



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

OFFICE PRACTICE SYLLABUS

ORDINARY LEVEL

SYLLABUS CODE: 6157

GRADES 10 - 11

**FOR IMPLEMENTATION IN 2019
FOR FIRST EXAMINATION IN 2020**

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Office Practice Syllabus Ordinary Level Grades 10 - 11

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1. INTRODUCTION

The Namibia Senior Secondary Certificate Ordinary (NSSCO) level is designed as a two year course for examination after completion of the Junior Secondary phase. The syllabus is designed to meet the requirements of the *National Curriculum for Basic Education (NCBE)* and has been approved by the National Examination, Assessment and Certification Board (NEACB).

The Namibian National Curriculum Guidelines, applicable at the stage of Senior Secondary education (Grades 10-12) and at equivalent stages of non-formal education, as part of life-long learning, recognise the uniqueness of the learner and adhere to the philosophy of learner-centred education.

The Namibia National Curriculum Guidelines:

- recognise that learning involves developing values and attitudes as well as knowledge and skills
- promotes self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and a multicultural society
- encourage respect for human rights and freedom of speech
- provide insight and understanding of crucial “global” issues in a rapidly changing world which affect quality of life: the AIDS pandemic, global warming, environmental degradation, maldistribution of wealth, expanding and increasing conflicts, the technological explosion and increased connectivity
- recognise that as information in its various forms becomes more accessible learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use information effectively
- seek to challenge and to motivate learners to reach their full potential and to contribute positively to the environment, economy and society

Thus the Namibia National Curriculum Guidelines provide opportunities for developing essential key skills across the various fields of study. Such skills cannot be developed in isolation and they may differ from context to context according to the field of study. Office Practice contributes directly to the development of the 7 skills marked:

- Communication skills*
- Numeracy*
- Information skills*
- Problem-solving skills*
- Self-management and Competitive skills*
- Social and Cooperative skills*
- Physical skills
- Work and study skills*
- Critical and creative thinking skills

2. RATIONALE

In Office Practice learners understand the functions of an office and develop the knowledge, understanding, skills and attitudes to perform tasks using tools, materials and processes.

3. AIMS

The aims of the syllabus are the same for all learners. They are set out below and describe the educational purposes of a course in Office Practice. They are not listed in order of priority.

The aims are to enable learners to:

- develop knowledge and understanding of the office within which administrative activities take place, and of the way in which changes in the office influence the behaviour of administrative personnel
- develop and understand the purpose and functions of important skills
- develop knowledge and understanding of how the offices of different organisations are organised, financed and operated
- develop knowledge and understanding of the language, concepts and decision-making procedures in the office
- develop, as appropriate, skills of numeracy, literacy, enquiry, interpretation, presentation and keyboard use
- develop logical thought processes and to bring about the transfer of basic principles to new situations instead of a reliance on preconceived rules
- study problems and to analyse and solve them promptly and systematically, without errors and in accordance with particular methods of work
- develop skills and qualities of character such as self-discipline, concentration and precision
- develop sufficiently techniques, skills and efficiency in order that accurately typed material can be produced at required speeds
- stress the importance of Office Practice, and to stimulate the learner's interest in the business world and the important contribution that each member should make to the efficient and productive functioning of the administrative section

4. ADDITIONAL INFORMATION

4.1 Guided learning hours

The NSSCO level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of two years, but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. *The National Curriculum for Basic Education (NCBE)* indicates that this subject will be taught for 8 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over two years.

4.2 Prior learning

It is recommended that learners who are beginning this course should have previously studied Office Practice.

4.3 Progression

NSSCO levels are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications.

4.4 Support materials and approved textbooks

NSSCO syllabuses, question papers, examiner reports and assessment manuals in subjects, where applicable, are sent to all schools. Approved learning support materials are available on the *Senior Secondary Textbook Catalogue for Schools*.

