Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

OFFICE PRACTICE SYLLABUS

GRADES 8 & 9

For implementation:

Grade 8 in 2017
and
Grade 9 in 2018

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1.   Introduction

This syllabus describes the intended learning and assessment for Office Practice in the Junior Secondary phase. As a subject, Office Practice is within the technological area of learning in the curriculum, but has thematic links to other subjects across the curriculum. In the technological area of learning, learners acquire skills about technology that include applying knowledge of how to do work more efficiently and effectively using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary knowledge, skills and attitudes to perform tasks using appropriate technology.

2.   Rationale

Office Practice is the acquisition of skills and a high degree of expertise in operating a computer/word processor in order to obtain the prescribed degree of productivity.   The application of computers/word processors has become an integral part of the present-day society, and the skill to use a word processor/computer is a major requirement for many vocations and contributes to efficiency in many other spheres.

The particular features of Office Practice in the Junior Secondary phase include the acquisition of skills and a high degree of expertise in operating a computer in order to obtain the prescribed degree of productivity, providing of learners with basic skills of keyboarding and computer literacy to continue on Senior Secondary level or entering the job market, developing, as appropriate, skills of numeracy, literacy, lay-out and keyboard use, and developing the essential characteristics of efficient typists which include logical thought processes, neatness, orderliness, thoroughness and accuracy.

3.   Aims

Office Practice promotes the following aims in the curriculum:

- instil in the learners a basic knowledge of the computer/word processor and enable them to utilize it
- develop relevant techniques and skills in order to produce accurate documents at a high speed
- give the learners a good understanding of the importance of keyboard skills in the business world in general, and consequent contribution to effective management
- develop, as appropriate, skills of numeracy, literacy, interpretation, presentation and keyboard use
- produce typists who can copy from print or manuscript, documents and tabulated work, and do simple, general typing work
- develop the logical thought processes and analytical abilities of learners
- help learners develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity
- help the learner to enhance their learning process by developing their typing skills
- help the learner to be able to use touch-typing to type letters/words and tactually locate other keys on extended keyboard

4. Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Office Practice teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education: A Supplement to the National Curriculum for Basic Education (2014).* The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014*) by the Directorate of National Examinations And Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grades 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

Some provision has been made in this syllabus for the visually impaired who will be able to deal with the syllabus, but with extra time added during examinations (see annexe 5).

This syllabus promotes equality of opportunity for males and females, enabling both sexes to participate equally and fully. Teachers should know and understand how to treat learners equally, and all materials should support gender equity. During presenting the subject teachers should be gender sensitive and balanced.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.
All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact our society and the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how they can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:
- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to road safety measures
- the challenges and risks we face because of globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses.

In this syllabus the following cross-curricular issues can be dealt with in the topics as indicated:

Cross-curricular issues	Grade 8	Grade 9
Environmental learning		Information retrieval from the internet or media and applied in typing text in documents
HIV and AIDS	Collection of information from Internet or media and used in typing paragraphs	Collection of statistics and used in typing tabular statements
Human Rights and Democracy Education		Collection of information from Internet or media and used in typing paragraphs
Population education	Information retrieval from the Internet or media and applied in typing tabular statements	Information retrieval on this topic from the Internet or collection of information from media. This information could be used to type paragraphs
Road safety	Information retrieval from the internet or media and applied in typing text in documents	Information retrieval from the internet or media and applied in typing text in documents

6.   Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the learner-centred education conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim of learner-centred education is to develop learning with understanding, and to impart the knowledge, skills and attitudes that contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to identify the needs of the learners and the learning that still needs to take place, and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey directly, when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment learning, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance. It should also be appreciated that Office Practice skills are learnt by doing and therefore learners will also work individually for a large amount of time.

Office Practice will be most relevant and meaningful for learners if it is used in relation to their immediate environment. Although Office Practice is universal, it is only by local contextualisation and application that learners will understand and appreciate the uses of Office Practice. Where textbooks can only give general examples, it is up to the teacher to use local examples instead.

7.   End-of-phase competencies

On entry to the Junior Secondary phase, all learners are expected to be able to read, write, calculate and communicate in English.

