1998 Common Assessment Task 1 – Word-processing, Monday, June 12,
Student Activity Booklet, Student Mark Booklet

Instruction to Candidates: Candidate Name: ....

- 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.

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.

Section One

Candidate Name: ....   School: ....

1. Describe two different advantages of word-processing compared to typewriting *(4 marks)*

2. Explain the term word wrap and its usefulness in word-processing *(2 marks)*

3. What is a font point (pt) size and its relationship to the inch? *(4 marks)*

4. Sketch and describe in words below the following terms how applying the paragraph formatting would cause certain behaviour in the paragraph. *(6 marks)*

      Justification   Indenting   Hanging Indents

5. Draw and label two diagrams to describe two different page orientations. *(4 marks)*

Label: Label:

Diagram: Diagram:

6. Describe the two tab settings listed below and provide examples of each to support your description. *(6 marks)*

Decimal Tab

Right Tab Setting

7. Given the example paragraph in the box, you have it opened in your word-processor. Describe in detail the keystrokes (or mouse movements) you would use to make the following changes. *(4 marks)*

a. Change the text "computing technology" to bold lettering.

> Over the past decades computing technology has developed at an ever-increasing pace. This development has influenced, and been influenced by, the organisation and structure of business and industries, the ways we communicate, the processes of education and training and activities carried out in our homes.

b. Delete the text ", the ways we communicate".

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 "broom.stk". It has Reference Numbers down the side. These numbers match the Question Numbers.

Activity	Criteria	Mark	Assistance Penalty
a. Start the word-processing application	5.2.1	1	-1
b. Open the file *broom.stk* into the word processor.	5.2.4	0	-1
c. Save the Document on your examination diskette as file *kinder.doc*	5.2.1	2	-2
d. Set the font and font-size for the whole document to: Times New Roman	5.2.2f	2	-2
12 pt	5.1.5		
This will be changed individually for selected text.	5.2.2f	1	-1
e. Set the paragraph justification (or alignment) for the whole document to full (or justified)	5.2.2e	2	-2
This will be changed individually for selected text.			
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. Set the paragraph justification (alignment) to centre	5.2.2e	1	-1
Set the line-spacing to 1 line after (12 pt after)	5.2.2c	1	-1
Set the paragraph text to Bold	5.2.2d	1	-1
Set the paragraph font size to 14 pt	5.2.2f	1	-1
Set the font to Arial	5.1.5	1	
2. Set the paragraph text to italic	5.2.2d	1	-1
Indent the paragraph, left and right: 2 cm (.75 inch)	5.1.6d	1	-1
3. *(Change has to be made to four different paragraphs, completion of all four required)*			
Set the line-spacing to 1 line before (12 pt before) and	5.2.2c	2	-2
Set the line-spacing after to ½ line (6 pt after)		2	-2
Set paragraph text to bold	5.2.2d	2	-2
4. Set the text "charlatans to promise a lot and deliver very little" to italic.	5.2.2d	1	-1
5. Change the two occurrence of "*four groups*" to "*five groups*"	5.1.3bc	1	-1
and "*four sites*" to "*five sites*"	5.2.3ab	1	
6. Insert at the end of the paragraph the text "*Kalianet offers a few Tonga based web sites with directed, specialised information.*"	5.2.3b	1	-1
7. Insert in a new paragraph the text *"* Kalianet http://kalianet.candw.* *to"*	5.2.3b 5.2.2c	1	-2
8. Make a page break at this point (before the paragraph "Internet Publishing, Tonga Content") to start a new page	5.2.3e	1	-1

Activity	Criteria	Mark	Assistance Penalty
9. Start a new paragraph at the sentence beginning with *"There are other discussions …"*	5.2.3d	1	-1
Set a blank line between the new paragraph and the previous paragraph.	5.2.2c	1	
10. For the 7 points marked with the "*" set paragraph indentation to hanging indent.	5.1.6c	2	-3
11. Set Page Margin Left and Right Margin to 2 cm (or .75 inches)	5.2.2a	1	-1
12. Set Page Margin Top and Bottom Margin to 2 cm (or .75 inches)	5.2.2a	1	-1
g. Save the changes to the document	5.2.1, 5.2.4	2	-2
h. Print the document	5.2.1	2	-2
i. Shutdown the computer and hand-in this Student Activity Sheet and your work disk.		0	0

