NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

OFFICE DATA PROCESSING
NQF LEVEL 2

IMPLEMENTATION: JANUARY 2014
OFFICE DATA PROCESSING LEVEL 2

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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 2 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 2. 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 assuror; 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 2
SECTION C: ASSESSMENT IN OFFICE DATA PROCESSING LEVEL 2

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 2.

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

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

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
o Instrument(s) (tests, assignments, practical) and tools (memorandum, rubric, checklist) for each assessment task

o A completed pre-moderation checklist for each of the ICASS tasks and their accompanying assessment tools

o A completed pos-moderation checklist once the task has been administered and assessed

o Subject record sheets per level/class reflecting the marks achieved by students in the ICASS tasks completed

o 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:

o Student information/identification

o Declaration of authenticity form – duly completed (signed and dated)

o A contents page/list of content (for accessibility)

o A subject assessment schedule

o The evidence of marked assessment tasks and feedback according to the assessment schedule

o A record/summary/ of results showing all the marks achieved per assessment for the subject

o Evidence of moderation (only where applicable for student’s whose tasks were moderated)

o 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 2)

TOPIC 1: BASIC CONCEPTS AND THE USE OF THE COMPUTER

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Explore environmental and safety measures in a computer environment</td>
<td>Safe ergonomic practices are demonstrated when using the computer as an everyday life tool.</td>
<td>Understand ergonomics in the work place. [Range: Sitting posture, Relaxation exercises, computer position; light and ventilation]</td>
</tr>
<tr>
<td></td>
<td>The effective and safe use of the computer in the office environment is understood and applied in the office environment.</td>
<td>Identify health and safety aspects in an office environment. [Range: Safety standards in terms of electrical cords; Positioning of computer in an office, electrical overload; Virus protection].</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Theory
Assessment for knowledge components:
- Correct posture
- Computer position; lighting; ventilation

Practical
- Students use a checklist to identify correct and incorrect ergonomic practices by fellow students.
- Students demonstrate: ergonomic practices such as finger exercises, correct posture at the computer, conducting virus checks on the computer and memory devices.

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Identify and demonstrate the use of the parts and peripherals of the computer</td>
<td>The identification and use of components and peripherals of the computer is demonstrated.</td>
<td>Identify the components and peripherals of the computer.</td>
</tr>
<tr>
<td></td>
<td>The use of storage/memory devices is demonstrated for saving files.</td>
<td>Understand and explain the use of the basic components and accessories of the computer.</td>
</tr>
</tbody>
</table>
• Brief understanding of hardware and software is demonstrated.
• The changing of the default settings is demonstrated.
• Practical demonstration of the printer settings, cartridge changes and troubleshooting paper jams.

• Identify and explain the memory and storage capacity of computers.
  [Range: Very brief coverage of - RAM, ROM, Memory stick, CD and DVD Rom]
• The use of computer hardware and software is demonstrated
  [Range: Brief understanding of the CPU, Keyboard and Mouse; Application Software, System Software]
• Change the default settings of the computer
  [Range: Ruler settings from inches to centimetres; Regional - South African settings; mouse settings]
• The use of the Printer is demonstrated efficiently.
  [Range: printer toner/cartridges, inserting paper into print tray, trouble shoot paper jams]

ASSESSMENT TASKS OR ACTIVITIES

Theory
Brief assessment for knowledge on:
• Computer hardware, software, memory capacity of the computer and memory devices.
  This section is NOT for examination purposes, but may be assessed theoretically in internal assessments.

Practical
Students practically use the computer peripherals effectively:
• loading paper into the printer,
• trouble-shooting paper jams,
• removing and replacing toner/printer cartridge.

TOPIC 2: DEVELOPING KEYBOARD PROFICIENCY

SUBJECT OUTCOME

| 2.1 Demonstrate keyboard proficiency in a Word document. |

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
- Keyboard drills are practiced to improve speed and accuracy.
- The skill of Touch typing is demonstrated.
- Identify the correct finger position and master the keyboard through the use of letter, word and sentence drills.
- Identify and use a number of keys and explore their effects in a Word document.
  