5. LEARNING CONTENT

The content is divided into two sections with different topics and these are:

Section 1: Office Practice practical

1. Speed and accuracy
2. Correspondence
3. MS Outlook
4. General display
5. Tabulation
6. Meeting documents
7. Documents for job application
8. Presentation software
9. Proof-reading
10. Spreadsheets
11. Database

Section 2: Office Practice theory

1. The levels and roles of administrative personnel
2. Communication
3. Office orientation
4. Mail handling
5. Filing and indexing
6. Meetings
7. Petty cash and banking

SECTION 1: OFFICE PRACTICE (PRACTICAL)

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. Speed and accuracy	<ul style="list-style-type: none"> acquire the skill, speed and accuracy to key in a printed passage within a set time limit of 10 minutes <p>NB: (Practical paper 1 precedes practical paper 2 and is taken at the same time)</p>	<ul style="list-style-type: none"> adjust the page layout: margins 1 ", line spacing (1.5), paper size A4, Font: Courier New, Font size: 12 use the keyboard to key in passages in simple language achieving a minimum speed of 30 w.p.m. within a set time limit of 10 minutes <p><i>Teachers should make provision for speeds of 30 [1 500 strokes], 35 (1 750), 40 (2 000) 45 (2 250), 50 (2 500), 55 (2 750) and 60 (3 000) w.p.m. within a set time limit of 10 minutes.</i></p>
2. Correspondence	<ul style="list-style-type: none"> learn to type a business letter and an official circular letter and complete a pre-designed memorandum and telephone message form 	<ul style="list-style-type: none"> adjust the page layout create a letterhead or open a template use headers and footers use section breaks for next page use mail merge use appropriate formats and conventions to produce the following letters with or without tabular work, adhering to manuscript instructions and general layouts: <ul style="list-style-type: none"> business letters with a continuation page official circular letters with a continuation page use automatic page number function for continuation page open a template of a memorandum and insert data open a template of a telephone message and insert data apply different conclusion methods

SECTION 1: OFFICE PRACTICE (PRACTICAL)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3. MS Outlook E-mailing <i>NB: For enrichment</i>	<ul style="list-style-type: none"> acquire the skill to send and receive emails with or without attachments 	<ul style="list-style-type: none"> create an email address create new messages using address, subject, reply, forward email/send messages with or without attachments print the completed email
4. General display	<ul style="list-style-type: none"> know how to create different programmes know how to create a table of contents 	<ul style="list-style-type: none"> use appropriate formats and conventions to create concert programmes on A4 portrait use appropriate formats and conventions and create concert, sport, congress and seminar programmes on A5 (book form in MS Word or MS Publisher) use “Word Art” and “Clip Art” to create letterheads for programmes use specific display rules and produce a table of contents on A4
5. Tabulation	<ul style="list-style-type: none"> know how to type tabular statements with vertical and horizontal headings 	<ul style="list-style-type: none"> use tables and produce tabular statements on A4 landscape/portrait with horizontal and vertical headings, including footnotes and the adjustment of column headings
6. Meeting documents	<ul style="list-style-type: none"> acquire the skill to prepare a notice, an agenda and minutes of a meeting 	<ul style="list-style-type: none"> use appropriate formats and conventions, adhere to general layouts and produce: <ul style="list-style-type: none"> a notice of a meeting and agenda in letter form with or without a notes column minutes of a meeting without an action column

SECTION 1: OFFICE PRACTICE (PRACTICAL)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7. Documents for job application	<ul style="list-style-type: none"> show the ability to type an original testimonial using a pre-designed letterhead or a template show the ability to type a Curriculum Vitae 	<ul style="list-style-type: none"> use appropriate formats and conventions, general layout and produce a letterhead and an original testimonial on A4 paper use appropriate formats and conventions, general layout and produce a Curriculum Vitae with or without a title page
8. Presentation software	<ul style="list-style-type: none"> learn how to create presentation slides 	<ul style="list-style-type: none"> use multimedia and produce appropriate formats and general layout to title slide and title and content slide produce slide show presentations by applying the following techniques to the slides <ul style="list-style-type: none"> - animations (float in, split and wheel) - duration of an animation - transition (fade, wipe and fly through) - design (adjacency and solstice) - charts - images - tables apply font styles, font types, text colour, text alignment, enhancements (bold, italic) apply different bullet styles manipulate images by resizing, positioning, cropping, copying, changing the image contrast and brightness Print a copy of the slides in landscape. Print 3 slides per handouts in portrait

