



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **Curriculum and Assessment Policy Statement: Technical Occupational**

**Year 1- 4**

**OFFICE ADMINISTRATION**

PUBLIC COMMENT

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PUBLIC COMMENT

## SECTION 1:

### INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

#### 1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

## 1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;

- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

### **1.3. General Aims of the Technical Occupational Curriculum**

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
  - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
  - Facilitating the transition of learners from education institutions to the workplace;
  - Providing employers with a sufficient profile of a learner's competences.
  - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - Progression: content and context of each grade shows progression from simple to complex; and
  - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

### **1.3.1. The aims of the General Certificate of Education: Technical Occupational**

The specific aims of the qualification are to:



- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

#### 1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
<b>General Education</b>			
<b>Languages</b> (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
<b>Mathematics</b>		3 hours	
<b>Life Skills</b>	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards  This time to be used in year 1 to support Languages and Mathematics	
<b>Information Communication Technology</b>			
ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

<b>Subjects</b>	<b>Time</b>
<b>Technical Occupational: Electives</b>	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p><b>Base Line Assessment for Language and Mathematics</b></p> <p>➤ <b>Intervention (ISP)</b></p> <p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum 2 x SKILLS Across the year</p> <p><b>Post Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse results</b></li> </ul> <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum of 1 Skill</p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum of 1 Skill</p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

**Note:**

*Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.*

*Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.*

## SECTION 2:

### INTRODUCTION TO OFFICE ADMINISTRATION

#### 2.1 What is Office Administration?

Office Administration covers a basic knowledge of administrative and client services, communication skills and competency in computer typing, crucial to the successful functioning of any office or business environment.

Office Administration is one of the twenty-one elective skills subjects and should not be confused with Information and Communication Technology (ICT) which is cross curricular subject offered under the general education subject.

#### 2.2 Topics to be studied in Office Administration

The table below contains the main topics in Office Administration highlighting the relevant focus areas:

Office Practice	Computer Application	Client services and communication
Computer care	Keyboard techniques	Customer service
Office equipment	Word processing	Values and Ethics
Mailing	Business documents	Rights/Responsibilities of office worker
Safety	Word processing and editing	Personal finance
Reception area	Internet and E-mail	Office etiquette
Storage area	Job application	Hygiene
Filing	Introduction to presentation software (PowerPoint)	
Health / Environmental issues	Introduction to spreadsheet software (Excel)	

## 2.3 Specific Aims

This qualification recognizes the basic skills, knowledge and values acquired by learners to operate as efficient office workers. The aim of this qualification is to develop learners who, after completion, will be efficient in the following:

1. Use and apply a variety of basic office administrative knowledge and skills such as filing, telephone and reception etiquette, receiving and sending mail, maintaining a safe working environment, using and caring for general office equipment.
2. Use and apply a variety of skills to produce an acceptable standard of business documentation using the available technology – covering general computer use and software (concentrating on word processing, but introducing presentation and spreadsheet software), internet and e-mail facilities
3. Communicate (speak and demonstrate) effectively in order to achieve interpersonal, business and organizational objectives by reading of basic words, understanding and interpreting work instructions.

## 2.4 Requirements for Office Administration as a subject

### 2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required to be done i.e. longer periods are preferred.

### 2.4.2 Resources

#### 2.4.2.1 Human Resources

Office Administration requires a subject specialist with a recognized computer skills qualification and is registered with SACE

#### 2.4.2.2 Learner Resources

Text books (typing exercises, speed tests, etc.)

Lever arch files for each learner to serve as portfolio of work

### **2.4.3 Infrastructure, equipment and finance**

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

#### **2.4.3.1 Infrastructure**

A secure classroom

Suitable tables and chairs to assist with correct typing posture

#### **2.4.3.2 Equipment**

- One computer per learner
- Software: operating system
- Software: suitable word processing, spreadsheet and presentation software.
- Security software
- One printer per network
- White/green board and/or data projector
- General office stationaries e.g. stapler, punch, guillotine, calculator, files and folders, etc.
- Non-working telephone, telephone directory, different types of diaries (daily, weekly, monthly)
- Filing cabinet and storage area and/or shelves
- Safety rules/signs must be displayed prominently on posters in the teaching area.

#### **2.4.3.3 Finances: Budget and inventory**

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year such as: software licencing, cartridges, paper, and storage media. The funding must make provision for maintenance or upgrading of equipment and the replacement of faulty equipment over the years.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.



## 2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Office Administration include but is not limited to:

- Office messenger
- Secretarial services
- Reception services
- Switchboard operator
- Filing, mailing or general office assistant
- Typing and/or Data capturing
- Shop assistants
- Cashiers, and Stock controller assistant

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### SECTION 3:


#### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

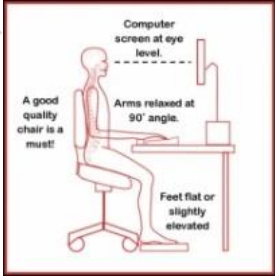
##### 3.1 Content overview

Topic	Year 1	Year 2	Year 3	Year 4
Office Practice	Operate a personal computer system (basic)  Safety, health and environmental requirements	Operate a personal computer system (intermediate)  Computer care  Office equipment and mailing systems  Safety, health and environmental requirements  Reception area: Planning/layout	Operate a personal computer system (advanced)  Office equipment and mailing systems  Safety, health and environmental requirements  Storage area	Operate a personal computer system (advanced)  Reception area: Maintain and manage  Different filing methods and systems
Computer application	Keyboard techniques (words, sentences and short paragraphs)  Basic editing and formatting in a word processor	Keyboard techniques (remedial)  Produce variety of business documents  Editing and formatting in a word processor	Keyboard techniques (remedial)  Produce variety of business documents  Word processing and editing  Introduction to presentation software (Power Point)	Keyboard techniques (remedial)  Produce variety of business documents  Word processing and editing  Job application  Electronic mail Internet  Introduction to spreadsheets Excel
Client services and communication		Good hygiene and health habits  Office first aid  Basic telephone use and etiquette	Good customer service  Personal finance	Time management  Workplace ethics  Workplace etiquette (dress code/ appearance)  Rights and responsibilities of office worker  Job application (theory)

### 3.2 Content outline per term

#### Year 1

WEEK	TOPIC with Focus Area	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Office Practice:</b> Operate a personal computer system	<p>Computer care:</p> <p>Identify the different parts of the computer and peripherals:</p> <ul style="list-style-type: none"> <li>• Monitor</li> <li>• System unit</li> <li>• Keyboard</li> <li>• Mouse</li> <li>• Printers (laser, ink jet)</li> <li>• Storage media (CD's flash drives)</li> </ul>	<p>Demonstrate, notes, posters</p> <p>Possible teaching activity:</p> <p>Worksheet: Identify computer parts</p> 
	<p><b>Computer Application:</b></p> <p>Basic features</p> <p>Keyboard skills</p>	<p>Operate a personal computer system:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to power up and shut down the computer</li> <li>• Use basic operating system features on a personal computer: log-in, basic file management (Open/Save files), minimise and maximise windows and basic settings.</li> <li>• Use mouse effectively: Point, click/left-click, drag, double and right-</li> </ul>	<p>Mouse skill games (card and puzzle games)</p> <p>Optional teaching aid: Typing Tutor software</p> <p>Drill exercises consisting of letter combinations and short words</p>

		<p>clicks.</p> <ul style="list-style-type: none"> <li>• Demonstrate the correct typing posture and positioning of fingers, wrists, fore-arms and back to facilitate touch typing.</li> <li>• Touch type.</li> <li>• Able to identify different sections on keyboard (alphabetical, numerical, function keys)</li> <li>• Able to type home row (asdfgh;lkj)</li> <li>• Able to save a document.</li> <li>• Able to access and use the Header/Footer feature in a word processing program (used for learner name and exercise number)</li> <li>• Understand the correct use of the &lt;Enter&gt; key (word wrap)</li> </ul>	<p>Poster of correct typing posture for display (download from internet).</p> 
3-4	<p><b>Office Practice:</b> Operate a personal computer system</p>	<p>Computer care: Illustrate ability to care for different parts of the computer, peripherals and storage media:</p> <ul style="list-style-type: none"> <li>• Caring and cleaning of monitors</li> <li>• Caring and cleaning of keyboard and mouse – no liquids</li> <li>• Caring and cleaning of system unit and printer – outside only</li> <li>• Caring of CD's and flash drives</li> </ul>	<p>Notes Posters for display Possible teaching activity: Demonstrate how to clean different parts of computer and change ink cartridge.</p>
	<p><b>Computer Application:</b> Keyboard skills</p>	<p>Introduce the next new 5 – 10 letters (scattered method or according to text book / typing tutor program used)</p>	<p>Drill exercises consisting of letter</p>


		Change line spacing (single, 1.5 and double).	combinations and short words
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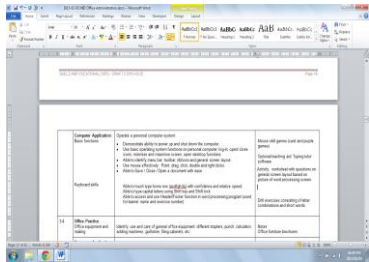
5-6	<b>Office Practice:</b> Health and grooming	<p>Personal hygiene:</p> <p>Demonstrate knowledge of good hygiene habits:</p> <ul style="list-style-type: none"> <li>• washing hands/clothes</li> <li>• teeth</li> <li>• body care</li> </ul>	<p>Notes, posters</p> <p>Possible teaching activity: Activity sheets on hygiene (available on internet)</p>
	<b>Computer Application:</b> Keyboard skills	<p>Introduce the next new 5 – 10 letters (scattered method or according to text book / typing tutor program used)</p>	<p>Drill exercises consisting of letter combinations and short words</p>
7-8	<b>Office Practice:</b> Health and grooming	<p>Personal hygiene (continued):</p> <p>Understand why good hygiene habits are important:</p> <ul style="list-style-type: none"> <li>• better personal health</li> <li>• prevent illness and infections (social responsibility)</li> <li>• limited absence from work</li> </ul>	<p>Notes, posters</p> <p>Possible teaching activity: Activity sheets on hygiene (available on internet.)</p>
	<b>Computer Application:</b> Keyboard skills	<p>Type capital letters using Shift key and Caps lock.</p>	<p>Drill exercises consisting of letter combinations, short words and short sentences</p>

9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Assessment to be done:</b></p> <p><b>Practical: continued assessment throughout the term (75% of total mark):</b></p> <p>Activity 1: Minimum of drill 5 exercises consisting of letter combination.</p> <p>Activity 2: Minimum of 5 exercises consisting of short words.</p> <p>Activity 3: Minimum of 5 exercises consisting of short sentences.</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 4: Worksheets/tasks/written tests: identify computer parts, care of specific parts, personal hygiene. (75% of total theory mark)</p> <p>Activity 5: Pen and paper test/examination: covering all theory aspects . (25% of total theory mark)</p>		

Year 2 Term 1

WEEK	TOPIC with Focus Area	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<p><b>Office Practice:</b> Operate a personal computer system</p>	<p>Computer care Identify and care for the different parts of the computer and peripherals:</p> <ul style="list-style-type: none"> <li>• monitor,</li> <li>• System unit,</li> <li>• keyboard,</li> <li>• mouse,</li> <li>• printer,</li> <li>• storage media (CD's, flash drives)</li> </ul> <p>Demonstrate knowledge in using a printer to print documents (loading paper, selecting the correct printer)</p>	<p>Notes, examples. Downloadable posters from internet</p>  <p>Note: The Enter key should only be used at the end of a paragraph.</p>
	<p><b>Office Practice:</b> Health and environmental requirements</p>	<p>Typing posture:</p> <ul style="list-style-type: none"> <li>• Understand importance of correct typing posture (positioning of fingers, wrists, fore-arms and back)</li> <li>• Demonstrate knowledge of ergonomic practices to eliminate repetitive strain injuries</li> <li>• Understand health issues due to incorrect typing posture</li> </ul>	<p>Apply remedial techniques to ensure touch typing with accuracy.</p> <p>Possible teaching activity: Identify correct and incorrect elements in typing posture using images drawn from the Internet or books.</p>



	<p><b>Computer Application:</b> Basic features</p>	<p>Operate a personal computer system:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to power up and shut down the computer.</li> <li>• Use basic operating system features on personal computer: log-in, minimise and maximise windows and basic settings.</li> <li>• Identify menu bar, toolbar, ribbons and general screen layout.</li> <li>• Use mouse effectively: Point, drag, click/left-click, double and right-clicks.</li> <li>• Demonstrate basic file management tasks: Create (New) Save / Close / Open features.</li> </ul>	<p>Mouse skill games (card and puzzle games)</p> <p>Optional teaching aid: Typing tutor software</p> <p>Possible teaching activity: Worksheet with questions on general screen layout based on picture of word processing screen.</p> 
	<p><b>Computer Application:</b> Keyboard skills</p>	<p>Touch type the following with confidence:</p> <ul style="list-style-type: none"> <li>• home row (asdfgh;lkj) at relative speed.</li> <li>• capital letters using Shift key and Caps lock.</li> <li>• Header/Footer feature (used for learner's name / exercise number)</li> </ul>	<p>Drill exercises consisting of letter combinations, words and short sentences.</p>
<p>3-4</p>	<p><b>Office Practice:</b> Office equipment and mailing</p>	<p>Identify, use and care of general office equipment:</p> <ul style="list-style-type: none"> <li>• Staplers, staple remover, punch</li> <li>• calculator / adding machines</li> <li>• guillotine</li> </ul>	<p>Notes</p> <p>Office furniture brochures</p> <p>Possible teaching activity: Make a poster depicting general office</p>

