC1: A spreadsheet is produced with the required data from given specification. ACR: Text, numbers, dates. | | ORAL, OBSERVATION |  |
|  | | AC2: Formula are entered to achieve the given specification. | | ORAL, OBSERVATION |  |
|  | | ACR: Formulae: addition, subtraction, division, multiplication, sum | | ORAL, OBSERVATION |  |
|  | | AC3: The differences between data cells, label cells, and formula cells are explained. | | ORAL, OBSERVATION |  |
|  | | AC4: The spreadsheet is in accordance with the given specifications. | | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 3: Assessment Criteria 5-7** | |  |  |  |  |
|  | | Produce a spreadsheet from a given specification. | |  |  | ORAL, OBSERVATION |  |
|  | | AC5: Practices are demonstrated to ensure the integrity of the data. | | ORAL, OBSERVATION |  |
|  | | ACR: Check against data source, check-totals, audit formulae. | | ORAL, OBSERVATION |  |
|  | | AC6: The benefits of saving a file in different formats is explained. | | ORAL, OBSERVATION |  |
|  | | ACR: Formats: Text, CSV, HTML, other software versions, other software types. | | ORAL, OBSERVATION |  |
|  | | AC7: A spreadsheet is saved in a different format. | | ORAL, OBSERVATION |  |
|  | | ACR: At least two of: Text, CSV, HTML, other software versions, other software types. | | ORAL, OBSERVATION |  |
|  | | **SPECIFIC OUTCOME 4: Assessment Criteria 1-5** | |  |  |  |  |
|  | | Edit a spreadsheet. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: An existing spreadsheet is opened. | | ORAL, OBSERVATION |  |
|  | | AC2: Cells are selected for manipulation and de-selected. | | ORAL, OBSERVATION |  |
|  | | ACR: Cell, cell range, entire column, entire row, entire spreadsheet. | | ORAL, OBSERVATION |  |
|  | | AC3: Cells are manipulated. ACR: Move, copy, delete. | | ORAL, OBSERVATION |  |
|  | | AC4: Use the automatic fill feature to automatically enter data in cells. | | ORAL, OBSERVATION |  |
|  | | ACR: At least two of: Year, Quarter, Month, Week, Day. | | ORAL, OBSERVATION |  |
|  | | AC5: Text is located and replaced in a spreadsheet by using features of the application. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 5: Assessment 1-3** | |  |  |  |  |
|  | | Format a spreadsheet. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Cells are formatted using formatting features of the spreadsheet application. | | ORAL, OBSERVATION |  |
|  | | ACR: Formatting features include the following: Style, Alignment, Font,  Background colour, At least one option listed out of each formatting feature must be performed: Style (Text, number, date, currency, percentage), Alignment (left, center, right, justified, text direction), Font (type, size, style - italic, bold, underlined, colour, strike-through, superscript, subscript), Background colour | | ORAL, OBSERVATION |  |
|  | | AC2: Rows are formatted. ACR: Height, automatic fit. | | ORAL, OBSERVATION |  |
|  | | AC3: Columns are formatted. ACR: Width, automatic fit. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 6: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Check spelling and grammar in a spreadsheet. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: The dictionary to be used for spelling and word usage is set up. | | ORAL, OBSERVATION |  |
|  | | AC2: Text is entered and corrected automatically while entering | | ORAL, OBSERVATION |  |
|  | | AC3: Text is checked for spelling and grammar and corrections made based on judgment. | | ORAL, OBSERVATION |  |
|  | | ACR: Cell, range of cells. | | ORAL, OBSERVATION |  |
|  | | AC4: Words are added to the custom dictionary. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 7: Assessment Criteria 1-3** | |  |  |  |  |
|  | | Print a spreadsheet using features specific to spreadsheets. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: The printing of gridlines is altered. | | ORAL, OBSERVATION |  |
|  | | ACR: Printing of gridlines on or off. | | ORAL, OBSERVATION |  |
|  | | AC2: A row is selected to print on each page of the printed spreadsheet. | | ORAL, OBSERVATION |  |
|  | | AC3: Different ways of printing sheets within a spreadsheet are demonstrated, according to given specifications. | | ORAL, OBSERVATION |  |
|  | | ACR: Entire workbook, active sheets. | | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:… ……………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116940 MS EXCEL: Solve a Problem 6 Credits**

**Description: Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **Specific Outcome 1: Assessment Criteria 1-2** |  |  |  |  |
|  | | Prepare & produce a spreadsheet to provide a solution to a problem. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: An outline solution is developed to meet the requirements of a given brief. | ORAL, OBSERVATION |  |
|  | | AC2: The spreadsheet produced addresses the given problem. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-6** |  |  |  |  |
|  | | Adjust settings to customize the view and preferences of the spreadsheet application to suite the solution created for the given problem. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Toolbar menus are switched off and on. | ORAL, OBSERVATION |  |
|  | | AC2: The view of the spreadsheet is enlarged and made smaller. | ORAL, OBSERVATION |  |
|  | | AC3: The way that the spreadsheet is viewed is changed. | ORAL, OBSERVATION |  |
|  | | AC4: Cells are frozen to prevent scrolling. ACR: Row, column, both. | ORAL, OBSERVATION |  |
|  | | AC5: The default file location is changed. | ORAL, OBSERVATION |  |
|  | | AC6: A user name is added to the file. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 3: Assessment Criteria 1-5** |  |  |  |  |
|  | | Work with multiple worksheets to suite the solution to the given problem. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: The purpose of using multiple worksheets within one spreadsheet file are explained with examples. | ORAL, OBSERVATION |  |
|  | | AC2: New worksheets are opened. | ORAL, OBSERVATION |  |
|  | | ACR: Minimum 3 worksheets. | ORAL, OBSERVATION |  |
|  | | AC3: Worksheets are renamed in terms of their purpose within the solution to the given problem. | ORAL, OBSERVATION |  |
|  | | ACR: Each worksheet to have a different name, with a purpose within the solution. | ORAL, OBSERVATION |  |
|  | | AC4: Cells are manipulated between worksheets. | ORAL, OBSERVATION |  |
|  | | ACR: Cell, range of cells, entire columns, entire row, entire worksheet .ACR: move, copy. | ORAL, OBSERVATION |  |
|  | | AC5: A worksheet within a workbook (or spreadsheet) is deleted. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 4: Assessment 1-6:** |  |  |  |  |
|  | | Apply formulae to worksheets to provide solutions to the given problem. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Apply formulae to worksheets to provide alternative solutions to the given problem. | ORAL, OBSERVATION |  |
|  | | ACR: Addition(+), subtraction (-), multiplication (\*), division (/), percentage (%). | ORAL, OBSERVATION |  |
|  | | AC2: Formulae are entered taking into consideration the natural order of operation. | ORAL, OBSERVATION |  |
|  | | AC3: Formula error messages are correctly interpreted and the formula corrected accordingly. | ORAL, OBSERVATION |  |
|  | | AC4: The difference between relative and absolute cell addressing is demonstrated by using it in a formula. | ORAL, OBSERVATION |  |
|  | | AC5: Data are changed to test possible solutions to the given problem without having to change formulae. | ORAL, OBSERVATION |  |
|  | | AC6: Scenarios are created that demonstrate different possible outcomes. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 5: Assessment Criteria 1-3:** | |  |  |  |  |
|  | | Apply built-in functions of the spreadsheet application to the given problem. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Functions are explained in terms of their purpose, use and construct. | | ORAL, OBSERVATION |  |
|  | | ACR: At least one function to be used as an example. | | ORAL, OBSERVATION |  |
|  | | AC2: Simple Mathematical functions are applied to the given problem. | | ORAL, OBSERVATION |  |
|  | | ACR: Sum a range, round to a specified number of decimals. | | ORAL, OBSERVATION |  |
|  | | AC3: Statistical functions are applied that achieve the anticipated result. | | ORAL, OBSERVATION |  |
|  | | ACR: Average a range, count the number of cells that contain numbers, find the highest value in a range, find the lowest value in a range. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 6: Assessment Criteria 1-4:** | |  |  |  |  |
|  | | Apply formatting to a spreadsheet applicable to the given problem. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Methods of automatically formatting a spreadsheet are explained. | | ORAL, OBSERVATION |  |
|  | | ACR: Templates, styles, manual. | | ORAL, OBSERVATION |  |
|  | | AC2: A spreadsheet is created using a template. | | ORAL, OBSERVATION |  |
|  | | AC3: Cells are formatted using styles. | | ORAL, OBSERVATION |  |
|  | | ACR: Number, date, currency, percentage. | | ORAL, OBSERVATION |  |
|  | | AC4: Formats are copied between cells. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 7: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Use special effects to improve the presentation of the spreadsheet. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Text is centered across a cell range. | | ORAL, OBSERVATION |  |
|  | | AC2: Orientation of text within a cell is changed. | | ORAL, OBSERVATION |  |
|  | | AC3: A border is applied to cells and removed from cells. | | ORAL, OBSERVATION |  |
|  | | ACR: Cell, range of cells, entire column, entire row. | | ORAL, OBSERVATION |  |
|  | | AC4: Fill (shading) is applied to cells and removed from cells. | | ORAL, OBSERVATION |  |
|  | | ACR: Cell, range of cells, entire column, entire row. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 8: Assessment Criteria 1:** | |  |  | ORAL, OBSERVATION |  |
|  | | Evaluate a spreadsheet to comply with the given problem. | |  |  |  |  |
|  | | AC1: The spreadsheet is evaluated for compliance with a given problem, appropriate formatting, readability, legibility, presentation, accuracy, and data integrity. | | ORAL, OBSERVATION |  |
|  | | AC2: The spreadsheet is modified if required and compliance with the brief is confirmed. | | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………… ……………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116943 MS EXCEL : Charts & Graphs 3 Credits**

