


No-Moa Publishers
Word-processing
Sample Question/Answer Booklet

www.tongatapu.net.to 
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This booklet is designed to assist students and staff members evaluate their progress in the theory and application of Word-processing. This booklet draws most of the questions and skills requirements from the 1997/8 Form 6 SPBEA Prescription.

For the benefit of students, staff should review with students at the completion of the exercises why they marked incorrectly on any particular skill. Students interested in improving their skills should pursue their teachers to ensure they are adequately assisted.

Following are sample examination instructions, conditions

- Answer all questions in Blue or Black Pen. Use of any other coloured pen, or use of pencil will not be marked.
- Make Sure your name is put on the Section One, and Section Two paper.
- If assistance is required to solve a problem, students will be penalised assistance marks.
- Clarifications of questions are not penalised.
- Candidates are **not** permitted to communicate with each other at any time during the examination, including the print-out time.

Description of the Booklet

This booklet serves as both the Activity Booklet you will use during the Common Assessment Task and as the Student Mark Booklet which is used to record your mark. Make all necessary markings on this booklet and it must be collected together with any other paper work at the completion of the examination.

This Common Assessment Task is composed of two components

Section One – A question and answer

Section Two – A practical examination requiring the use of a computer

Section One

Will be collected before Section Two is to begin. The answers for Section One will be collected before Section Two is to be handed out.

Section Two

Answers are to be saved to the document on the disk provided.

This section requires a word-processed document to be printed. You are not allowed to communicate with other students at this or any other time.

You are required to hand in the diskette and booklet at the completion of the assessment exercise.

Page 6 of this document displays a diagram to assist in highlighting the specific paragraphs, areas in need of the modifications you are required to make during this exercise.

<http://www.tongatapu.net.to/compstud/> - Computer Studies Course Notes

<http://www.tongatapu.net.to> - **Tonga on the 'NET**

<http://www.tongatapu.net.to> is available on all networked computers at Queen Salote College.

Queen Salote's SchoolNET Website does not require Internet access as it is not connected to the world wide Internet but uses the same technology within Queen Salote College and participating schools.

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Section One

Candidate Name: School:

1. Describe the purpose and provide an example for the use of the following word-processing terms (10 marks) [2.1.2]

Mail-merge:

Spellcheck:

Thesaurus:

WYSIWIG

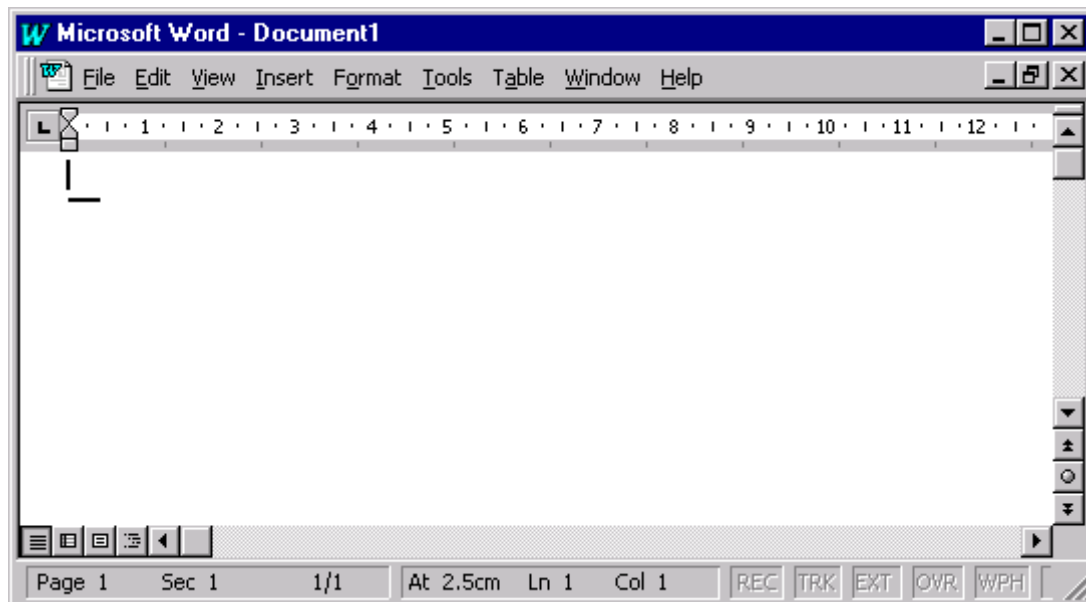
macros:

2. What is a font and what is meant when a font is described as a proportional as opposed to a fix-spaced font (3 marks) [2.1.4]

3. Describe two situations common to Tonga which explains good reasons for the word-processor user to be concerned to regularly save work in progress. (2 marks) [2.5.2]

4. Describe two different storage devices you can use to backup your word-processing documents.

5. In the above diagram, Microsoft Word has been started but it is not showing the toolbars we are used to such as the



standard
toolbar.

Describe the specific steps you can use to make word show the standard toolbar (shown below) back onto the menu bar at the top. (5 marks) [2.2.2]



6. Describe two differences between separate and integrated applications. (2 marks) [2.1.3]

7. Describe what is a chip-based electronic typewriter.

Section Two

Candidate Name: School:

Save answers to all changes to the document on the disk given to you.