		<ul style="list-style-type: none"> <li>filing cabinets, etc.</li> </ul>	equipment
	<b>Computer Application:</b> Keyboard skills	Touch type the following with confidence: <ul style="list-style-type: none"> <li>Introduce the next new 5 – 10 letters (scattered method or according to text book / typing tutor program used) at relative speed.</li> <li>select text</li> <li>change line spacing (single, 1.5 and double)</li> <li>apply bold, italics and underline features</li> <li>change font type and size.</li> </ul>	Drill exercises consisting of letter combinations, words and sentences.
5-6	<b>Office Practice:</b> Office equipment and mailing	Identify and caring for office and mailing equipment: <ul style="list-style-type: none"> <li>photostat machines</li> <li>fax machines</li> </ul>	Posters, notes Use schools' administration office equipment as resource.
	<b>Computer Application:</b> Keyboard skills	Touch type with confidence: <ul style="list-style-type: none"> <li>Introduce the next new 5 – 10 letters (scattered method or according to text book / typing tutor program used) at relative speed</li> <li>apply paragraph alignment (left, centre, right, full) – short paragraphs</li> </ul>	Drill exercises consisting of letter combinations, short words and short sentences.
7-8	<b>Office Practice:</b> Health and grooming	Personal hygiene and grooming: Demonstrate basic knowledge of hygiene habits: <ul style="list-style-type: none"> <li>body care</li> <li>personal grooming and appearances to promote a professional</li> </ul>	Notes, poster, group work, Worksheet. Slide shows on grooming available on internet.

		appearance in the workplace	
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PUBLIC COMMENT

	<b>Computer Application:</b> Keyboard skills	<p>Touch type with confidence:</p> <ul style="list-style-type: none"> <li>• numeric keys (using numeric keypad and/or top row numbers)</li> <li>• open and use calculator utility of Windows. (All programmes – Accessories)</li> </ul>	Drill exercises consisting of letter combinations, short words and sentences with numbers.
9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p><b>Assessment to be done:</b></p> <p><b>Practical: continued assessment throughout the term (75% of total mark):</b></p> <p>Activity 1: Minimum of 5 drill exercises consisting of letter combination.</p> <p>Activity 2: Minimum of 5 exercises consisting of words.</p> <p>Activity 3: Minimum of 5 exercises consisting of short sentences including numbers.</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 4: Worksheet/task/written tests: covering all theory done in 1<sup>st</sup> term . (75% of total theory mark)</p> <p>Activity 5: Pen and paper test/examination: covering all theory done in 1<sup>st</sup> term (25% of total theory mark)</p>			

Year 2 Term 2

WEEK	TOPIC with Focus Area	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Client services and communication:</b> Office first aid	Display a basic knowledge of first aid: <ul style="list-style-type: none"> <li>• Nose bleed</li> <li>• Cuts and scratches</li> <li>• Fainting</li> <li>• Bruising and sprains</li> </ul> Identify items needed in first aid kit.	Notes and demonstration Possible teaching activity: Practical exercise in attending to nose bleed/cuts & scratches/fainting/bruising & sprains Possible teaching activity: Prepare a checklist for first aid kit
	<b>Computer Application:</b> Keyboard skills	<ul style="list-style-type: none"> <li>• Revise alphabetical and numeric keys.</li> <li>• Type 10-minute speed tests.</li> <li>• Type special characters, symbols and punctuation marks available on the keyboard. (! @ # \$ % ^ &amp; * ? &lt; &gt;)</li> <li>• Use ASCII codes and "Insert Symbol" feature.</li> </ul>	Variety of keyboard exercises should be done at the start of every lesson/day for remedial, accuracy or speed building purposes  Speed tests to be typed daily from this point forward. Minimum speed required for 2 <sup>nd</sup> years = 15 w.p.m. See Annexure B for marking schedule  ASCII code examples: ë = Alt + 137    ê = Alt + 136 ü = Alt + 129

3-4	<b>Office Practice:</b> Safety, health and environmental issues	Identify unsafe practices in a general office environment: <ul style="list-style-type: none"> <li>• Loose carpets</li> <li>• faulty electrical wiring</li> <li>• broken windows</li> <li>• blocked fire escapes</li> <li>• stacked filing</li> <li>• heaters</li> <li>• open cupboards and drawers, etc.</li> </ul>	Notes, posters, internet search for pictures Possible teaching activity: Learners to complete a predesigned checklist of possible hazards in the school and/or admin area.
	<b>Computer Application:</b> Basic features	Execute basic file management: <ul style="list-style-type: none"> <li>• create a new folder</li> <li>• delete or rename a file/folder</li> <li>• copy, cut and paste a document to a new location.</li> </ul>	Hands-on step-by-step demonstration Self-designed exercises
	<b>Computer Application:</b> Keyboard skills	Type a variety of paragraphs: <ul style="list-style-type: none"> <li>• Without headings</li> <li>• With headings</li> <li>• Home and 1<sup>st</sup> additional Language</li> <li>• Proofread, use spell check and automatic hyphenation feature.</li> </ul>	See example scheme – Annexure C Typed exercises from text books, self-designed examples Screen proofreading should be strongly encouraged. Headings should stand out and different levels should be clearly distinguishable

5-6	<b>Office Practice:</b> Safety, health and environmental issues	Identify official safety signs: <ul style="list-style-type: none"> <li>• First aid</li> <li>• fire extinguisher</li> <li>• emergency exits</li> <li>• no smoking, etc.</li> </ul> Illustrate an understanding of importance of evacuation routes and regular emergency drills.	Notes, posters Possible teaching activity: Worksheet – matching signs to names (cut and paste)  Participate in school’s emergency evacuation drill
	<b>Computer Application:</b> Keyboard skills	Type a variety of paragraphs: <ul style="list-style-type: none"> <li>• With and without headings</li> <li>• Tab settings (default – use of tab key)</li> <li>• Numbered lists (1 level only)            Preference to numbers but exposure to Roman numerals (i, ii, iii) as well as Alphabetical (a, b, c) numbering.</li> <li>• Bulleted lists</li> <li>• Use spell check and automatic hyphenation feature.</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples. Also include First Additional language exercises.  Screen proofreading should be strongly encouraged.  Note:  Numbered lists are used when sequence is important, else use bulleted lists

7-8	<b>Computer Application:</b> Keyboard skills	Type a variety of paragraphs: <ul style="list-style-type: none"> <li>• With and without headings</li> <li>• Tab settings (default and customised) - left, centre and/or right tab)</li> <li>• Numbered lists/paragraphs (multi-level – 2 levels only)</li> <li>• Use Increase and Decrease Indent feature</li> <li>• Use spell check and automatic hyphenation feature.</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples. Also include First Additional language exercises.  Screen proofreading should be strongly encouraged.
9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p><b>Assessment to be done:</b></p> <p><b>Practical: (75% of total mark):</b></p> <p>Activity 1: Minimum of 5 speed tests (15 w.p.m.)</p> <p>Activity 2: Minimum of 5 exercises containing special characters, symbols, punctuation and ASCII codes.</p> <p>Activity 3: Minimum of 5 exercises covering paragraphs (numbered and bulleted).</p> <p>Activity 4: Formal practical examination (25% of total practical mark)</p> <p style="text-align: right;">} <b>continued assessment throughout the term</b> (75% of total practical mark)</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 5: Worksheet/tasks/class tests: covering all theory done in 2<sup>nd</sup> term (75% of total theory mark)</p> <p>Activity 6: Pen and paper test / examination: covering all theory done in 1<sup>st</sup> and 2<sup>nd</sup> term (25% of total theory mark)</p>			



### Year 2 Term 3

WEEK	TOPIC with Focus Area	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Office Practice:</b> Reception area	Identify different types of office layouts: <ul style="list-style-type: none"> <li>• Open plan</li> <li>• Cubical</li> <li>• Corridor</li> <li>• Panoramic</li> </ul>	Notes, Posters  Possible teaching activity: Worksheet comparing advantages and disadvantages of different types of layouts
	<b>Computer Application:</b> Keyboard skills	Type a variety of paragraphs: <ul style="list-style-type: none"> <li>• with/without headings</li> <li>• numbered lists (multi-level – up to 3 levels only).</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples, magazines, newspapers, etc.
3-4	<b>Office Practice:</b> Reception area	Demonstrate knowledge of furniture used in office environment: <ul style="list-style-type: none"> <li>• Desks</li> <li>• Chairs</li> <li>• Reception counters, etc.</li> </ul> <p>Apply knowledge in selection of appropriate furniture.</p>	Discussion on suitable furniture  Office furniture brochures.  Possible teaching activity: Learner is given a choice of furniture from a brochure – needs to motivate his choice.

	<p><b>Computer Application:</b> Business documents</p>	<p>Produce a variety of basic display work (menus and advertisements) using:</p> <ul style="list-style-type: none"> <li>• paragraph alignment left, centre, right, full</li> <li>• tab options: left, centre, right</li> <li>• Page formatting: <ul style="list-style-type: none"> <li>○ Size (A4)</li> <li>○ Orientation (Portrait)</li> </ul> </li> </ul> <p>Format the text using the following:</p> <ul style="list-style-type: none"> <li>• bold, underline, italics, font size, type, colour, highlight, super- and subscript</li> </ul>	<p>See example scheme – Annexure C</p> <p>Typed exercises from text books, self-designed examples</p>
5-6	<p><b>Office Practice:</b> Reception area</p>	<ul style="list-style-type: none"> <li>• Interpret a basic office floor plan</li> <li>• Demonstrate knowledge of maintaining office cleanliness and its benefits <ul style="list-style-type: none"> <li>○ Scheduling of cleaning to be non-disruptive</li> <li>○ Vacuum cleaning, dusting, window washing, etc.</li> </ul> </li> </ul>	<p>Checklist, notes</p> <p>Possible teaching activity: Field trip to local businesses to observe reception areas – checklist as evidence.</p>
	<p><b>Computer Application:</b> Keyboard skills  Editing and word processing</p>	<p>Interpret manuscripts signs and edit text and paragraphs using correct word processing features:</p> <ul style="list-style-type: none"> <li>• Upper- and lower case</li> <li>• line spacing indications</li> <li>• delete, insert and replace</li> </ul>	<p>Exercises from workbooks or prepared examples</p>

		<ul style="list-style-type: none"> <li>• 'let it stand" (stet).</li> </ul>	
7-8	<b>Computer Application:</b> Business documents	Produce simple informal letters: <ul style="list-style-type: none"> <li>• one page only from written or typed examples.</li> </ul>	Demonstrate  Typed exercises from text books, self-designed examples
9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	

**Assessment to be done:**

**Practical: continued assessment throughout the term (75% of total mark):**

Activity 1: Minimum of 5 speed tests (15 w.p.m.)

Activity 2: Minimum of 5 exercises covering numbered paragraphs containing simple manuscript signs.

Activity 3: Minimum of 5 display exercises (menus and advertisements)

**Theory (25% of total mark):**

Activity 4: Worksheets/tasks/written class tests: covering all theory done in 3<sup>rd</sup> term (75% of total theory mark)

Activity 5: Pen and paper test: covering all theory done in 3<sup>rd</sup> term (25% of total theory mark)

**Year 2 Term 4**

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Client services &amp; communication:</b> Basic telephone etiquette	Illustrate the ability to: <ul style="list-style-type: none"> <li>• use a telephone directory efficiently</li> <li>• answer a telephone professionally</li> <li>• take a message</li> </ul>	Notes, telephone directory and/or yellow pages, printed or self-designed message templates.  Possible teaching activity: Role play answering a telephone
	<b>Computer application:</b> Business documents	Produce basic formal business letters: <ul style="list-style-type: none"> <li>• single page - no predesigned/printed letterheads</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples
3-4	<b>Computer application:</b> Business documents	Produce basic formal business letters: <ul style="list-style-type: none"> <li>• blank page – no printed letterheads</li> <li>• two pages using forced/manual page breaks</li> <li>• automatic page numbering</li> <li>• Proofread (on screen), use of spelling and grammar feature</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples

5	<b>Computer application:</b> Business documents	Use column feature <ul style="list-style-type: none"> <li>• Simple, short one page only exercises using the column break feature</li> </ul>	Text books, self-designed exercises New papers, magazines
6-7	<b>Computer application:</b> Business documents	Produce simple tables using the table feature: <ul style="list-style-type: none"> <li>• border changes and shading</li> <li>• merging of cells</li> <li>• inserting or deleting rows / columns</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples
8 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	

**Assessment to be done:**

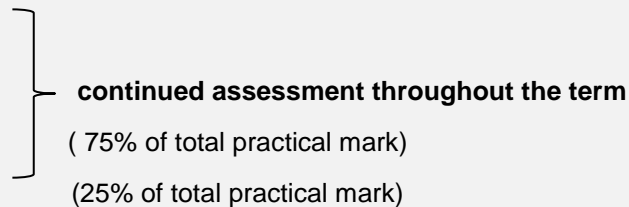
**Practical: (75% of total mark):**

Activity 1: Minimum of 5 speed tests (15 w.p.m.)

