



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

## **NATIONAL CERTIFICATES (VOCATIONAL)**

### **ASSESSMENT GUIDELINES**

**OFFICE DATA PROCESSING**

**NQF LEVEL 3**

**IMPLEMENTATION: JANUARY 2015**

# OFFICE DATA PROCESSING LEVEL 3

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## SECTION A: PURPOSE OF THE ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for the subject *Office Data Processing Level 3* in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines* to prepare for and deliver *Office Data Processing Level 3*. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

## SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

### 1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**  
To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.
- **Relevance**  
To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.
- **Coherence**

To work within a consistent framework of principles and certification.
- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.
- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.
- **Access**

To address barriers to learning at each level to facilitate students' progress.
- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.
- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.
- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.
- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.
- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;

- matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.
- **Reliability**  
To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.
  - **Fairness and transparency**  
To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:
    - Inequality of opportunities, resources or teaching and learning approaches
    - Bias based on ethnicity, race, gender, age, disability or social class
    - Lack of clarity regarding Learning Outcome being assessed
    - Comparison of students' work with other students, based on learning styles and language
  - **Practicability and cost-effectiveness**  
To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

## 2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

### 2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-plays and case studies. The ICASS practical component is undertaken in a real workplace, a workshop or a “*Structured Environment*”. This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

### 2.2 External summative assessment (ESASS)

The ESASS is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Higher Education and Training administers the theoretical component according to relevant assessment policies.

A compulsory component of ESASS is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "*Structured Environment*". The ISAT is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same ISAT.

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

### **3 MODERATION OF ASSESSMENT**

#### **3.1 Internal moderation**

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) College. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

#### **3.2 External moderation**

External moderation is conducted by the Department of Higher Education and Training, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

#### **4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)**

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The ICASS must be re-submitted with each examination enrolment for which it constitutes a component.

#### **5 ASSESSOR REQUIREMENTS**

Assessors must be subject specialists and a competent assessor

#### **6 TYPES OF ASSESSMENT**

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

##### **6.1 Baseline assessment**

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

##### **6.2 Diagnostic assessment**

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

**ASSESSMENT OF OFFICE DATA PROCESSING**

**LEVEL 3**



## SECTION C: ASSESSMENT IN OFFICE DATA PROCESSING LEVEL 3

### 1. ASSESSMENT SCHEDULE AND REQUIREMENTS

Internal and external assessments are conducted and the results of both are contributing to the final mark of a student in the subject

The internal continuous assessment (ICASS) mark accounts for 50 percent and the external examination mark for 50 percent of the final mark. A student needs a minimum final mark of 50 percent to enable a pass in the subject.

#### 1.1 Internal assessment

Lecturers must compile a detailed assessment plan and assessment schedule of internal assessments to be undertaken during the year in the subject. (e.g. date, assessment task/or activity, rating code/marks allocated, assessor, moderator.)

All internal assessments are then conducted according to the plan and schedule using appropriate assessment instruments and tools for each assessment task (e.g. tests, assignments, practical tasks/projects and memorandum, rubric, checklist)

The marks allocated to both the minimum number of practical and written assessment tasks conducted during the internal continuous assessment (ICASS) are kept and recorded in the Portfolio of Evidence (PoE) which is subjected to internal and external moderation.

A year mark out of 100 is calculated from the ICASS marks contained in the PoE and submitted to the Department on the due date towards the end of the year.

The following internal assessment units currently **GUIDE** the internal assessment of Office Data Processing Level 3.

TASKS	Time-frame	Type of assessment activity	Time and proposed mark allocation *(can be increased but not reduced)	Scope of assessment	% contribution to the year mark
				Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark	
1	Term 1	Test	1 Hour (50 marks)	Topics completed in term 1	10
2	Term 1	Practical Assessment/ Assignment	Determined by the scope and nature of the task	One or more of the topics completed as an assignment – which must be typed.	25
3	Term 2	Practical Assessment/ Assignment	Determined by the scope and nature of the task	One or more of the topics completed as an assignment – which must be typed.	25

4	Term 2	Test*	1 Hour (50 marks)	Topics completed in term 1 and 2	10
5	Term 3	Internal Examination*	<i>As per external examinations</i> (P1 & P2 where applicable)	Topics completed to date (P1 =15 & P2=15, where applicable)	30
TOTAL					100

Specifications for internal assessment may change over time. A separate internal assessment guideline document '*Guidelines for the Implementation of Internal Continuous Assessment (ICASS) in the NC(V) qualifications at FET Colleges*' is developed and updated by the Department.. The conduct and administration of internal assessments must always adhere to the specifications in the most current version of the guideline document.