A few learners will/might not be able to achieve all the specific objectives satisfactorily and must receive learning support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completion of the Junior Secondary phase, learners are expected to be able to:

- to acquire the skills and a high degree of expertise in operating a computer in order to obtain the prescribed degree of productivity
- have the basic skills of keyboarding and computer literacy to continue on Senior Secondary level or entering the job market
- develop, as appropriate, skills of numeracy, literacy, lay-out and keyboard use
- develop the essential characteristics of efficient typists which include logical thought processes, neatness, orderliness, thoroughness and accuracy
- type at a minimum speed of 15 words per minute

8. Summary of the learning content

TOPICS	GRADE 8	GRADE 9
1. Theory	Advantages and value of subject Hardware components Maintenance Advantages of touch typing vs sight typing Posture and position	Software Hardware components: Recognise and explain different peripherals: Software packages Maintenance
2. Storage devices	Memory stick and hard disks Maintenance of storage devices Formatting of storage devices Save on storage devices	Usefulness of making back-ups Formatting storage devices Copying to/from storage devices
3. Application software	Application software Opening and closing of a word processing program Display area and status area of the screen Create files and folders Exit from program	Different methods to open a Word Processing program Display area and status area Search engine to find files and folders Exit from program
4. Keyboard mastering	Open the document window position of cursor Keyboard mastering: letters (l/c and u/c) and figures Keyboard practice with increased accuracy and speed Editing instructions Additional signs: @, $, +, =, !, ? Short cut keys Save and log off	Knowledge and skills obtained in previous grades Keyboard practice with increased accuracy and speed Roman numerals [1 - 10] Editing including search and replace Shortcut keys Save and close document

TOPICS	GRADE 8	GRADE 9
5. Paragraphs	Page setup functions	Page setup functions
	Numbered and unnumbered main paragraphs	Main paragraphs with or without numbers and headings
	Sub-paragraphs with or without headings	Sub-paragraphs with or without numbers and headings
	Sub-sub-paragraphs with numerical numbering hanging indent	Sub-sub-paragraphs with roman numerals and alphabetical numbering
	Simple manuscript signs: u/c, sp. u/c, l/c, und, 1", 1,5", s/s, d/s, del, cent, the (/), NP	Additional manuscript signs: bold, ital, trs, stet, insert, run on, sp, in full, #, close up
	Shortcut keys	Paragraphs on **peer pressure**
	Paragraphs on **HIV and AIDS**	Retrieve paragraphs
6. Correspondence		Business letter on ONE A4 page
		Create a letterhead
		Use a pre-designed letterhead
7. Tabulation	Words and phrases in three columns and one row.	Advanced open and encased tabular statements with manuscript signs excluding footnotes
8. Entering of data in any other language	Paragraphs in Namibian and Foreign language excluding English (100 words)	Paragraphs in Namibian and Foreign language excluding English (150 words)
	Symbols and Additional characters	Symbols and Additional characters
9. Centring	Centring of words and phrases using the centred format	Advanced menus on a blank A4 paper or pre-designed letterhead
	Simple menus on A4 page	
	Simple Advertisements	
10. Proof-reading	Retrieve document, proof-read and correct errors (250 words) (10 errors)	Retrieve document, proof-read and correct errors (350 words) (20 errors)
11. Speed and accuracy	Speed test - minimum speed 10 w.p.m.	Speed test - minimum speed 15 w.p.m.

9.   Learning content

9.1   Introduction to learning content

1.   The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.

2.   **Topics** refer to those components of the subject which learners are required to study/master.
The **general objectives** are derived from the topic/skill and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.
The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do <u>at the end of the year.</u>

9.2 Learning content

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
TOPIC 1: THEORY		
• realise the value and importance of the subject • be introduced to hardware and software • care for and maintain the computer • realise the importance of touch typing vs sight typing and the correct posture	• explain the advantages and value of the subject • identify and explain the function of the following hardware components: monitor, keyboard, system unit including drives and memory, mouse and printer • name the maintenance rules • explain the advantages of touch typing vs sight typing • apply the correct posture and position of fingers	• explain operational and application software • recognise and explain the following components of a computer: monitor, keyboard, system unit including drives and memory, mouse and printer • distinguish between different software packages • care for the computer and apply the maintenance rules
TOPIC 2: STORAGE DEVICES		
• understand the different storage devices and the handling of such devices	• distinguish between a memory stick and a hard disk • name and apply the rules for the maintenance of storage devices: e.g. memory stick, external hard drives • format storage devices • save on storage devices	• explain the usefulness of making backups • format storage devices • copy from the hard drive to a storage device

