

TUTOR'S ASSESSMENT SOLUTIONS GUIDE

MODULE 10 – Applied Computer Studies

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INTRODUCTION

This Guide is to assist you, the tutor, in the correction of the assignments for each unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within the assignments.

The Core Curriculum is designed to be offered utilizing competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

Assessor guidelines – general

Introduction

1. These general guidelines apply to all assessment instruments for the course.
2. Specific guidelines containing additional information may be found at the beginning of an individual assessment instrument.
3. Evidence of competence can be provided in a number of ways. Assessment methods for this course may include:
 - oral/written tests
 - performance of a practical demonstration
 - completion of an assignment
 - completion of a case study
 - participation in a group discussion

Preparing for the assessment

1. Read the general and specific guidelines, and the assessment items on the assessment form.
2. Confirm the date, time and place of assessment with the teacher trainee and other relevant persons.
3. Organize any needed materials, equipment or other requirements.
4. Time allocations may be indicated where appropriate. Advise the teacher trainee of these times before the assessment.

5. Explain to the teacher trainee what he or she is required to do. Mark the relevant box on the assessment form as the teacher trainee completes each part of the assessment.
6. To be classed as competent the teacher trainee must be checked as satisfying the required number of assessment items. Any items with shaded boxes are of critical importance. Failure to have any of these boxes checked as correct indicates competency has not been achieved.
7. Assessment of a practical demonstration should be stopped if there is a risk of harm to the teacher trainee or others, or the possibility of damage to equipment. In the case of a repeat assessment you may decide to apply the whole or only part of the assessment.
8. It is your role as assessor to judge whether or not the teacher trainee has achieved the standard required for competency. You may need to gather additional evidence of competence before making the decision.

Recording the results

1. Assessments 4 – 6 (Units 2, 3 and 4) are accompanied by Assessment Checklists. Every box in the checklist must be marked in one of the following ways:
 - Correct performance/answer ☒
 - Not yet achieved ☐
 - Not applicable ☐
2. If you mark a box incorrectly put a cross through the box and mark the correct response next to it.

e.g. ☒ NA

When a teacher trainee does not meet the standard for competence, add a written comment explaining the problem, including advice on remedial action to be taken.

You and the teacher trainee should each sign your names at the bottom of the assessment form when all relevant boxes on the form have been marked.



Assessment Instrument 1 – Unit 1

Module 10

Applied Computer Studies

Unit 10.1

Introduction to Personal Computers

Assignment No. 10.1.1

This assignment has been designed to test your understanding of the basic concepts of the world of computers. It is not too difficult, yet it seeks to ensure that you are aware of some of the more fundamental facts about the computer, which has become a very important tool in education.

There are a total of 5 Questions, which are mainly a mixture of True/False, Fill-in-the-Blanks, and explaining the meaning of terms. This assessment is worth 30 marks.

The level of competency required for this assignment is 90 %, which translates to 27 correct responses out of the 30. No more than 1 incorrect answer will be accepted in each of the 5 sections. Should you not achieve this, you will be given a make-up assignment to complete without penalty.

Please enter your name on the appropriate line, then sign and date the appropriate spaces.

Statement of Competency:

The trainee teacher has successfully completed Assignment 10.1-1 to the criteria specified above.

Assessor's Name: Signature:.....

Date:

Trainee's Name: Signature:.....

Date:

Assignment No. 10.1 – 1

Unit 10.1 Introduction to Personal Computers

Question 1

Using the terms in the list below, insert the best term to complete each sentence.

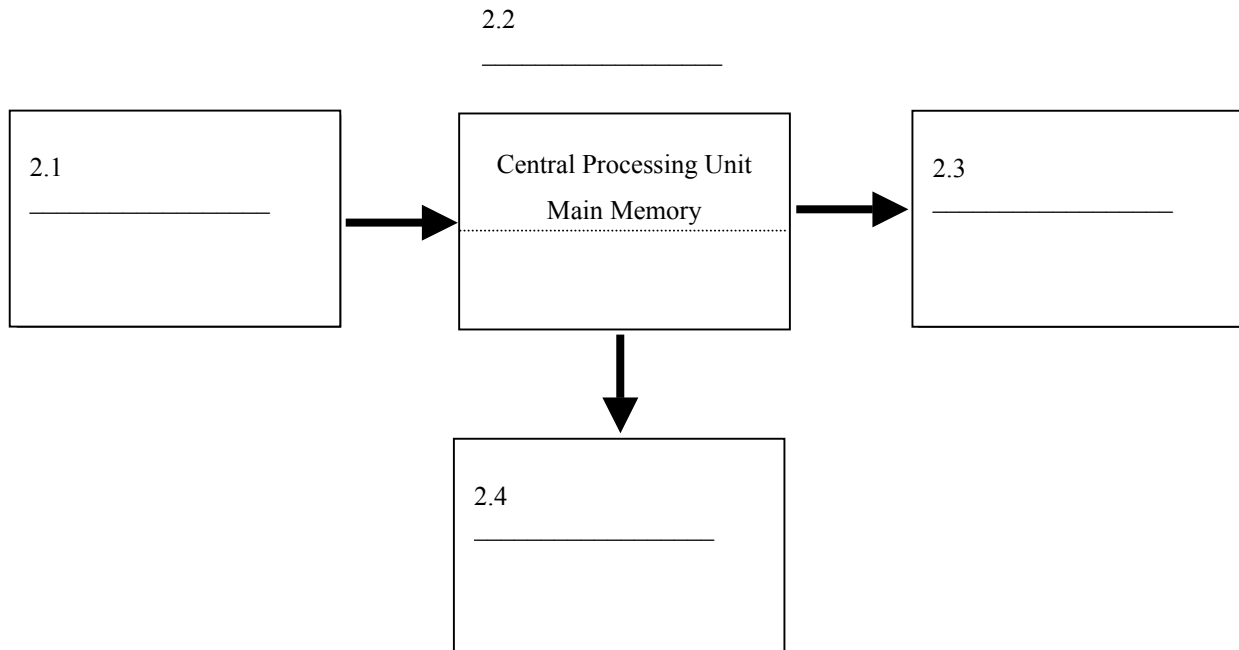
typing, electronic, first generation computers, second generation computer, fourth generation computers, programs, modems