## 2. RECORDING AND REPORTING

Office Data Processing is assessed according to five levels of competence. The level descriptions are explained in the following table.

<b>Scale of Achievement for the Vocational component</b> <b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
5	Outstanding	80-100
4	Highly Competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The planned/scheduled assessment should be recorded in the Lecturer's Portfolio of Assessment (PoA) for each subject. The minimum requirements for the **Lecturer's Portfolio of Assessment** should be as follows:

- Lecturer information
- A contents page
- Subject and Assessment Guidelines
- A subject Year plan /Work scheme/Pace Setter
- A subject assessment plan
- Instrument(s) (tests, assignments, practical) and tools (memorandum, rubric, checklist) for each assessment task
- A completed pre-moderation checklist for each of the ICASS tasks and their accompanying assessment tools

- A completed pos-moderation checklist once the task has been administered and assessed
- Subject record sheets per level/class reflecting the marks achieved by students in the ICASS tasks completed
- Evidence of review – diagnostic and statistical analysis, including notes on improvement of the task for future use

The college could standardise these documents.

The minimum requirements for the **student's Portfolio of Evidence (PoE)** should be as follows:

- Student information/identification
- Declaration of authenticity form – duly completed (signed and dated)
- A contents page/list of content (for accessibility)
- A subject assessment schedule
- The evidence of marked assessment tasks and feedback according to the assessment schedule
- A record/summary/ of results showing all the marks achieved per assessment for the subject
- Evidence of moderation (only where applicable for student's whose tasks were moderated)
- Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

### 3. INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN OFFICE DATA PROCESSING (LEVEL 3)

#### TOPIC 1: BASIC CONCEPTS AND THE USE OF THE COMPUTER

<b>SUBJECT OUTCOME 1.1</b>	
<b>Identify and demonstrate the use of the parts and peripherals of the computer</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The latest technological ICT devices are identified and their impact and value in the office environment is understood.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the latest technological ICT devices and discuss their impact in the office environment. <i>[Range: iPod; iPad or tablet; e-reader; smartphone].</i></li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Theory &amp; Practical</b></p> <ul style="list-style-type: none"> <li>Students conduct research on the latest technological ICT devices and identify their practical use in the office environment.</li> <li>Lecturer and students bring some of their own devices in the classroom and demonstrate their use to students in the classroom and identify how they can be of use in the office environment. [Not for assessment in the Final examination].</li> </ul>	

<b>SUBJECT OUTCOME 1.2</b>	
<b>Protect the computer and data in the work place</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The effective methods of protecting data and documents in the office environment are demonstrated.</li> <li>The computer is effectively protected by applying regular virus updates and conducting regular scans.</li> <li>Ethical standards are upheld by understanding and applying copyright restrictions in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>The use of various methods of protecting data and documents in an office environment is demonstrated. <i>[Range: password protect file; save as pdf document]</i></li> <li>Protect the computer by updating anti-virus and running regular virus scans.</li> <li>Understand and explain the concept of copyright.</li> </ul>

<ul style="list-style-type: none"> <li>A clear understanding and application of "green technology" is demonstrated in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Apply "green technology" in the office environment. <i>[Range: recycling computer components: printer cartridges and paper]</i></li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Theory</b></p> <p>Students research and explain their understanding of the following concepts and how these apply in the office environment and the classroom:</p> <ul style="list-style-type: none"> <li>"green technology"</li> <li>copyright;</li> </ul> <p><b>Practical</b></p> <p>Students practically demonstrate:</p> <ul style="list-style-type: none"> <li>Running virus scans on the Hard drive and memory sticks/ flash disc;</li> <li>a recycle method for "used" paper in the classroom setting;</li> <li>Password protecting a file;</li> <li>Saving a file as a pdf document.</li> </ul>	