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
TOPIC 3: APPLICATION SOFTWARE		
• know about application packages and how to use a word processing package	• switch on a computer and open a word processing program • distinguish between the display area and status area of the word processor screen • create files and folders • exit a program and log off/shut down a computer	• use all the different methods of opening a word processing program • distinguish between the display area and status area of the word processor screen • use a word processing package/search engine and find files and folders • exit a program and shut down/log off a computer
TOPIC 4: KEYBOARD MASTERING		

• master the keyboard, special signs, roman numerals and function keys	• open the document window and indicate the position of the cursor
	• type all letters (u/c & l/c) and figures with a high degree of accuracy
	
	• apply touch typing
	• apply the following editing functions: amend margins, set font, change font size, select and apply bold, italics and underline, delete and insert text, change case and alignment of text in individual sentences
	• apply all shortcut keys to move the cursor
	  - save – CTR + S (Shift +F12)
	  - print (CTRL+P)
	
	• load, save, print and close a document
		• apply the knowledge and skills obtained in Grade 8
		• master the typing of all letters, figures, special signs with increased accuracy and speed
		• master the typing of roman numerals [1-10]
		• apply previous editing knowledge and skills including cut, copy, paste, search and replace in documents
		
		• apply shortcut keys to:
		  - undo an action (CTRL +Z)
		  - redo or repeat an action (CTRL+Y)
		  - change cases (Shift +F3)
		• load, save, print and close a document

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
TOPIC 5: PARAGRAPHS (BLOCK PARAGRAPHS)		
• know the rules of display in creating different paragraphs	• set the page layout, line spacing and margins • apply the rules of display and type main paragraphs with or without numbers • apply the hanging indent function • execute the following simple manuscript signs: u/c, sp. u.c (sp. caps), l/c, s/s, d/s, 1", 1.5",stet, trs, bold, ital, cent, del, / (the), font and font sizes, NP • apply shortcut keys to: - bold (CTRL +B) - italic (CTRL + I) - und (CTRL+U) • collect information on HIV and AIDS either from the Internet or media and type this information in paragraphs *(NOTE: Teachers to insert manuscript signs with the computer when setting questions for assessment)*	• set the page layout, line spacing and margins • apply the rules of display and type the following paragraphs: - main paragraphs with or without numbers and headings; - sub-paragraphs with or without numbers and headings; - sub-sub-paragraphs with numerical way of numbering • apply the hanging indent function • execute simple manuscript signs covered in Grade 8 including stet, trs, insert, run on, sp, in full, letter spaces, #, close up • retrieve saved paragraph with or without colons and do editing according to manuscript instructions • collect information on peer pressure either from the Internet or media and type this information in numbered paragraphs *(NOTE: Teachers to insert manuscript signs with the computer when setting questions for assessment)*

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
TOPIC 6: CORRESPONDENCE		
• understand how to create a business letter on a blank A4-paper and a letterhead		• set the margins and line spacing • use a table to type the sender's address and date • apply the display rules and type a business letter on a blank A4-paper • use different fonts and font sizes to create simple letterheads • apply the display rules and enter data on a pre-designed letterhead (template) • use the right alignment tool to align the address/date on the right hand side
TOPIC 7: TABULATION		

• know how to type tabular work on A4 portrait	• create a fixed table with:
	  - heading
	  - three columns and one row
	  - borderlines
	  - set margins at 1" left and right
	• apply line spacing rules for horizontal lines
		• create open and encased elementary tabular statements
		  - with headings,
		  - excluding footnotes
		  - set margins at 0.5" left and 0.5 right
		• merge cells

TOPIC 8: ENTERING OF DATA IN ANY OTHER LANGUAGE		

• be familiar with the typing of a paragraph(s) in any other language	• type a paragraph(s), consisting of 100 words [5 strokes = 1 word] in any Namibian or Foreign language excluding English using the following instructions:
	  - set line spacing at 1,5
	  - set margins at 1" left and right
	  - insert additional characters using symbols or ASCII codes, e.g. ê, ö etc.
		• type a paragraph(s) consisting of 150 words in any Namibian or Foreign language excluding English using the following instructions:
		  - set line spacing
		  - set margins
		  - insert additional characters using symbols or ASCII codes