Activity 2: Minimum of 5 basic formal letters

Activity 3: Minimum of 5 table exercises

Activity 4: Formal practical examination



**Theory (25% of total mark):**

Activity 5: Worksheets/tasks/written class tests: Covering all theory done in 4<sup>th</sup> term (75% of total theory mark)

Activity 6: Pen and paper test / examination: covering all theory done in 3<sup>rd</sup> and 4<sup>th</sup> term (25% of total theory mark)

## Year 3 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Office practice</b> Office equipment and mailing systems	Demonstrate ability to use fax machine: <ul style="list-style-type: none"> <li>• replacement of fax paper</li> <li>• sending of fax</li> <li>• multi-function copy/fax/scanner (where available)</li> </ul>	Notes, fax machine  Possible teaching activity: Visit admin office of school and demonstrate sending/receiving of fax.
	<b>Computer application:</b> Keyboard skills	<ul style="list-style-type: none"> <li>• Revise alphabetical and numeric keys</li> <li>• Type 10-minute speed tests</li> <li>• Type special characters, symbols and punctuation marks available on the keyboard. (! @ # \$ % ^ &amp; * ? &lt; &gt;)</li> <li>• Use ASCII codes and "Insert Symbol" feature.</li> </ul>	Variety of keyboard exercises should be done at the start of every lesson/day for remedial, accuracy or speed building purposes  Speed tests to be typed daily from this point forward. Minimum speed required for 3rd years = 20 w.p.m. See Annexure B for marking schedule

3-4	<p><b>Office practice</b></p> <p>Office equipment and mailing systems</p>	<p>Demonstrate clear knowledge of mailing system:</p> <ul style="list-style-type: none"> <li>• handling/ opening incoming mail</li> <li>• money received (remittance) register</li> <li>• confidentiality and security in mail room</li> </ul>	<p>Notes, printed mail registers, self-designed exercises</p> <p>Possible teaching activity:</p> <p>Complete an Incoming and/or Remittance register from prepared list of incoming mail items</p>
	<p><b>Computer application:</b></p> <p>Business documents</p> <p>Word processing and editing</p>	<p>Type a variety of paragraphs:</p> <ul style="list-style-type: none"> <li>• with/without headings</li> <li>• with/without numbered sub-paragraphs (up to multi-level 3)</li> <li>• with/without bulleted lists</li> <li>• with/without manuscript signs</li> <li>• multiple pages with automated page numbering</li> <li>• multiple pages with page break</li> </ul> <p>Edit and format text using the following:</p> <ul style="list-style-type: none"> <li>• font changes</li> <li>• alignment changes</li> <li>• line and paragraph spacing</li> <li>• select text, cut, copy and paste</li> <li>• find and replace</li> </ul>	<p>See example scheme – Annexure C</p> <p>Typed exercises from text books, self-designed examples, magazines, newspapers, etc.</p>

5-6	<p><b>Office practice</b></p> <p>Office equipment and mailing systems</p>	<p>Demonstrate clear knowledge of mailing system (continued):</p> <ul style="list-style-type: none"> <li>• Outgoing mail procedures: <ul style="list-style-type: none"> <li>○ outgoing mail registers</li> <li>○ hand delivery</li> <li>○ prepare envelope / parcel for posting</li> <li>○ use of postal code book</li> <li>○ dispatching mail – different options</li> </ul> </li> </ul>	<p>Notes, postal code book, mailing registers</p> <p>Possible teaching activities:</p> <p>Complete outgoing registers from prepared list of outgoing mail items</p> <p>Address different size envelopes</p> <p>Prepare a parcel for postage</p>
	<p><b>Computer application:</b></p> <p>Business documents</p> <p>Word processing and editing</p>	<p>Produce a variety of display work (menu's, advertisements) using:</p> <ul style="list-style-type: none"> <li>• tabs setting (left, centre, right)</li> <li>• paragraph alignment (left, centre, right, full)</li> <li>• page size (A4 and A5)</li> <li>• page borders</li> <li>• page orientation (landscape and portrait)</li> <li>• with/without predesigned letterheads</li> <li>• including objects (tables, WordArt/Text Art, clipart, pictures and /or shapes)</li> </ul> <p>Use the word processing features:</p> <ul style="list-style-type: none"> <li>• bold, underline, italics,</li> <li>• font size and type</li> <li>• format objects (picture/shape/clipart/table)</li> </ul>	<p>See example scheme – Annexure C</p> <p>Typed exercises from text books, self-designed examples, magazines, etc.</p>



7-8	<p><b>Office Practice</b> Safety, health and environmental requirements</p>	<p>Demonstrate basic awareness of health and safety regulations and laws:</p> <ul style="list-style-type: none"> <li>• lifting and handling of heavy items</li> <li>• basic of knowledge of fire extinguishers <ul style="list-style-type: none"> <li>○ types, location and correct use</li> </ul> </li> </ul>	<p>Notes, demonstration on correct use of fire extinguisher</p> <p>Possible teaching activity: Learners use floorplan of school to indicate placement of fire equipment or any emergency signs.</p>
	<p><b>Computer application:</b> Business documents</p> <p>Word processing and editing</p>	<p>Produce tables using the table feature in the word processing software and manipulate by:</p> <ul style="list-style-type: none"> <li>• changing border and shading</li> <li>• merging of cells</li> <li>• inserting or deleting rows</li> <li>• inserting or deleting columns</li> <li>• changing text direction</li> <li>• changing cell alignment</li> </ul>	<p>See example scheme – Annexure C</p> <p>Typed exercises from text books, self-designed examples</p>

9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Assessment to be done:</b></p> <p><b>Practical: continued assessment throughout the term (75% of total mark):</b></p> <p>Activity 1: Minimum of 5 speed tests (20 w.p.m.)</p> <p>Activity 2: Minimum of 5 paragraph exercises (some with word processing and editing)</p> <p>Activity 3: Minimum of 5 table feature exercises.</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 4: Worksheets/tasks/written class tests: All theory covered in 1<sup>st</sup> term (75% of total theory mark)</p> <p>Activity 5: Pen and paper test / examination: All theory covered in 1<sup>st</sup> term (25% of total theory mark)</p>		

## Year 3 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Computer application:</b> Business documents	Produce formal business letters: <ul style="list-style-type: none"> <li>with/without letterheads (Letterheads: hard copy or predesigned to be retrieved electronically)</li> <li>two pages using forced/manual page breaks</li> <li>automatic page numbering</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples
	<b>Client services and communication</b> Good customer services	<ul style="list-style-type: none"> <li>Identify different types of customers and demonstrate knowledge of how to handle each individually.</li> </ul>	Notes  Possible teaching activity: Worksheet: matching faces with client types
3-4	<b>Computer application:</b> Business documents	Produce formal business letters: <ul style="list-style-type: none"> <li>letterheads only,</li> <li>two pages using forced/manual page breaks</li> <li>automatic page numbering.</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples

<p>3-4  Cont.</p>	<p><b>Computer application:</b>  Introduction to presentation software</p>	<p>Execute basic skills to produce a presentation using PowerPoint software</p> <ul style="list-style-type: none"> <li>• Create and save a new document</li> <li>• Open existing document for editing</li> <li>• Add and delete slides</li> <li>• Add, delete and edit text and text boxes</li> <li>• Change font styles (style, size, colour, bold, italics, underline)</li> <li>• Use given bullets or insert bullets/numbering when necessary</li> <li>• Print document using handout style printing</li> </ul>	<p>Produce presentation by using basic skills</p> <p>Possible activity: Produce presentation summarizing different types of customers (one customer per slide).</p>
<p>5-6</p>	<p><b>Client services and communication</b>  Good customer services</p>	<ul style="list-style-type: none"> <li>• Interpret body language: positive and negative body language</li> <li>• Identify different methods of handshakes and correct use thereof</li> <li>• Show respect for personal space</li> <li>• Recognise examples of sexual harassment in the workplace.</li> </ul>	<p>Notes</p> <p>Possible teaching activity: Worksheet depicting different body language positions – learner able to identify meaning</p>
	<p><b>Computer application:</b>  Business documents</p>	<p>Produce formal business letters:</p> <ul style="list-style-type: none"> <li>• letterheads only – overflowing to 2<sup>nd</sup> page</li> <li>• automatic page numbering</li> <li>• Envelopes (DL and C6) using envelope feature where available</li> </ul>	<p>See example scheme – Annexure C</p> <p>Typed exercises from text books, self-designed examples</p>

5-6 Cont.	<b>Computer application:</b> Introduction to presentation software	Execute basic skills to produce a presentation using PowerPoint software. <ul style="list-style-type: none"> <li>• Insert and manipulate clipart, pictures and graphics/shapes</li> <li>• Apply a suitable background colour</li> </ul>	Possible teaching activity: Open existing document on customer types and add clipart, pictures, graphics and background colour to suit the content.
7-8	<b>Client services and communication</b> Good customer services	<ul style="list-style-type: none"> <li>• Understand the implication of poor customer service and dealing with complaints efficiently.</li> <li>• Respond to customers' complaints and requests.</li> <li>• Illustrate use of appropriate and professional language when attending to customers</li> </ul>	Notes Various YouTube videos available on this topic  Possible teaching activity: Role play
	<b>Computer application:</b> Business documents	Produce variety of programmes (display documents): <ul style="list-style-type: none"> <li>• Portrait – one page</li> <li>• Landscape – outside and inner pages</li> <li>• include objects (pictures/clipart/shapes/Word Art/tables)</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed example.

9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.									
<p><b>Assessment to be done:</b></p> <p><b>Practical (75% of total mark):</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Activity 1: Minimum of 5 speed tests (20 w.p.m.)</td> <td rowspan="4" style="width: 10%; text-align: center; vertical-align: middle;">}</td> <td rowspan="4" style="width: 40%; vertical-align: middle;"><b>continued assessment throughout the term</b></td> </tr> <tr> <td>Activity 2: Minimum of 5 letters with or without letterheads</td> </tr> <tr> <td>Activity 3: Minimum of 3 display exercises (programmes).</td> </tr> <tr> <td>Activity 4: Minimum of 2 basic presentation (PowerPoint) slide shows</td> </tr> <tr> <td>Activity 5: Formal examination</td> <td style="text-align: center;">}</td> <td>(25% of total practical mark)</td> </tr> </table> <p><b>Theory (25% of total mark):</b></p> <p>Activity 4: Worksheets/tasks/written class tests: All theory covered in 2<sup>nd</sup> term (75% of total theory mark)</p> <p>Activity 5: Pen and paper test / examination: All theory covered in 1<sup>st</sup> and 2<sup>nd</sup> term (25% of total theory mark)</p>			Activity 1: Minimum of 5 speed tests (20 w.p.m.)	}	<b>continued assessment throughout the term</b>	Activity 2: Minimum of 5 letters with or without letterheads	Activity 3: Minimum of 3 display exercises (programmes).	Activity 4: Minimum of 2 basic presentation (PowerPoint) slide shows	Activity 5: Formal examination	}	(25% of total practical mark)
Activity 1: Minimum of 5 speed tests (20 w.p.m.)	}	<b>continued assessment throughout the term</b>									
Activity 2: Minimum of 5 letters with or without letterheads											
Activity 3: Minimum of 3 display exercises (programmes).											
Activity 4: Minimum of 2 basic presentation (PowerPoint) slide shows											
Activity 5: Formal examination	}	(25% of total practical mark)									

### Year 3 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Computer application:</b> Keyboard skills	Type revision, remedial and drill exercises. Type speed building exercises	Various exercises from text books Free typing tutor software See Annexure B for speed/accuracy marking schedule
3-4	<b>Client services and communication:</b> Personal finance	Differentiate between personal financial needs and wants.	Notes  Possible activity: Group task: produce a poster depicting needs vs wants
	<b>Computer application:</b> Business documents	Produce simple meeting documents: <ul style="list-style-type: none"> <li>• Notice and Agenda of meetings</li> <li>• With/without letterhead</li> <li>• one to two pages using forced/manual page break</li> <li>• automatic page numbering</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples

5-6	<b>Client services and communication:</b> Personal finance	Demonstrate understanding of elements of basic personal financial principals: <ul style="list-style-type: none"> <li>• Personal budget (planning income vs expenditure)</li> <li>• Cash vs credit purchases</li> <li>• Good principles for drawing up a personal budget</li> </ul>	Notes, fliers  Possible teaching activity: Use advertisement fliers to calculate difference between cash vs credit purchases.
	<b>Computer application:</b> Business documents	Produce simple meeting documents: <ul style="list-style-type: none"> <li>• Minutes of meetings             <ul style="list-style-type: none"> <li>○ With/without letterhead</li> <li>○ one to two pages using forced/manual page break</li> <li>○ automatic page numbering</li> </ul> </li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples
	<b>Computer application:</b>  Introduction to presentation software	Produce simple presentations using PowerPoint by incorporating the following skills: <ul style="list-style-type: none"> <li>• Adding and editing text using existing or new text boxes</li> <li>• Changing font styles (style, colour, size, etc.)</li> <li>• Adding and manipulating clipart, pictures, shapes</li> <li>• Adding background colour (use of existing themed backgrounds to be limited)</li> <li>• Print handout style hard copies</li> </ul>	Possible teaching activity:  Create presentation using information from Client services topics. Print using the handout style.