<b>SUBJECT OUTCOME 1.3</b>	
<b>Demonstrate the use of the CD Rom to burn a CD</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The use of a Compact Disk (CD) is understood and used to store data as backup.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the use of CD-R and CD-RW for storing data.</li> <li>Burn a Data disc as a backup file.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Theory &amp; Practical</b></p> <ul style="list-style-type: none"> <li>Students understand the difference between a CD-R and CD-RW and its use.</li> <li>Students demonstrate the use of a CD to store data as a backup.</li> </ul>	

**TOPIC 2: DEVELOPING KEYBOARD PROFICIENCY**

<b>SUBJECT OUTCOME 2.1</b>	
<b>Demonstrate the skill of Touch Typing</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The skill of touch-typing is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Develop speed and accuracy through daily - words, sentence and paragraph accuracy &amp; speed drills.</li> <li>Use the print function efficiently; and proof read work and identify errors [Range: Daily administering 1 to 8 minute accuracy &amp; speed drills - total of 10 minutes per day; and a weekly 10 minute test to develop speed and accuracy.]</li> <li>Demonstrate a speed of 30 wpm in the final examination.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Daily timed (1 to 8 minute) sentence and paragraph drills are performed for 10 minutes in each subject period to develop speed and accuracy.</li> <li>10 minute weekly speed and accuracy tests (once per week) are conducted to develop 30 wpm by the end of the year.</li> </ul>	

**TOPIC 3: FILE MANAGEMENT**

<b>SUBJECT OUTCOME 3.1</b>	
<b>Work efficiently with files and folders.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Effective file management is demonstrated.</li> <li>The efficient use of Help function and the Recycle bin is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Use My Computer and Windows Explorer effectively to locate drives, files and folders.</li> <li>Navigate folders; delete folders; move files; and copy files to different drives and folders</li> <li>Open and empty the Recycle bin.</li> <li>Use the help function effectively.</li> <li>Compress files in a folder on a drive.</li> <li>Extract compressed files from a location on a drive.</li> </ul>

	[Range: Drive; folders; sub-folders; files; move, copy, delete files and folders; open and empty the Recycle bin; the help function; compress files and folders (WinZip, WinRAR)]
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students demonstrate locating, copying, moving, deleting and compressing files and folders from existing file structures.</li> </ul>	

**TOPIC 4: APPLYING FURTHER WORD PROCESSING FUNCTIONS**

<b>SUBJECT OUTCOME 4.1</b>	
<b>Work with Extensive text</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The effective working with extensive text is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Move and copy text effectively.</li> <li>Insert page breaks.</li> <li>Demonstrate different line spacing.</li> <li>Create columns (paragraphs in 2 and 3 columns).</li> <li>Insert section and column breaks.</li> <li>Use 'Go To', 'Find &amp; Replace' effectively.</li> <li>Use Endnotes and Footnotes.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students are given existing documents with extensive text to apply the functions in the Learning outcomes.</li> </ul>	

<b>SUBJECT OUTCOME 4.2</b>	
<b>Create and format tables</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The effective formatting and use of tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and edit tables.</li> <li>• Add text to a table.</li> <li>• Select cells and range of cells in a table.</li> <li>• Merge and split cells and split table.</li> <li>• Resize columns and rows.</li> <li>• Insert and delete rows and columns.</li> <li>• Apply and remove borders and shading.</li> <li>• Apply table styles to the Table.</li> <li>• View/remove gridlines.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Create and edit Tables.</li> <li>• Tables can be as individual exercises, as well as contained within other documents.</li> </ul>	

<b>SUBJECT OUTCOME 4.3</b>	
<b>Demonstrate the use of graphics</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The effective use of graphics is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw, edit, enhance and format shapes.</li> <li>• Add graphics and clipart.</li> <li>• Resize and move pictures. [Range: Range: wrap text / re-position picture.]</li> <li>• Customise Clipart. [Range: Adjust colour, brightness; Crop.]</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	



**Practical**

- Students type various exercises which include resizing, wrapping, repositioning and adjusting shapes, clipart and pictures.