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
TOPIC 9: CENTRING		
• understand vertical and horizontal centring on an A4-page	• centre words between margins and across an A4-page • create simple advertisements and menus • apply the centring format	• create advanced menus on A4 paper • apply the centring format • use "Word Art" to create Letter Head
TOPIC 10: PROOF-READING		
• know how to identify and correct deliberately made errors of spelling and punctuation within one task	• retrieve the saved document with errors (10 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: 150 words) • print the correct answer	• 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: 250 words) • print the correct answer
TOPIC 11: SPEED AND ACCURACY		
• acquire the skill, speed and accuracy to key in a printed passage in simple language	• key in a printed passage in simple language, following the following instructions: - set line spacing at 1,5 - set margins of 1" (inch) - type a printed passage(s) in simple language in block form • reach a minimum typing speed of 10 w.p.m. [*NOTE: Teachers should make provision for speeds of 10 [500 strokes], 15 [750 strokes] and 20 [1000 strokes] w.p.m. within a set time limit of* **10 minutes***.]*	• key in a printed passage in simple language, following the following instructions: - set line spacing at 1,5 - set margins of 1" (inch) - type a printed passage(s) in simple language in block form • reach a minimum typing speed of 15 w.p.m. [*NOTE: Teachers should make provision for speeds of 15 [750 strokes], 20 [1000 strokes] and 25 [1,250 strokes] w.p.m. within a set time limit of* **10 minutes***.]*

10. Assessment

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1 Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and Practice. Teachers must provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities. The learner's progress and achievements in this subject must be reported to parents in the school report.

10.2 Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learnt
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulated total of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

10.3 Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way and in their participation in general, through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and Practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time.

Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material to the individual progress and needs of each learner. At the end of each main unit of teaching and at the end of each term, the teacher, together with the learners, should evaluate the learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.5 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the specific objectives, and are not related to how well other learners are achieving these objectives or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level.   In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range	Grade descriptors
A	80%+	**Achieved objectives exceptionally well.** The learner is outstanding in all areas of competency.
B	70-79%	**Achieved objectives very well.** The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	**Achieved objectives well.** The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	**Achieved objectives satisfactorily.** The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	**Achieved the minimum number of objectives to be considered competent.** The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	**Ungraded.** The learner has not been able to reach a minimum level of competency in the objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for Office Practice are:

Speed and accuracy: Learners should be able to type a compulsory speed test according to the requirements as set out in the syllabus.

Correct displaying of assignments: Learners should be able to type and display correctly a variety of documents from typewritten drafts.

Proofread and correct documents: Learners should be able to identify and correct on screen errors of spelling and punctuation within one task with reference to a correct copy.

10.9 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking

scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. Not more than 40% of the continuous assessment may be based on tests, which include topic tests and end-of-term tests.

Types of continuous assessment tasks

In Office Practice in the Junior Secondary phase the continuous assessment tasks are as follows:

Topic assignments: One typing assignment on each topic should be set and marked. Marks should be allocated for accuracy and display.

Topic tests: A theoretical/practical test will be given after completion of a topic. All tests should be set according to production typing principles.

End-of-term tests: A theoretical/practical test will be given at the end of each term covering those topics not covered in the topic tests. The tests should be set according to production typing principles.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
Components	**Term 1**		**Term 2**		**Term 3**	
	Number & marks	**Total**	**Number & marks**	**Total**	**Number & marks**	**Total**
Topic assignments	1 x 40	40	2 x 40	80	2 x 40	80
Topic tests	1 x 20	20	1 x 20	20	1 x 20	20
End-of-term tests	1 x 30	30	1 x 30	30		
Term marks		90		130		100
Weighted term marks (report marks)		(90 ÷ 0.9) 100		(130 ÷ 1.3) 100		100

Continuous assessment Grade 9				
Components	**Term 1**		**Term 2**	
	Number & marks	Total	Number & marks	Total
Topic assignments	2 x 40	80	2 x 40	80
Topic tests	1 x 20	20	1 x 20	20
End-of-term tests	1 x 30	30	1 x 30	30
Term marks		130		130
Weighted term marks (report marks)		(130 ÷ 1.3) 100		(130 ÷ 1.3) 100

The continuous assessment (CA) marks for one term (trimester) is converted to a mark out of 100 (weighted mark). Only this mark should be used for the report at the end of Term 1 and Term 2. Learners should not write an examination at the end of the first two trimesters, but only an end-of-term test which is part of the CA and part of the weighted term mark.

10.10 End-of-year examinations: detailed guidelines

In Grade 8 there will be an internal end-of-year examination and at the end of Grade 9 a semi-external examination. The Grade 9 papers will be set by DNEA and marked regionally. The purpose of this examination is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next grade. Preparing for and conducting this examination should not take up more than two weeks altogether right at the end of the year.