SECTION 1: OFFICE PRACTICE (PRACTICAL)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9. Proof-reading	<ul style="list-style-type: none"> acquire the skill to identify and correct errors of spelling and punctuation 	<ul style="list-style-type: none"> retrieve the saved document with errors (20 errors) identify, correct and underline the deliberately made errors of spelling and punctuation on the retrieved document within one task, with reference to a correct hard copy (length: 500 words) print the correct answer
10. Spreadsheets	<ul style="list-style-type: none"> acquire skills in the use of files, pages, ranges, cells and different mathematical functions use software tools to ensure that the documents are error-free 	<ul style="list-style-type: none"> create, open, close and save files move around files and set manual or automatic calculations set page size and margins, format gridlines and borders cut, copy, paste, delete row/column, insert row/column, sort a range in ascending or descending order hide, unhide, column width, row height, shading, currency, decimal, percentage, fill create pie chart and column chart input text, numbers and formulae, edit text, numbers and formula, alignment of cell contents and text wrapping use features, for example: bold, underline, italic and colour/shading to enhance the spreadsheet use different formulae to calculate: sum, average, max., min. and count use the find and replace feature use automated tools e.g. spell check facilities, to remove errors print out a single sheet of the formulae, in landscape print out the final document

SECTION 1: OFFICE PRACTICE (PRACTICAL)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
11. Database (Access and Excel)	<ul style="list-style-type: none"> learn how to create a database and merge documents 	<ul style="list-style-type: none"> set up a database create the fields enter data into fields edit records use database to merge letters print form letter indicating fields, the fields and the merged letters

SECTION 2: OFFICE PRACTICE (THEORY)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. The levels and roles of administrative personnel	<ul style="list-style-type: none"> develop an understanding of the levels and roles of administrative personnel 	<ul style="list-style-type: none"> identify positions on an elementary structure of an organisation identify and describe different types of secretaries e.g. private and executive explain the job description of a private and executive secretary identify the desirable skills, behaviours and attitudes required of office personnel explain the value of good human relationships to office efficiency explain why it is important to work in a team in creating an efficient office describe ways of working effectively as part of a team identify the type of visitors and how to deal with them

SECTION 2: OFFICE PRACTICE (THEORY)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2. Communication	<ul style="list-style-type: none"> understand the value of effective reception and communication skills to enhance positive internal and external relations 	<ul style="list-style-type: none"> describe the methods of communication (verbal, written, visual and electronic) list and name methods included in forms of communication identify factors affecting the selection of communication channel differentiate between one-way and two-way communication differentiate between internal and external communication describe interpersonal relationship skills with supervisors, co-workers, the public and clients describe and apply good reception skills when receiving visitors describe procedures for cancelling appointments explain the procedures when making a telephone call explain and give advantages of good essentials for telephone/Skype/ and video conferencing skills complete an accident report form or telephone message form

SECTION 2: OFFICE PRACTICE (THEORY)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3. Office orientation	<ul style="list-style-type: none"> understand computer systems, basic terminology, office technology and environmentally friendly practices and compare different types of office layouts 	<ul style="list-style-type: none"> describe the cellular (enclosed) and modular (open plan) office layout state the advantages and disadvantages of cellular offices state the advantages and disadvantages of modular offices explain computer systems and basic terminology, e.g. hardware, software, configuration of computer systems and security of computerised data give examples of different devices e.g. input, output and storage outline the reasons for new office technology explain the guidelines and dangers when using office equipment and how these dangers can be avoided distinguish between hardware and software outline the principles to be applied in maintaining quality, avoiding wastage, achieving economy and meeting deadlines list environmentally friendly practices in an office explain the terminology and use of: electronic filing, video conferencing, e-mail, internet, video phone, voice bank, USB cards, external hard drives, dictating machine, photocopier, time stamp, shredder, weighing machine, fax-machine, scanner

SECTION 2: OFFICE PRACTICE (THEORY)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4. Mail handling	<ul style="list-style-type: none"> develop an understanding of the procedures in handling incoming and outgoing mail and equipment being used 	<ul style="list-style-type: none"> describe the procedures and rules for handling incoming and outgoing mail describe the sequence and purpose for circulating mail internally name the categories into which incoming mail can be sorted list different equipment used in large mailing departments, e.g. letter opening machine, addressing machine, franking machine describe the postal services for dispatching mail
5. Filing and indexing	<ul style="list-style-type: none"> understand the different methods of filing and indexing systems 	<ul style="list-style-type: none"> identify and describe methods of classification, e.g. alphabetical, numerical, alphanumerical and chronological name and discuss the essential qualities of a good filing system distinguish between the different filing methods, e.g. horizontal, vertical, tubular, microfilming, electronic filing system explain the importance of protecting confidential information define different index systems, e.g. the visible card index system, card index system, strip and rotary