  Range: Alphabetical keys, Num Lock - number keys; Caps Lock; Shift keys; Enter; backspace; Delete; Spacebar; Tab; Ctrl; special signs with combination keys (@, $, %, &, *, brackets, question mark, exclamation); use of Ctrl+Alt+Delete - Task Manager

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**

- Letter; word and sentence keyboard drills are performed until the entire keyboard has been taught.
- Sentences and paragraphs containing symbols and signs are typed.
- Use the Task Manager (Ctrl+Alt+Delete) to trouble-shoot a computer freeze.

**SUBJECT OUTCOME**

### 2.2 Demonstrate the skill of Touch Typing

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skill of touch-typing is demonstrated.</td>
<td>Develop speed and accuracy through daily - words, sentence and paragraph accuracy &amp; speed drills.</td>
</tr>
<tr>
<td></td>
<td>Use the print function efficiently; and proof read work and identify errors</td>
</tr>
<tr>
<td></td>
<td>[Range: Daily administering 1 to 8 minute accuracy &amp; speed drills - total of 10 mins per day; and a weekly 10 minute test to develop speed and accuracy.]</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a speed of 25 wpm in the final examination.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
Practical

- Daily timed (2-8 minute) sentence and paragraph drills are practiced for 10 minutes in each period to develop speed and accuracy.
- 10 minute weekly speed and accuracy tests are conducted to develop 25 wpm by the end of the year.

TOPIC 3: INTRODUCTION TO FILE MANAGEMENT

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Understand and create an organised filing system for a business.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective file management is demonstrated</td>
<td>• Understand the importance of saving files safely and securely, where it can easily be accessed.</td>
</tr>
<tr>
<td></td>
<td>• Understand and create the structure for a simple filing system on the computer/</td>
</tr>
<tr>
<td></td>
<td>• Create, name and rename files and folders/</td>
</tr>
<tr>
<td></td>
<td>• Understand the process of and save files in different file types.</td>
</tr>
</tbody>
</table>

[Range: Drive; folders; sub-folders; files; save in different Word types: Template, older versions, text, pdf]

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS OR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
</tr>
<tr>
<td>Brief assessment for knowledge on:</td>
</tr>
<tr>
<td>• Drives, folders, sub-folders and files.</td>
</tr>
</tbody>
</table>

Practical

- Students create a file structure.
- Name and rename files;
- Save files within folders.

TOPIC 4: INTRODUCTION TO WORD PROCESSING
SUBJECT OUTCOME

4.1 Use the Word Processing program

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An overview is provide of 'the Ribbons'.</td>
<td>• Open the Word processing program.</td>
</tr>
<tr>
<td>• Customising of the Quick Access Toolbar is demonstrated.</td>
<td>• Understand the purpose of the Ribbons and the icons and functions.</td>
</tr>
<tr>
<td>• Basic working in word documents is demonstrated.</td>
<td>[Range: Ribbons: Home; Insert; Page Layout; References; Mailings; Review; View. Customizing the Quick Access Toolbar.]</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Theory

Brief assessment for knowledge on:

• Theoretical exercises on the use of icons and functions on the Ribbons (NOT for examination purposes - for internal assessments only)

Practical

• Students customize the Quick Access toolbar for easy use of icons such as Save, undo and redo, New document, print, open, and preview.

• Students Open, save and close existing documents

• Execute exercises to correct mistakes in existing documents, selecting text (words, sentences, paragraphs; delete and insert text)

• Use the spell check function to correct errors in existing documents.
### SUBJECT OUTCOME

#### 4.2 Typing unnumbered paragraphs

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The processing of documents in unnumbered paragraph format is demonstrated.</td>
<td>• Create a Word document using unnumbered paragraphs.</td>
</tr>
<tr>
<td>• The saving and printing of documents is demonstrated.</td>
<td>• Demonstrate saving a word document.</td>
</tr>
<tr>
<td>• Demonstrate printing a word document.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**
- Create word documents with unnumbered paragraphs.
- Save and print word documents.

---

### SUBJECT OUTCOME

#### 4.3 Demonstrate the use of paragraph numbering

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The processing of documents in numbered paragraph format and the use of Multilevel lists is demonstrated.</td>
<td>• Use the Paragraph numbering function to type numbered paragraphs.</td>
</tr>
<tr>
<td>• The use of the Format painter to copy numbering formats is demonstrated.</td>
<td>• Copy numbering formats of previous paragraphs.</td>
</tr>
<tr>
<td>• The use of bullets for paragraph numbering is demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>

[Range: Numbering function - typing of single - triple numbers; blocked against the left margin (increase and decrease indent; use Format Painter to copy numbering formats; Bullet function - change bullets to numbering and vice versa.]