You are required to hand in the diskette and booklet at the completion of the assessment exercise. You may ask questions and penalties are applied to questions requiring assistance with the manipulation of the word-processing exercise.

Page 6 is an important guide. It is a copy of the file "pilolevu.happy". It has Reference Numbers down the side. These numbers match the Question Numbers.

Activity	Criteria	Mark	Penalty
a. Start the computer and word-processing application		1	-1
b. Open the file <i>kuini.981</i> into the word processor.		0	-1
c. Save the Document on your examination diskette as file "Business Process Reengineering" without the quotation marks.		2	-1
d. Change all text to the font "Arial" and size "10"	2.1.4 2.3.3	2	-1
e. Change all text line-spacing to 10 pt after	2.4.3	2	-2
f. In the following activity, refer to page 6. The reference number matches the question number so that you can easily locate what is being asked.			
1. Change the page margins for the Left/Right to be 2.54 cm (or 1 inch)		2	-2
2. Change the page margins for the Top/Bottom to 2 cm (0.79 inch)		2	-2
3. Change the Paragraph Indentation for the Body text (as displayed in the sample diagram) to be Left indented 2 cm.	2.4.3	3	-3
4. Change the font style for this paragraph to Bold	2.3.3	1	-1
5. Use the word-processors Replace facilities to find every occurrence of the term "short comings" and replace it with the term "deficiencies"	2.4.5	4	-4
6. Change the font style of the text "Don't Emancipate, exaggerate: rhetoric, reality and reengineering" to italic.	2.3.3	1	-1
7. Insert the following text using the specified tab settings:	2.4.6		
BPR	1		
Society	0		
1st tab stop: Left Justified at 6 cm		2	-2
2nd tab stop: Decimal tab at 12 cm with leading dotted line.		3	-3
8. Change the shown paragraph text to bold	2.3.3	1	-1
9. Change the font-style of the text "The dual strategic and change role of IT: A critique of business process reengineering" to italic	2.3.3	1	-1
10. Move the specified paragraph, without retyping the text, after the 3 points and before the "BPR in Perspective" heading.	2.4.4	4	-4
11. Change the shown paragraph text to bold	2.3.3	1	-1

12. Insert the following text using the specified tab settings: 2.4.6

BPR	0
Society	1

1st tab stop: Left Justified at 6 cm	2	-2
2nd tab stop: Decimal tab at 12 cm with leading dotted line .	3	-3

g. Save all changes made to the document	2.2.3	1	-1
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h. Print out only the section in the document beginning with the heading "Introduction" and ending with the paragraph moved in question f.10.	2.7.3	2	-2
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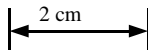
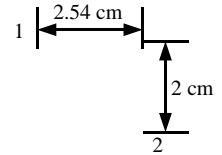
i. Shutdown the computer	0	0
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j. Hand in both the printed output and your examination disk.	0	0
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Do not make markings below. For completion by course teacher.

Sub-total	/41	/-41
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Raw Mark for Submission	/41
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The dual strategic and change role of IT: A critique of business process Reengineering

Craig & Yetton's article proposes that in a dynamic world where firms have to effectively engage change, Business Process Reengineering (BPR) has been touted as the method for achieving that goal. Through a systematic review of the key drivers and assumptions of BPR, the article concludes that BPR is a deficient framework, and proposes an alternative approach that covers the short comings in BPR.

The authors' eloquence and use of diagrams make the article very readable and the visual reader quickly comes to an understanding of the conflicts in BPR design and implementation. Unfortunately the article comes across as a medium for promoting the authors' alternative approach. This manifests itself in the lack of supportive evidence at critical points of the article's argument development. The article often appeals to the readers intuitive agreement with the elegance in analysis and the force of history. In this regard, Matthew Jones' *"Don't emancipate, exaggerate: rhetoric, reality and reengineering"* has more credibility, although it presents no alternative approach for the reader.

This paper will summarise the article's analysis and subsequent proposal.

Introduction

"The dual strategic and change role of IT: A critique of business process reengineering" analyses BPR literature using the MIT90s framework and by extending, reorganising the MIT90s model to provide visual insight. By reorganising the MIT90s framework the article displays the central role IT plays and the disparity between BPR's focus (strategy, structure) and where implementation occurs (Management processes, skills and roles). This paper will reiterate the article's viewpoint on BPR, its foundation, its definition, summarise the authors proposed alternative and provide a critique of critical areas where this reader believes the article loses credibility.

The article and this paper follow the below structure in its analysis:

- 1) Theories applied in BPR
- 2) Major short comings in BPR
- 3) An alternative approach

BPR in Perspective - The theories behind BPR

MIT90s. Before delving into BPR itself, the article reviews the underlying concepts behind BPR by using the MIT90s framework. The MIT90s framework is used to analyse BPR literature because of the framework's general recognition in IT Management literature and, the authors argue, the model addresses the elements identified as relevant for BPR (strategy as a determinant, IT, and human resources). Second, the MIT90s framework is used to visually display the BPR approach and the article's proposal