**Description: Use a Graphical User Interface (GUI)-based spreadsheet application enhance the functionally and apply graph/chart to a spreadsheet**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | Create and edit a graph. |  |  | ORAL, OBSERVATION |  |
|  | OCR: Graph refers to all types of graphs and/or charts. | ORAL, OBSERVATION |  |
|  | AC1: The major graph types are defined in terms of their purpose. | ORAL, OBSERVATION |  |
|  | ACR: At least 3 of: Pie, Bar, Column, Line, Scatter, Area. | ORAL, OBSERVATION |  |
|  | AC2: A graph is created from a given data source. | ORAL, OBSERVATION |  |
|  | ACR: At least 2 of: Pie, Bar, Column, Line, Scatter, Area. | ORAL, OBSERVATION |  |
|  | AC3: A graph is edited. | ORAL, OBSERVATION |  |
|  | ACR: At least 3 of: Graph title, axis titles, data labels, background colour, line or bar colour. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 1: Assessment Criteria 4-7** |  |  |  |  |
|  | Create and edit a graph. |  |  | ORAL, OBSERVATION |  |
|  | AC4: The graph type is changed. | ORAL, OBSERVATION |  |
|  | AC5: A graph is copied and moved based on given specifications | ORAL, OBSERVATION |  |
|  | ACR: Within a worksheet, to a different worksheet, to a different spreadsheet file. | ORAL, OBSERVATION |  |
|  | AC6: A graph is resized. | ORAL, OBSERVATION |  |
|  | AC7: A graph is deleted from a spreadsheet. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1-4** |  |  |  |  |
|  | Load data from an external data source to produce a given spreadsheet |  |  | ORAL, OBSERVATION |  |
|  | AC1: The external data file is checked to ensure that the input into a spreadsheet will achieve the required results. | ORAL, OBSERVATION |  |
|  | AC2: The format of the input file is determined to ensure correct input into a spreadsheet. | ORAL, OBSERVATION |  |
|  | ACR: Tables from another source. | ORAL, OBSERVATION |  |
|  | AC3: The data is copied into the spreadsheet. | ORAL, OBSERVATION |  |
|  | AC4: The resulting spreadsheet is in accordance with the given spreadsheet result. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 1-3** |  |  |  |  |
|  | Insert and edit objects into a spreadsheet. |  |  | ORAL, OBSERVATION |  |
|  | OCR: Any 2 of the following objects: pictures, images, charts, autoshapes. | ORAL, OBSERVATION |  |
|  | AC1: An object is inserted into a spreadsheet. | ORAL, OBSERVATION |  |
|  | ACR: At least 2 of the following: picture, image, chart, autoshape. | ORAL, OBSERVATION |  |
|  | AC2: A selected object is manipulated in a spreadsheet. | ORAL, OBSERVATION |  |
|  | ACR: At least 2 of the following: move, copy, resize. | ORAL, OBSERVATION |  |
|  | AC3: Use a drawing tool to draw an object in the spreadsheet. | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………… ……………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 117923 MS POWERPOINT (Prepare & Produce) 5 Credits**

**Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **Specific Outcome 1: Assessment Criteria 1- 4** |  |  |  |  |
|  | | Prepare and produce a presentation according to a specified brief |  |  | ORAL, OBSERVATION |  |
|  | | OCR: The brief should identify the topics, purpose, time limits and target audience of the presentation. | ORAL, OBSERVATION |  |
|  | | AC1: A presentation is prepared to meet the requirements of a supplied brief. | ORAL, OBSERVATION |  |
|  | | AC2: The prepared presentation shows the topic, purpose, for target audience of the given brief. | ORAL, OBSERVATION |  |
|  | | AC3: The presentation incorporates information consistent with the topic, purpose and target audience of the given brief. | ORAL, OBSERVATION |  |
|  | | AC4: The presentation is prepared in line with the time limits set in the brief. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-4** |  |  |  |  |
|  | | Adjust settings to customize the view and preferences of the presentation |  |  | ORAL, OBSERVATION |  |
|  | | AC1: View is increased and decreased, according to given specifications. | ORAL, OBSERVATION |  |
|  | | ACR: Zoom feature or equivalent is used for the view. | | ORAL, OBSERVATION |  |
|  | | AC2: The view mode is changed. | | ORAL, OBSERVATION |  |
|  | | AC3: Toolbar menus are switched off and on, to improve the working view of the application. | | ORAL, OBSERVATION |  |
|  | | AC4: The slide format of a presentation is changed, according to given specifications. | | ORAL, OBSERVATION |  |
|  | | ACR: Size of slide, slide orientation. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 3: Assessment Criteria 1-3** | |  |  |  |  |
|  | | Work with multiple presentations | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: A number of existing presentations are opened. | | ORAL, OBSERVATION |  |
|  | | ACR: Minimum 2 presentations. | | ORAL, OBSERVATION |  |
|  | | AC2: Control is switched between the open presentations. | | ORAL, OBSERVATION |  |
|  | | AC3: Text is manipulated between active presentations. | | ORAL, OBSERVATION |  |
|  | | ACR: Minimum of 2 active presentations; type of manipulation: move, copy. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 4: Assessment Criteria 1-2** | |  |  |  |  |
|  | | Format a presentation according to given specifications. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Methods of automatically formatting a presentation are explained. | | ORAL, OBSERVATION |  |
|  | | ACR: Presentation design templates, slide layout. | | ORAL, OBSERVATION |  |
|  | | AC2: A presentation is created using a presentation design template. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 5: Assessment Criteria 1-5** | |  |  |  |  |
|  | | Use special presentation effects. | |  |  | ORAL, OBSERVATION |  |
|  | | OCR: Tabs, Image, Bullets, Numbering, Borders, Fill. | | ORAL, OBSERVATION |  |
|  | | AC1: Tabs are set, reset and removed. | | ORAL, OBSERVATION |  |
|  | | ACR: Tabs: left tab, right tab, centre tab, decimal align tab; at least 2 methods of setting tabs are demonstrated. | | ORAL, OBSERVATION |  |
|  | | AC2: An image is added to a presentation slide. | | ORAL, OBSERVATION |  |
|  | | AC3: Bullets are applied to text and removed from text. | | ORAL, OBSERVATION |  |
|  | | ACR: Automatic while entering, to existing text. | | ORAL, OBSERVATION |  |
|  | | AC4: Bullet formats are changed, according to given specifications, to enhance the presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: Bullet formatting include: Bullet character,bullet position, text position. | | ORAL, OBSERVATION |  |
|  | | AC5: Numbering is applied to text and removed from text. | | ORAL, OBSERVATION |  |
|  | | ACR: Automatic while entering and/or to existing text; at least one of: single level numbering, multi-level numbering to at least three levels. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 6: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Apply special formatting to a presentation, according to given specifications, to enhance the presentation. | |  |  | ORAL, OBSERVATION |  |
|  | | OCR: Headers, footers, date, time, slide numbers | | ORAL, OBSERVATION |  |
|  | | AC1: A footer is added to and removed from a presentation. | | ORAL, OBSERVATION |  |
|  | | AC2: The current date and time is added to a presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: Specific slides, entire presentation. | | ORAL, OBSERVATION |  |
|  | | AC3: Page numbers are added to a presentation. | | ORAL, OBSERVATION |  |
|  | | AC4: Notes are added as an aid to the presentation. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 7: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Customize a presentation for a specified purpose | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Slides are sorted into an order appropriate for the specified purpose. | | ORAL, OBSERVATION |  |
|  | | AC2: Slides are hidden so that they will not be part of a presentation. | | ORAL, OBSERVATION |  |
|  | | AC3: The presentation is presented for the specified purpose. | | ORAL, OBSERVATION |  |
|  | | AC4: The presentation is navigated from within the slide presentation. | | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:……………… ………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 117930 MS POWERPOINT Edit and Enhance 5 Credits**

**Description: Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESMENT METHODS** | **TICK** |
|  | | **Specific Outcome 1: Assessment Criteria 1-4** |  |  |  |  |
|  | | Create a graph in a presentation. |  |  | ORAL, OBSERVATION |  |
|  | | OCR: Graph refers to all types of graphs and/or charts. | ORAL, OBSERVATION |  |
|  | | AC1: A new graph is created to represent given data. | ORAL, OBSERVATION |  |
|  | | AC2: Graph colours are changed to enhance appearance. | ORAL, OBSERVATION |  |
|  | | ACR: Graph area, data series. | ORAL, OBSERVATION |  |
|  | | AC3: The graph type is changed to improve usability, according to given specifications. | ORAL, OBSERVATION |  |
|  | | AC4: Graphs are resized to improve usability, according to given specifications. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-3** |  |  |  |  |
|  | | Create an organizational chart in a presentation |  |  | ORAL, OBSERVATION |  |
|  | | AC1: A new organisational chart is created to present specific given organisational information. | ORAL, OBSERVATION |  |
|  | | ACR: Minimum of three levels and hierarchical elements. | ORAL, OBSERVATION |  |
|  | | AC2: The hierarchical structure of an organisational chart is changed to enhance usability. | | ORAL, OBSERVATION |  |
|  | | AC3: Hierarchical elements are added and removed according to given specifications. | | ORAL, OBSERVATION |  |
|  | | ACR: Subordinate, co-worker, manager. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 3: Assessment Criteria 1-4** | | ORAL, OBSERVATION |  |
|  | | Create a drawing in a presentation. | |  |  |  |  |
|  | | AC1: Lines are drawn into a presentation and their attributes changed. | |  |  | ORAL, OBSERVATION |  |
|  | | ACR: Lines include: Straight line, arrow line, curve line, freeform line. ACR: Attributes include: Style, arrow start and finish, colour, width. | | ORAL, OBSERVATION |  |
|  | | AC2: Shapes are drawn into a presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: At least two of: Box, circle, autoshape. | | ORAL, OBSERVATION |  |
|  | | AC3: The orientation of a drawing is changed according to given specifications. | | ORAL, OBSERVATION |  |
|  | | AC4: The attributes of a shape are changed. | | ORAL, OBSERVATION |  |
|  | | ACR: Any three of: line colour, fill colour, 3-D. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 3: Assessment Criteria 5-8** | |  |  |  |  |
|  | | Create a drawing in a presentation. | |  |  | ORAL, OBSERVATION |  |
|  | | AC5: Drawings are resized to improve the layout of the related presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: Resize entire drawing. | | ORAL, OBSERVATION |  |
|  | | AC6: Drawing objects are re-aligned in the presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: At least one of: automatically, manually. | | ORAL, OBSERVATION |  |
|  | | AC7: The order of display of overlapping objects is changed relative to the other drawing objects. | | ORAL, OBSERVATION |  |
|  | | AC8: Connector lines are added between shapes. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 4: Assessment Criteria 1-3** | |  |  |  |  |
|  | | Import images into a presentation. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Images are imported from different file types, for inclusion into a presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: File types: JPEG, WMF, BMP. | | ORAL, OBSERVATION |  |
|  | | AC2: Images are resized. | | ORAL, OBSERVATION |  |
|  | | ACR: Resize entire image, crop image. | | ORAL, OBSERVATION |  |
|  | | AC3: An image is copied to a master slide. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 5:Assessment Criteria 1-4** | |  |  |  |  |
|  | | Images and objects are manipulated in presentation. | |  |  | ORAL, OBSERVATION |  |
|  | | OCR: Chart/graphs, organisational charts, drawing objects. | | ORAL, OBSERVATION |  |
|  | | AC1: Images and objects are moved. | | ORAL, OBSERVATION |  |
|  | | AC2: Images and objects are copied. | | ORAL, OBSERVATION |  |
|  | | AC3: Images and objects are deleted. | | ORAL, OBSERVATION |  |
|  | | AC4: Images and objects are manipulated. | | ORAL, OBSERVATION |  |
|  | | ACR: Flip and rotate images. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 6: Assessment Criteria 1-2** | |  |  |  |  |
|  | | Animation effects are applied to the presentation | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Animation effects are applied to the presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: At least 3 of the following: Animation effects, timing, sounds, sequence, automatic, manual. | | ORAL, OBSERVATION |  |
|  | | AC2: Slide transition effects and timing are added to a presentation. | | ORAL, OBSERVATION |  |
|  | | ACR: At least 2 of the following: Transition effects, timing, sounds, automatic, manual. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 7: Assessment Criteria 1-2** | |  |  |  |  |
|  | | Master Slides are customized within a presentation. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: An item is copied to a master slide. | | ORAL, OBSERVATION |  |
|  | | ACR: Item: Any one of drawing object, image, object. | | ORAL, OBSERVATION |  |
|  | | AC2: Formatting is changed. | | ORAL, OBSERVATION |  |
|  | | ACR: At least 4 of the following: Font, style, size, colour, alignment, bullets, numbering, line spacing, character spacing, headers, footers, background. | | ORAL, OBSERVATION |  |
|  | | (Complete Quiz) | | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………… ……………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116945 INTERNET & EMAIL: Send & Receive 2 Credits**