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**
- Students’ type numbered paragraphs up to 3 level numbers, using the multilevel lists function (icon); and the format painter.
- Different bullets are used for paragraph numbering in various exercises.

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**TOPIC 5: WORD PROCESSING: EDITING AND ENHANCING DOCUMENTS**
### SUBJECT OUTCOME

#### 5.1 Modify Documents using editing and enhancing signs

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The ability to interpret and apply editing or formatting signs and instructions in order to enhance documents is demonstrated.</td>
<td>• Interpret signs to edit a document, applying formatting to paragraphs and the document.</td>
</tr>
<tr>
<td>• The effective use of various icons to enhance and improve the formatting of documents is applied.</td>
<td>[Range: Indenting; tab stops; hyphenation; different alignments and line spacing; changing margins; delete; apply spell check function]</td>
</tr>
<tr>
<td>• The effective use of headers and footers is demonstrated.</td>
<td>• Interpret signs to enhance a document, applying enhancing formats in the document.</td>
</tr>
<tr>
<td></td>
<td>[Range: Fonts and font sizes; Bold, Italics, underline, Change case, Text effects, Heading styles; borders and shading]</td>
</tr>
<tr>
<td></td>
<td>• Interpret signs and abbreviated words used by the employer to edit a document.</td>
</tr>
<tr>
<td></td>
<td>[Range: delete, retain, copy, new paragraph, rearrange words]</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate automatic page numbering.</td>
</tr>
<tr>
<td></td>
<td>• Insert headers and footers.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

**Practical**

- Students are issued with unedited electronic documents with editing instructions to edit and enhance documents including all ranges listed above.
- Students are issued with documents to type and save; then edit and enhance the documents following instructions for editing and enhancing.

### TOPIC 6: CREATE BUSINESS DOCUMENTS

#### SUBJECT OUTCOME

#### 6.1 Process Business and Official letters and Envelopes

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
- The ability to identify the difference between a business, official letter and circular letter is demonstrated.
- The ability to create own Business letter from instructions given to create a letter and envelope for posting is demonstrated.
- The ability to create an Official letter or official circular to a particular official or official department is demonstrated.

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS OR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical</strong></td>
</tr>
<tr>
<td>Students given various letters and identify the difference between the Business, Official and circular letters.</td>
</tr>
<tr>
<td>Students are given instructions to create a letter of complaint or for an enquiry to a particular business or organisation.</td>
</tr>
<tr>
<td>Students are to address an envelope for this business letter.</td>
</tr>
<tr>
<td>Students are given instructions to create an official letter with information to another official department or person.</td>
</tr>
</tbody>
</table>

**SUBJECT OUTCOME**

**6.2 Employment Application Documents**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to create own, effective Curriculum vitae is demonstrated.</td>
<td>Produce employment application documents for a simulated enterprise.</td>
</tr>
<tr>
<td>The effective ability to respond to an advertisement and the creation of an application letter is demonstrated.</td>
<td>[Range: Employment application letters, testimonials, curriculum vitae and letters of appointment.].</td>
</tr>
<tr>
<td>The ability to create appointment letters for a business is demonstrated.</td>
<td></td>
</tr>
<tr>
<td>The ability to prepare a testimonial</td>
<td></td>
</tr>
</tbody>
</table>
Office Data Processing Assessment Guidelines Level 2 (January 2014)
National Certificates Vocational

according to instructions is demonstrated.

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**
- Students create their own Curriculum vitae for use in applying for employment.
- Students respond to an advertised position and create an application letter for an advertised post.
- Students are given instructions to create appointment letters and testimonials for a business.

**TOPIC 7: INTRODUCTION TO SPREADSHEETS**

**SUBJECT OUTCOME**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Understand the basic concept of spreadsheets and terminology.</td>
</tr>
<tr>
<td></td>
<td>[Range: Spreadsheet; worksheet; cell; range of cells; Active cell]</td>
</tr>
<tr>
<td></td>
<td>• Moving around in a worksheet and selecting cells and ranges; and understanding the cursor movement and shapes.</td>
</tr>
<tr>
<td></td>
<td>[Range: select a cell, row, column, range of cells; use the keyboard and mouse to select cells]</td>
</tr>
<tr>
<td></td>
<td>• Create a spreadsheet, using labels/text, values/numbers.</td>
</tr>
<tr>
<td></td>
<td>• Save a spreadsheet.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**
- Students use an existing spreadsheet to select cells, ranges, rows and columns, while understanding all cursor movements and shapes.
- Students create a new spreadsheet and save the spreadsheet.
SUBJECT OUTCOME