- 1.1 A computer is a/an _____ device, operating under instructions.
- 1.2 In order for a computer to perform, it needs _____.
- 1.3 Computers using the vacuum tube are example of _____.
- 1.4 Large scale Integrated Circuit technology lead to the development of _____.

1 mark each - 4

Question 2

Complete the information processing cycle by inserting the correct function in the appropriate space:



1 mark each - 4

Question 3

Answer *true* or *false* to each of the following statements:

- 3.1 A laptop is also referred to as a portable.
- 3.2 Computer hardware is needed to tell the computer what to do.
- 3.3 One bit represents each character on the keyboard.
- 3.4 RAM means Read Access Memory.
- 3.5 Speakers are output devices.
- 3.6 Information stored in ROM is lost if the power supplied to the computer is switched off.
- 3.7 Floppy disks generally store *less* information than hard disks.
- 3.8 Another term for Auxiliary Storage is Secondary Storage.
- 3.9 The CPU has only one main part.
- 3.10 Main memory is the same as primary storage.

1 mark each – 10

Question 4

List three different types of printers you may find in a school. Using 1 as the highest rating, rate them from 1 to 3 in terms of quality of output.

<i>Printer</i>	<i>Rating</i>
.....
.....
.....

2 marks each – 6

Question 5

5.1 What is the function of a modem?

.....

.....

.....

.....

2 marks

5.2 Give an example of an *input* device and describe how it works.

.....

.....

.....

.....

2 marks

5.3 What is the difference between primary storage and secondary storage?

.....

.....

.....

.....

2 marks

5.4 Access your email account and reply to the message sent titled “Assessment Reminder”.
You have until Wednesday to reply to this message.

2 marks



Assessment Instrument 1 - SOLUTIONS

Module 10

Applied Computer Studies

Unit 10.1

Introduction to Personal Computers

Assignment No. 10.1.1

This assignment has been designed to test your understanding of the basic concepts of the world of computers. It is not too difficult, yet it seeks to ensure that you are aware of some of the more fundamental facts about the computer, which has become a very important tool in education.

There are a total of 5 Questions, which are mainly a mixture of True/False, Fill-in-the-Blanks, and explaining the meaning of terms. This assessment is worth 30 marks.

The level of competency required for this assignment is 90 %, which translates to 27 correct responses out of the 30. No more than 1 incorrect answer will be accepted in each of the 5 sections. Should you not achieve this, you will be given a make-up assignment to complete without penalty.

Please enter your name on the appropriate line, then sign and date the appropriate spaces.

Statement of Competency:

The trainee teacher has successfully completed Assignment 10.1-1 to the criteria specified above.

Assessor's Name: Signature:.....

Date:

Trainee's Name: Signature:.....

Date:

Assignment No. 10.1 – 1**Unit 10.1 Introduction to Personal Computers****Question 1**

Using the terms in the list below, insert the best term to complete each sentence.