**TOPIC 5: MAILING FUNCTION IN MICROSOFT WORD**

<b>SUBJECT OUTCOME 5.1</b>	
<b>Use the Mailing function to produce Mail Merge documents</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The efficient creation of mail merge documents is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Recipients list (Customise the Data source).</li> <li>• Edit a Recipient list.</li> <li>• Create a main document.</li> <li>• Carry out a Mail Merge.</li> <li>• Carry out a Mail Merge to labels.</li> <li>• Print the final document.</li> <li>• Set a print range.</li> </ul> <p>[Range: various documents may be used in mail merge.]</p>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<b>Practical</b> <ul style="list-style-type: none"> <li>• Students create various types of mail merge documents, such as letters, certificates, invitations and mailing labels.</li> </ul>	

**TOPIC 6: INFORMATION AND COMMUNICATION USING THE INTERNET EXPLORER**

<b>SUBJECT OUTCOME 6.1</b>	
<b>Access and use the Internet</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The efficient use of the Internet and Search Engines is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to access and use the Internet and the World Wide Web.</li> <li>Identify and use the Internet Explorer screen.</li> <li>Demonstrate the use of Search Engines.</li> <li>Set a popular Search Engine as a Home Page.</li> </ul> <p>[Range: Google, Yahoo, Bing and Google Scholar; South African search engines: Aardvark and Ananzi].</p>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students demonstrate an understanding of the icons in the Internet Explorer screen.</li> <li>Students set a popular Search Engine as a Home page.</li> <li>Students use various Search Engines to conduct a simple search.</li> </ul> <p><b>A live search must not be assessed in the final examination but can be assessed in the ICASS and ISAT assessments.</b></p>	

<b>SUBJECT OUTCOME 6.2</b>	
<b>View, save and print web pages</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The effective use of web pages is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Set a web page as a Favourite.</li> <li>View favourite web pages.</li> <li>Save and print web pages.</li> <li>Print selections are printed from a web page.</li> </ul>

**ASSESSMENT TASKS OR ACTIVITIES****Practical**

- Students set various useful web pages as favourites.
- Students save webpages; and print selections of, as well as the entire web page.

**TOPIC 7: DEVELOPING SPREADSHEETS USING MICROSOFT EXCEL****SUBJECT OUTCOME 7.1****Use further features to edit and format worksheets**

<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The effective practice of moving cells and ranges of cells is demonstrated.</li> <li>• The efficient and effective editing and formatting of the spreadsheet is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Move cells / range of cells. [Range: Demonstrate the 'Drag and Drop' and the 'Cut, Copy and Paste' functions]</li> <li>• Use AutoFill to copy text and formulae.</li> <li>• Use the 'Find and Replace' function to change text.</li> <li>• Use the Spell check function to correct mistakes.</li> <li>• Change the page setup.</li> <li>• Rotate text in the cells.</li> <li>• Add pictures and logos.</li> <li>• Apply borders to cells and the spreadsheet.</li> <li>• Create headers and footers.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<b>Practical</b> <ul style="list-style-type: none"> <li>• Students apply all the editing and formatting functions in the learning outcomes above to existing spreadsheets.</li> </ul>	

<b>SUBJECT OUTCOME 7.2</b>	
<b>Use formulae, functions and Absolute cell referencing to calculate in a spreadsheet</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The effective use of formulae, functions and absolute cell referencing in spreadsheets are demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Use formulae to add, subtract, multiply and divide.</li> <li>Calculate using Absolute cell referencing.</li> <li>Use functions to find Average, Maximum, Minimum, Count and CountA.</li> <li>Apply text functions to change text to Upper and lower case.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students apply formulae, functions and cell referencing for calculations in a spreadsheet.</li> <li>Spreadsheets can include Financial Statements; Salary calculations; Invoices; Mark sheets; and various spreadsheets used in business.</li> </ul>	

<b>SUBJECT OUTCOME 7.3</b>	
<b>Demonstrate the use of charts in a spreadsheet</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The efficient ability to create, edit, format and print charts is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Create a chart.</li> <li>Move, copy, resize and delete charts.</li> <li>Format charts: Change chart options.</li> <li>Print charts.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students create charts within a spreadsheet and on a new sheet.</li> <li>Students edit, format, preview and print charts.</li> </ul>	