The description of the various papers for the written examination is as follows:

Written examination Grades 8-9			
Grade	**Description of papers**	**Duration**	**Marks**
8	Section 1: Timed accuracy test Section 2: Text layout of prescribed assignments Section 3: Any other language	10 minutes 1 hour 40 minutes 10 minutes	40 140 20
9	Section 1: Timed accuracy test Section 2: Text layout of prescribed assignments Section 3: Proof-read and correct errors	10 minutes 1 hour 40 minutes 10 minutes	40 140 20

Section 1: Timed accuracy test

A compulsory accuracy test according to the syllabus requirements will be set.

Time: 10 minutes *(Visually impaired: 20 minutes)*
Marks: 20 % of total marks = 40 marks
Pass mark: 40 % of 40 marks = 16 marks

Marks will be allocated according to the prescribed schedule (Annexure I).

NOTE: Grade 8 will not be marked according to the schedule, only 2 marks per error will be deducted.

Section 2: Text layout of prescribed assignments

Time: 1 hour 40 minutes excluding 30 minutes printing time (*Visually impaired: 3 hours 20 minutes*)

Marks: 70 % of total marks = 140 marks

Marks for different types of questions should be allocated as follows:

Proof-reading and any other language: 100 % for accuracy for Grade 8 & 9

Tabular work:	Grade 8	*80 % for accuracy (Visually impaired)*
		20 % for display (Visually impaired)
	Grade 9	50 % for accuracy
		50 % for display
All other questions:	Grade 8	80 % for accuracy
		20 % for display
	Grade 9	70 % for accuracy
		30 % for display

(See Annexe 3 for distinction between accuracy and display errors)

Section 3: Proof-read and correct errors

Time: 10 minutes *(Visually impaired: 20 minutes)*

Marks: 10 % of total marks = 20 marks

With reference to a correct copy, identify and correct, on a document saved on diskette, 'deliberate errors' of spelling and punctuation within one task. Print out the corrected copy.

Visually impaired: With reference to a brailed copy, identify errors of spelling, numbering these errors, type the correct word and print a copy.

10.11 Promotion marks

For Office Practice in Grade 8-9 continuous assessment contributes 35% to the promotion mark and the end-of-year examination contributes 65%. The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Written examination	Section 1: Speed and accuracy Section 2: Text layout Section 3: Other language/proof-reading	20 90 20	10% 45% 10%
Continuous assessment	Topic assignments, topic tests, end-of- term test	70	35%
Total marks		**200**	**100%**

The promotion marks are calculated as follows:

Promotion mark for Grade 8				
Term mark	**Term 1**	**Term 2**	**Term 3**	**Total**
	90	130	100	320
CA mark	(320÷32) x 7			70
End-of-year examination				130
Promotion mark	(CA mark + end-of-year examination) ÷ 2 (200÷2)			100

Promotion mark for Grade 9				
Term mark	**Term 1**	**Term 2**		**Total**
	130	130		260
CA mark	(260÷26) x 7			70
End-of-year examination				130
Promotion mark	(CA mark + end-of-year examination) ÷ 2 (200÷2)			100

10.12   Specification grid

The specification grid below indicates the weighting allocated to each objective for both continuous assessment and for the written examination.

Assessment objective	Weighting
1. Speed and accuracy	20%
2. Text layout	70%
3. Other language/proof-reading	10%
Total	**100%**

The specification grid below indicates the weighting allocated to each objective for continuous assessment.

Assessment objective	WEIGHTING
1. Speed and accuracy	20%
2. Text layout	70%
3. Other language/Proof-reading	10%
Total	**100%**

Annexe 1: Glossary of terms

application	a program designed to carry out a task, such as a word processor or a spread sheet
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 of 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 we want to appear in the bottom margin of every page
hardware	the parts of the computer that you can see and touch
header	text that we want to appear 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 increase the size of a document to fill the whole window screen
minimize	reduces a window to an icon which can be clicked to restore the window
monitor	the monitor is a television-like screen that displays the information that you enter through the keyboard
mouse	a hand-held device that you slide over a flat surface to control the pointer on the computer screen - it has one or more buttons on top - clicking the button makes some action happen, e.g. choosing something from the menu
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 and y
retrieve	to recover or regain information
scanner	a scanner analyses the physical image such as photographs, printed text or handwritten documents and convert it to a digital image

show and hide key	it is a non-printing character at the end of a paragraph line
strokes	number of actual characters with spaces
tab key	pressing the tab key move the insertion point 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 2: Equipment requirements

Hardware

Server
Workstations/computers
Laser printer
Projector
Whiteboard
Clock

Software

Windows XP
Microsoft Office 2007 or later

The following are safety measures for the lab:

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

Annexe 3: 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

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 a letter(s) or word(s).