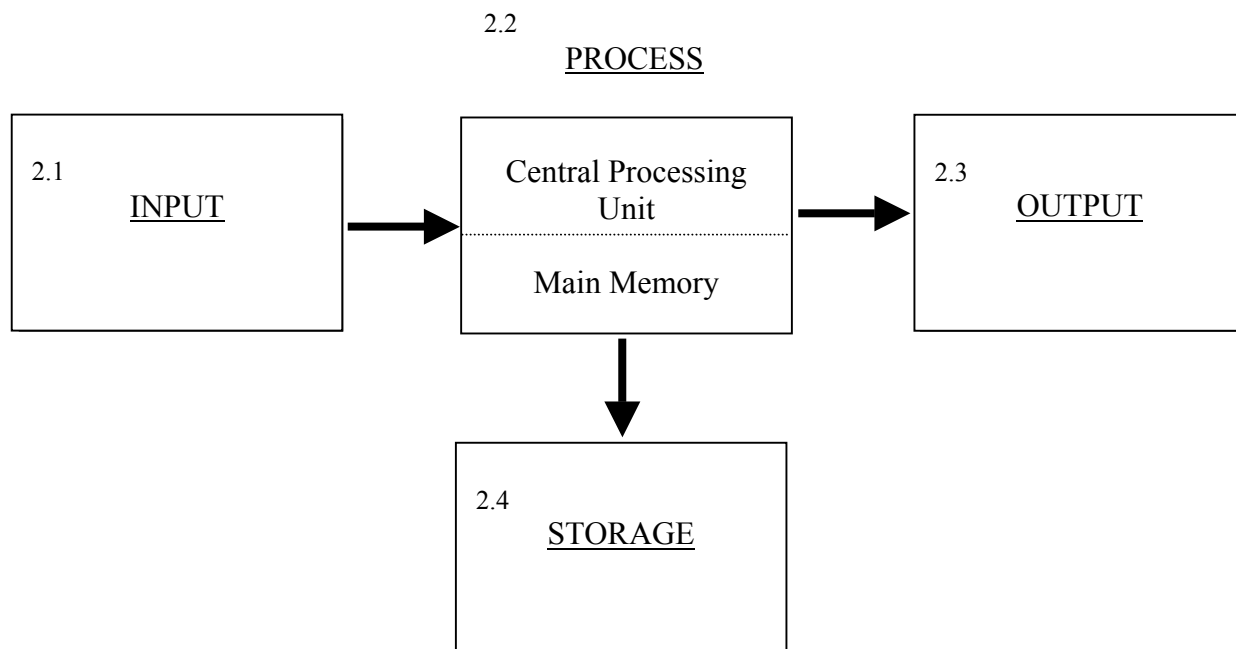
typing, electronic, first generation computers, second generation computer, fourth generation computers, programs, modems

- 1.1 A computer is a/an electronic device, operating under instructions.
- 1.2 In order for a computer to perform, it needs programs.
- 1.3 Computers using the vacuum tube are example of first generation computers.
- 1.4 Large scale Integrated Circuit technology lead to the development of fourth generation computers.

1 mark each - 4

Question 2

Complete the information processing cycle by inserting the correct function in the appropriate space:



1 mark each - 4

Question 3

Answer *true* or *false* to each of the following statements:

- 3.1 True A laptop is also referred to as a portable.
- 3.2 False Computer hardware is needed to tell the computer what to do.
- 3.3 False One bit represents each character on the keyboard.
- 3.4 False RAM means Read Access Memory.
- 3.5 True Speakers are output devices.
- 3.6 False Information stored in ROM is lost if the power supplied to the computer is switched off.
- 3.7 True Floppy disks generally store *less* information than hard disks.
- 3.8 True Another term for Auxiliary Storage is Secondary Storage.
- 3.9 False The CPU has only one main part.
- 3.10 True Main memory is the same as primary storage.

1 mark each – 10

Question 4

List three different types of printers you may find in a school. Using 1 as the highest rating, rate them from 1 to 3 in terms of quality of output.

<i>Printer</i>	<i>Rating</i>
<u>Laser</u>	<u>1</u>
<u>Inkjet</u>	<u>2</u>
<u>Dot matrix</u>	<u>3</u>

2 marks each – 6

Question 5

5.1 What is the function of a modem?

Modems allow computers in different locations to communicate with each other.

2 marks

5.2 Give an example of an *input* device and describe how it works.

- Keyboard – allows the user to type letters and symbols into the computer
- Mouse - The mouse is a pointing device, held in your hand, which can be used to control the movement of a symbol on the screen called a pointer.
- Scanner – works similarly to the photocopier, except the images and characters are copied into the computer, instead of onto paper.
- Microphone - allows the user to speak to the computer to enter data.
- Digital Camera - allows you take photos and enter the photo images directly into the computer.

2 marks

5.3 What is the difference between primary storage and secondary storage?

Primary storage (memory) is the temporary holding place for data, while secondary storage (auxiliary storage) hold data for future use permanently.

2 marks



Assessment Instrument 2 – Unit 1

Module 10

Applied Computer Studies

Unit 10.1

Introduction to Personal Computers

Assignment No. 10.1.2

This assignment has been designed to test your understanding of some of the commonly used terms in the field of computers. Once again it is not too difficult, but it requires that you to think carefully about the solutions you are going to give.

There are a total of 30 marks for this assignment and the level of competence required for it is 90%, which translates to 27 correct responses out of the 30. Should you not achieve this, you will be given the assignment to resubmit without penalty.

Statement of Competency:

The trainee teacher has successfully completed Assignment 10.1-2 to the criteria specified above.

Assessor's Name: Signature:.....

Date:

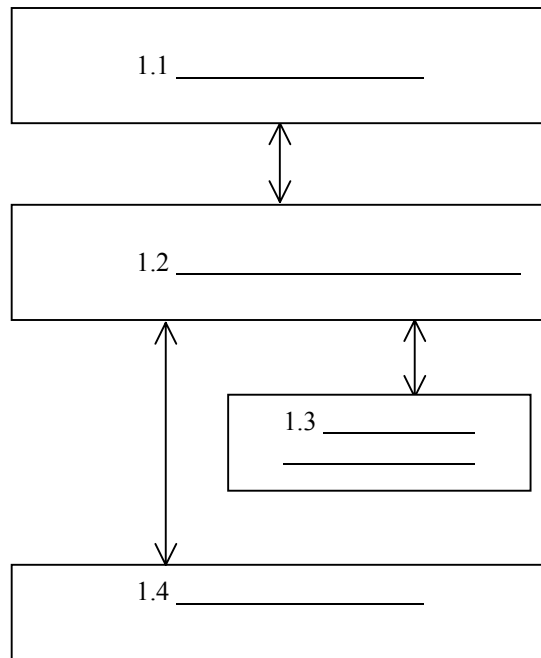
Trainee's Name: Signature:.....