7-8	<b>Client services and communication:</b> Personal finance	Illustrate basic knowledge of banking services: <ul style="list-style-type: none"> <li>• Savings, cheque and credit card accounts</li> <li>• ATM use</li> <li>• EFT</li> </ul> Complete banking documents: Deposit slip and account application form	Notes Bank brochures Deposit slips from various banks Sample copies of application form  Possible teaching activity: Complete a sample application form
7-8  Cont.	<b>Computer application:</b>  Introduction to presentation software	Execute basic skills to produce a presentation using PowerPoint software. <ul style="list-style-type: none"> <li>• Insert simple animation to text and graphics – click or timed</li> <li>• Insert automatic slide transition</li> </ul>	Possible teaching activity:  Create presentation using information from Client services topics and add animation and slide transition.

9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Assessment to be done:</b></p> <p><b>Practical: continued assessment throughout the term (75% of total mark):</b></p> <p>Activity 1: Minimum of 5 speed tests (20 w.p.m.)</p> <p>Activity 2: Minimum of 4 Notices of Meetings/Agendas</p> <p>Activity 3: Minimum of 4 Minutes of Meetings</p> <p>Activity 4: Minimum of 2 presentation PowerPoint slide shows</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 5: Worksheets/tasks/written class tests: All theory covered in 3<sup>rd</sup> term (75% of total theory mark)</p> <p>Activity 6: Pen and paper test / examination: All theory covered in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> term (25% of total theory mark)</p>		

### Year 3 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Office practice</b> Storage area	Demonstrate basic knowledge of storage area and stocktaking: <ul style="list-style-type: none"> <li>• Do stocktaking</li> <li>• Understand the procedure to follow for stock to be written off</li> <li>• Demonstrate knowledge of general maintenance of storage area</li> </ul>	Notes Practical exercises (take stock of typing books, computers, monitors, etc.)
	<b>Computer application:</b> Keyboard skills	Type revision, remedial and drill exercises. Type speed building exercises	Various exercises from text books Typing tutor software
3-4	<b>Computer application:</b> Business documents  Word processing and editing	Revision Type formal business letters  Open pre-typed meeting document and apply basic corrections and changes using manuscript signs and editing and formatting features: <ul style="list-style-type: none"> <li>• text selection</li> <li>• copy, paste, delete</li> <li>• find and replace</li> <li>• insert or delete letters, words or paragraphs</li> <li>• Save with new name (Save As feature)</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples or letters from businesses (banks, insurance companies, municipalities, etc.)

5-6	<p><b>Computer application:</b> Business documents</p> <p>Word processing and editing</p>	<p>Revise and type meeting documents: Notice, Agenda and Minutes</p> <p>Open pre-typed meeting document and apply basic corrections and changes using manuscript signs and editing and formatting features:</p> <ul style="list-style-type: none"> <li>• text selection</li> <li>• copy, paste, delete</li> <li>• find and replace</li> <li>• insert or delete letters, words or paragraphs</li> <li>• Save with new name (Save As feature)</li> </ul>	<p>See example scheme – Annexure C</p> <p>Typed exercises from text books, self-designed examples</p>
	<p><b>Computer application:</b> Introduction to presentation software</p>	<p>Revise skills and create presentation document implementing the following:</p> <ul style="list-style-type: none"> <li>• Adding and editing text using existing or new text boxes</li> <li>• Changing font styles (style, colour, size, etc.)</li> <li>• Adding and manipulating clipart, pictures, shapes</li> <li>• Adding background colour (use of existing themed backgrounds to be limited)</li> <li>• Apply simple animation and slide transition</li> <li>• Print handout style hard copies</li> </ul>	<p>Possible teaching activity:</p> <p>Create presentation using information from Client services topics and add animation and slide transition.</p>

7	<p><b>Computer application:</b> Business documents</p> <p>Word processing and editing</p>	<p>Revise and edit tables</p> <p>Open existing documents and apply the following basic editing, indicated by manuscript signs:</p> <ul style="list-style-type: none"> <li>• text selection</li> <li>• copy, paste, delete</li> <li>• find and replace</li> <li>• insert or delete letters, words, paragraphs</li> <li>• insert and/or delete columns and rows</li> <li>• change borders and shadings</li> <li>• change cell format: alignment, text direction</li> <li>• Save with new name (Save As feature)</li> </ul>	
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8 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Assessment to be done:</b></p> <p><b>Practical (75% of total mark):</b></p> <p>Activity 1: Minimum of 5 speed tests (20 w.p.m.)</p> <p>Activity 2: Minimum of 10 revision exercises (tables, letters and meeting documents)</p> <p>Activity 3: Minimum of 2 presentation documents</p> <p>Activity 4: Formal examination</p> <p style="text-align: right;">} <b>continued assessment throughout the term</b> (75% of total practical mark)</p> <p style="text-align: right;">(25% of total practical mark)</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 5: Worksheets/tasks/class tests: All theory covered in 4<sup>th</sup> term (75% of total theory mark)</p> <p>Activity 6: Pen and paper test / examination: All theory covered in 3<sup>rd</sup> and 4<sup>th</sup> term (25% of total theory mark)</p>		

## Year 4 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Office practice</b> Reception area	Understand the maintenance of a reception area: <ul style="list-style-type: none"> <li>• Visitor control:               <ul style="list-style-type: none"> <li>○ visitor cards / register</li> <li>○ receiving visitors with/without appointment</li> <li>○ security measures</li> </ul> </li> </ul>	Notes, visitors' book/register
	<b>Computer application:</b> Keyboard skills	<ul style="list-style-type: none"> <li>• Revise alphabetical and numerical keys</li> <li>• Type 10-minute speed tests</li> <li>• Type special characters, symbols and punctuation marks available on the keyboard. (! @ # \$ % ^ &amp; * ? &lt; &gt;)</li> <li>• Use ASCII codes and "Insert Symbol" feature.</li> </ul>	Variety of keyboard exercises should be done at the start of every lesson/day for remedial, accuracy or speed building purposes  Speed tests to be typed daily from this point forward. Minimum speed required for 4th years = 25 w.p.m. See Annexure B for marking schedule

<p>1-2 Cont.</p>	<p><b>Computer application:</b> Introduction to spreadsheet software</p>	<p>Use the following basic features to create simple spreadsheets</p> <ul style="list-style-type: none"> <li>• selecting cells</li> <li>• moving the cell pointer</li> <li>• understand pointer shapes</li> </ul> <p>Create a spreadsheet using labels/text, values/numbers</p> <ul style="list-style-type: none"> <li>• entering text in a worksheet</li> <li>• entering numbers</li> <li>• change font style (size, bold, etc.)</li> <li>• merge cells to accommodate headings</li> <li>• apply cell borders</li> </ul>	<p>Typed spreadsheets using any table exercise from text books or self-designed examples</p>
<p>3-4</p>	<p><b>Computer application:</b> Business documents  Word processing and editing</p>	<p>Produce and edit a variety of official letters:</p> <ul style="list-style-type: none"> <li>• letters with/without letterhead</li> <li>• circular letters with/without letterhead</li> <li>• multiple pages – page break and automatic page numbering</li> <li>• letter with/ without tear-off slips, tables</li> </ul>	<p>See example scheme – Annexure C</p> <p>Typed exercises from text books, self-designed examples</p>



	<p><b>Computer application:</b></p> <p>Introduction to spreadsheet software</p>	<p>Use basic features to format and edit a spreadsheet:</p> <ul style="list-style-type: none"> <li>• insert and delete a row</li> <li>• insert and delete a column</li> <li>• change row heights and column widths to fit data</li> <li>• fill cells, row or column with colour</li> <li>• Sort data alphabetically</li> <li>• use Undo and Redo</li> </ul>	<p>Typed spreadsheets using any table exercise from text books or self-designed examples</p>
	<p><b>Client services and communication</b></p>	<p>Understand the maintenance of a reception area (continued):</p> <ul style="list-style-type: none"> <li>• Display area: <ul style="list-style-type: none"> <li>○ identify items for creating corporate image (brochures, logo, flyers, business card, etc.)</li> <li>○ housekeeping of the reception area: <ul style="list-style-type: none"> <li>Cleaning duties to be done</li> </ul> </li> </ul> </li> </ul>	<p>Notes</p> <p>Possible teaching activity: Create collage of different corporate displays and/or reception areas clearly depicting the corporate logo/image.</p>

5-6	<b>Client services and communication</b> Time management	Maintain a diary: <ul style="list-style-type: none"> <li>• explain purpose of business diary</li> <li>• recognise different types of diaries</li> <li>• record / change entries in a diary</li> </ul>	Notes, examples of different diaries (per day, per month, etc.)  Possible teaching activity: Enter appointments in a diary from a prepared list. Make changes according to instructions in the correct manner.
	<b>Computer application:</b> Business documents  Word processing and editing	Produce and edit a variety of official letters (continued): <ul style="list-style-type: none"> <li>• letters with/without letterhead</li> <li>• circular letters with/without letterhead</li> <li>• office memoranda</li> <li>• multiple pages – page break and automatic page numbering</li> <li>• letter with/ without tear-off slips, tables</li> <li>• Envelopes: DL C6 – where possible</li> </ul>	See example scheme – Annexure C  Typed exercises from text books, self-designed examples

5-6 Cont.	<b>Computer application:</b>  Introduction to spreadsheet software	Apply formats to values <ul style="list-style-type: none"> <li>• change formats of currency</li> <li>• increase and decrease decimal places</li> <li>• change the formats of dates</li> <li>• correcting errors in a spreadsheet</li> <li>• change the orientation of the spreadsheet</li> </ul> Preview and print a spreadsheet	Typed spreadsheets using any table exercise from text books or self-designed examples
7-8	<b>Client services and communication</b>  Workplace etiquette	Identify good office conduct: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Smoking policy</li> <li>• Working hours</li> </ul>	Notes, case studies  Possible teaching activity: Group work – create posters depicting the right and wrong way to dress for an office job.
	<b>Computer application:</b>  Business documents Word processing and editing	Type more advanced tables by applying the following: <ul style="list-style-type: none"> <li>• change or delete borders</li> <li>• shading</li> <li>• vertical text and different column alignments (left, centre, right)</li> <li>• insert / delete columns or rows</li> <li>• merge and split cells</li> <li>• sort information alphabetically</li> </ul>	Example schemes – See Annexure C  Typed exercises from text books, self-produced exercises

9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Assessment to be done:</b></p> <p><b>Practical: continued assessment throughout the term (75% of total mark):</b></p> <p>Activity 1: Minimum of 5 speed tests (25 w.p.m.)</p> <p>Activity 2: Minimum of 3 exercises covering editing and word-processing</p> <p>Activity 3: Minimum of 5 official letters and/or memoranda (with/without letterheads)</p> <p>Activity 4: Minimum of 3 table exercises</p> <p>Activity 5: Minimum of 3 simple spreadsheet exercises</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 6: Worksheets/tasks/class tests: All theory covered in 1<sup>st</sup> term (75% of total theory mark)</p> <p>Activity 7: Pen and paper test / examination: All theory covered in 1<sup>st</sup> term (25% of total theory mark)</p>		

## Year 4 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Office practice</b> Filing	Identify filing systems: <ul style="list-style-type: none"> <li>horizontal vs vertical</li> </ul> Identify and use different filing methods: <ul style="list-style-type: none"> <li>alphabetical vs numerical</li> </ul>	Notes, filing cabinet  Possible teaching activity: Create dummy files, folders and guide cards in alphabetical and/or numerical style so that learners can practice filing.
	<b>Computer application:</b> Business documents Word processing and editing	Revise and type simple programs progressing to more advanced exercises: <ul style="list-style-type: none"> <li>portrait and landscape – A4</li> <li>landscape booklet style – A5</li> </ul>	Example schemes – see Annexure C  Typed exercises from text books, self-produced exercises
3-4	<b>Office practice</b> Filing	Identify different filing equipment and supplies: <ul style="list-style-type: none"> <li>filing cabinet</li> <li>different file types (box, lever arch, concertina, hanging, etc.)</li> <li>labels</li> <li>guide cards and out cards</li> <li>miscellaneous files</li> </ul>	Demonstrate, catalogues  Possible teaching activity: Create dummy files, folders and guide cards in alphabetical and/or numerical style. Learners must then demonstrate how they file the different files.