**Description: Use electronic mail to send and receive messages**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-4** |  |  |  |  |
|  | Understand the concepts and terms of electronic messaging |  |  | ORAL, OBSERVATION |  |
|  | AC1: The structure of an email address is explained using an example | ORAL, OBSERVATION |  |
|  | AC2: Aspects of E-Mail Etiquette are described with examples. | ORAL, OBSERVATION |  |
|  | ACR: Aspects: content, subject line, privacy, confidentiality, viruses. | ORAL, OBSERVATION |  |
|  | AC3: The benefits of using Email are explained within a specific context. | ORAL, OBSERVATION |  |
|  | ACR: May include but is not limited to - speed, cost, time, time zones, portability. | ORAL, OBSERVATION |  |
|  | AC4: The limitations of using the Internet are explained with examples. | ORAL, OBSERVATION |  |
|  | ACR: May include but is not limited to - viruses, security, inappropriate use of Email, attachments | ORAL, OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1-5** |  |  |  |  |
|  | Create and send an E-mail message. |  |  | ORAL, OBSERVATION |  |
|  | OCR: When creating new E-mails, the message header/subject line of the new E-mail must allow the E-mail to be easily identified in terms of its purpose and content. | ORAL, OBSERVATION |  |
|  | AC1: The electronic mail application is opened in order to prepare for working with E-mail messages, and closed oncw finished working with E-mail messages. | ORAL, OBSERVATION |  |
|  | AC2: The message is addressed to the required recipients. | ORAL, OBSERVATION |  |
|  | ACR: Single and multiple recipients; addressee and CC. | ORAL, OBSERVATION |  |
|  | AC3: The message header (subject) is consistent with the message purpose, and target audience | ORAL, OBSERVATION |  |
|  | AC4: Message test is manipulated and checked for spelling mistakes prior to sending. | ORAL, OBSERVATION |  |
|  | ACR: Manipulation include: copied, moved, deleted. Copy and move to be demonstrated within and Email message and between E-mail messages. | ORAL, OBSERVATION |  |
|  | AC5: A file is attached to the email message. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 6-9** |  |  |  |  |
|  | Create and send an E-mail message. |  |  | ORAL, OBSERVATION |  |
|  | AC6: An attachment is deleted from an E-mail message. | ORAL, OBSERVATION |  |
|  | AC7: A connection is established with an Internet Service Provider. | ORAL, OBSERVATION |  |
|  | AC8: The E-mail is sent to and received by the intended recipients. | ORAL, OBSERVATION |  |
|  | AC9: The electronic mail application program is closed. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 1-3** |  |  |  |  |
|  | Receive and respond to e-mails |  |  | ORAL, OBSERVATION |  |
|  | AC1: The senders of the incoming mail are identified. | ORAL, OBSERVATION |  |
|  | AC2: The contents of incoming E-mails are displayed. | ORAL, OBSERVATION |  |
|  | ACR: Message, attached files. | ORAL, OBSERVATION |  |
|  | AC3: Precautions are observed when receiving mail. | ORAL, OBSERVATION |  |
|  | ACR: Includes but is not limited to - viruses, discussion lists, spam. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 4-7** |  |  |  |  |
|  | Receive and respond to e-mails |  |  | ORAL, OBSERVATION |  |
|  | AC4: Received E-mail messages are viewed in the inbox of the Email application | ORAL, OBSERVATION |  |
|  | AC5: Attached files are processed according to given specification. | ORAL, OBSERVATION |  |
|  | ACR: Attachment processing may include any of the following: Saving, modifying, forwarding. | ORAL, OBSERVATION |  |
|  | AC6: Incoming mail is highlighted according to required specifications | ORAL, OBSERVATION |  |
|  | ACR: Flagged for future follow-up, marked as read/unread. | ORAL, OBSERVATION |  |
|  | AC7: Response to incoming mail is conducted according to given specifications. | ORAL, OBSERVATION |  |
|  | ACR: Reply to sender, reply to all, forward; inclusive and exclusive of the original message. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 4: Assessment Criteria 5-6** |  |  |  |  |
|  | Print an E-mail message. |  |  | ORAL, OBSERVATION |  |
|  | AC: An E-mail is printed to the default printer. | ORAL, OBSERVATION |  |
|  | ACR: A whole E-mail, specific text within an E-mail message. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 5: Assessment Criteria 1-3** |  |  |  |  |
|  | Work with multiple E-mail messages. |  |  | ORAL, OBSERVATION |  |
|  | AC1: A number of E-mail messages are opened for processing. | ORAL, OBSERVATION |  |
|  | ACR: Minimum 3 E-mail messages. | ORAL, OBSERVATION |  |
|  | AC2: Control is switched between the open E-mail messages | ORAL, OBSERVATION |  |
|  | AC3: Text is manipulated between active E-mail messages. | ORAL, OBSERVATION |  |
|  | ACR: Minimum of 2 active E-mail messages; type of manipulation: move, copy. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 5: Assessment Criteria 4-6** |  |  |  |  |
|  | Work with multiple E-mail messages. |  |  | ORAL, OBSERVATION |  |
|  | AC4: Text is copied to an E-mail message from another source. | ORAL, OBSERVATION |  |
|  | ACR: Any source other than an E-mail source can be included: Word processor, Web page. | ORAL, OBSERVATION |  |
|  | AC5: Text is deleted from an E-mail message. | ORAL, OBSERVATION |  |
|  | AC6: An E-mail message is deleted. | ORAL, OBSERVATION |  |
|  | ACR: Sent to an archive facility and deleted completely | ORAL, OBSERVATION |  |
|  | **Specific Outcome 6: Assessment Criteria 1-2** |  |  |  |  |
|  | Adjust settings to customise the view and preferences of the |  |  | ORAL, OBSERVATION |  |
|  | Email app | ORAL, OBSERVATION |  |
|  | AC1: Toolbar menus are switched off and on according to use in current situation. | ORAL, OBSERVATION |  |
|  | ACR: Additional columns are added or deleted from the current view | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116935 INTERNET & EMAIL: Edit and Organize 2 Credits**

**Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | Explain legal, ethical & organizational issues in relation to the use of Email. |  |  | ORAL, OBSERVATION |  |
|  | AC1: The implications of legislation on the use of email in an organisation are explained in terms of transmission of information via the Internet. | ORAL, OBSERVATION |  |
|  | ACR: The implications of current legislation on the use of information from the internet need to be included in explanations with reference to national and international practice. At least two laws need to be included. | ORAL, OBSERVATION |  |
|  | AC2: Implications to an organisation of providing Email facilities to individuals in the workplace are explained, in terms of security, and virus protection. | ORAL, OBSERVATION |  |
|  | AC3: Security considerations of using the Internet for transmitting messages are described in terms of both security and its implications to the immediate environment. | ORAL, OBSERVATION |  |
|  | ACR: At least 2 of: Digital Certificate, Encryption, Viruses, Spam Filter, unsolicited mail. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1-3** |  |  |  |  |
|  | Manage E-mail messages. |  |  | ORAL, OBSERVATION |  |
|  | AC1: Default mail folders are identified and explained in terms of their purpose | ORAL, OBSERVATION |  |
|  | ACR Inbox (messages received), outbox (messaged to be sent), sent messages (messages that have been sent), deleted messages, drafts (messages created but not sent). | ORAL, OBSERVATION |  |
|  | AC2: New mail folders are created in order to organize messages in an email application. | ORAL, OBSERVATION |  |
|  | ACR: Minimum of two new mail folders. | ORAL, OBSERVATION |  |
|  | AC3: E-mail messages are manipulated between mail folders. ACR: Moved, Copied. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 4-5** |  |  |  |  |
|  | Manage E-mail messages. |  |  | ORAL, OBSERVATION |  |
|  | AC4: E-mail messages are sorted within a mail folder. | ORAL, OBSERVATION |  |
|  | ACR: By date, by sender, by subject; ascending and descending. | ORAL, OBSERVATION |  |
|  | AC5: The priority of an outgoing message is changed within an email application, in order to allow urgent message to be sent first. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 1-2** |  |  |  |  |
|  | Use the address book facilities of an electronic mail application |  |  | ORAL, OBSERVATION |  |
|  | AC1: Address books are identified and explained in terms of their purpose and use. | ORAL, OBSERVATION |  |
|  | AC2: An address is added to and removed from a personal address book. | ORAL, OBSERVATION |  |
|  | ACR: At least one of: Copied from another address book, added manually added from an Email message. | ORAL, OBSERVATION |  |
|  | (Complete Quiz) | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116931 INTERNET & EMAIL: Web Browsers 4 Credits**