Date:

Assignment No. 10.1-2**Unit 10.1****Introduction to Personal Computers****Question 1**

To illustrate the relationship between application and system software, correctly complete the diagram below using the following words:

application software, user, system software, hardware

**4 marks****Question 2**

2.1 What is the function of system software? Give an example of system software.

2 + 1 marks

Example: _____

2.2 What is the function of application software?

2 marks

2.3 Explain how the system software acts as an interface between the user and the hardware.

2 marks

2.4 When purchasing software for your computer, why is it important to know what kind of operating system your computer is running?

2 marks

Question 2

Give three (3) benefits of using word processing software.

2.1

2.2

2.3

2 each - 6 marks

Question 3

Choose the appropriate term from the list below to correctly complete each sentence relating to spreadsheets:

cell, row, range, formula, column

- 3.1 When a row and column intersect, a _____ is created.
- 3.2 A collection of cells that run vertically is called a _____.
- 3.3 In the cell reference B8, the 8 represents the _____.
- 3.4 A collection of cells that are adjacent is called a _____.

1 each – 4 marks

Question 4

The table is an example of a display from a database program. Identify the parts of the table labeled A, B, and C using the terms from the list below.

field, query, record, entry, range,

The diagram shows a database table with the following structure:

	Name	Grade	Age	Sex
	Adderley, J	10R	14	M
	Brown, T	10L	16	M
	Burnside, M	10R	14	F
	Clarke, P	10M	14	F
	Clarke, T	10M	15	F

Labels and their corresponding parts:

- A**: Points to the **Sex** header cell.
- B**: Points to the entire first data row (Adderley, J, 10R, 14, M).
- C**: Points to the **14** value in the Age column of the fourth row (Clarke, P).

4.1

A: _____

4.2 B: _____

4.3 C: _____

1 mark each – 3 marks

Question 5

Give an example of each type of software.

- 5.1 Database management software _____
- 5.2 Operating System _____
- 5.3 Word processing software _____
- 5.4 Presentation software _____

1 each – 4 marks

END OF ASSESSMENT



Assessment Instrument 2 - SOLUTIONS

Module 10

Applied Computer Studies

Unit 10.1

Introduction to Personal Computers

Assignment No. 10.1.2

This assignment has been designed to test your understanding of some of the commonly used terms in the field of computers. Once again it is not too difficult, but it requires that you to think carefully about the solutions you are going to give.

There are a total of 30 marks for this assignment and the level of competence required for it is 90 %, which translates to 27 correct responses out of the 30. Should you not achieve this, you will be given the assignment to resubmit without penalty.

Statement of Competency:

The trainee teacher has successfully completed Assignment 10.1-2 to the criteria specified above.

Assessor's Name: Signature:.....

Date:

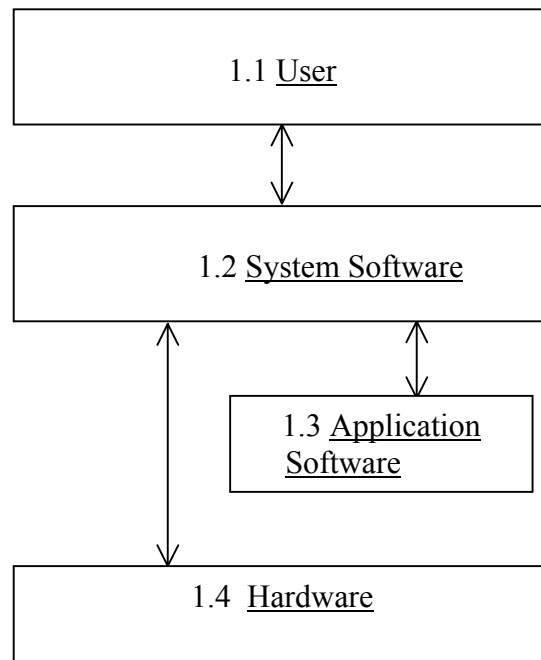
Trainee's Name: Signature:.....

Date:

Assignment No. 10.1-2**Unit 10.1****Introduction to Personal Computers****Question 1**

To illustrate the relationship between application and system software, correctly complete the diagram below using the following words:

application software, user, system software, hardware



4 marks

Question 2

2.1 What is the function of system software? Give an example of system software.

2 + 1 marks

System software consists of programs that have the function of directly controlling the utilizing of the computer hardware

Example: Operating Systems or Utility Programs

2.2 What is the function of application software?

2 marks

Application software consists of programs that complete specific tasks for the user.

- 2.3 Explain how the system software acts as an interface between the user and the hardware.
2 marks

The applications program requests of the system software that that a specific task be performed by a computer hardware, and the system software directs the hardware to perform the task.

- 2.4 When purchasing software for your computer, why is it important to know what kind of operating system your computer is running?
2 marks

It is important to ensure that the software is compatible with the operating system installed on your computer.