SECTION 2: OFFICE PRACTICE (THEORY)		
TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
6. Meetings	<ul style="list-style-type: none"> understand different meetings, the duties and responsibilities in organising meetings, documentation required, terminology used and documentation involved in connection with meeting arrangements 	<ul style="list-style-type: none"> identify and describe the duties and responsibilities involved in organising a meeting (before, during and after) describe documentation required in connection with meetings, e.g. notice, agenda, minutes define the principle terms, e.g. quorum, co-opt, motion, amendment, point of order, resolution identify and recommend the use of teleconferencing and video conferencing with advantages during meetings describe actions to be taken to ensure smooth running of office during absence of employer
7. Petty cash and banking	<ul style="list-style-type: none"> understand how cash should be handled in a business and other banking activities be executed 	<ul style="list-style-type: none"> define petty cash explain the reasons for keeping petty cash book explain the procedures used to complete a petty cash complete a petty cash account from information supplied including petty cash voucher explain why safe keeping and recording of petty cash is important interpret a bank statement complete a bank deposit slip, withdrawal slip, waybill (courier slip) and a Nampost savings application form define Nampost smartcard and the advantages of a smartcard list and define other forms of payment e.g. debit order, stop order, postal order, money order, telegraphic money order, internet banking, electronic funds transfer (EFT), credit card, debit card and visa

6. ASSESSMENT OBJECTIVES

The three assessment objectives in Office Practice are:

- A Practical skills
- B Knowledge and understanding
- C Application and analysis

A description of each assessment objective follows:

A Practical skills

Learners should be able to:

1. use a word processing package to type at speed and with accuracy
2. use a word processing package to set up and produce different prescribed documents
3. use equipment to save, store and perform simple tasks, e.g. back-up copies and archive files, using hard or floppy discs
4. retrieve and use a file
5. use a spreadsheet package; enter data, calculate, save and print
6. interpret correction signs and carry out instructions i.e. edit text, search and replace, merge documents, underscore, amend margins, centre text, save and print files, justify text, and move a block of text
7. use a database package to load a file, manipulate the data and print the result of searches of the data
8. proof-read and correct errors

B Knowledge and understanding

Learners should be able to:

1. know and understand the functions of an office
2. know and understand the various levels and roles of administrative personnel
3. identify and describe the most appropriate tools for reproduction of printed materials i.e. photocopiers, duplicators and computer printers
4. identify and explain the purposes and uses of various office machines and new technology
5. explain the handling of mail
6. understand the different methods of filing
7. understand different meeting procedures and terminologies
8. describe, identify and explain petty cash and banking services rendered by financial institutions
9. describe interpersonal, reception and telephone skills required by administrative personnel

C Application and analysis

Learners should be able to:

1. complete and illustrate charts and other business documents
2. apply good reception skills and advise best methods to be applied when communicating
3. identify and recommend best office layouts and equipment for an office
4. re-arrange given information into different filing methods
5. use suitable communication methods during meetings
6. compare given information from a bank statement or petty cash and do necessary calculations
7. interpret and complete different forms relating to banking institutions

7. SCHEME OF ASSESSMENT

Paper 1, Paper 2 and Paper 3 are compulsory.

Paper Number	Title	Style of paper	Marks	Duration	Weighting
1	Paper 1	Timed speed and accuracy test	20	10 minutes	7 %
2	Paper 2	Office Practice practical	180	3 hours	60 %
3	Paper 3	Office Practice theory	100	1 hour 30 minutes	33 %

Description of papers

Paper 1	10 minutes (<i>plus 5 minutes' reading time and 5 minutes printing time</i>)	20 marks
Timed speed and accuracy test A compulsory speed and accuracy test will be set and the different speed limits will be clearly indicated on the question paper. This question will be based on topic 1 of Section 1 of the syllabus, and will test assessment objectives A. The test will be marked out of 20. Speed limits: 30, 35, 40, 45, 50, 55, 60 w.p.m. Pass mark: 40% = 8/20 (marked according to attached schedule in Annexe A)		
Paper 2	3 hours (<i>plus 5 minutes' reading time and 30 minutes printing time</i>)	180 marks
Office Practice practical Questions of variable length assessing assessment objective A will be set. Learners will use different application packages. This question will be based on topic 2-11 of Section 1 of the syllabus, and will test assessment objectives A.		
Paper 3	1 hour 30 minutes (<i>plus 5 minutes' reading time</i>)	100 marks
Office Practice theory This is a written paper, all questions are compulsory. Learners answer in the spaces provided on the question paper. This paper will test knowledge and application of important facts, concepts, principles, processes and procedures involved in office work and the application of these. The questions will be based on all topics in Section 2 of the syllabus, and will test assessment objectives B and C. The weighting of the domains will approximately be: B Knowledge and understanding 70% C Application and analysis 30%		