**Description: Use a Graphical User Interface (GUI)-based web-browser to search the Internet**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | | Understand the concepts and terms of the Internet. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: The concepts are explained in terms of their meaning and relation to the use of the Internet as a whole. | ORAL, OBSERVATION |  |
|  | | ACR: WWW (World Wide Web), Uniform Resource Locator (URL), HyperText Transfer Protocol  (HTTP), Internet Service Providers (ISP), File Transfer Protocol (FTP), Hyperlink, HyperText Markup Language (HTML), limitations, control, navigation, frames. | ORAL, OBSERVATION |  |
|  | | AC2: The structure of a web address (URL-Universal Resource Locator) is explained using an example. | ORAL, OBSERVATION |  |
|  | | AC3: Web Browsers are explained in terms of their purpose and use. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 1: Assessment Criteria 4-6** |  |  |  |  |
|  | | Understand the concepts and terms of the Internet. |  |  | ORAL, OBSERVATION |  |
|  | | AC4: Examples of Web Browsers are given. | ORAL, OBSERVATION |  |
|  | | ACR: Minimum of two Web Browsers, including, but not limited to: Internet Explorer, Nets cape Navigator, Firefox. | ORAL, OBSERVATION |  |
|  | | AC5: Search Engines are explained in terms of their purpose and use. | ORAL, OBSERVATION |  |
|  | | AC6: Cookies are explained in terms of their purpose and use. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 1: Assessment Criteria 7-9** |  |  |  |  |
|  | | Understand the concepts and terms of the Internet. |  |  | ORAL, OBSERVATION |  |
|  | | AC7: Internet Cache is explained in terms of its purpose and use. | ORAL, OBSERVATION |  |
|  | | AC8: The benefits of using the Internet are explained. | ORAL, OBSERVATION |  |
|  | | ACR: Information access, 24-hour access, own website for others to access, efficient provision of customer service information, use of multi-media, computer supported collaborative work. | ORAL, OBSERVATION |  |
|  | | AC9: The limitations of using the Internet are explained. | ORAL, OBSERVATION |  |
|  | | ACR: Identifying authoritative sources, currency of information, accuracy of information, security, staff time involved in using the Internet, download speed, spreading viruses. | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-3** |  |  |  |  |
|  | | Explain legal and ethical issues in relation to Internet use. |  |  | ORAL, OBSERVATION |  |
|  | | AC1: The explanation includes the implications of various acts, in terms of using information from the Internet. | ORAL, OBSERVATION |  |
|  | | ACR: The implications of current legislation on the use of information from the internet need to be included in explanations with reference to national and international practice. At least two laws need to be included. | ORAL, OBSERVATION |  |
|  | | AC2: The explanation includes implications of providing Internet access to individuals in terms of security of information, and virus protection. | ORAL, OBSERVATION |  |
|  | | AC3: The explanation includes security considerations of using the Internet. | ORAL, OBSERVATION |  |
|  | | ACR: Protected Website, Digital Certificate, Encryption, Viruses,  Credit Card fraud, | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 3:Assessment Criteria 1-3** |  |  |  |  |
|  | | Use a (GUI)-based browser to display a Web Page | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: A connection is made with the World Wide Web. | | ORAL, OBSERVATION |  |
|  | | ACR: Via an Internet Service Provider, LAN or WAN. | | ORAL, OBSERVATION |  |
|  | | AC2: A browser application is opened and closed. | | ORAL, OBSERVATION |  |
|  | | AC3: The given Web Page is displayed. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 3: Assessment Criteria 4-7** | |  |  |  |  |
|  | | Use a (GUI)-based browser to display a Web Page | |  |  | ORAL, OBSERVATION |  |
|  | | AC4: A Web Page is saved as a file. | | ORAL, OBSERVATION |  |
|  | | AC5: A Web Page is stopped from loading. | | ORAL, OBSERVATION |  |
|  | | AC6: A Web Page is refreshed. | | ORAL, OBSERVATION |  |
|  | | AC7: The browser Home Page is changed. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 4: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Adjust settings to customize the view and preferences of the browser | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Toolbars are displayed and hidden. | | ORAL, OBSERVATION |  |
|  | | AC2: Images on a Web page are displayed and hidden. | | ORAL, OBSERVATION |  |
|  | | AC3: Previously visited URLs are listed. | | ORAL, OBSERVATION |  |
|  | | AC4: The list of previously visited URLs is deleted. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 5: Assessment Criteria 1-3** | |  |  |  |  |
|  | | Navigate on the Internet. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Links are activated and control is passed back to the original page. | | ORAL, OBSERVATION |  |
|  | | ACR: Hyperlink, Image Link. | | ORAL, OBSERVATION |  |
|  | | AC2: Control is past backwards and forwards through pages of a website. | | ORAL, OBSERVATION |  |
|  | | AC3: Text is extracted from a web page and copied into a file. | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 5: Assessment Criteria 4-6** | |  |  |  |  |
|  | | Navigate on the Internet. | |  |  | ORAL, OBSERVATION |  |
|  | | AC4: An image on a web page is saved to a file. | | ORAL, OBSERVATION |  |
|  | | AC5: Web pages are bookmarked. | | ORAL, OBSERVATION |  |
|  | | AC6: Bookmarks are deleted.  **Specific Outcome 6: Assessment Criteria 1-3** | |  |  |  |  |
|  | | Use a Search Engine to locate given information specifications. | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Search Engines are identified and opened. | | ORAL, OBSERVATION |  |
|  | | ACR: Minimum of two Search Engines. | | ORAL, OBSERVATION |  |
|  | | AC2: A search locates information that matches the given information specifications. | | ORAL, OBSERVATION |  |
|  | | AC3: A complex search locates information that matches the given information specifications. | | ORAL, OBSERVATION |  |
|  | | ACR: A simple and complex search needs to be completed. Complex means the use of common logical operators such as  AND, OR, AND NOT, as well as the use of a wild card like "\*". At least one operator should be included in a complex search | | ORAL, OBSERVATION |  |
|  | | **Specific Outcome 7: Assessment Criteria 1-2** | |  |  |  |  |
|  | | Obtain information from a Web site | |  |  | ORAL, OBSERVATION |  |
|  | | AC1: Web site information is saved to a local storage device. | | ORAL, OBSERVATION |  |
|  | | ACR: Text format, HTML format. | | ORAL, OBSERVATION |  |
|  | | AC2: A web site object is downloaded to a local storage device. | | ORAL, OBSERVATION |  |
|  | | ACR: At least one of the following: Graphics, sound, software. | | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: …………………………………………….

Formative Echo Declaration Signed & Scanned: ..…………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 115391 INTERNET & EMAIL: World Wide Web 03 Credits**

**Description: Demonstrate an understanding of the principles of the internet and the world-wide-web**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-4** |  |  |  |  |
|  | Explain the principles of the internet and the world-wide- web |  |  | ORAL, OBSERVATION |  |
|  | AC1: The explanation outlines the origins and history of the internet | ORAL, OBSERVATION |  |
|  | AC2: The explanation identifies the major applications of the internet | ORAL, OBSERVATION |  |
|  | AC3: The explanation demonstrates the use of major internet applications | ORAL, OBSERVATION |  |
|  | AC4: The explanation describes the history and development of the world-wide-web | ORAL, OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1-3** |  |  |  |  |
|  | Explain how the world-wide-web incorporates internet applications. |  |  | ORAL, OBSERVATION |  |
|  | AC1: The explanation provides a comprehensive understanding of the physical context of web pages | ORAL, OBSERVATION |  |
|  | AC2: The explanation identifies how the world-wide-web can be applied in an intranet and extranet | ORAL, OBSERVATION |  |
|  | AC3: The explanation describes the latest internet applications, including web-based email, instant messaging and Voiceover-IP (VoIP) | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**Unit Standard: 110023 Present information in report format Credits 6**

**ICT Office Administration**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-4** |  |  |  |  |
|  | **Relate the purpose, content, form, frequency and recipients of a range of reports.**  **Assessment is limited to five reports** |  |  |  |  |
|  | AC1: The regular reports are identified for a selected organisation. |  |  |
|  | AC2: The information needs of the organisation are linked to the purpose of each identified report. |  |  |
|  | AC3: A template is drawn up for each report in the company specific format including the mandatory content headings. |  |  |
|  | AC4: A table is created listing each report, its purpose, the regular recipients and frequency of distribution. |  |  |
|  | **Specific Outcome 2: Assessment Criteria 1-3** |  |  |  |  |
|  | **Identify information sources & organisational procedures for obtaining & distributing information.** |  |  |  |  |
|  | AC1: A table is created listing each report and the information sources required for input to the report. The information sources are linked to specific headings within the report. |  |  |
|  | AC2: A table is drawn up listing each information source, from whom it is obtainable, when it is available, its level of confidentiality, and to whom it should be returned. |  |  |
|  | AC3: Company procedures for obtaining information sources are identified for each information source and linked to the table above. |  |  |
|  | **Specific Outcome 3: Assessment Criteria 1-4** |  |  |  |  |
|  | **Compile reports related to a selected business function.** |  |  |  |  |
|  | AC1: The identified reports are compiled using current information. |  |  |
|  | AC2: The created templates are used to write the reports and any necessary modifications are made and noted, to ensure compliance with business requirements. |  |  |
|  | AC3: The identified information sources are used to provide the information required by the organisation. |  |  |
|  | AC4: The report is distributed in the required manner in time to meet the specified deadline. |  |  |
|  | **Specific Outcome 4: Assessment Criteria 1-3** |  |  |  |  |
|  | **Liase with relevant parties and verify that reported information is in accordance with requirements.** |  |  |  |  |
|  | AC1: A table is compiled listing each of the relevant recipients of the reports, a space for comments and an overall rating of the report in terms of whether it meets their information requirements and purpose. |  |  |
|  | AC2: The form is distributed to recipients and their comments evaluated to determine useful of report. |  |  |
|  | AC3: Possible amendments to reports are made in line with suggestions from recipients. |  |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: …………………………………………….

Formative Echo Declaration Signed & Scanned: ..…………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**OFFICE ADMINISTRATION**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Secretarial/ Administration Assistant Career** |  |  |  |  |
|  | **Appearance Grooming and Code of Ethics** |  |  |  |  |
|  | **Communication** |  |  |  |  |
|  | **Business Documentation (Compiling a CV, Letters, etc.)** |  |  |  |  |
|  | **Functions in a Business Environment** |  |  |  |  |
|  | **Telephone Etiquette** |  |  |  |  |
|  | **File Management** |  |  |  |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 116936 MS ACCESS: Simple Database 03 Credits**

**Description: Use a Graphical User Interface (GUI)-based database application to work with simple databases**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENTSIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | Understand the principles of databases |  |  | ORAL |  |
|  | AC1:A database management system is defined in terms of its purpose and use. | ORAL |  |
|  | AC2: Examples of uses of databases are provided. | ORAL |  |
|  | ACR: At least three examples. | ORAL |  |
|  | AC3: Properties of databases are described in terms of their purpose and relation to the database as a whole. | ORAL |  |
|  | ACR: Field, Record, Table, Index, Field Property, Data type. | ORAL |  |
|  | **Specific Outcome 2: Assessment Criteria 1-3** |  |  |  |  |
|  | Open and save a simple existing databases |  |  | ORAL, OBSERVATION |  |
|  | AC1: The database application is opened or started. | ORAL, OBSERVATION |  |
|  | AC2: The parts of the database application window are described in terms of their features and use. | ORAL, OBSERVATION |  |
|  | ACR: All of: Menu Bar, Toolbar, Status Bar, scroll bar, Object Bar. | ORAL, OBSERVATION |  |
|  | AC3: An existing database is opened. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 4-7** |  |  |  |  |
|  | Open and save a simple existing databases |  |  | ORAL, OBSERVATION |  |
|  | AC4: Data is entered into an existing database table. | ORAL, OBSERVATION |  |
|  | ACR: At least 5 records are entered. | ORAL, OBSERVATION |  |
|  | AC5: Saving a database giving it a descriptive name related to its purpose and use. | ORAL, OBSERVATION |  |
|  | AC6: The database is closed | ORAL, OBSERVATION |  |
|  | AC7: The database application program is closed. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 4: Assessment Criteria 1-3** |  |  |  |  |
|  | Produce & edit a simple database table from given |  |  | ORAL, OBSERVATION |  |
|  | Specifications | ORAL, OBSERVATION |  |
|  | OCR: At least 5 fields. | ORAL, OBSERVATION |  |
|  | AC1: A database table is created with the required format bases on a given specification. | ORAL, OBSERVATION |  |
|  | ACR Data types to include at least: text, numeric, date, currency. | ORAL, OBSERVATION |  |
|  | AC2: The database table is saved with a descriptive name, as per the given specification. | ORAL, OBSERVATION |  |
|  | ACR: The name of the new database table and database must allow the database table and database to be easily identified in terms of its purpose and content. | ORAL, OBSERVATION |  |
|  | AC3: A column is moved within the database table. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 5: Assessment Criteria 4-6** |  |  |  |  |
|  | Produce & edit a simple database table from given specifications |  |  | ORAL, OBSERVATION |  |
|  | AC4: Column widths of columns in the database table are changed. |  |  | ORAL, OBSERVATION |  |
|  | ACR: At least 2 columns |  |  | ORAL, OBSERVATION |  |
|  | AC5: A database table is deleted. |  |  | ORAL, OBSERVATION |  |
|  | AC6: The database table is saved and closed. |  |  | ORAL, OBSERVATION |  |
|  | **Specific Outcome 6: Assessment Criteria 1-4** |  |  |  |  |
|  | Data is entered into a simple database table from given |  |  | ORAL, OBSERVATION |  |
|  | OCR: At least 5 fields. |  |  | ORAL, OBSERVATION |  |
|  | AC1: A new record is added to the database table. |  |  | ORAL, OBSERVATION |  |
|  | ARC: At least 2 records are added. |  |  | ORAL, OBSERVATION |  |
|  | AC2: Data in the database table is modified. |  |  | ORAL, OBSERVATION |  |
|  | ACR: At least 3 records are modified. |  |  | ORAL, OBSERVATION |  |
|  | AC3: Data in the database table is deleted. |  |  | ORAL, OBSERVATION |  |
|  | AC4: A record is deleted from the database table. |  |  | ORAL, OBSERVATION |  |
|  |  |  |  | ORAL, OBSERVATION |  |