Question 2

Give three (3) benefits of using word processing software.

- 2.1 Word processing software allows you to create, make changes to, and print documents in a much more convenient manner.
- 2.2 A word processor also allows you to make documents look professional.
- 2.3 Word processors are equipped with a spell checker that alerts the user to errors and provides a method for correction

Also, Word processing programs allow us to create documents on the computer and then to go back and make changes as often as we wish without having to rewrite the entire document

2 each - 6 marks

Question 3

Choose the appropriate term from the list below to correctly complete each sentence relating to spreadsheets:

cell, row, range, formula, column

- 3.1 When a row and column intersect, a cell is created.
- 3.2 A collection of cells that run vertically is called a column.
- 3.3 In the cell reference B8, the 8 represents the row.
- 3.4 A collection of cells that are adjacent is called a range.

1 each – 4 marks

Question 4

The table is an example of a display from a database program. Identify the parts of the table labeled A, B, and C using the terms from the list below.

field, query, record, entry, range,

	Name	Grade	Age	Sex
	Adderley, J	10R	14	M
	Brown, T	10L	16	M
	Burnside, M	10R	14	F
	Clarke, P	10M	14	F
	Clarke, T	10M	15	F

4.1

A

B

C

A: field

4.2 B: record

4.3 C: entry

1 mark each – 3 marks

Question 5

Give an example of each type of software.

- | | | |
|-----|------------------------------|--|
| 5.1 | Database management software | <u>Access, etc</u> |
| 5.2 | Operating System | <u>Windows, Macintosh, etc</u> |
| 5.3 | Word processing software | <u>MS Word, Corel WordPerfect, etc</u> |
| 5.4 | Presentation software | <u>MS PowerPoint, etc</u> |

1 each – 4 marks

END OF ASSESSMENT



Assessment Instrument 3 – Unit 1

Module 10 - Applied Computer Studies

Unit 10.1 - Introduction to Personal Computers

Assignment No. 10.1.3

This assignment has been designed to retest your understanding of the basic concepts of the nature of the Internet.

There are a total of 20 marks for this assignment and the level of competence required for it is 90%, which translates to 18 correct responses out of the 20.

Statement of Competency:

The trainee teacher has successfully completed Assignment 10.1-3a to the criteria specified above.

Assessor's Name: _____

Signature: _____

Date: _____

Trainee's Name: _____

Signature: _____

Date: _____

Assignment No. 10.1 – 3**Unit 10. Introduction to Personal Computers****Question 1**

In each sentence, select the best answer from the list below:

Universal Resource Locators, local area networks, passwords, networks, wide area networks

- 1.1 _____ The Internet is a collection of inter-connected computer
- 1.2 _____ In _____, computer exchange data and share hardware over a small geographical area.
- 1.3 _____ are references to where we may find sites on the Internet
- 1.4 _____ allow(s) us to restrict access to our computer or certain files.

1 mark each – 4

Question 2

Give an example of each of the following:

- 2.1 Web browser: _____
- 2.2 Program that restricts access to certain websites: _____
- 2.3 Search engine: _____

1 mark each – 3

Question 3

- 3.1 Peter made the comment to his friend Laura:

“I’m thinking about connecting to the Internet, but I’m not sure if it will be beneficial to me as a teacher”.

Assuming Laura is familiar with the Internet, list five (5) categories of useful information she could tell him is available there.

.....

.....

.....

.....

.....

1 mark each – 5

Question 4

4.1 What are four (4) services offered by the Internet?

Service 1 _____

Service 2 _____

Service 3 _____

Service 4 _____

1 mark each - 4

Question 5

5.1 Explain what an *Internet browser* program is? **(1 mark)**

5.2 What does the acronym ISP mean? **(1 mark)**

5.3 Why might it be necessary to restrict access to some Web Sites on the Internet?
(2 marks)

END OF ASSESSMENT



Assessment Instrument 3 - SOLUTION

Module 10 - Applied Computer Studies

Unit 10.1 - Introduction to Personal Computers

Assignment No. 10.1.3

This assignment has been designed to retest your understanding of the basic concepts of the nature of the Internet.

There are a total of 20 marks for this assignment and the level of competence required for it is 90%, which translates to 18 correct responses out of the 20.

Statement of Competency:

The trainee teacher has successfully completed Assignment 10.1-3a to the criteria specified above.

Assessor's Name: _____

Signature: _____

Date: _____

Trainee's Name: _____

Signature: _____

Date: _____

Assignment No. 10.1 – 3**Unit 10. Introduction to Personal Computers****Question 1**

In each sentence, select the best answer from the list below:

Universal Resource Locators, local area networks, passwords, networks, wide area networks

- 1.5 The Internet is a collection of inter-connected computer networks.
- 1.6 In local area networks computer exchange data and share hardware over a small geographical area.
- 1.7 Universal Resource Locators are references to where we may find sites on the Internet
- 1.8 Passwords allow(s) us to restrict access to our computer or certain files.

1 mark each – 4

Question 2

Give an example of each of the following:

- 2.1 Web browser: Internet Explorer, Netscape Communicator, etc
- 2.2 Program that restricts access to certain websites: Web Nanny, Cyber Patrol
- 2.3 Search engine: Google, etc

1 mark each – 3

Question 3

- 3.1 Peter made the comment to his friend Laura:

“I’m thinking about connecting to the Internet, but I’m not sure if it will be beneficial to me as a teacher”.