2.2   Spelling errors

2.3   Endeavouring to correct an error by

2.3.1   Overstriking
2.3.2   Erasure by any means.

2.4   Inconsistency: certain rules sporadically deviated from

2.4.1   If the same display rule is not continuously deviated from, it shows that the error is as a result of negligence rather than as a result of lack of knowledge and is therefore regarded as an accuracy error, e.g. if there is sometimes only one space left after a full stop at the end of a sentence.

2.5   Interpretation

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

2.6   Incorrect word hyphenation at the end of a line

2.7   Metric and other symbols

2.7.1   Incorrect use of letter spacing in metric and other symbols.

2.8   A character typed on the incorrect typing line

Annexe 4: Mark scheme for speed and accuracy

Schedule: Mark scheme for speed and accuracy with a 10 minute time limit.

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

Number of errors allowed to pass

10 w.p.m.	100 words	5 % :	5 errors
15 w.p.m.	150 words	4 % :	8 errors
20 w.p.m.	200 words	5 % :	10 errors
25 w.p.m.	250 words	5 % :	11 errors
30 w.p.m.	300 words	4 % :	12 errors

Annexe 5: Visually impaired learners

Although the JS Office Practice syllabus is for sighted learners it can be used, with modifications, by visually impaired candidates.

The modifications to the syllabus and assessment components are given below for visually impaired candidates.

Note: These modifications are based on the understanding that visually impaired candidates will use the JAWS program.

1.   Speed and accuracy (Section 1: Timed accuracy test in the examination)

The minimum requirement of 10 w.p.m. for Grade 8 and 15 w.p.m. for Grade 9 will remain, but the time allocation will increase.
Time allocation: 20 minutes

2.   Text layout (Section 2:   Text layout of prescribed assignments in the examination)

Questions where manuscript signs are used will be adapted/replaced for visually impaired learners as they cannot read the manuscript signs indicated as for sighted learners**.**
Time allocation: 200 minutes = 3 h 20 minutes

3.   Other language/proof-reading (Section 3:   Any other language/proof-read and correct errors in the examination)

Visually impaired learners are expected to identify deliberately made errors of spelling with reference to a brailed copy only.
Time allocation: 20 minutes

Annexe 6: Assessment record sheet for Grade 8

Assessment record sheet: Office Practice		Grade 8:		Year:								
School:		Teacher:										

Name of Learner	Term	Topic assignments	Topic test	End-of -term test	Term mark term1 (90÷0.9)	Term mark term 2 (130÷1.3)	Term mark term 3	Weighted term marks	Total of term marks	CA mark (320÷32x7)	End-of-year examination	Promotion mark (200÷2)
		40	40	20	30	90	130	100	100	320	70	130	100
	1		▓				▓	▓		▓	▓	▓	▓
	2					▓		▓		▓	▓	▓	▓
	3				▓	▓	▓		▓				
	1		▓				▓	▓		▓	▓	▓	▓
	2					▓		▓		▓	▓	▓	▓
	3				▓	▓	▓		▓				
	1		▓				▓	▓		▓	▓	▓	▓
	2					▓		▓		▓	▓	▓	▓
	3				▓	▓	▓		▓				
	1		▓				▓			▓	▓	▓	▓
	2					▓		▓		▓	▓	▓	▓
	3				▓		▓		▓				
	1		▓				▓			▓	▓	▓	▓
	2					▓		▓		▓	▓	▓	▓
	3				▓	▓			▓				

Annexe 7: Assessment record sheet for Grade 9

Assessment record sheet: Office Practice							Grade 9:	Year:		
School:							Teacher:			

Name of Learner	Term	Topic assignments	Topic test	End-of-term test	Term marks	Weighted term marks (130÷1.3)	Total of term marks	CA mark (260÷26x7)	End-of-year examination	Promotion mark (200÷2)
		40	40	20	30	130	100	260	70	130	100
	1										
	2										
	1										
	2										
	1										
	2										
	1										
	2										
	1										
	2										
	1										
	2										
	1										
	2										
	1										
	2										