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|  | **Specific Outcome 7: Assessment Criteria 1-3** |  |  |  |  |
|  | Modify the design of a database table. |  |  | ORAL, OBSERVATION |  |
|  | AC1: An existing database table is opened in design view. | ORAL, OBSERVATION |  |
|  | AC2: The consequences of changing a field size are discussed. | ORAL, OBSERVATION |  |
|  | AC3: Field formats are modified. | ORAL, OBSERVATION |  |
|  | ACR: Field size, Number field, Date field. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 8: Assessment Criteria 4-7** |  |  |  |  |
|  | Modify the design of a database table. |  |  | ORAL, OBSERVATION |  |
|  | AC4: A field is moved in the database table. | ORAL, OBSERVATION |  |
|  | AC5: A new field is added to the database table. | ORAL, OBSERVATION |  |
|  | AC6: A field is deleted from the database table. | ORAL, OBSERVATION |  |
|  | AC7: The consequences of the changes made are explained and corrected if necessary. | ORAL, OBSERVATION |  |
|  | ACR: Type conversions. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 9: Assessment Criteria 1-2** |  |  | ORAL, OBSERVATION |  |
|  | Sort and search for records in a database table. |  |  | ORAL, OBSERVATION |  |
|  | AC1: A record in a database table is sorted according to one field. | ORAL, OBSERVATION |  |
|  | ACR: Ascending, descending. | ORAL, OBSERVATION |  |
|  | AC2: A record is located in a database table, by searching for specific data within the table | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 117927 MS ACCESS: Solve a Problem 6 Credits**

**Description: Use a Graphical User Interface (GUI)-based database application to work with simple databases**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | Prepare a database to provide a solution to a given problem |  |  | ORAL, OBSERVATION |  |
|  | AC1: A working plan is developed to meet the requirements of a supplied brief. | ORAL, OBSERVATION |  |
|  | AC2: The plan identifies the purpose of the database. | ORAL, OBSERVATION |  |
|  | AC3: The plan includes a basic outline of the database specifications and/or features required to provide a solution, with reasons for choices made. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1-4** |  |  |  |  |
|  | Create database tables and data entry forms to solve the given problem |  |  | ORAL, OBSERVATION |  |
|  | AC1: One or more database tables are created to solve the given problem. | ORAL, OBSERVATION |  |
|  | ACR: At least 5 fields are included in one of the database tables created. The table definition data types needs to include at least the following: text, numeric, date, currency. | ORAL, OBSERVATION |  |
|  | AC2: A form is created for each database table. | ORAL, OBSERVATION |  |
|  | AC3: Formats of form fields are modified. | ORAL, OBSERVATION |  |
|  | ACR: Font style, size and colour, background colour. | ORAL, OBSERVATION |  |
|  | AC4: A header is added to a form. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 5-9** |  |  |  |  |
|  | Create database tables and data entry forms to solve the given problem |  |  | ORAL, OBSERVATION |  |
|  | AC5: A footer is added to a form. | ORAL, OBSERVATION |  |
|  | AC6: Fields of the form are re-arranged. | ORAL, OBSERVATION |  |
|  | AC7: A data entry form is saved and closed. | ORAL, OBSERVATION |  |
|  | AC8: Data is entered into a database table using the form. | ORAL, OBSERVATION |  |
|  | AC9: A data entry form is deleted. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 4: Assessment Criteria 1-4** |  |  |  |  |
|  | Retrieve information from a database by applying a filter |  |  | ORAL, OBSERVATION |  |
|  | OCR: Filter, Query. | ORAL, OBSERVATION |  |
|  | AC1: A filter is applied to the database table to filter out specific records. | ORAL, OBSERVATION |  |
|  | ACR: Filter by selection, excluding selection, input, form, form window. | ORAL, OBSERVATION |  |
|  | AC2: Remove a filter. | ORAL, OBSERVATION |  |
|  | AC3: Create queries to select specific records to be extracted from a database table. | ORAL, OBSERVATION |  |
|  | ACR: Single-field query, multi-field query, using the toolbar, using a wizard. | ORAL, OBSERVATION |  |
|  | AC4: Retrieve information by running a query. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 5: Assessment Criteria 5-9** |  |  |  |  |
|  | Retrieve information from a database by applying a filter |  |  | ORAL, OBSERVATION |  |
|  | AC5: A query is saved. | ORAL, OBSERVATION |  |
|  | AC5: Modify an existing query. | ORAL, OBSERVATION |  |
|  | AC7: A field is added to a query. | ORAL, OBSERVATION |  |
|  | AC8: A field is removed from a query. | ORAL, OBSERVATION |  |
|  | AC9: Fields in a query are hidden. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 6: Assessment Criteria 1-2** |  |  |  |  |
|  | Sort data in a database query |  |  | ORAL, OBSERVATION |  |
|  | OCR: Ascending, descending. | ORAL, OBSERVATION |  |
|  | AC1: Query data is sorted. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 7: Assessment Criteria 1-3** |  |  |  |  |
|  | Create a report for a database table |  |  | ORAL, OBSERVATION |  |
|  | AC1: A report is designed to address the requirement of the given problem. | ORAL, OBSERVATION |  |
|  | AC2: A report is created that meets the design. | ORAL, OBSERVATION |  |
|  | AC3: A report is modified. | ORAL, OBSERVATION |  |
|  | ACR: Header, Footer, font (size, type, colour). | ORAL, OBSERVATION |  |
|  | **Specific Outcome 8: Assessment Criteria 4-7** |  |  |  |  |
|  | Create a report for a database table |  |  | ORAL, OBSERVATION |  |
|  | AC4: Data is grouped in a report. | ORAL, OBSERVATION |  |
|  | AC5: A selection is resized in a report. | ORAL, OBSERVATION |  |
|  | AC6: A report is saved | ORAL, OBSERVATION |  |
|  | AC7: A report is deleted. | ORAL, OBSERVATION |  |
|  | **Specific Outcome 9: Assessment Criteria 1-4** |  |  |  |  |
|  | Perform advanced print options for a database (Complete Quiz) |  |  | ORAL, OBSERVATION |  |
|  | AC1: A database form is printed. | ORAL, OBSERVATION |  |
|  | AC2: A query result is printed. | ORAL, OBSERVATION |  |
|  | AC3: A database report is previewed to check that the presentation is in accordance with the given specification. | ORAL, OBSERVATION |  |
|  | AC4: A Database report is printed | ORAL, OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**MICROSOFT PUBLISHER**

**Description: Learn the basics of Microsoft Publisher**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | Introduction and overview of MS Publisher |  |  |  |  |
| Opening, creating and saving a new publication |  |  |
| Adding text in your Publication |  |  |
|  | Creating and using Master Page in Publisher |  |  |
| Editing content in Publisher |  |  |
| Formatting Paragraphs and Tab Stops |  |  |
| Working with graphics |  |  |
| Finalizing the Publication |  |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

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Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 120385 Apply a range of project management tools and techniques 7 Credits**

**Description: Apply a range of project management tools and techniques**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | Demonstrate an understanding of project management tools and techniques. |  |  | ORAL |  |
|  | AC: 1 A range of tools and techniques used on a project are identified and explained in accordance with project requirements. | ORAL |  |
|  | AC: 2 Limitations and advantages of project management tools and techniques are explained using examples. | ORAL |  |
|  | AC: 3 Examples of the usage of the project management tools and techniques are provided in a hard copy format. | ORAL & WRITTEN |  |
|  | **Specific Outcome 2: Assessment Criteria 1-2** |  |  |  |  |
|  | Use a range of project management tools and techniques. |  |  | OBSERVATION |  |
|  | AC: 1 A range of project management tools and techniques are used in accordance with established standards and procedures. | OBSERVATION |  |
|  | AC: 2 Output of project management tools and techniques meet individual, team and organisational needs/requirements. | ORAL & OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 1-3** |  |  |  |  |
|  | Apply corrective action steps where project management tools and techniques usage problems occur. |  |  | ORAL & OBSERVATION |  |
|  | AC: 1 Problems with the usage of project management tools and techniques are identified against project requirements. | ORAL & OBSERVATION |  |
|  | AC: 2 Possible solutions are identified and discussed in consultation with higher authority. | ORAL & OBSERVATION |  |
|  | AC: 3 Authorised / agreed solutions are implemented according to agreed steps. | ORAL & OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

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Assessor Signature Moderator Signature

Date: Date:

**Microsoft Project**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | What is MS Project |  |  |  |  |
|  | Toolbar, Tabs, Ribbons, Timeline, Gantt Chart, Calendar, Scrollbar, Status bar |  |  |
|  | Project Theme/ Summary Task |  |  |
|  | Add Tasks, Add Recurring Tasks |  |  |
|  | Indent & Outdent Tasks |  |  |
|  | Adjust Dates (Duration) Start – Finish |  |  |
|  | Assign Resources (Type, Standard Rate) |  |  |  |  |
|  | Create Links |  |  |  |  |
|  | Change working time |  |  |
|  | **Format**: Font type, Font size, Font Color |  |  |
|  | **Types of Views:** Network Diagram, Gantt Chart, Project Cost, Resource Sheet |  |  |
|  | Saving a Baseline |  |  |
|  | Saving as Excel Workbook |  |  |
|  | Saving a Project |  |  |  |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

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Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 252435 Apply basic invoicing and accounting principles. 6 Credits**