Assuming Laura is familiar with the Internet, list five (5) categories of useful information she could tell him is available there.

Laura could tell Peter that he can find information on virtually any category of information.

These include:

Education

News events

Business

Scientific data

Health
On-line shopping
Sports

Home and family
Stock Prices

[any 5]1 mark each -5

Question 4

4.1 What are four (4) services offered by the Internet?

Service 1 *The World Wide Web (WWW)*

Service 2 *E-Mail*

Service 3 *FTP (File Transfer Protocol)*

Service 4 *Newsgroups*

**(Other services acceptable e.g. message boards, Chat Rooms and mailing lists)*

1 mark each - 4

Question 5

5.4 Explain what an *Internet browser* program is? (1 mark)

An Internet browser allows you to explore the Internet.

5.5 What does the acronym ISP mean? (1 mark)

Internet Service Provider

5.6 Why might it be necessary to restrict access to some Web Sites on the Internet?
(2 marks)

All content on the Internet is not suitable for everyone (especially children).

END OF ASSESSMENT



Assessment 4 – Unit 2

Module 10 - Applied Computer Studies

Unit 2 - Getting Started

Assessment Guideline

As this unit is competency based, to be considered competent you are expected to successfully demonstrate the skills required to complete each task in this assessment. All items must be completed correctly; otherwise, you will be required to repeat the exercise or exercises at a later date, before successful completion can be indicated.

Observation is required for tasks 1 – 4; so ensure that your supervisor is present to observe the tasks. For tasks 5 and 6, show the completed work to your assessor. Submit the task 7, completed on the sheet attached, to supervisor with your name in the indicated space.

Before commencing, check that you have:

- Access to a computer with Microsoft Windows 2000 software
- Floppy disk to be formatted (provided by your supervisor) –

On completion, return the following to your supervisor:

- Formatted floppy disk
- Your completed task 7

UNIT 2 ASSESSMENT TASKS

YOUR ASSESSOR WILL OBSERVE YOU PERFORMING TASKS 1-4.

Task 1

- (a) Start your computer
- (b) Reboot your computer
- (c) Open any one window
- (d) Close the window

Task 2

- (a) Use the mouse to display the contents of the following
Icons:
My Computer
Recycle Bin
Hard Drive (or C: Drive)
- (b) Maximize the My Computer window
- (c) Restore the My Computer window to its original size
- (d) Make the Hard Drive (C: Drive) window active
- (e) Close the three windows
- (f) Re-open the My Computer Window and move it to the top left corner of the screen.

Task 3

The following programs are located in the Accessories submenu from the Start button:

- (a) Open the program **WordPad**
- (b) Open the program **NotePad**
- (c) Open the program **Paint**
- (d) Minimize all three windows so that they are displayed as buttons on the taskbar
- (e) Move to the **NotePad** program and close it
- (f) Move to the **WordPad** program and close it
- (g) Move to the **Paint** program
- (h) Close **Paint**

Task 4

Search for Help and display the Help screen on the topic “Quitting Programs”.

Task 5

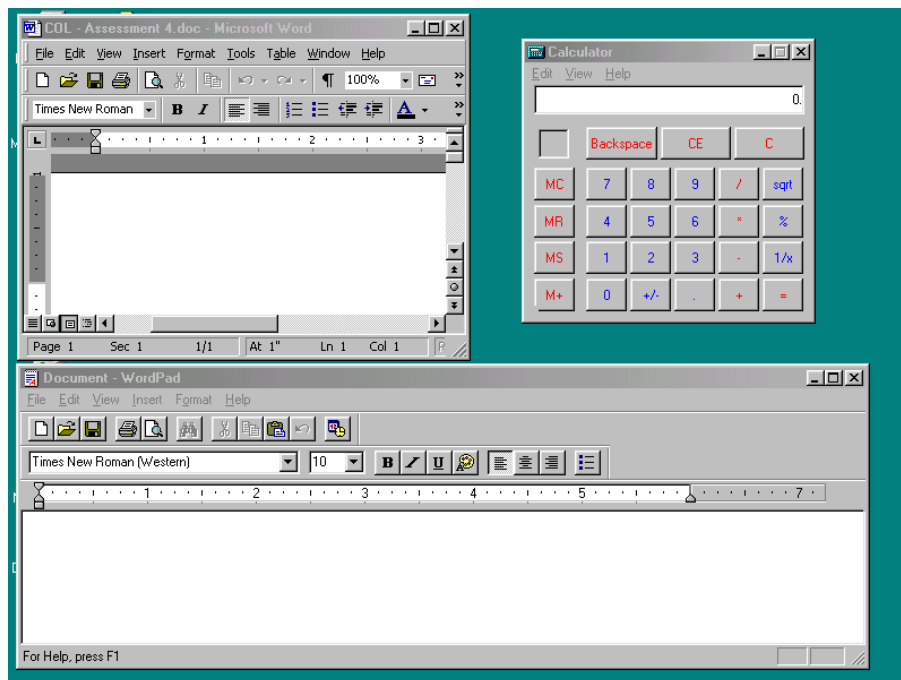
Format a diskette.