8. SPECIFICATION GRID

Learners must follow a common curriculum and offer:

Assessment objectives	Paper 1	Paper 2	Paper 3	Marks	Weighting %
A Practical skills	20	180	-	200	67 %
B Knowledge and understanding	-	-	70		23 %
C Application and analysis	-	-	30	100	10 %
Total:				300	100%

9. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall and it might conceal weakness in one aspect of the examination which is balanced by above average performance in some other. Learners will be graded on a scale of A*-G.

A **Grade A** learner should demonstrate the following abilities:

Paper 1

An excellent ability to type a speed and accuracy test at a high degree of accuracy.

Paper 2

An excellent ability to display documents attractively according to display rules

Paper 3

An excellent ability to recall, interpret and apply information.

A **Grade C** learner should demonstrate the following abilities:

Paper 1

A good ability to type a speed and accuracy test at an average degree of accuracy

Paper 2

A good ability to display documents attractively according to display rules

Paper 3

A good ability to recall, interpret and apply information.

A **Grade E** learner should demonstrate the following abilities:

Paper 1

Some ability to type a speed and accuracy test fairly accurate

Paper 2

Some ability to display documents according to display rules.

Paper 3

Some ability to recall, interpret and apply information.

A **Grade G** learner should demonstrate the following abilities:

Paper 1

A limited ability to type a speed and accuracy test.

Paper 2

A rudimentary ability to display documents

Paper 3

A limited ability to recall, interpret and apply information.

ANNEXE A: SETTING AND MARKING GUIDELINES

1. General

1.1 Instructions on question paper setting

- Use Courier new font size 14.
- Line spacing 1.5

1.2 Note for teachers on manuscript signs:

- insert manuscript signs with the computer
- use text box with font type: Bradley Hand IT and Lucida Calligraph
Font size 14 and bold
NB: Keep the borders of the text box

2. Paper 1

If words are repeated, omitted or inserted, the first five strokes are regarded as an error, thereafter every subsequent ten strokes are regarded as an error. Refer to Annexe 2 for other errors.

If a learner passes one of the above-mentioned speeds (pass mark 40%), the appropriate speed 30, 35, 40, 45, 50, 55 or 60 words per minute, will be indicated on the certificate.

When calculating the marks obtained in the examination, errors made up to the different speed limits are taken into account.

The highest mark obtained in the different speed limits is taken into account for the final examination mark. The highest speed attained and passed is endorsed on the certificate.

Speed adjustment: if the minimum speed or the following speed limit is not attained, the first five strokes omitted are regarded as an error and every subsequent ten strokes as another error. (Any remainder of less than ten strokes must be ignored.) Learners obtaining a minimum of 40% in this way qualify for the applicable speed endorsement.

Marking timed accuracy tests

1. Marking of all errors is done with a **red pen**.
2. Failure to use the line spacing as instructed is penalised only once.
3. Excessively wide or narrow margins are penalised only once, per margin.
4. Incorrect division of words at the end of a line will be penalised only twice per timed accuracy test.
5. If typed copy runs off the page, the omitted words are marked according to the first five strokes constituting an error and thereafter every subsequent ten strokes constitutes another error.
6. Commencing higher or lower than 2.5 cm (0.98 inches) or 3 cm (1.18 inches) on a page is not penalised, but should be discouraged.
7. Omissions or repetition of words within a sentence, as well as words omitted as a result of non-completion of text up to the minimum speed requirement, are marked according to the first five strokes constituting an error and, thereafter, every subsequent ten strokes constitutes another error.
8. Numbering of second and subsequent pages is not penalised.
9. Failure to type on one side of the paper is penalised only once.

3. Paper 2

Setting of Office Practice practical (using different application packages) should be guided by *Office Practice Directive for teachers*.