		<ul style="list-style-type: none"> <li>• storage of old/redundant or overflowing files</li> </ul>	
3-4 Cont.	<p><b>Computer application:</b> Business documents</p> <p>Word processing and editing</p>	<p>Revise and type simple meeting documents progressing to more advanced exercises:</p> <ul style="list-style-type: none"> <li>• Notice and Agenda with side column for Notes</li> <li>• Minutes with side column for Action</li> </ul> <p>Retrieve meeting documents and apply basic corrections and changes using manuscript signs and editing features:</p> <ul style="list-style-type: none"> <li>• text selection</li> <li>• copy, paste, delete,</li> <li>• find and replace</li> <li>• insert or delete letters, words or paragraphs</li> <li>• use spell and grammar feature where necessary</li> <li>• save with new name (Save As feature)</li> </ul>	Text books, example schemes, self-produced exercises
	<p><b>Computer application:</b> Introduction to spreadsheet software</p>	<p>Use simple formulae to perform basic calculations in a spreadsheet</p> <ul style="list-style-type: none"> <li>• adding</li> <li>• subtracting</li> <li>• AutoFill command</li> </ul> <p>Preview and print the spreadsheet</p>	Type simple tabular statements in which basic calculations must be made.

5-6	<b>Client services and communication</b> Work ethics	Demonstrate a knowledge of acceptable work ethics: <ul style="list-style-type: none"> <li>• define work ethics</li> <li>• code of conduct</li> <li>• personal and professional attitude</li> <li>• examples of good and poor work ethics</li> </ul>	Notes, newspaper articles Discussion of case studies  Possible teaching activity: Produce poster listing good / poor ethics
	<b>Computer application:</b> Business documents   Word processing and editing	Continue with more advanced meeting documents: <ul style="list-style-type: none"> <li>• Notice and Agenda with side column for Notes</li> <li>• Minutes with side column for Action</li> </ul> Retrieve meeting documents and apply basic corrections and changes using manuscript signs and editing features: <ul style="list-style-type: none"> <li>• text selection</li> <li>• copy, paste, delete</li> <li>• find and replace</li> <li>• insert or delete letters, words or paragraphs</li> <li>• use spelling and grammar feature where necessary</li> <li>• save with new name (Save As feature)</li> </ul>	Text books, example schemes, self-produced exercises  Example schemes – see Annexure C

5-6 Cont.	<b>Computer application:</b>  Introduction to spreadsheet software	Use simple formulae to perform basic calculations in a spreadsheet <ul style="list-style-type: none"> <li>• adding</li> <li>• subtracting</li> <li>• multiplication</li> <li>• division</li> <li>• AutoFill command</li> </ul> Preview and print the spreadsheet	Type simple tabular statements in which basic calculations must be made.
7-8	<b>Client services and communication</b>  Rights and responsibilities of workers	Demonstrate a basic knowledge of the rights and responsibilities of office workers: <ul style="list-style-type: none"> <li>• Occupational Health and Safety Act, 1993</li> <li>• Sexual harassment</li> </ul>	Notes, discussion  Possible teaching activity: Hold discussion on real life or fictional case study (use magazine or newspaper articles)  Revision of 1 <sup>st</sup> term theory for exam.
	<b>Computer application:</b>  Business documents  Word processing and editing	Produce a variety of display work according to manuscript signs using various layouts: <ul style="list-style-type: none"> <li>• menu's</li> <li>• advertisements</li> <li>• invitations</li> </ul>	Text books, example schemes, self-produced exercises  Possible teaching activity: Collect menu's, advertisements and invitations from local businesses and reproduce as close to original as possible.



9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.																	
<p><b>Assessment to be done:</b></p> <p><b>Practical (75% of total mark):</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Activity 1: Minimum of 5 speed tests (25 w.p.m.)</td> <td rowspan="5" style="width: 5%; text-align: center; vertical-align: middle;">}</td> <td rowspan="5" style="width: 45%; vertical-align: middle;"><b>continued assessment throughout the term</b></td> </tr> <tr> <td>Activity 2: Minimum of 5 exercises covering editing and word-processing</td> </tr> <tr> <td>Activity 3: Minimum of 5 advanced Meeting documents</td> </tr> <tr> <td>Activity 4: Minimum of 3 spreadsheet exercises</td> </tr> <tr> <td>Activity 5: Formal practical examination</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">(75% of total practical mark)</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">(25% of total practical mark)</td> </tr> </table> <p><b>Theory (25% of total mark):</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Activity 6: Worksheets/tasks/class tests: all theory covered during 2<sup>nd</sup> term</td> <td style="width: 50%;">(75% of total theory mark)</td> </tr> <tr> <td>Activity 7: Pen and paper test / examination: all theory covered during 1<sup>st</sup> and 2<sup>nd</sup></td> <td>(25% of total theory mark)</td> </tr> </table>			Activity 1: Minimum of 5 speed tests (25 w.p.m.)	}	<b>continued assessment throughout the term</b>	Activity 2: Minimum of 5 exercises covering editing and word-processing	Activity 3: Minimum of 5 advanced Meeting documents	Activity 4: Minimum of 3 spreadsheet exercises	Activity 5: Formal practical examination			(75% of total practical mark)			(25% of total practical mark)	Activity 6: Worksheets/tasks/class tests: all theory covered during 2 <sup>nd</sup> term	(75% of total theory mark)	Activity 7: Pen and paper test / examination: all theory covered during 1 <sup>st</sup> and 2 <sup>nd</sup>	(25% of total theory mark)
Activity 1: Minimum of 5 speed tests (25 w.p.m.)	}	<b>continued assessment throughout the term</b>																	
Activity 2: Minimum of 5 exercises covering editing and word-processing																			
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		(25% of total practical mark)																	
Activity 6: Worksheets/tasks/class tests: all theory covered during 2 <sup>nd</sup> term	(75% of total theory mark)																		
Activity 7: Pen and paper test / examination: all theory covered during 1 <sup>st</sup> and 2 <sup>nd</sup>	(25% of total theory mark)																		

**Year 4 Term 3**

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	<b>Computer application:</b> Business documents	Produce documentation related to job applications: <ul style="list-style-type: none"> <li>• letter of application.</li> </ul> Take part in enrichment opportunities where possible: <ul style="list-style-type: none"> <li>• Internet: online job search</li> <li>• E-mail: e-mail etiquette</li> </ul>	Typed exercises from text books, example schemes, self-produced exercises  Example schemes – see Annexure C
	<b>Client services and communication:</b> Job application (theory)	Demonstrate an understanding of the job application process: <ul style="list-style-type: none"> <li>• Identifying an appropriate vacancy (advertisements in newspapers or online, criteria asked)</li> <li>• Construct an application letter</li> <li>• Complete an application form</li> </ul>	Newspapers, internet (when available) Application form  Possible teaching activity: Write and type an application letter Complete an application form

3-4	<b>Computer application:</b> Business documents  Word processing and editing	Produce documentation related to job applications: <ul style="list-style-type: none"> <li>• Curriculum Vitae</li> </ul>	Text books, example schemes, self-produced exercises  Example schemes – see Annexure C
	<b>Computer application:</b>  Introduction to spreadsheet software	Use basic features to format and edit a spreadsheet: <ul style="list-style-type: none"> <li>• Adding, deleting and renaming worksheets</li> <li>• Use text wrap</li> <li>• Change text direction</li> <li>• Insert page break</li> <li>• Print using scaling options</li> </ul>	Typed spreadsheets using any table exercise from text books or self-designed examples. Include use of formulae for simple adding, subtracting, multiplication and division to calculate totals/results
	<b>Client services and communication:</b> Job application (theory)	Demonstrate an understanding of the job application process (continued): <ul style="list-style-type: none"> <li>• Able to identify different sections of a CV</li> <li>• Able to create own CV.</li> </ul>	Possible teaching activity: Learner to compile and type own CV

5-6	<b>Client services and communication</b> Job application (theory)	Demonstrate an understanding of the job application process (continued): <ul style="list-style-type: none"> <li>• The interview:             <ul style="list-style-type: none"> <li>○ appearance and preparation</li> <li>○ possible questions</li> <li>○ conduct and etiquette during interview.</li> </ul> </li> </ul>	Notes Role play Activity: Research and create list of possible questions.  Possible teaching activity: Role play the job interview
	<b>Computer application:</b> Business documents  Word processing and editing	Produce documentation related to job applications: <ul style="list-style-type: none"> <li>• Testimonials:             <ul style="list-style-type: none"> <li>○ with/without letterhead</li> <li>○ originals and certified copies</li> </ul> </li> </ul>	Text books, example schemes, self-produced exercises
	<b>Computer application:</b>  Introduction to spreadsheet software	Produce simple spreadsheets revising all functions and features already covered previously	Typed spreadsheets using any table exercise from text books or self-designed examples. Include use of formulae for simple adding, subtracting, multiplication and division to calculate totals/results

7-8	<b>Client services and communication</b>	<p>Demonstrate an understanding of the whole job application process (continued):</p> <ul style="list-style-type: none"> <li>• Able to produce a full job application consisting of: <ul style="list-style-type: none"> <li>○ Advertisement</li> <li>○ Application letter</li> <li>○ CV with cover page</li> <li>○ Testimonial</li> </ul> </li> </ul>	<p>Possible teaching activity: Produce an example of a full job application consisting of the following: advertisement, application letter, CV and testimonial. Application form an optional extra.</p>
	<p><b>Computer application:</b>  Business documents</p>	<p>Produce documentation related to job applications:</p> <ul style="list-style-type: none"> <li>• Letter of appointment</li> <li>• Letter of acceptance</li> <li>• Letter of resignation</li> </ul>	<p>Text books, example schemes, self-produced exercises</p>

9 -10	<b>Formal Assessment</b>	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Assessment to be done:</b></p> <p><b>Practical: continued assessment throughout the term (75% of total mark):</b></p> <p>Activity 1: Minimum of 5 speed tests (25 w.p.m.)</p> <p>Activity 2: Minimum of 3 exercises covering editing and word-processing.</p> <p>Activity 3: Minimum of any 5 job application documents</p> <p>Activity 4: Minimum of 3 spreadsheet exercises</p> <p><b>Theory (25% of total mark):</b></p> <p>Activity 5: Worksheets/tasks/written class test: All theory covered in 3<sup>rd</sup> term (75% of total theory mark)</p> <p>Activity 6: Pen and paper test / examination: All theory covered in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> term (25% of total theory mark)</p>		

## Year 4 Term 4

WEEK	TOPIC	CONTENT Revision and consolidation	Techniques, activities, resources and process notes
1-2	<b>Computer application:</b> Business documents  Word processing and editing	Revise and type more advanced business documents: <ul style="list-style-type: none"> <li>• Letters:               <ul style="list-style-type: none"> <li>○ letterheads</li> <li>○ official letters</li> <li>○ circulars letters</li> </ul> </li> <li>• Meeting documents:               <ul style="list-style-type: none"> <li>○ Notice and Agenda</li> <li>○ Minutes</li> </ul> </li> </ul>	Text books, example schemes, self-produced exercises
	<b>Computer application:</b>  Introduction to spreadsheet software	Revision of all the features, functions and formulae necessary to produce a basic spreadsheet	Text books, self-produced exercises
	<b>Client services and communication</b>	Revision of: <ul style="list-style-type: none"> <li>• Reception area</li> <li>• Maintaining a diary</li> </ul>	

	<b>Office Practice</b>	Revision of Visitors control	
3-4	<b>Computer application:</b> Business documents  Word processing and editing	<p>Revise and type more advanced display work:</p> <ul style="list-style-type: none"> <li>• tables</li> <li>• programmes</li> <li>• menus</li> <li>• advertisement</li> </ul> <p>Revise and type job application documents: Curriculum Vitae, testimonials</p>	Text books, example schemes, self-produced exercises
	<b>Client Services</b>	<p>Revision of:</p> <ul style="list-style-type: none"> <li>• Workplace etiquette</li> <li>• Work ethics</li> <li>• Rights and responsibilities of workers</li> <li>• Job application</li> </ul>	
	<b>Office Practice</b>	<p>Revision of:</p> <ul style="list-style-type: none"> <li>• Filing</li> </ul>	



5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>
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PUBLIC COMMENT

## SECTION 4

### ASSESSMENT

#### 4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school-based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

#### 4.2 Assessment Principles

##### 4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal

(Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

#### **4.2.2 Informal Assessment or Daily Assessment**

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

### 4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

#### a. Why use a Formal Assessment task?

**“Formal Assessment Task (assessment of learning)”** – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

#### b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

## **Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)**

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
  - Social adjustment and responsibility;
  - Moral accountability and ethical work orientation;
  - Economic participation; and
  - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

## **4.3 Managing Assessment**

### **Assessor Requirements**

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

### **Types of Assessment**

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

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## Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

## Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

<b>TEACHER ASSESSMENT</b>	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

**Task lists** and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

### **Competence Descriptions**

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

### **Strategies for Collecting Evidence**

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

**Record sheets:** The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

**Checklists:** Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

### **School Assessment Programme**

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

**The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.**

**The following should at least be included in the Teacher's File:**

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

**The learner's Evidence of Performance must at least include:**

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

## Assessment across the four years

**Year 1** Reporting only in the term when the skill is done.

The GCE Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	<b>Formal School-Based Assessments</b>
	Learner performance in the Term:
	Practical 75% *
	Theory 25%
Term Report	100%

## Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills

Year 2/3	<b>Formal School-Based Assessments</b>			<b>Final End-of-Year Assessments</b>
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	o Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	o Pen and Paper Test/ Exam 25%
End of Year	SBA 75%			25%

### Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	<b>Formal School-Based Assessments</b>			<b>Final End-of-Year Assessments</b>
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	External Pen and Paper Test 25%
End of Year	SBA 50%			External Exams 50%

### CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory assessment to consist of work done in the year

## Timing of formal assessment

### Suggested Program of Assessment for Office Administration

YEAR 1					
	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Practical	Keyboard Skills: <ul style="list-style-type: none"> <li>• Home, top &amp; bottom row</li> <li>• Short words and sentences</li> <li>• Line spacing changes</li> <li>• Shift key and shift lock</li> </ul>	Activity 1: Letter combinations  Activity 2: Short words  Activity 3: Short sentences	Practical	75%	FAT 1  100%
	Parts of computer  Typing posture  Care of computer  Hygiene habits	Activity 4: Computer parts – identify and care  Activity 5: Computer parts and care, posture, hygiene	Worksheets/Tasks/ Class Tests  Formal pen and paper test	25%	

**YEAR 2**

		<b>Content/ concept/skill</b>	<b>Activities</b>	<b>Forms of Assessment</b>	<b>%</b>	<b>FATs based on activities in CAPS: TO</b>
<b>Term 1</b>	<b>Practical</b>	<p>Keyboard Skills:</p> <ul style="list-style-type: none"> <li>• Alphabetical and numerical keys</li> <li>• Short words, sentences and paragraphs</li> <li>• Line spacing changes</li> <li>• Shift key and shift lock</li> <li>• Alignment</li> <li>• Font changes (type, size, bold, underline, italics)</li> </ul>	<p>Activity 1: Letter combinations</p> <p>Activity 2: Words</p> <p>Activity 3: Short sentences including numbers</p>	Practical	75%	FAT 1  100%
	<b>Theory</b>	<p>Parts of computer:</p> <p>Care of computer</p> <p>Typing posture</p> <p>General office equipment</p> <p>Personal hygiene and grooming</p>	<p>Activity 4: General office equipment – identify, use and care</p> <p>Activity 5: Computer parts, posture, office equipment, hygiene</p>	<p>Worksheets/ Tasks / Tests</p> <p>Formal pen and paper test</p>	25%	

YEAR 2 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 2	Practical	Keyboard Skills: <ul style="list-style-type: none"> <li>• Special characters, symbols and ASCII</li> <li>• Paragraphs with/without headings, level 2 numbers</li> </ul>	Activity 1: Speed tests (15 w.p.m.)  Activity 2: Special characters and signs  Activity 3: Speed test Paragraphs – numbered / bulleted/ special signs	Practical   Formal practical assessment	75%	FAT 2 100%
	Theory	First Aid  Unsafe practices in office  Official safety signs	Activity 4: Safety & first aid  Activity 5: Computer parts Posture Office equipment Hygiene First aid Unsafe office practice Safety signs	Worksheets / Tasks / Tests   Formal pen and paper test	25%	



YEAR 2 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 3	Practical	Keyboard Skills: <ul style="list-style-type: none"> <li>Numbered paragraphs with/ without heading</li> <li>Basic display work</li> <li>Manuscript paragraphs and signs</li> <li>Simple informal letters</li> </ul>	Activity 1: Speed tests (15 w.p.m.)  Activity 2: numbered paragraphs with manuscript signs  Activity 3: Menus, advertisements	Practical	75%	FAT 3  100%
	Theory	Reception area: <ul style="list-style-type: none"> <li>Types of office layouts</li> <li>Office furniture</li> <li>Office floor plan</li> <li>Office cleaning</li> </ul>	Activity 4: Office layout and furniture  Activity 5: Reception area	Worksheets / Tasks / Tests  Formal pen and paper test	25%	

YEAR 2 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 4	Practical	Computer application: Business documents: <ul style="list-style-type: none"> <li>• Formal letter</li> <li>• 2 pages</li> </ul> Column feature Simple tables	Activity 1: Speed tests (15 w.p.m.) Activity 2: Formal letters Activity 3: Tables Activity 4: Speed test Formal letter Table Display work	Practical Formal practical assessment	75%	FAT 4 100%
	Theory	Telephone etiquette: <ul style="list-style-type: none"> <li>• Telephone book</li> <li>• Answer correctly</li> <li>• Take message</li> </ul>	Activity 5: Telephone etiquette Activity 6: Reception area Telephone etiquette	Worksheets / Tasks / Tests Formal pen and paper test	25%	

YEAR 3						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Practical	Computer Application: <ul style="list-style-type: none"> <li>• Speed development (min required 20 w.p.m.)</li> <li>• Special characters and ASCII codes</li> <li>• Paragraphs: with auto numbering, bullets and auto page numbering</li> <li>• Display work: menu and advertisements</li> <li>• Tables</li> </ul>	Activity 1: Speed tests (20w.p.m.)  Activity 2: Typing and editing of paragraphs and display work  Activity 3: Tables	Practical	75%	FAT 1  100%

	<b>Theory</b>	<p>Office equipment and mailing systems:</p> <ul style="list-style-type: none"> <li>• handling/ opening incoming mail</li> <li>• money received (remittance) register</li> <li>• confidentiality and security in mail room</li> </ul> <p>Outgoing mail procedures:</p> <ul style="list-style-type: none"> <li>• outgoing mail registers</li> <li>• hand delivery</li> <li>• prepare envelope / parcel for posting</li> <li>• use of postal code book</li> <li>• dispatching mail – different options</li> </ul> <p>Safety, health and environmental requirements:</p> <ul style="list-style-type: none"> <li>• lifting and handling of heavy items</li> <li>• basic of knowledge of fire extinguishers</li> </ul>	<p>Activity 4: Mailing systems, health and safety</p> <p>Activity 5: Office equipment and mailing systems</p>	<p>Worksheet/ Tasks / Tests</p> <p>Formal pen and paper test</p>	25%	
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YEAR 3 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 2	Practical	Computer application: <ul style="list-style-type: none"> <li>• Speed development (min. 20 w.p.m.)</li> <li>• Business letters</li> <li>• Envelopes</li> <li>• Display work: Programs</li> </ul>	Activity 1: Speed tests (20 w.p.m.)  Activity 2: Letters  Activity 3: Programs  Activity 4: Presentation slide shows  Activity 5: Speed test Letter Table Menu or program	Practical       Formal practical assessment:	75%	FAT 2 100%
	Theory	Good customer services: <ul style="list-style-type: none"> <li>• Customer types</li> <li>• Body language</li> <li>• Personal space</li> <li>• Sexual harassment</li> </ul>	Activity 6: Good customer service  Activity 7 Good customer service  Office equipment and mailing systems	Worksheet/ Task / Test    Formal pen and paper assessment	25%	

YEAR 3 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 3	Practical	Computer application: <ul style="list-style-type: none"> <li>• Speed development (min. 20 w.p.m.)</li> <li>• Notice of meeting with Agenda</li> <li>• Minutes of meeting</li> </ul>	Activity 1: Speed tests (20 w.p.m.)  Activity 2: Notice / Agenda  Activity 3: Minutes of meetings  Activity 4: Presentation slide shows	Practical	75%	FAT 3
	Theory	Client services and communication: <ul style="list-style-type: none"> <li>• Personal needs vs wants</li> <li>• Personal income vs expenditure</li> <li>• Cash vs credit purchases</li> <li>• Good principles for drawing up a personal budget</li> <li>• basic knowledge of banking services</li> </ul>	Activity 5: Personal finance Banking services  Activity 6: Personal finance Banking services	Worksheet / Task / Test  Formal pen and paper assessment	25%	

YEAR 3 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 4	Practical	Computer application:  Revision of:  Business letters  Meeting documents  Tables	Activity 1: Speed tests (20 w.p.m.)  Activity 2: Tables Letters Meeting documents  Activity 3: Presentation slide shows  Activity 4 Speed test Table Letter Meeting documents Presentation slide show	Practical        Formal practical assessment	75%	FAT 4 100%
	Theory	Storage area: <ul style="list-style-type: none"> <li>• Procedure to follow for stock to be written off</li> <li>• General maintenance of storage area</li> </ul>	Activity 5: Storage area and stock taking  Activity 6: Personal finance Banking services Storage area Stock taking	Worksheets / Task / Test    Formal pen and paper assessment	25%	

YEAR 4						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Practical	Computer application: <ul style="list-style-type: none"> <li>• Speed development (25 w.p.m.)</li> <li>• Business documents</li> <li>• Word processing and editing</li> </ul>	Activity 1: Speed tests (25 w.p.m.)  Activity 2: Editing and word processing  Activity 3: Official letters Memoranda  Activity 4: Tables  Activity 5: Spreadsheets	Practical	75%	FAT 1 100%
	Theory	Office practice: <ul style="list-style-type: none"> <li>• Reception area</li> </ul>	Activity 6: Reception area Diary management Office conduct  Activity 7: Reception area Diary management Office conduct	Worksheet/ Task / Class tests   Formal pen and paper assessment	25%	



YEAR 4 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 2	Practical	Computer application: <ul style="list-style-type: none"> <li>• Speed development (25 w.p.m.)</li> <li>• Display work</li> <li>• Meeting documents</li> <li>• Word processing and editing</li> </ul>	Activity 1: Speed tests (25 w.p.m.)  Activity 2: Editing and word processing  Activity 3: Advanced meeting documents  Activity 4: Spreadsheets  Activity 5: Speed test Table or spreadsheet Letter Display work Meeting documents Word processing and editing exercise	Practical           Formal practical assessment	75%	FAT 2 100%

	<b>Theory</b>	<p>Office practice: Filing:</p> <ul style="list-style-type: none"> <li>• Systems</li> <li>• Methods</li> <li>• Equipment</li> </ul> <p>Client services and communication: Work ethics</p> <p>Client services and communication: Rights and responsibilities of workers</p>	<p>Activity 6: Filing Work ethics Worker rights and responsibilities</p> <p>Activity 7 Reception area Diary management Office conduct Filing Work ethics Worker rights and responsibilities</p>	<p>Worksheet / Task / Tests</p> <p>Formal pen and paper assessment</p>	25%	
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YEAR 4 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 3	Practical	Computer application: <ul style="list-style-type: none"> <li>• Speed development (25 w.p.m.)</li> <li>• Application letter</li> <li>• Curriculum Vitae</li> <li>• Testimonials</li> <li>• Letter of appointment</li> <li>• Letter of resignation</li> </ul>	Activity 1: Speed tests (25 w.p.m.)  Activity 2: Editing and word processing  Activity 3: Job application documents  Activity 4: Spreadsheets	Practical	75%	FAT 3 100%
	Theory	Client services and communication:  Job application (theory): <ul style="list-style-type: none"> <li>• Application letter</li> <li>• Application form</li> <li>• Curriculum Vitae</li> <li>• Interview</li> </ul>	Activity 5: Job application  Activity 6: Reception area Diary management Office conduct Filing Work ethics Worker rights and responsibilities Job application	Worksheet / Task / Tests  Formal pen and paper assessment	25%	

YEAR 4 continued						
		Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 4	Practical	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
			Activity 1 Practical	Formal external Practical Assessment Task	25%	
	Theory		Activity 2 Respond to questions	Formal external assessment: Written test ( or oral where necessary)	25%	

## Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and

- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

## Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

### NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

### Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

## **4.4 Moderation of Assessment**

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

### **4.4.1 Internal moderation**

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

### **4.4.2 External moderation**

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

#### **4.5 General**

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.



## SECTION 5

### RESOURCES

#### RESEARCH MATERIAL

#### SAQUA:

Office Data Processing NQF Level 2 (January 2014), Subject Guidelines, Department of Higher Education & Training

Business Practice NQF Level 2 (September 2007), Subject Guidelines, National Certificates (Vocational), Department of Education

#### BOOKS.

#### THEORY:

Office Practice, Student book Level 2, Danie Nel, Seyfferdt Publishers, Bapsfontein

Office practice Hands-on Training 2, National Certificate Vocational, Ilse Serfontein, Future Managers (Pty), Mowbray,

Business Practice, Student book Level 2, Wanda Booysen, Seyfferdt Publisher, Bapsfontein

Business Practice 2, Hands-on Training, National Certificate Vocational, N Cilliers & P Bruwer, Future managers (Pty), Mowbray.