<b>SUBJECT OUTCOME 7.4</b>	
<b>Demonstrate Printing Options</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The effective and efficient printing of the spreadsheet is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate printing a spreadsheet with gridlines.</li> <li>• Demonstrate printing a spreadsheet with row and column headings.</li> <li>• Printing only a section of a workbook.</li> <li>• Insert page breaks and reset page breaks in a spreadsheet.</li> <li>• Repeat Column headings on each page in a spreadsheet.</li> </ul> <p>[Range; Page Setup; Set Print Area; Page breaks; Print Titles]</p>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Students print sections of, or an entire spreadsheet with/without gridlines; and row and column headings.</li> <li>• Students insert or reset page breaks before printing.</li> <li>• Students print a spreadsheet, repeating Column headings on each page</li> </ul>	

**TOPIC 8: INTRODUCTION TO PRESENTATIONS USING MICROSOFT POWERPOINT**

<b>SUBJECT OUTCOME 8.1</b>	
<b>Understanding the Purpose and function of presentations</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The effective creation of a simple presentation is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the purpose of PowerPoint presentations.</li> <li>Understand and identify the layout, ribbons and icons on the PowerPoint screen.</li> <li>Create slides, using various slide layouts. Insert new slides, select slide layouts: Title slide; Title &amp; Content; Two Content; Title only slides. [Range: Insert bulleted list; table; picture; clipart; SmartArt graphics - including charts, simple organograms and tables; media clips and videos]</li> <li>Demonstrate the different methods of viewing the presentation in different modes/views. [Range: Slide sorter view, Notes page view and Reading view]</li> <li>Use the Zoom in order to magnify the slide.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students use all the various types of slides to create a simple presentation to advertise a function, event, service, product or a business.</li> </ul>	

<b>SUBJECT OUTCOME 8.2</b>	
<b>Format and edit text, placeholders and slides</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The efficient editing and formatting of slides, text, shapes and placeholders in the slides are demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to edit text in a slide. [Range: change case, font, font size, colour, font effects; slide &amp; placeholder background, colour; Placeholder - line width &amp; colour; text alignment in placeholder; Line spacing; bullets &amp; numbering]</li> <li>Demonstrate how to correct mistakes in the presentation using the Spell check function.</li> <li>Edit the presentation. [Range: Move, copy and delete: slides, placeholders, pictures]</li> <li>Demonstrate the 'Find and replace' text in editing the presentation.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students use presentations which they created or existing presentations to edit and format the text, shapes and placeholders in the slides.</li> </ul>	

<b>SUBJECT OUTCOME 8.3</b>	
<b>Format and Enhance the slides</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The effective formatting and enhancing of slides is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Insert 'Logos' into the slide.</li> <li>Align and indent text within placeholders.</li> <li>Change the background and colour scheme in the presentation.</li> <li>Insert headers and footers in slides and handouts.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students enhance the presentation by inserting Logo's; aligning text, changing background colours and schemes; inserting headers and footers in the slides and handouts.</li> </ul>

<b>SUBJECT OUTCOME 8.4</b>	
<b>Demonstrate the use of drawing tools in the presentation</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The effective use of drawing tools is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Insert and resize shapes.</li> <li>Add text to shapes.</li> <li>Change colour and add shape effects.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students enhance the presentation by inserting and editing shapes in the presentation.</li> </ul>	

<b>SUBJECT OUTCOME 8.5</b>	
<b>Print the Presentation</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The proficient printing of slides and handouts is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Print slides as handouts with 2, 3, 4 and 6 slides per page.</li> <li>Print a specific slide; or more than one slide.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Students print the slides and handouts.</li> </ul>	



## 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN SUBJECT OFFICE DATA PROCESSING – LEVEL 3

### 4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The ISAT draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

**OR**

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same ISAT.

### 4.2 National Examination

A National Examination is conducted annually in October/November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

<b>LEVEL 3</b>	<b>KNOWLEDGE</b>	<b>COMPREHENSION AND APPLICATION</b>	<b>ANALYSIS, SYNTHESIS AND EVALUATION</b>
	10%	80%	10%