1. Use a word processing package to produce and format text documents, from manuscript and typescript, using correct layouts.
2. Load and manipulate a spreadsheet and use appropriate commands.
3. Use database software to load a file and manipulate the data.
4. The teacher should create a folder, with a once-off password, for each learner for every test and examination. The password should only be provided to the learner at the commencing of the test or examination.

Allocation of marks

Tabular work	50% for display 50% for accuracy
Other questions	30% for display 70% for accuracy
Spreadsheets	50% for display 50% for accuracy
Database	30% for display 70% for accuracy
Proof-reading	Marks are deducted for each error not corrected using spell check. (The total of this question may not exceed 10 % of the total of the question paper.)

1. Two marks are deducted for each accuracy error.
2. Marks are allocated pro rata for accuracy and/or display if a question is not completed.
3. If words are repeated, omitted or inserted, the first five strokes are regarded as an error; thereafter every subsequent ten strokes are regarded as an error.
4. If a particular error of display is repeated consistently, the learner must only be penalised to a maximum of two errors per question.
5. For the distinction between accuracy and display errors refer to Annexe 3.
6. *Display* errors are indicated with a **blue pen**
7. *Accuracy* errors are indicated with a **red pen**

4. Paper 3

The definition of a term will be credited 1 mark per definition.

ANNEXE B: MARK SCHEME FOR SPEED AND ACCURACY

Number of errors	Maximum number of errors							
	W.p.m.	12	14	16	18	20	22	24
	Marks	30	35	40	45	50	55	60
		20	20	20	20	20	20	20
0		20	20	20	20	20	20	20
1		19	19	19	19	19	19	19
2		18	18	18	19	19	19	19
3		17	17	18	18	18	18	18
4		16	17	17	17	17	18	18
5		15	16	16	17	17	17	17
6		14	15	15	16	16	17	17
7		13	14	15	15	16	16	17
8		12	13	14	15	15	16	16
9		11	12	13	14	15	15	16
10		10	11	12	13	14	15	15
11		9	11	12	13	14	14	15
12		8	10	11	12	13	14	14
13		7	9	10	11	12	13	14
14		6	8	9	11	12	13	13
15		5	7	9	10	11	12	13
16		4	6	8	9	10	11	12
17		3	5	7	9	10	11	12
18		2	5	6	8	9	10	11
19		1	4	6	7	9	10	11
20		0	3	5	7	8	9	10
21			2	4	6	7	9	10
22			1	3	5	7	8	9
23			0	3	5	6	7	9
24				2	4	6	7	8
25				1	3	5	6	7
26				0	3	5	6	7
27					2	4	5	7
28					2	3	5	6
29					1	3	4	6
30					0	2	4	5
31						2	3	5
32						1	3	4
33						1	2	4
34						0	2	3
35							1	3
36							1	2
37							0	2
38								1
39								1
40								0

Maximum number of errors to pass

30 w.p.m. 300 words : 4 % : 12 errors
 35 w.p.m. 350 words : 4 % : 14 errors
 40 w.p.m. 400 words : 4 % : 16 errors
 45 w.p.m. 450 words : 4 % : 18 errors
 50 w.p.m. 500 words : 4 % : 20 errors
 55 w.p.m. 550 words : 4 % : 22 errors
 60 w.p.m. 600 words : 4 % : 24 errors

ANNEXE C: SPEED AND ACCURACY

Distinction between accuracy and display errors

It is important to distinguish between accuracy and display errors because they are penalised differently. Repetitive errors are penalised to a maximum of twice per question.

1. Display errors

Where an error is caused by a lack of knowledge of the typing rules, it is regarded as a display error.