**Description: Apply basic invoicing and accounting principles**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | | Explain items of expenditure and revenue. |  |  | ORAL |  |
|  | | AC: 1 A definition of expenditure is provided in the context of freight forwarding and customs clearing. | ORAL |  |
|  | | AC: 2 A definition of revenue is provided in the context of freight forwarding and customs clearing. | ORAL |  |
|  | | AC: 3 The difference between expenditure and revenue are explained as they apply to freight forwarding. | ORAL |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-5** |  |  |  |  |
|  | | Explain fixed and variable costs. |  |  | ORAL & WRITTEN |  |
|  | | AC: 1 Fixed cost is defined with examples. | ORAL & WRITTEN |  |
|  | | AC: 2 Variable cost is defined with examples. | ORAL & WRITTEN |  |
|  | | AC:3 Three examples are provided where fixed costs could happen. | ORAL & WRITTEN |  |
|  | | AC: 4 Examples are provided where variable costs could be confused as fixed ACR: Three examples must be given. | ORAL & WRITTEN |  |
|  | | AC: 5 The consequences of a variable cost being confused as a fixed cost is explained with examples. | | ORAL & WRITTEN |  |
|  | | **Specific Outcome 3: Assessment Criteria 1-4** | |  |  |  |  |
|  | | Perform invoicing operations and post amounts to the appropriate accounts. | |  |  | ORAL & OBSERVATION |  |
|  | | AC:1 An invoice is prepared which has items of expenditure and items revenue for a sea freight shipment for a full container load and import which has paid customs duty, duty schedule, and the ocean freight is on a collect basis. | | ORAL & OBSERVATION |  |
|  | | AC:2 An invoice is prepared for an air freight export shipment which has items of expenditure and items of revenue where the master airway bill is collected, insurance must be invoiced as well as cartage collection charges. | | ORAL & OBSERVATION |  |
|  | | AC: 3 The expenditure items must be posted to the appropriate accounts for both the seafreight and airfreight invoices. | | ORAL & OBSERVATION |  |
|  | | AC: 4 A record is made up of the over-recoveries of the items of expenditure which must later be taken to profit. | | ORAL & OBSERVATION |  |
|  | | **Specific Outcome 4: Assessment Criteria 1-8** | |  |  |  |  |
|  | | Reconcile and identify individual transactions with statements of accounts. | |  |  | ORAL & OBSERVATION |  |
|  | | AC: 1 Ocean freight or air freight is identified as items of the organisations invoices. | | ORAL & OBSERVATION |  |
|  | | AC: 2 Cartage is identified as an item of the company's invoices and statements from the t ransporter taking into account all over-and-under recoveries. | | ORAL & OBSERVATION |  |
|  | | AC: 3 All landside and surface charges are identified including port authority charges, airline charges, depot charges and carrier's handling. | | ORAL & OBSERVATION |  |
|  | | AC: 4 All customs and charges are identified and reconciled with bills of entries, statements and deferment accounts. | | ORAL & OBSERVATION |  |
|  | | AC: 5 Other disbursements charges are identified and reconciled with invoices from those parties taking into account all over-and-under recoveries.  ARG: Other disbursements may include but is not limited to other agents', storage charges, packing, fumigation, inspection, insurance. | | ORAL & OBSERVATION |  |
|  | | AC: 6 Supplementary charges from outside parties are identified and reconciled to the organisations invoice taking into account all over-and-under recoveries. | | ORAL & OBSERVATION |  |
|  | | AC: 7 Supplementary invoices are disbursed by the organisation and account for all disbursement items which have been invoiced. | | ORAL & OBSERVATION |  |
|  | | AC: 8 Reconciliation is made between the invoices and statement of accounts. | | ORAL & OBSERVATION |  |
|  | | **Specific Outcome 5: Assessment Criteria 1-5** | |  |  |  |  |
|  | | Identify and disburse the items on behalf of the organisation to be recovered in the invoicing process. | |  |  | ORAL & OBSERVATION |  |
|  | | AC: 1 Cartage charges as disbursed by the organisation, are identified and posted to the cartage disbursement account. | | ORAL & OBSERVATION |  |
|  | | AC: 2 Storage charges as disbursed by the organisation are identified and posted to the storage disbursement account. | | ORAL & OBSERVATION |  |
|  | | AC:3 All special charges such as extra attendance are disbursed by the organisation are identified and posted to the disbursement accounts. | | ORAL & OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**QuickBooks Premier**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1:** |  |  |  |  |
|  | Setting up a new Company in QuickBooks |  |  |  |  |
|  | Navigating in QuickBooks |  |  |
|  | Setting up user & Passwords |  |  |
|  | Create a Bank Accounts |  |  |
|  | Create Employees |  |  |
|  | Create Item List, Subitems |  |  |
|  | Create Vendors, Purchase Orders, Receive Items, Enter bills, & Pay Bills |  |  |  |  |
|  | Create Customers, Create Invoices, & Receive Payments |  |  |  |  |
|  | Write Cheques & Transfer Funds |  |  |
|  | Bank Reconciliation |  |  |
|  | Use built-in Letter Templates |  |  |
|  | Create a Balance Sheet & Export to Excel |  |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 13915 4 Credits**

**Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organization and a specific workplace**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | | Specific Outcome 1: Assessment Criteria 1-11 |  |  |  |  |
|  | | Know and understand HIV/AIDS and its effects on the human immune system |  |  | ORAL |  |
|  | | AC: 1 The terms HIV and AIDS are known and explained at a basic level of understanding. | ORAL |  |
|  | | AC: 2 The way in which the immune system works is explained with reference to the role of antibodies in the immune system. | ORAL |  |
|  | | AC: 3 An indication is given as to how the HIV virus attacks the immune system. | ORAL & WRITTEN |  |
|  | | AC: 4 The concept of a window period is explained with reference to the Elisa test. | ORAL |  |
|  | | AC: 5 The concept that the Elisa Test tests for antibodies is known and an indication is given of the implications that this has in terms of the window period and the use of vaccinations. | ORAL |  |
|  | | AC: 6 The fact that all babies born to HIV/AIDS mothers initially test positive for the HIV virus is known and reason are given to explain why these test results change over time. | ORAL |  |
|  | | AC: 7 The concept of Voluntary Counselling and Testing (VCT) is explained with the reference to the role of the Rapid Test and confirmation by the Elisa Test. | ORAL |  |
|  | | AC:8 The effects of HIV infection are explained including the ability of infected persons to perform work and the importance of lifestyle changes to boost the immune system and prevent reinfection. | ORAL |  |
|  | | AC: 9 The importance of pre and post test counselling is known and understood and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS test. | ORAL & WRITTEN |  |
|  | | AC: 10 The stages of the disease are outlined with an example of what happens at each stage from infection with HIV to full-blown AIDS and death. | ORAL |  |
|  | | AC: 11 The chances of a person surviving with AIDS are discussed with reference to the latest views on medication and the costs of the drugs. | ORAL |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-6** |  |  |  |  |
|  | | Know and understand how HIV/AIDS is transmitted |  |  | ORAL & WRITTEN |  |
|  | | AC: 1 The effect of body fluids on transmission of the HIV virus is outlined at a basic level of understanding. | ORAL & WRITTEN |  |
|  | | AC: 2 Sex is identified as the most common way in which the HIV virus is transmitted and other ways in which HIV is transmitted are listed with an indication of the conditions necessary for transmission. | ORAL |  |
|  | | AC: 3 The ways in which mother to child transmission can occur are listed and the implication of a pregnant woman/girl child having unprotected sex are indicated for both the mother and the unborn child. | ORAL |  |
|  | | AC: 4 Actions that an HIV positive mother can take to lower the risk of infection to the child and prolong the onset of AIDS in herself are presented in a poster to promote wellness. | ORAL & WRITTEN |  |
|  | | AC: 5 The dangers of drug abuse and behaviour that could result in HIV transmission are explained with suggestions for limiting transmission. | ORAL |  |
| AC: 6 Precautions used in South Africa to ensure that blood products are HIV free are outlined at a basic level of understanding. | ORAL & WRITTEN |  |
| **Specific Outcome 3 : Assessment Criteria 1-7** |  |  |  |  |
|  | | Know what behaviour is safe and what behaviour carries the risk of HIV transmission. |  |  | ORAL & WRITTEN |  |
|  | | AC: 1 The relationship between human behaviour and HIV/AIDS is outlined at a basic level of understanding. | ORAL & WRITTEN |  |
|  | | AC: 2 Ways in which the individual can avoid contracting or spreading HIV/AIDS are named with an indication of how own behaviour can reduce the risk of infection. | ORAL |  |
|  | | AC: 3 Examples of behaviour that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low risk. | ORAL |  |
|  | | AC: 4 Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk. | ORAL |  |
|  | | AC: 5 Fears and common misunderstandings about the transmission of HIV/AIDS are described in the context of the workplace. | ORAL |  |
|  | | AC: 6 The reasons are given why certain behaviours and activities carry a low risk of infection. | ORAL |  |
|  | | AC: 7 The role of sexually transmitted diseases (STDs) in the transmission of the HIV virus is known and understood and an indication is given of how untreated STDs greatly increase the risk of transmission. | ORAL |  |
|  | | **Specific Outcome 4 : Assessment Criteria 1-9** |  |  |  |  |
|  | | Know what guidelines and assistance are available to support workers with HIV/AIDS |  |  | ORAL & WRITTEN |  |
|  | | OUTCOME NOTES: Know what guidelines and assistance are available to support workers with HIV/AIDS and recognize own role in creating a caring work environment. | ORAL & WRITTEN |  |
|  | | AC: 1 A company policy on HIV/AIDS or the National Department of Health's document "Guidelines for developing a workplace policy and programme+" is accessed and evidence of knowledge is provided in the form of a brief summary. | ORAL & WRITTEN |  |
|  | | AC: 2 The possible problems that a worker with HIV/AIDS could encounter are listed with suggestions as to what the Student himself/herself could do to create a caring situation in the workplace. | ORAL & WRITTEN |  |
|  | | AC: 3 The importance of employers playing a proactive role in addressing the AIDS pandemic are known and understood and ways in which a company can create a caring environment for workers with HIV/AIDS are suggested for a familiar context. | ORAL |  |
|  | | AC: 4 The availability of HIV/AIDS prevention and wellness programmes provided by medical schemes, organisations and other bodies is known and an explanation is given on how to access them. | ORAL & WRITTEN |  |
|  | | AC: 5 The treatment options available to a person with HIV/AIDS are known and a table is compiled indicating which treatment is available locally. | WRITTEN |  |
|  | | AC: 6 The rights of all workers in respect of HIV/AIDS are known and their personal responsibilities are understood dealing with the pandemic. | ORAL |  |
|  | | AC: 7 The Universal Precautions are known and applied in the work environment. | | ORAL |  |
|  | | AC : 8 A code of behaviour in the workplace is drafted. | | WRITTEN |  |
|  | | ASSESSMENT CRITERION NOTES  To help someone cope with realisation that s/he has HIV/AIDS and to ensure co-workers are safe from infection; or  To prevent someone who does not yet have HIV/AIDS from becoming infected. | | WRITTEN |  |
|  | | AC: 9 A presentation is created to help address the stigma surrounding HIV/AIDS and the | | ORAL |  |
| importance of employers playing a proactive role in dealing with HIV/AIDS. | | ORAL |  |
|  | | **Specific Outcome 5 : Assessment Criteria 1-7** | |  |  |  |  |
|  | | Know and understand the implications of the HIV/AIDS pandemic | |  |  | ORAL & WRITTEN |  |
|  | | OUTCOME NOTES | | ORAL & WRITTEN |  |
|  | | Know and understand the implications of the HIV/AIDS pandemic for society, the economy, a business sub-sector, an organization and a specific workplace. | | ORAL & WRITTEN |  |
|  | | AC: 1 The needs of AIDS orphans are outlined with reference, at a basic level of understanding, to the burden of a large number of orphans on society and the economy. | | ORAL & WRITTEN |  |
|  | | AC: 2 The effect of a population composed mainly of children and the aged on the economy and the State is outlined at a basic level of understanding. | | ORAL & WRITTEN |  |
|  | | AC: 3 The need for medical care for people with HIV/AIDS and the implications for employers and the State are discussed at a basic level of understanding. | | ORAL |  |
|  | | AC: 4 The effect of HIV/AIDS on the workforce and family income is discussed at a basic level of understanding. | | ORAL |  |
|  | | AC: 5 The effect of HIV/AIDS for an organisation are discussed at a basic level of understanding. | | ORAL |  |
|  | | AC: 6 The implications of HIV/AIDS for a specific workplace are discussed at a basic level of understanding. | | ORAL |  |
|  | | AC: 7 The implications of HIV/AIDS for an industry sub-sector are discussed at a basic level of understanding. | | ORAL |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