Do not make markings below. For completion by course teacher.		
Sub-total	/37	/-37
Raw Mark for Submission (Mark less Assistance Penalty)	/37	

1
2

INTERNET PUBLISHING, INTERNATIONAL & LOCAL MARKET

The World Wide Web, is the quintessential Encyclopaedia Brittanica, a dynamic information resource spanning the globe. Governments, public and private organisations all over the world are placing information on the World Wide Web.

3

Skills Market

4

There is an increasing International Market for Internet programmers and content developers with proven experience. The recent history of Internet publishers have allowed *charlatans to promise a lot and deliver very little*. The maturity of the Internet World Wide Web developer market has seen a lot of the charlatans move on to other game, while programmers, graphics designers with proven skills and mature products continue to grab a greater share of the available large jobs/sites.

There is a world shortage of skilled WWW developers, and there is an even greater shortage in Island States. In the growing demand for information technology skills, Island States need to be involved in developing their own skills base. Without local support from industry, overseas skills training will only increase the departure of skilled labour away from where it is needed.

3

Internet Publishers, Tonga Information Suppliers

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Information dissemination relating to the Kingdom of Tonga through the Internet is currently being championed by four groups. The Tonga Visitors Bureau has a web server at the Tonga Consulate, San Francisco. A Fiji based tourism company has a number of tourism operators involved in their content product. A very popular Tonga site is Tonga Online which includes an interactive forum.

6

Tonga on the 'NET is published from Tonga with a broad range of information. Kalianet ... five

5

The four sites have their own unique advantages, TVBs site has beautiful pictures and is the official 'government paid' web site. The Fiji (South Pacific Tourism Commission's) site has more tourism information. Tonga Online has an interactive discussion forum which has become popular with a number of islanders on the Internet. Tonga on the 'NET has a breadth of information covering a very wide range of information and information sources about the Kingdom of Tonga

* South Pacific Tourism Commission
* Tonga Online (http://www.netstorage.com/kami/tonga/index.html)
* Tonga Visitors Bureau (http://www.vacations.tvb.gov.to)
* Tonga on the 'NET (http://www.tongatapu.net.to)

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* Kalianet http://www.kalianet.candw.to

Neither one of these suppliers of WWW content provide training programs, nor focus on indigenous skills development.

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3

Internet Publishing, Tonga Content

Local Tour operators are already using overseas providers to promote their products and services. Non-residents use the Internet as a convenient, cost-effective means of researching and finding information on a plethora of items, including the Kingdom of Tonga

There are many discussions, in Tonga on what local content can be published on the World Wide Internet to create a higher profile for Tonga. There are other discussions for minimising publishing costs by electronically disseminating information, instead of the expensive book publishing used today. Information that fit well into these categories include:

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* Ministry of Labour and Commerce. International Commerce Data, Foreign investment opportunities.
* Tonga Visitors Bureau. Visa requirements, tour groups, national events.
* Ministry of Finance. Government Financial Reports.
* Local Producers. Product availability, costs, and contact information.
* Local Tour operators. Product availability, costs, and contact information.
* Chamber of Commerce. Local businesses, services, opportunities.
* Ministry of Law. Legal publications, court publications.

3

Internet Publishing, Desirable Skills

There are differing skills required in the development of a successful1 World Wide Web site. The graphic artist creates attractive and visually appealing sites. The programmer brings the skills to tie the different web page items seamlessly. The proof writer provides the textual content in a meaningful, accessible manner for web page browsers. The project manager ensures that large sites remain within budget and stay focussed on the goal set for the product. The marketing personnel provides the analysis and customer communications/feedback required for the evolution of the system to meet the requirements of the customer and the organisation.

11 ← 2 cm →

12   2 cm