- 1.1 Incorrect letter spacing
- 1.2 Line spacing
 - 1.2.1 Incorrect line spacing.
 - 1.2.2 Typing stopped too high on page.
 - 1.2.3 Typing stopped too low down on page.
 - 1.2.4 Too many or too few lines left for a signature.
 - 1.2.5 When double-line spacing has not been left between leader dots on which information is to be filled in.
 - 1.2.6 Not carrying out manuscript instructions with regard to display.
- 1.3 Headings (Main and Paragraph)
 - 1.3.1 Incorrectly centred.
 - 1.3.2 Heading blocked when centring is required or vice versa.
 - 1.3.3 Heading in incorrect print type.
- 1.4 Print Type
 - 1.4.1 Incorrect print type in main or paragraph headings.
 - 1.4.2 Print type not according to manuscript instructions.
 - 1.4.3 Not in capitals when required.
- 1.5 Incorrect Margins
 - 1.5.1 Width of margins not set according to specified rules or manuscript instructions.
- 1.6 Incorrect Vertical Centring
- 1.7 Incorrect Paper Sizes
- 1.8 Completion of Forms/Documents
 - 1.8.1 Given information typed too high or too low on leader dots.
 - 1.8.2 If information does not begin on first leader dot.
- 1.9 Horizontal and Vertical Lines
 - 1.9.1 Incorrect encasing whether horizontal or vertical lines.
 - 1.9.2 Letter spaces on both sides of vertical lines not the same.
- 1.10 Figures
 - 1.10.1 Figures not typed under units when it is a requirement.
 - 1.10.2 The dash (-) instead of a zero not typed under the unit figure.
- 1.11 Interpretation
 - 1.11.1 In the case of an incorrect interpretation in manuscript work, it must be determined whether the manuscript instruction was a display instruction or not.

2. Accuracy errors

Where a mistake/error is made in the typing process (such as a spelling mistake) it is regarded as an accuracy error.

2.1 Stroking Errors

- 2.1.1 Incorrect character(s) typed.
- 2.1.2 Character(s) omitted or added.
- 2.1.3 A letter space left out or added (figures included).
- 2.1.4 Incorrect repetition of letter(s) or word(s).

2.2 Spelling Errors

2.3 Inconsistency: Certain rules sporadically deviated from

- 2.3.1 If the same display rule is continuously deviated from mark the first two as errors and encircle the rest without penalising the learner.

2.4 Interpretation

- 2.4.1 Manuscript signs that do not indicate display, incorrectly interpreted, e.g. stet, trs, del are accuracy errors.

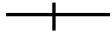
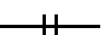
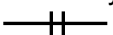
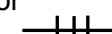




2.5 Incorrect word hyphenation at the end of a line




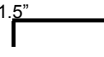

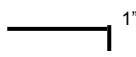





2.6 Metric and other symbols

- 2.6.1 Incorrect use of letter spacing in metric and other symbols.

2.7 A character typed on the incorrect typing line

ANNEXE D: PROOFREADING SYMBOLS (manuscript signs)

Proofreading symbol	Meaning of symbol	Example
S/S or 	Use single line spacing, i.e. turn up one line space only. The number of short vertical lines indicates the number of line spaces.	Press the enter key only once after each line.
D/S or 	Use double line spacing, i.e. turn up two line spaces.	Press the enter key twice after each line  We all have big changes in our lives that are more or less a second chance.
T/S or 	Use triple line spacing, i.e. turn up three line spaces.	Press the enter key twice after each line  We all have big changes in our lives that are more or less a second chance.
 or x  xx	Leave one or two letter spaces. The number of short horizontal lines indicates the number of letter spaces.	1.  Avoid having your ego so close to your position that when your position falls, your ego goes with it.
1.5" 1"	It indicates the exact position where typing should commence.	1.5" Man is harder than iron, stronger than stone and more fragile than a rose.
L/C	Type in lower case, i.e. type in small letters	There ARE no explanations for anger, only excuses. to There are no explanations for anger, only excuses.
U/C or caps	Type in upper case, i.e. type in capital letters	A word spoken is often worth twice its value in silence. to A word spoken is often worth twice its value in silence.
[or NP	This indicate to start a new paragraph	<u>Democracy without morality is impossible.</u> <u>He</u> who accepts himself is prepared to forgive others. to Democracy without morality is impossible. He who accepts himself is prepared to forgive others.
cent	Centre, i.e. the word(s) or heading must be typed in the middle of the line.	<u>Quotable Quotes</u> to Quotable Quotes
ital	The word indicated must be typed in "italics", i.e. click on the I in the formatting toolbar.	Never fear shadows. to Never fear shadows.