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Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 119465 Write/present/sign texts for a range of communicative contexts 05 Credits**

**Controls language patterns and structures and engages with context, purpose and audience.**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | | **LESSON SPECIFIC OUTCOMES** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | | **Specific Outcome 1: Assessment Criteria 1-7** | |  |  |  |  |
|  | | Write/sign for a specified audience and purpose. | |  |  | ORAL |  |
|  | | Outcome-range: Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations. | | ORAL |  |
|  | | AC1:The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity. | | ORAL |  |
|  | | AC:2 The text-type, style, and register selected are appropriate to audience, purpose and context. | | OBSERVATION |  |
|  | | AC:3 Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments. | | ORAL |  |
|  | | AC: 4 Writing/signing is well-structured and conveys its message clearly. | | ORAL & WRITTEN |  |
|  | | AC:5 Critical thinking skills are used as strategies for planning.  ACR: Brainstorming, mind-mapping, using spider diagrams, highlighting | | ORAL & WRITTEN |  |
|  | | AC: 6 Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise. | | ORAL & WRITTEN |  |
|  | | AC: 7 Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text. | | ORAL |  |
|  | | ACR: Accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions | | ORAL |  |
|  | | **Specific Outcome 2: Assessment Criteria 1-3** | |  |  |  |  |
|  | | Use language structures and features to produce coherent and cohesive texts for a wide range of contexts. | |  |  | ORAL |  |
|  | | AC: 1 Meaning is clearly expressed through the use of a range of sentence structures, lengths and types. | | ORAL |  |
|  | | AC: 2 The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing. Their use is explained with reference to logical progression, cause and effect and/or contrast. | | ORAL & WRITTEN |  |
|  | | AC: 3 The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated. | | ORAL & WRITTEN |  |
|  | | **Specific Outcome 3: Assessment Criteria 1-6** | |  |  |  |  |
|  | | Draft own writing/signing and edit to improve clarity and correctness. | |  |  | ORAL & WRITTEN |  |
|  | | AC:1 Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original. | | ORAL & WRITTEN |  |
|  | | AC: 2 Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency. | | ORAL & OBSERVATION |  |
|  | | AC: 3 Logical sequencing of ideas and overall unity are achieved through redrafting. | | ORAL & OBSERVATION |  |
|  | | AC: 4 There is clear evidence that major grammatical and linguistic errors are edited out in redrafts. | | ORAL & OBSERVATION |  |
|  | | AC: 5 Inappropriate or potentially offensive language is identified and adapted/removed. | | ORAL & OBSERVATION |  |
|  | | ACR : Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register | | ORAL & OBSERVATION |  |
|  | | AC: 6 Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task. | | ORAL & OBSERVATION |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

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Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 9010 2 Credits**

**Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-3** |  |  |  |  |
|  | Convert numbers between the decimal number system and the binary number system. |  |  | ORAL |  |
|  | OUTCOME RANGE | ORAL |  |
|  | This outcome includes the need to: | ORAL |  |
|  | Perform addition and subtraction of positive whole numbers in binary up to 100002 (16 in decimal). | ORAL |  |
|  | Demonstrate understanding of the mathematical relationships and principles involved in the computat | ORAL |  |
|  | AC: 1 Conversion between binary and decimal numbers is done correctly. | ORAL |  |
|  | AC: 2 Basic addition and subtraction calculations in the binary number system are done correctly. ACR: Using positive whole numbers up to the 16 in decimal. | ORAL |  |
|  | AC: 3 Practical applications of the decimal and binary system are explained correctly. | ORAL |  |
|  | **Specific Outcome 2: Assessment Criteria 1-2** |  |  |
|  | Work with numbers in different ways to express size and magnitude. | ORAL |  |
|  | OUTCOME RANGE | ORAL |  |
|  | This outcome includes the need to: | ORAL |  |
|  | Use scientific notation for small and large numbers. | ORAL |  |
|  | AC: 1 The prefixes indicating magnitude in measurements are correctly related to the decimal system. | ORAL |  |
|  | ASSESSMENT CRITERION RANGE | ORAL |  |
|  | From Giga to Pica (1012 to 10 -12) | ORAL |  |
|  | AC: 2 Conversions between related units in different measurement systems are correctly applied in | ORAL |  |
| real-life contexts.  ASSESSMENT CRITERION RANGE  SI to Imperial; Degrees F to degrees C. | ORAL |  |
|  | **Specific Outcome 3: Assessment Criteria 1-4** |  |  |  |  |
|  | Demonstrate the effect of error in calculations. |  |  | ORAL |  |
|  | OUTCOME RANGE  This outcome includes the need to:  Work with rational and irrational numbers.  Explore repeating decimals and convert them to common fraction form Use scientific notation for small and large numbers. | ORAL |  |
|  | AC: 1 Symbols for irrational numbers such as 7c and 42 are left in formulae or steps to calculations except where approximations are required. | ORAL |  |
|  | AC: 2 Descriptions are provided of the effect of rounding prematurely in calculations. | ORAL & WRITTEN |  |
|  | AC: 3 The desired degree of accuracy is determined in relation to the practical context. | ORAL & WRITTEN |  |
|  | AC: 4 The final value of a calculation is expressed in terms of the required unit. | ORAL |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

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Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 9013 4 Credits**

**Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-6** |  |  |  |  |
|  | Measure, estimate, and calculate physical quantities in practical situations. |  |  | ORAL & OBSERVATION |  |
|  | OUTCOME RANGE:  Measure, estimate, and calculate physical quantities in practical situations relevant to the adult in life or the workplace | ORAL & OBSERVATION |  |
|  | ORAL & OBSERVATION |  |
|  | AC1. Scales on the measuring instruments are read correctly. | ORAL |  |
|  | AC2. Quantities are estimated to a tolerance justified in the context of the need. | ORAL |  |
|  | AC3. The appropriate instrument is chosen to measure a particular quantity. | ORAL & OBSERVATION |  |
|  | AC4. Quantities are measured correctly to within the least step of the instrument. | ORAL & OBSERVATION |  |
|  | AC5. Calculations are carried out correctly. | ORAL & OBSERVATION |  |
|  | AC6. Symbols and units are used in accordance with SI conventions and as appropriate to the situation. | ORAL & OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1-7** |  |  |  |  |
|  | Explore, describe and represent, interpret and justify geometrical relationships and conjectures. |  |  | ORAL & OBSERVATION |  |
|  | OUTCOME RANGE:  Explore, describe and represent, interpret and justify geometrical relationships and conjectures to solve  problems in two- and three-dimensional geometrical situations. | ORAL & OBSERVATION |  |
|  | AC1. Descriptions are based on a systematic analysis of the shapes and reflect the properties of the shapes accurately, clearly and completely. | ORAL & OBSERVATION |  |
|  | AC2. Descriptions include quantitative information appropriate to the situation and need. | ORAL & OBSERVATION |  |
|  | AC3. Conjectures as appropriate to the situation, are based on well-planned investigations of geometrical properties. | ORAL & OBSERVATION |  |
|  | AC4. Representations of the problems are consistent with and appropriate to the problem context. The problems are represented comprehensively and in mathematical terms. | ORAL & OBSERVATION |  |
|  | AC5. Results are achieved through efficient and correct analysis and manipulation of representations. | ORA, OBSERVATION & WRITTEN |  |
|  | AC6. Problem-solving methods are presented clearly, logically and in mathematical terms. | ORAL & OBSERVATION |  |
|  | AC7. Solutions are correct and are interpreted and validated in terms of the context of the problem. | ORAL & OBSERVATION |  |

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Date: Date:

**UNIT STANDARD 9012 Investigate life and work related problems using data and probabilities 5 Credits**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-4** |  |  |  |  |
|  | Pose questions, collect and organise data. |  |  | ORAL |  |
|  | OUTCOME NOTES | ORAL |  |
|  | Specific purposes include: | ORAL |  |
|  | Determining trends in societal issues such as crime and health. | ORAL |  |
|  | Identifying relevant characteristics of target groups such as age, range, gender, socio-economic group, cultural belief and performance. | ORAL |  |
|  | Predicting the likelihood of the occurrence of events. | ORAL |  |
|  | Considering the attitudes or opinions of people on issues. | ORAL |  |
|  | OUTCOME RANGE | ORAL |  |
|  | Techniques include: | ORAL |  |
|  | The selection of a sample from a population with due sensitivity to issues relating to bias. | ORAL |  |
|  | The formulation and use of questionnaires and interviews to obtain data for specific purposes related to surveys and censuses. | ORAL |  |
|  | Use of databases to obtain information (e. g., StatsSA for national census data) and data suited to the resolution of particular issues. | ORAL |  |
|  | Work with deferent types of measuring instruments and scales such as | ORAL |  |
|  | yes/no (dichotomous) 5 point (Likert), discrete, and continuous variables (e g., temperature). | ORAL |  |
|  | Evaluation of data gathering techniques and of data collected so that faults and inconsistencies are identified. (e.g., in cases where a person may be counted more than once such as when collecting ST13 data). | ORAL |  |
|  | AC: 1 Situations or issues that can be dealt with through statistical methods are identified correctly. | ORAL |  |
|  | AC: 2 Variables contributing to a problem situation are identified and addressed in data gathering, e.g. crime is related to time of day and location | ORAL |  |
|  | AC: 3 Appropriate and efficient methods are used to collect, record and organise data. | ORAL & WRITTEN |  |
|  | AC: 4 Data samples are of adequate size and are representative of the population. | ORAL |  |
|  | **Specific Outcome 2: Assessment Criteria 1-5** |  |  |  |  |
|  | Represent, analyse and interpret data using various techniques. |  |  | ORAL |  |
|  | OUTCOME NOTES | ORAL |  |
|  | Represent, analyse and interpret data using various techniques to investigate real-life and work problems | ORAL |  |
|  | OUTCOME RANGE | ORAL |  |
|  | Calculation of measures of centre and spread such as mean, median, mode, range and inter-quartile range. | ORAL |  |
|  | Use of scatter plots and intuitively placed lines of best fit to represent the association between two variables. (Regression analysis not included,). | ORAL |  |
|  | Fit curves (e g., linear and quadratic cases) to predict trends. | ORAL |  |
|  | ORAL |  |
|  | Use of a variety of representations applicable to the issue being investigated. | ORAL |  |
|  | Specific purposes include: | ORAL |  |
|  | Determining trends societal issues such as crime and health; | ORAL |  |
|  | Identifying relevant characteristics of target groups such as age, range, gender, socio-economic group, cultural belief and performance; | ORAL |  |
|  | Considering the attitudes or opinions of people on issues. | ORAL |  |
|  | AC: 1 Graphical representations and numerical summaries are consistent with the data, are clear and appropriate to the situation and target audience. | ORAL |  |
|  | AC: 2 Different representations of aspects of the data are compared to take a position on the issue. | ORAL & WRITTEN |  |
|  | AC: 3 Calculations and the use of statistics are correct and appropriate to the problem. | ORAL & WRITTEN |  |
|  | AC: 4 Interpretations of statistics are justified and applied to answer questions about the problem. | ORAL & WRITTEN |  |
|  | AC: 5 New questions that arise from the modelling of the data are discussed. | ORAL |  |
|  | **Specific Outcome 3: Assessment Criteria 1-6** |  |  |  |  |
|  | Use random events to explore and apply, probability concepts in simple life. |  |  | ORAL |  |
|  | OUTCOME NOTES | ORAL |  |
|  | Use random events to explore and apply, probability concepts in simple life and work related situations | ORAL |  |
|  | [Note: straightforward applications relevant to the life or work related experiences of the Students should be chosen] | ORAL |  |
|  | OUTCOME RANGE | ORAL |  |
|  | Distinguish outcomes, which are equally likely (e.g. spinning a coin, rolling a die) from those that are not | ORAL |  |
|  | (e.g. dropping a drawing pin, spinning a biased coin). | ORAL |  |
|  | Distinguish between a trial (e.g. a turn at rolling a die), outcome (getting a 6 when the die is rolled) and event (getting any even number when rolling a die -a collection of outcomes). | ORAL |  |
|  | Interpret probability values expressed as fractions between 0 and 1 or as percentages. | ORAL |  |
|  | Use the term "odds on" in relation to a probability value (e.g. the odds on getting a 4 when rolling a die are 1 to 5 while the probability of getting a 4 is one sixth). | ORAL |  |
|  | Distinguish between theoretical (e. g., for a fair coin on the basis of equal likelihood) and experimental probabilities (e.g. for getting a pin to land with its point up or its point down when dropped on the basis of relative frequency after a large number of trials). | ORAL |  |
|  | Use tree diagrams in representing and working with events. | ORAL |  |
|  | Use basic counting techniques to determine the number of ways an event can occur. (The formal | ORAL |  |
|  | use of permutations and combinations not expected.) | ORAL |  |
|  | Distinguish between situations in which probabilities need to be multiplied from those in which probabilities need to be added (e. g., drawing the ace of hearts and the ace of spades as opposed to drawing one or the other). | ORAL |  |
|  | Make and test predictions about probability in the context of games, real-life situations and the workplace. | ORAL |  |
|  | AC 1: Data are gathered, organised, sorted and classified in a suitable manner for further processing and analysis. | ORAL & WRITTEN |  |
|  | AC: 2 Experiments and simulations are chosen appropriately in terms of the situation to be investigated. | ORAL |  |
|  | AC: 3 Probabilities are determined correctly. | ORAL |  |
|  | AC: 4 Distinctions are correctly made between theoretical and experimental probabilities. | ORAL |  |
|  | AC: 5 Predictions are based on validated experimental or theoretical probabilities. | ORAL |  |
|  | AC: The outcomes of experiments and simulations are communicated clearly. | ORAL |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

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Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 7456 5 Credits**

**Use mathematics to investigate and monitor the financial aspects of personal, business and national issues**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1** |  |  |  |  |
|  | Use mathematics to plan and control personal, regional and/or national budgets and income and expend |  |  | ORAL, WRITTEN & OBSERVATION |  |
|  | OUTCOME NOTES  1.1 Plans describe projected income and expenditure realistically.  1.2 Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context.  1.3 Budgets are presented in a manner that makes for easy monitoring and control.  1.4 Actual income and expenditure is recorded accurately and in relation to planned income and expenditure. Variances are identified and explained and methods are provided for control. | ORAL, WRITTEN & OBSERVATION |  |
|  | OUTCOME RANGE  Bank accounts, provincial and key elements of national budgets and tax. | ORAL, WRITTEN & OBSERVATION |  |
|  | AC: 1 Use mathematics to plan and control personal, regional and/or national budgets and income and expenditure. | ORAL, WRITTEN & OBSERVATION |  |
|  | ASSESSMENT CRITERION NOTES  1.1 Plans describe projected income and expenditure realistically.  1.2 Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context.  1.3 Budgets are presented in a manner that makes for easy monitoring and control.  1.4 Actual income and expenditure is recorded accurately and in relation to planned income and expenditure. Variances are identified and explained and methods are provided for control.  ASSESSMENT CRITERION RANGE  Bank accounts, provincial and key elements of national budgets and tax. | ORAL, WRITTEN & OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1** |  |  |  |  |
|  | Use simple and compound interest to make sense of and define a variety of situations. |  |  | ORAL & OBSERVATION |  |
|  | OUTCOME NOTES | ORAL & OBSERVATION |  |
|  | 2.1 The differences between simple and compound interest are described in terms of their common applications and effects. | ORAL & OBSERVATION |  |
|  | 2.2 Methods of calculation are appropriate to the problem types. | ORAL & OBSERVATION |  |
|  | 2.3 Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem. | ORAL & OBSERVATION |  |
|  | 2.4 Solutions to calculations are used effectively to define the changes over a period of time. | ORAL & OBSERVATION |  |
|  | OUTCOME RANGE | ORAL & OBSERVATION |  |
|  | Effective and nominal rates, commission, appreciation and depreciation. | ORAL & OBSERVATION |  |
|  | AC: 1 Use simple and compound interest to make sense of and define a variety of situations. | ORAL & OBSERVATION |  |
|  | ASSESSMENT CRITERION NOTES | ORAL & OBSERVATION |  |
|  | 2.1 The differences between simple and compound interest are described in terms of their common applications and effects. | ORAL & OBSERVATION |  |
|  | 2.2 Methods of calculation are appropriate to the problem types. | ORAL & OBSERVATION |  |
|  | 2.3 Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem. | ORAL & OBSERVATION |  |
|  | 2.4 Solutions to calculations are used effectively to define the changes over a period of time. | ORAL & OBSERVATION |  |
|  | ASSESSMENT CRITERION RANGE | ORAL & OBSERVATION |  |
|  | Situations include: | ORAL & OBSERVATION |  |
|  | Effective and nominal rates, commission, appreciation and depreciation. | ORAL & OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 1** |  |  |  |  |
|  | Use mathematics to debate aspects of the national economy. |  |  | ORAL |  |
|  | OUTCOME NOTES  3.1 Values are calculated correctly.  3.2 Mathematical tools and systems are used effectively to determine, compare and describe aspects of the national economy.  3.3 Debating points are based on well-reasoned arguments and are supported by mathematical information.  OUTCOME RANGE  Tax, productivity and the equitable distribution of resources. |  |  |
|  | AC: 1 Use mathematics to debate aspects of the national economy. | ORAL |  |
|  | ASSESSMENT CRITERION NOTES  3.1 Values are calculated correctly.  3.2 Mathematical tools and systems are used effectively to determine, compare and describe aspects of the national economy.  3.3 Debating points are based on well-reasoned arguments and are supported by mathematical information.  ASSESSMENT CRITERION RANGE  Tax, productivity and the equitable distribution of resources. |  |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Echo Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

**UNIT STANDARD 114636 6 Credits**

**Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment**

**Assessor notification of assessment to Student (date):**  **Branch: Time:**

**Pre-assessment review preparation meeting (date):**

**Agreed upon date for actual assessment of Student: Signature: (F) (S):**

|  |  |  |  |  |  |
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|  | **LESSON SPECIFIC OUTCOME** | **STUDENT**  **SIGNATURE** | **DATE** | **ASSESSMENT METHODS** | **TICK** |
|  | **Specific Outcome 1: Assessment Criteria 1-2** |  |  |  |  |
|  | Demonstrate an understanding of the use of preventive maintenance measures and procedures. |  |  | ORAL & OBSERVATION |  |
|  | OUTCOME NOTES | ORAL & OBSERVATION |  |
|  | Demonstrate an understanding of the use of preventive maintenance measures and procedures of computer hardware. | ORAL & OBSERVATION |  |
|  | AC: 1 The demonstration identifies the causes of computer hardware maintenance. | ORAL & OBSERVATION |  |
|  | ACR:Including, but not limited to: Over heating, Dust, Electrical Spikes, Thermal creep. | ORAL & OBSERVATION |  |
|  | AC: 2 The demonstration covers preventive measure for the causes of computer hardware maintenance.  ACR: Including, but not limited to: Ventilation, Liquid cleaning compounds, Uninterrupted Power Supply (UPS). | ORAL & OBSERVATION |  |
|  | **Specific Outcome 2: Assessment Criteria 1-2** |  |  |  |  |
|  | Demonstrate an understanding of the use of safety measures and procedures.  OUTCOME NOTES  Demonstrate an understanding of the use of safety measures and procedures of a computer working environment. |  |  | ORAL & OBSERVATION |  |
|  | AC: 1 The demonstration explains safety measure for different types of fires and which applies to computer environments.  ACR:Including, but not limited to: A, B and C types of fires. | ORAL & OBSERVATION |  |
|  | AC: 2 The demonstration covers potential hazards and safety procedures relating to the computer environment.  ACR: Including, but not limited to: High-voltage equipment, Power supply, Screens. | ORAL & OBSERVATION |  |
|  | AC: 3 The demonstration cover Electrostatic Discharge (ESD) and precautions for it. ACR: Including, but not limited to: Conductive rubber mat with grounding cable, grounding wrist strap, Goggles. | ORAL & OBSERVATION |  |
|  | **Specific Outcome 3: Assessment Criteria 1-2** |  |  |  |  |
|  | Explain environmental protection measures and procedures of a computer working environment. |  |  |  |  |
|  | AC: 1 The explanation covers handling of computer components.  ACR: Including, but not limited to: Screens, Batteries. | ORAL |  |
|  | AC 2 : The explanation covers handling of computer peripheral components.  ACR: Including, but not limited to: Printer toner cartridges, Chemical solvents and cans. | ORAL |  |

I have completed all of my exercises:………………………………………………………. Facilitator Signature: ………………………………………………….

Assessment Date:………………………………………………………………………………….. Assessment Outcome: ……………………………………………….

Formative Deveron Declaration Signed & Scanned: ……………………………..… Student Signature: …………………………………………………….

Assessor Signature Moderator Signature

Date: Date:

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| --- | --- | --- | --- |
| Assessor Name & Surname | Assessor Registration | Date | Assessor Signature |
|  |  |  |  |
| Moderator Name & Surname | Moderator Registration | Date | Moderator Signature |
|  |  |  |  |
| Verifier Name & Surname | Verifier Registration | Date | Verifier |
|  |  |  |  |