#### PRACTICAL TYPING BOOKS

Office Data Processing, Student Book, Level 2, M Mguni, M Dlamini, Seyfferdt Publishers, Bapsfontein

Office Data Processing 2, Hands-on Training MS Office 2010, Irma Fourie. Future Managers (Pty), Mowbray.

## ANNEXURE A: COMPUTER AND SOFTWARE DEFAULT SETTINGS

The following settings will be considered as default settings and accepted as general practice. Any deviation from the default should be indicated by means of clear manuscript signs.

	DEFAULT SETTING	ALTERNATIVES INDICATED BY MANUSCRIPT SIGNS
Font type	Calibri Arial (2 <sup>nd</sup> choice)	Courier New – recommended for use in speed tests (easy to read) and columns/tables with numbers (neatly display ones, tens and hundreds)
Font size	11 pt	For display work (e.g. advertisements): any size to enhance appearance – indicate by manuscript signs. 12 pt: optional for use in speed tests (easy to read)
Margins (all round)	2,5 – 2,54 cm	
Margins for header/footer	1,25 cm	
Units of measurement	cm	
Automatic numbering Indent settings	Level 1 settings: Number aligned at 0 cm Text aligned at <b>0.7</b> cm  Level 2 settings: Number aligned at 0 cm Text aligned at <b>1.0</b> cm  Level 3 settings: Number aligned at 0 cm Text aligned at <b>1.3</b> cm	These settings are preferred when using Calibri and Arial.
Justification	Left	Centre, Right – when needed Full justification – only when indicated. Use of full justification should be limited as it creates irregular spaces between words.
Language	English (South African) or English (UK)	
Line spacing	Single	Speed tests should be typed in 1.5 line spacing for easy marking.
Line spacing before / after paragraph	Option 1 Set spacing before and after to “0”. To start a new paragraph, learners will have to enter <b>twice</b> .  Option 2 Set spacing before and after to 12 pt. To start a new paragraph, learners will have to enter <b>once</b> .	

**ANNEXURE B: MARKING SCHEDULE FOR SPEED ACCURACY TESTS:**

Marking schedule for speed / accuracy tests with a 10-minute time limit																									
Number of errors	w.p.m.	Maximum errors allowed to still pass																							
		5			8			10			11			12			14			16			18		
		10			15			20			25			30			35			40			45		
Total mark	20	40	60	20	40	60	20	40	60	20	40	60	20	40	60	20	40	60	20	40	60	20	40	60	
1		18	36	54	19	38	56	19	38	57	19	38	57	19	38	57	19	38	58	19	39	58	19		58
2		15	30	45	17	34	52	18	36	53	18	36	54	18	36	54	18	36	55	19	37	56	19		56
3		13	26	39	16	33	47	16	32	49	17	34	50	17	34	51	17	34	52	18	36	53	18		54
4		11	22	33	14	28	42	15	30	46	16	32	47	16	32	48	17	34	50	17	34	51	17		52
5		8	16	24	13	26	38	14	28	42	15	30	44	15	30	45	16	32	47	16	33	49	17		50
6		6	12	18	11	22	33	13	26	38	13	26	40	14	28	42	15	30	45	16	31	47	16		48
7		3	6	9	10	20	29	12	24	35	12	24	37	13	26	39	14	28	42	15	30	44	15		46
8		1	2	3	8	16	24	10	20	31	11	22	34	12	24	36	13	26	39	14	28	42	15		44
9		0	0	0	7	14	20	9	18	28	10	20	31	11	22	33	12	24	37	13	27	40	14		42
10					5	10	15	8	16	24	9	18	27	10	20	30	11	22	34	13	25	38	13		40
11					4	6	11	7	14	21	8	16	24	9	18	27	11	22	32	12	24	35	13		38
12					2	4	6	6	12	17	7	14	21	8	16	24	10	20	29	11	22	33	12		36
13					1	2	2	5	10	14	6	12	18	7	14	21	9	18	27	10	21	31	11		34
14					0	0	0	3	6	10	5	10	14	6	12	18	8	16	24	10	19	29	11		32
15								2	4	7	4	8	11	5	10	15	7	14	21	9	18	26	10		30
16								1	2	3	3	6	8	4	8	12	6	12	19	8	16	24	9		28
17								0	0	0	2	4	4	3	6	9	5	10	16	7	15	22	9		26
18											1	2	1	2	4	6	5	10	14	7	13	20	8		24
19											0	0	0	1	2	3	4	8	11	6	12	17	7		22
20														0	0	0	3	6	9	5	10	15	7		20
21																	2	4	6	4	9	13	6		18
22																	1	2	3	4	7	11	5		16
23																	0	0	1	3	6	8	5		14
24																	0	0	0	2	4	6	4		12
25																			1	3	4	3			10
26																			1	1	2	3			8
27																			0	0	0	2			6
28																						1			4
29																						1			2
30																						0			0

## **ANNEXURE C: SCHEMATIC TYPING SCHEMES**

1. Paragraphs with/without headings and numbers
2. Correspondences
  - 2.1 Business letters without printed letterheads
  - 2.2 Letters using printed or self-designed letterheads
  - 2.3 Letterhead with numerical information
  - 2.4 Official circular letters
  - 2.5 Memorandum

3. Tables

4. Display work

Take note: The very diverse nature of display work necessitates the use of ample manuscript signs to ensure the required result is obtained e.g. advertisements and programmes

- 4.1 Menu

5. Meeting documents

- 5.1 Notice and Agenda

- 5.2 Notice and Agenda with "Note"-column

- 5.3 Minutes

- 5.4 Minutes with Action column

6. Job Application documents

- 6.1 Application letter

- 6.2 Curriculum Vitae

- 6.3 Testimonial

## 1. PARAGRAPHS

### HEADING

XX  
XXXXXXXXXXXX  
XX  
XXXXXXXXXXXX.

#### MAIN PARAGRAPH HEADING (Level 1 heading)

Main paragraphs headings are typed in capital letters with no colons at the end. Paragraphs are blocked under the first letter of the heading.

##### 1.1 SUB-PARAGRAPHS HEADINGS (Level 2)

Headings at level 2 sub-paragraphs are also typed in capital letters with no colon at the end.

##### 1.2 SUB-PARAGRAPH HEADINGS (Level 2)

Paragraphs should be left aligned and preferably not be fully justified as it creates uneven spaces between words.

#### 2. MAIN PARAGRAPH HEADING (Level 1)

Attention should always be paid to any manuscript signs.

##### 2.1 PARAGRAPH HEADINGS AT THE SAME LEVEL SHOULD BE KEPT UNIFORM THROUGHOUT THE DOCUMENT

The correct and efficient use of the automatic numbering features is of the *utmost importance* as this is the basis for all typing work.

2.1.1 Sub-paragraphs with heading: Minor sub-paragraphs may also have a heading in lower case with a colon after the heading. The next sentence should then continue on the same line.

2.1.2 Calibre or Arial font type set at 11 pt is recommended for school-based typing. However, display work (menus, advertisements) lends itself to the use of other fonts styles and sizes. Manuscript signs should be followed.

## 2. CORRESPONDENCE

### 2.1 WITHOUT PRINTED LETTERHEADS

NAME OF BUSINESS  
(since 1980)

PO Box 555 (6530) 5  
Telephone (044) 874 2048  
Fax (044) 874 2049  
E-mail firm@hotmail.co.za

8,5

20 Windmeer Road  
GEORGE  
6529

Ref L.883

12 February 2018

The Manager  
W & P Sportshop  
PO Box 478  
CAPE TOWN  
8000

If given:

ATTENTION MR. J SWART

Dear Sir

#### CONTENT HEADING IN CAPITAL LETTERS

XX  
xxx  
XX  
x  
XXXXXXXXXXXXXXXXXXXX.

XX  
xxx XXX.

XX  
xxx XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.

Yours sincerely

GP SWANEPOEL  
MANAGER

Enclosure 1

GPS/lo

No title is included in the ending except when the author is a female (me, MRS) or the author has an academic title (PROF, DR).

Initials of the author are sometimes omitted. (/lo)

## 2.2 LETTERS USING PRINTED OR SELF-DESIGNED LETTERHEADS

# Kwiltmasters Organization

Western Cape branch:  
Blignaut Building  
3 Lang Street  
STRAND 8000  
Tel. 021-858 4675



Suid-Kaaptak:  
Sanlangebou  
Courtneystraat  
GEORGE 6529  
Tel. 044-873 2929

Ref. GOOD/2/5.....

16 February 2018

Mrs P Goodman  
2 Swift Street  
SOMERSET-WEST  
7130

Dear Mrs Goodman

### CONTENT HEADING IN CAPITAL LETTERS

The use of letterheads must be encouraged as this is the general practice in the business world. Letterhead templates can be uploaded to each computer or learners could use the hard copy letterhead.

1. Left margin should remain at default setting 2.5. Do **not** adapt typing to suit the margins of the designed letterhead.
2. Information to be typed on leader dots (such as reference number) should be as close to the dots, but not touching and lined up above the first dot. Use of text boxes is encouraged as it can be positioned more accurately. (Remove box borders if necessary.)
3. Senior learners should be encouraged to design their own letterheads.

Yours sincerely

S SWANEPOEL (MRS)  
CHAIRMAN

SS/lo

## 2.3 LETTERHEAD WITH NUMERICAL INFORMATION



P.O. Box 130, BLOEMFONTEIN, 3001. Tel. 031-724 3456

Reference GHJ/009

‡

12 January 2018

‡

Mr W Pretorius

PO Box 598

BLOEMFONTEIN

3001

Dear Sir

### LETTER WITH NUMERICAL INFORMATION

All columns with numbers or other information should fall within the margins of the letter. The columns can be created with the column feature (not recommended), using tab stops or using the table features where all lines and borders are deleted when done.

Column headings are left aligned while figures are right aligned.

INVESTMENT	2006	2007
	R	R
		‡
2 year fixed deposit	72 000	82 500
Fixed monthly deposit	14 000	15 000
Investing abroad	<u>26 000</u>	<u>27 500</u>
‡		
Total investment	<u>112 000</u>	<u>125 000</u>

### NOTE

- Total lines must all be the same length and cover the largest total.
- An opening of at least two spaces should be left between columns.

Yours sincerely

BB WINDWAAI  
MANAGER

BBW/lo



## 2.4 OFFICIAL LETTERS (CIRCULARS)

REPUBLIC OF SOUTH AFRICA

‡

DEPARTMENT OF SOCIAL SERVICES

Private Bag X212

Telephone (012) 222 4468

E-mail [info@socialserv.gov.za](mailto:info@socialserv.gov.za)

‡

File nr. 123/abc

‡

Enquiries Mr AB Blom

‡

11 November 2015

‡

CIRCULAR NR 12 OF 20..

‡

TO

‡

HEADS OF DEPARTMENTS

SECRETARIES OF DEPARTMENTS

TREASURERS OF DEPARTMENTS

XX

XX

1. XXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX.

‡

2. XXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX.

3. XXX.

P LANK

DIRECTOR: SOCIAL GRANTS

PL/lo

Typing tip:

Official letters are normally typed on letterheads. Blank page official letters should only be used to revise letter layout where after printed letterheads should be used.



### 3. TABLES

Using the Table feature of a word processing program has simplified the typing of tables. The following should be used with confidence:

- Creating a table with the required numbers of rows and columns
- Changing the width of columns to suit the content
- Merging cells where necessary
- Changing or deleting border lines
- Using Right Text alignment to line up amounts where necessary
- Using the Shading or Fill option
- Changing text direction of column headings

#### TIME TABLE FOR BUS DEPARTURES FROM MAIN TERMINAL

CENTRAL BUSINESS AREA			GEORGE EAST AREA			GEORGE SOUTH AREA		
Bus No	Time of Departure	Fee	Bus No	Time of Departure	Fee	Bus No	Time of Departure	Fee
159	06:45	R8,50	200	06:50	R8,50	300	07:00	R8,50
160	07:15	R8,50	201	07:50	R8,50	301	07:30	R10,00
161	07:45	R10,00	202	08:50	R10,00	302	08:00	R10,50

#### 4. DISPLAY WORK

The very diverse nature of display work necessitates the use of ample manuscript signs to ensure the required result is obtained. The following example is only a guideline as the manuscript signs will determine the outcome. Display exercises should be used in a creative manner by changing font options such as styles, sizes, bold, italics, etc. The Word Art feature and pictures should also be incorporated.

# HOTEL BLACKBEARD

12 February 2017

Y-\*\*\*

BUFFET

R140

SOUP

Split pea soup  
Thick vegetable soup

ENTRÉE

Selection of cold meats and salads  
Smoked herring with pickled onions

MAIN COURSE

Oven baked leg of lamb  
Pork neck roll  
Chicken with mustard source  
In season vegetables

DESSERTS

Ice cream with chocolate source

Cheese board



Coffee

## 5. MEETING DOCUMENTS

### 5.1 NOTICE OF MEETING INCLUDING AGENDA ON BLANK PAPER

NAME OF CLUB / ORGANIZATION

‡

NOTICE OF MEETING (only if given in the exercise)

‡

Notice is hereby given of the seventh Annual General Meeting of the Lily Flower Organization to be held on Thursday, 2 March 2015 at 12:00 in the Lily Hall, Watsonia Street, Welkom.