Proofreading symbol	Meaning of symbol	Example
	Insert character/word/phrase that has been left out. Refer to the margin where the missing character/word/phrase will be seen.	If you want the rainbow,  have to put up with the rain. to If you want the rainbow, you have to put up with the rain.
und	Underline the work indicated.	Oh, the difference between nearly right and exactly right. to Oh, the difference between nearly right and exactly right.
	Move the part indicated to the left.	 Hindsight is an exact science. to Hindsight is an exact science.
	Move the part indicated to the right.	15 000 1 000 to 15 000 1 000 
	Adjust the letter spacing according to the typing rules.	Silence is a text  easy to misread. to Silence is a text easy to misread.
run on	Continue typing in the same paragraph. DO NOT start a new paragraph.	If you would win a man to your cause. First convince him that you are his sincere friend. to If you would win a man to your cause. First convince him that you are his sincere friend.
	Do not leave a space between the different words.	Love does  n't just sit there, like a stone. to Love doesn't just sit there, like a stone.
trs	Transpose – change the position of the words/letters as indicated	There's man all you for over, blaming on his boots  the of his feet. to There's man all over for you, blaming on his boots the faults of his feet.
stet	Type the deleted word/letters/sentence.	Where we love life is home to Where we love is home

<i>Proofreading symbol</i>	<i>Meaning of symbol</i>	<i>Example</i>
bold	Type the word/section indicated in bold	Necessity is the mother of taking chances. to Necessity is the mother of taking chances.
/	Insert the word 'the'. PLEASE NOTE: Make sure if you have to insert 'the', or if you have to type a slash in the phrase; "Boys and/or girls will take part in the play". You will type the slash!!	Beware of / man who won't be bothered with details. to Beware of the man who won't be bothered with details.

ANNEXE E: GLOSSARY OF TERMS

Application	A program designed to carry out a task, such as a word processor or a spreadsheet.
Back space	This key allows you to delete characters or images to the left of the cursor.
Cursor	A symbol that indicates where the next typed character is to appear.
Default	A set of values used to determine what will first be used whenever a new file is selected.
Desktop	The user interface presented by graphics (pictures).
Exit/ Close	Close all files and leave the current application.
File	Collection of data or information that has a name.
Flash disk	A flash disk is a portable flash memory that plugs into a computer USB port and functions as a portable hard drive.
Folder	Is a named collection of related files that can be retrieved, moved and otherwise manipulated.
Font	The lettering required, consisting of type face, type size and type style.
Footer	Text that appears in the bottom margin of every page.
Hardware	The machines, wiring, and other physical components of a computer or other electronic system.
Header	Text that appears in the top margin of every page.
Margins	These specify the limits of the normal printing area on a page. There are four margins: Top, Bottom, Left and Right.
Maximize	The maximize button increases the size of a document to fill the whole window screen.
Minimize	Reduces a window to an icon. Clicking the icon can restore it.
Monitor	The monitor is a television-like screen that displays the information that you enter through the keyboard.
Mouse	A computer mouse is an input device that is most often used with a personal computer. Moving a mouse along a flat surface can move the on-screen cursor to different items on the screen. Items can be moved or selected by pressing the mouse buttons (called clicking).

Peripherals (devices)	Extra devices that can be attached to a computer, such as a printer or a scanner.
Printer	An output device that produces a record of your work on paper (a hard copy).
Qwerty Keyboard	A keyboard having the conventional typewriter layout, with the top left keys starting with the letters q, w, e, r, t, y...
Retrieve	To recover or regain information.
Scanner	Used to scan and convert physical images/documents (such as photographs, handwritten documents) to digital files.
Show and Hide button	The Show/Hide button allows you see non-printable characters in your Word document.
Strokes	Number of actual characters with spaces.
Tab Key	The key on a computer keyboard that allows you to move the cursor to the next tab stop.
USB (Devices)	A universal serial bus (USB) flash drive is a small, portable device that plugs into a computer's USB port. Like a hard disk, a USB flash drive stores information.
Word Art	The ability to create special effects with words.

ANNEXE F: LIST OF TOOLS, EQUIPMENT AND OTHER RESOURCES

Hardware

Server
Workstations/computers
Laser printer
Projector
Whiteboard (no chalkboard)
Internet connection

Software

Microsoft Office 2010 or latest

The following are suggested safety measures for the Office Practice computer lab:

1. The lab should be tiled (no carpets)
2. Windows must be kept closed as the dust puts computers at risk
3. Install air conditioners

Hardware and Software requirements

- This is an applied subject and all candidates require frequent access to computer and internet facilities to develop their skills.
- The syllabus aims to give schools the flexibility to cope with a wide variety of resources and ever changing technologies.
- The practical sections of this course can be undertaken using any software packages that allow candidates to demonstrate all of the skills listed in the relevant sections of the syllabus.



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