7.2 Use basic features to format and edit a spreadsheet

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
| The effective use of basic features to format and edit spreadsheets is demonstrated. | Use basic features to format a spreadsheet.  
[Range: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use different alignment functions - left, right, centre, merge and centre; adjust the width of the columns and height of rows and insert borders (horizontal and vertical lines)] |
| The effective application of formatting functions to values is demonstrated. | Apply formats to values.  
[Range: change formats of currency, dates, increase and decrease decimals.] |
| The ability to change the orientation of a spreadsheet; conduct a spell check and preview and print a spreadsheet effectively is demonstrated. | Correcting errors in a spreadsheet. |
| | Change the orientation of the spreadsheet. |
| | Preview and use basic printing functions to print a spreadsheet. |

ASSESSMENT TASKS OR ACTIVITIES

Practical
- Students format an existing spreadsheet using all the basic formatting features listed.
- Students apply formats to values in a spreadsheet; use the spell check function and correct all errors in a spreadsheet.
- Students change the orientation of the spreadsheet; preview and print a spreadsheet.

SUBJECT OUTCOME

7.3 Use simple formula to perform basic calculations in a spreadsheet

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to apply simple calculations in a spreadsheet is demonstrated.</td>
<td>Apply simple, basic formulae to add and subtract; and use the Autosum function.</td>
</tr>
<tr>
<td>The ability to effectively use the autofil function to copy formulae and text is</td>
<td>Use Autofil to copy formulae and text.</td>
</tr>
<tr>
<td></td>
<td>Preview and print the spreadsheet.</td>
</tr>
<tr>
<td>demonstrated.</td>
<td>The ability to preview and print a spreadsheet effectively is demonstrated</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**
- Students apply simple formulae in Wage and Salary spreadsheets; budgets, invoices, and marksheets.
- Students change the orientation of the spreadsheet; preview and print a spreadsheet.
## TOPIC 8: CREATE TEMPLATES – MICROSOFT WORD AND MICROSOFT PUBLISHER

### SUBJECT OUTCOME

#### 8.1 Use Microsoft Word to create letterhead templates for a business

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The effective creation of letterhead templates for business letters is demonstrated, using Microsoft Word.</td>
<td>• Create your own letterhead templates to use for Business letters.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**

- Students are given instructions to create letterhead templates in Microsoft Word, for various businesses.

This section is used in practical assignments for ICASS and/or in the ISAT; and not in the final examination.

### SUBJECT OUTCOME

#### 8.2 Use Microsoft Publisher program to create letterhead templates for a business

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The effective creation of letterheads using templates in Microsoft Publisher for business letters is demonstrated.</td>
<td>• Use existing templates in Microsoft Publisher to create letterheads for Business letters.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**Practical**

- Students are given instructions to create letterheads using templates in Microsoft Publisher, for various businesses.

This section is used in practical assignments for ICASS and/or in the ISAT; and NOT in the final examination.

### SUBJECT OUTCOME

#### 8.3 Use Microsoft Publisher to create templates for other business documents

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The effective creation of business</td>
<td>• Create advertisements using templates in</td>
</tr>
</tbody>
</table>

...
documents, using templates in Microsoft Publisher is demonstrated.

<table>
<thead>
<tr>
<th>Microsoft Publisher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create business cards using templates in Microsoft Publisher.</td>
</tr>
<tr>
<td>• Create brochures for a simulated business using templates in Microsoft Publisher.</td>
</tr>
</tbody>
</table>

**[Range: Installed or online templates in Microsoft Publisher - Business cards, advertisements, brochures]**

### ASSESSMENT TASKS OR ACTIVITIES

#### Practical

- Students creatively develop business cards, advertisement and brochures in Microsoft Publisher.

This section is used in practical assignments for ICASS and/or in the ISAT; and NOT in the final examination.
4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN SUBJECT OFFICE DATA PROCESSING – LEVEL 2

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:

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>KNOWLEDGE</th>
<th>COMPREHENSION AND APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>80%</td>
<td>10%</td>
</tr>
</tbody>
</table>