‡

AGENDA

‡

1. XX X X X X X X X X.

‡

2. XX XXXXXXXXXXXXXXXXXXXXXXXX X XX X X X X XX.

2.1 XX X X X XXXXXXXXXXXXXXXX X X X X X X .

2.2 XX X X X X X X X X X X X X X X X X .

3. XX XXXXXXXXXXXXXXXXXXXXXXXX X X X X X X X X .

‡

By order of the Chairman.

‡  
‡

GB DE WIT  
SECRETARY

36 Meyer Street  
WELKOM  
3567

‡

12 February 2018

NOTE

Printed letterheads could also be used. The display is the same except:

- the name and address of the club is omitted at the bottom;
- the date is moved to the top as with letterheads.

If both the Chairman and Secretary are to sign, the ending would look like this:

By order of the Chairman.

‡

PE VAN STRATEN  
CHAIRMAN

‡

GB DE WIT

**5.2 NOTICE/AGENDA OF MEETING WITH A “NOTE” COLUMN**

NAME OF CLUB / ORGANIZATION

‡

NOTICE OF MEETING

(only if given in exercise)

‡

Notice is hereby given of the seventh Annual General Meeting of the Lily Flower Organization to be held on Thursday, 2 March 2017 at 12:00 in the Lily Hall, Watsonia Street, Welkom.

AGENDA

NOTES / ACTION

1. Constitution

‡

2. New members, etc.

3. Use the table feature to create the effect of two columns.

4. Leader dots in the Note column are typed in double line spacing and should reach the bottom of the page.

5. If using the table feature, remove all the borders except the one down the middle.

6. Columns should be kept the same size unless otherwise indicated by manuscript signs. The right-hand column could be as narrow as 2 cm.

By order of the Chairman.

VERA FERREIRA  
SECRETARY

5 Brink Avenue  
STRAND  
7140

2 February 2017

‡

**5.3 MINUTES OF A MEETING ON BLANK PAPER**  
(Minutes are normally not typed on printed letterheads.)

NAME OF CLUB / ORGANIZATION

‡

MINUTES of the Management Committee meeting held on Saturday, 4 August 2017 in the Ross Building, Mitchell Street, Cape Town.

‡

PRESENT

Dr C Swart (Chairman), Dr T Roux (Vice Chairman), Me L Ellis.

APOLOGIES

Me C Alberts

MINUTES

1. FROM THE PREVIOUS MEETING

Report back on discussion reflected in previous Minutes:

1.1 Subparagraph: Headings of short subparagraphs need not be in capital letters. The colon is used and typing is then continued on the same line.

1.2 Subparagraph: Lower case headings of subparagraphs can also be underlined, typed in bold or italics. These actions should be instructed by means of manuscript signs.

2. NEW DISCUSSIONS ACCORDING TO THE AGENDA

2.1 XXX

The meeting adjourned at 16:00.

-----  
‡  
‡  
‡  
-----

CHAIRMAN

-----  
‡  
‡  
‡  
-----

SECRETARY

-----  
‡  
-----

DATE

OR type date in full if given.

Names can be typed below each other with no comma. However, keep the layout as given in the exercise or take manuscript signs into consideration.

Type leader dots only if given in exercise. Start against margin and stop at 4 cm.

## 5.4 MINUTES OF MEETING WITH ACTION COLUMN

NAME OF CLUB / ORGANIZATION

‡

MINUTES of the Management meeting held on Saturday, 4 August 2017 in the Council Room, Ross Building, Mitchell Street, Cape Town.

‡

PRESENT

‡

Sannie Smit (Chairman), Gerda Green (Secretary), Riana Rademeyer (Treasurer), Lenie Louw.

DISCUSSIONS FROM PREVIOUS MEETING

No topics from previous Minutes were discussed.

MINUTES / ITEM

ACTION

### 1. MAIN PARAGRAPH

The action column indicates the initials of a member who is to complete a certain task after adjournment of the meeting. Consider using the table feature and create a table with two columns and one line. The “Action” column should only be 2 cm wide.

SS

1.1 Suggested that the table feature is used to create a table with two columns and one line. The “Action” column should not be wider than 2 cm.

GG

1.2 If using the table feature, remove the left, right and bottom borders.

RR

1.3 Vertical line for the “Action” column should stop in line with the last paragraph. The ending with the signatures thus falls outside the table.

LL

1.4 The initials are typed in line with the last word of the paragraph.

SS

1.5 The horizontal line and column headings are repeated on the following page if the exercise extends over two pages.

SANNIE SMIT

CHAIRMAN

‡

13 January 2017

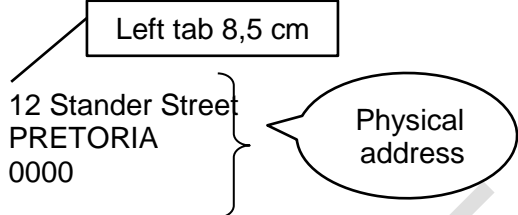
Typing tip: The *column feature* instead of the *table feature* can also be used. Keep in mind that some students find it difficult to cancel the column feature before proceeding with the ending.



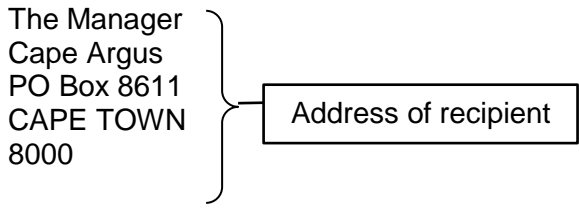
**6. JOB APPLICATIONS**

**6.1 Application letter**

Telephone (012) 123 3456  
Fax (012) 124 3456  
E-mail abcd@yahoo.com



27 May 2017



Dear Sir

VACANCY: TYPIST Content heading in Capitals

Herewith I would like to apply for the vacancy of Typist as advertised in the Cape Argus of 4 May 2014.

XX  
XX

Attached please find the following:

1. My full CV,
2. Certified copies of testimonials from:  
  - 2.1 Mr R Saunders of Saunders, Conradie & Stewart,
  - 2.2 Dr AS Welgemoed.
3. Certified copies of my qualifications.

I am willing to attend an interview if needed and you can reach me at the above-mentioned contact details.

Yours sincerely  
‡  
‡  
  
ME ELENA ALVARES

## 6.2 The Curriculum Vitae

### CURRICULUM VITAE

#### PERSONAL INFORMATION

NAME	Elena Alvares
ADDRESS	12 Stander Street PRETORIA 0000
TELEPHONE	(012) 1234 3456
DATE OF BIRTH	10 January 1985
GENDER	Female
IDENTITY NUMBER	850110 0039 087
MARITAL STATUS	Unmarried
NATIONALITY	South African
HOME LANGUAGE	English
OTHER LANGUAGES	Afrikaans Xhosa

#### EDUCATIONAL INFORMATION

COLLEGE	1008 – 2009 South Cape College GEORGE
SUBJECTS	Business Studies N4 Data capturing N4 Office Practice N4 Communication N4
SCHOOL	2004 - 2007 George Glen High GEORGE
SUBJECTS	English Afrikaans Computer typing

#### WORK EXPERIENCE

Part-time - Spur 2008 – 2009

#### PRESENT EMPLOYMENT

Mr N Roberto

## REFERENCES

Lecturer South Cape College  
GEORGE  
Tel. (044) 123 4567

Mr T Els: Principal  
George Glen High  
GEORGE  
6230  
Tel. (044) 874 2042

## DECLARATION

I herewith declare that the above information is correct at the date indicated below.

‡

‡

ALENA ALVARES

‡

Today's date

### Typing tips:

1. Section headings are typed in Capital letters and can also be typed in bold letters. Follow any manuscript signs if given.
2. Use automatic page numbering as CVs are normally more than one page. No page number on 1<sup>st</sup> page.
3. Simplify typing for the learners by using the Table feature (2 columns and 1 row) instead of using tabs or the column feature. The borders are simply removed at the end of the exercise.

6.3 Testimonial on letterhead



# Full Moon Courier

50 Sundial Road  
JOHANNESBURG  
0001

PO Box 16590 Tel 016-328 8860  
E-mail [Fullmoon@mweb.co.za](mailto:Fullmoon@mweb.co.za)

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TO WHOM IT MAY CONCERN / LECTORI SALUTEM / LS

This is to certify that

MRS W WHITE

has been an employee at our business since February 2005. Her services throughout her term with this company, was exemplary and she will most definitely be sorely missed by clients and staff alike.

Her work at Full Moon Couriers entailed xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxx  
xxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.

As her manager, I have found Mrs White to be xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxx xx  
xxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.

I have no hesitation in recommending her for any post for which she qualifies and wish her well in her new endeavours.

H VAN BEULEN  
MANAGER: STAFF SERVICES

8 October 2017

## **ANNEXURE D: MARKING GUIDELINES**

### **1. WORD PROCESSING PROGRAM**

All typed exercises should be marked in two categories: display and accuracy.

#### **1.1 DISPLAY**

Display errors are marked in blue pen and covers items such as line spacing, text placement, paragraph alignment, incorrect manuscript signs. It is marked negatively subtracting 1 (one) mark per error. Display marks equal 30% of the total mark.

#### **1.2 ACCURACY**

Accuracy errors are marked in red pen and cover mistakes such as typing errors, omitted or repeated words, incorrect use of capital letters, signs, punctuation, etc. It is also marked negatively subtracting 2 (two) marks per error. Accuracy marks equal 70% of the total mark.

#### **1.3 EDITING AND WORD PROCESSING**

For this activity an already existing document is retrieved and editing is done according to a prescribed list of changes covering editing and word processing features such as copy/cut/paste of words or sentences, changing of font style/size/colour, changing of line spacing, inserting or deleting words, etc. The exercise is marked purely to assess the skills shown in using word processing features and only 1 (one) mark is deducted per error. No accuracy or display marking is done in these exercises.

### **2. PRESENTATION PROGRAM (POWERPOINT)**

A presentation slide show should be assessment on whether the required skill and competence in handling the software have been demonstrated. It is therefore important to give clear instructions on what is required, e.g.” Create a presentation containing four slides depicting the various client types and how to handle them. Show at least three font style changes, insert at least three animated graphics and change the background to a suitable solid colour. Print in handout style.” Marks for overall impression / neatness / typing accuracy can also be awarded. See detailed rubric on next page as example of assessing a more advanced presentation. Assessment for more basic presentations can be done with a plain checklist.

**Example of rubric too be used in assessing presentation slide shows**

<b>Element</b>	<b>Excellent / Good 4-5</b>	<b>Average 2-3</b>	<b>Poor / Inadequate 1</b>	<b>Total 25</b>
Theme	Content: covers the theme well – interesting and well researched. Evidence of extra effort and pride in work.	Content averagely covers theme. Evidence of research but with some shortfalls.	Content is incomplete. Little evidence of research and no effort to produce high quality slide show.	
Font: style, size, colour, typing errors	Font is in good taste, easy to read and continuous. Colour, size and style contribute to overall success of presentation. No typing errors.	Font is readable. Colour, size and style have been altered but might be too much and not in good style. Some typing errors.	Little or no font changes. Incomplete changes and obvious mistakes. Many typing errors.	
Slide layout and background	Correct number of slides. Background as requested and suitable for theme.	Correct number of slides. Background average or not complementing the theme.	Too few slides – not according to instructions. No or unacceptable background.	
Graphics, clipart, shapes	Required amount and suitable for theme. Evidence of extra effort with manipulation and placement. Contribute to overall success of slide show.	Required amount. Manipulated but needs more attention. Not quite fitting the theme.	No or only limited graphics used. Not relating to theme. Not manipulated or poorly placed.	
Animation and/or slide transition	Required amount of animation in good taste. Contribute to overall success of slide show. Automatic or mouse click as required.	Required amount of animation. Averagely fitting the theme. Automatic animation not activated.	No or too few animations. Not suited and distracting.	

### 3. SPREADSHEET PROGRAM (EXCEL)

A spreadsheet should also be assessed on whether the required skill and competence in handling the software have been demonstrated. Clear instructions on creating a spreadsheet should be given – the layout of the spreadsheet should preferably be given to learners in the beginning. Assessment can be done with a custom made checklist – mark(s) given when learner successfully demonstrated the required skill. E.g.

Skill required	Max. Marks	Successful	Not done or unsuccessful
Correctly entered all data required	2		
Changed headings according to instructions (2 headings to change)	2		
Merged cells where required (2 merge actions required)	2		
Inserted cell borders	1		
Fill selected cells with colour	1		
Changed row height / column width (2 actions required)	2		
Changed cell format to .....	1		
Entered formulae correctly (adding) (Two entries required)	2		
Entered formulae correctly (subtracting) (Two entries required)	2		
Total	15		