Task 6

THIS TASK SHOULD BE CHECKED BY THE SUPERVISOR ON COMPLETION

- (a) Open the following from the Start button:
Microsoft Word (or any other word-processing program)
From the **Accessories** submenu open the **Calculator**
From the **Accessories** submenu open the **WordPad** program
- (b) Resize the Microsoft Word window and place it in the top left corner of the desktop.
- (c) Open the Calculator window and place it in the top right corner of the desktop.
- (d) Open the WordPad window. Place it in the middle lower half of the desktop.

Your windows should be displayed as shown below:



Trainee's Name:

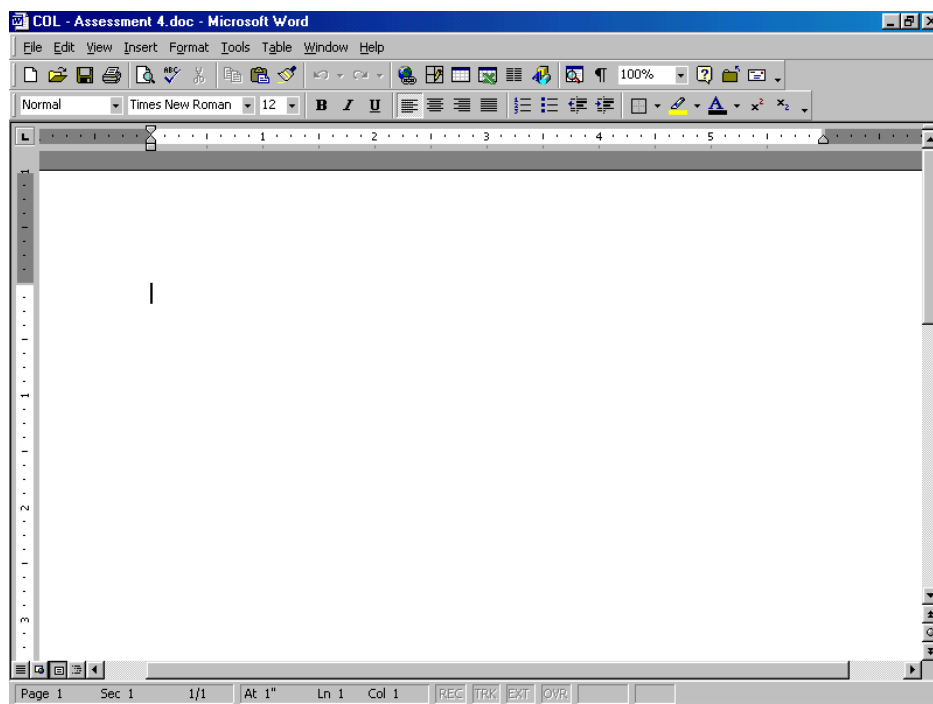
Signature:.....

Date:

TASK 7

(a) On the diagram below, indicate the following parts of a window.

1. Maximize/Restore button
2. Title bar
3. Close button
4. Menu bar
5. Horizontal scroll bar

**Statement of Competency:**

The trainee teacher has successfully completed the Unit 3 Assessment.

Assessor's Name:

Signature:.....

Date:



Assessment 4 – Unit 2 - SOLUTIONS

Module 10 - Applied Computer Studies

Unit 2 - Getting Started

Assessment Guideline

As this unit is competency based, to be considered competent you are expected to successfully demonstrate the skills required to complete each task in this assessment. All items must be completed correctly; otherwise, you will be required to repeat the exercise or exercises at a later date, before successful completion can be indicated.

Observation is required for tasks 1 – 4; so ensure that your supervisor is present to observe the tasks. For tasks 5 and 6, show the completed work to your assessor. Submit the task 7, completed on the sheet attached, to supervisor with your name in the indicated space.

Before commencing, check that you have:

- Access to a computer with Microsoft Windows 2000 software
- Floppy disk to be formatted (provided by your supervisor)

On completion, return the following to your supervisor:

- Formatted floppy disk
- Your completed task 7

UNIT 2 ASSESSMENT TASKS

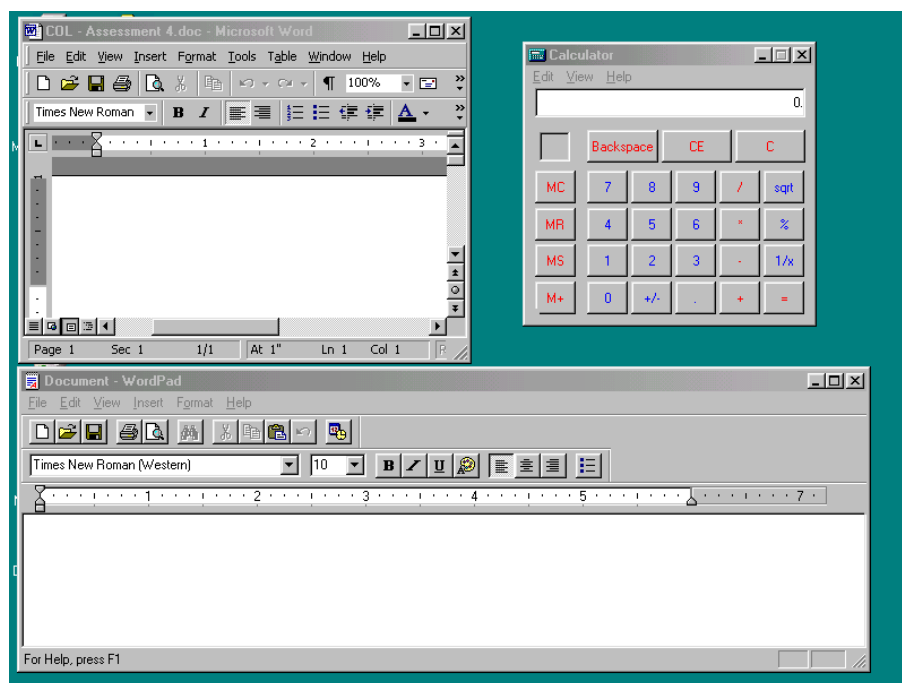
YOUR ASSESSOR WILL OBSERVE YOU PERFORMING TASKS 1-4.

Task 1 – Task 5

Observe trainee teacher and check off the appropriate box on the Assessment Checklist.

Task 6

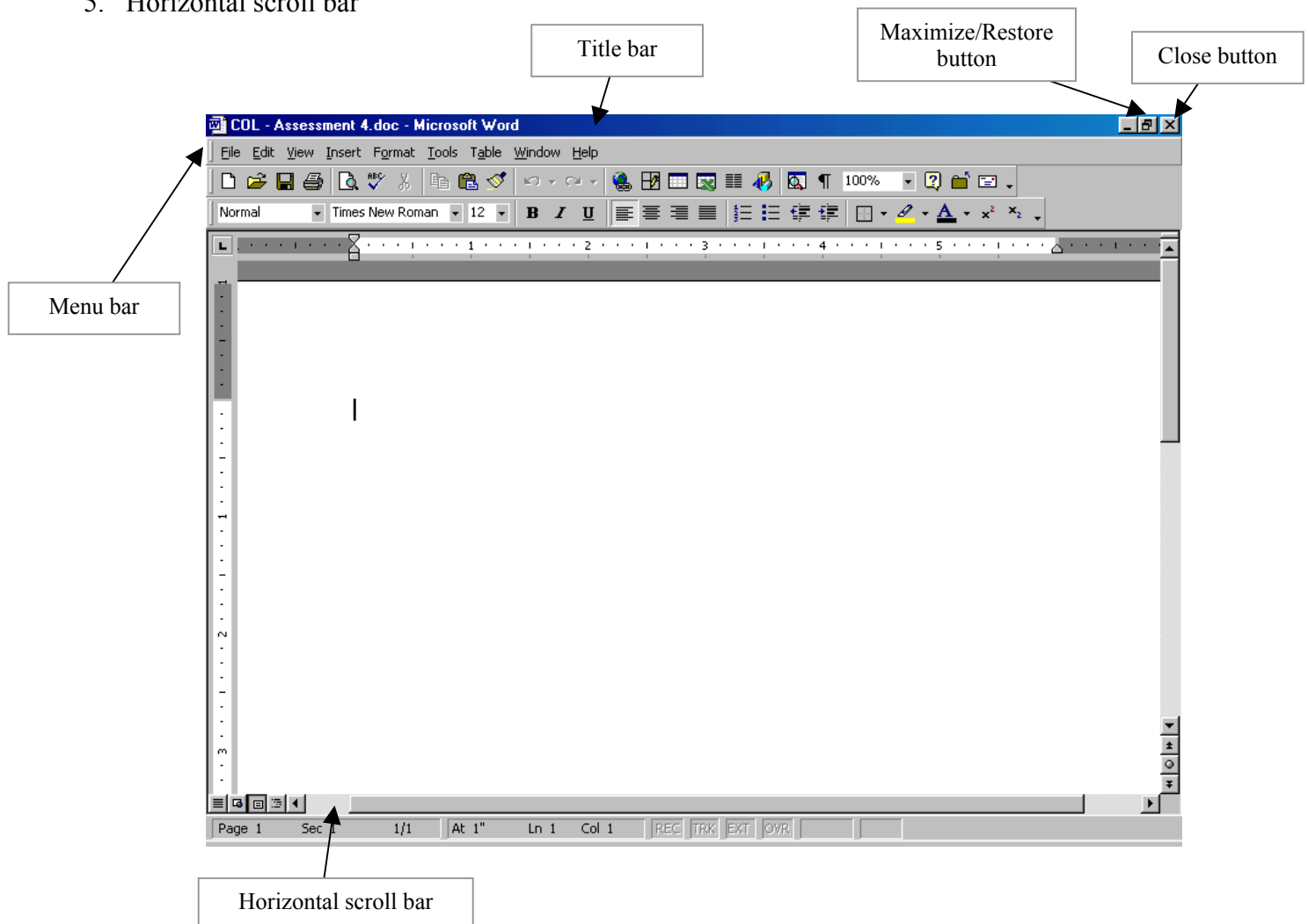
The window should be displayed similar to this:



Task 7

On the diagram below indicate the following parts of a window.

1. Maximize/Restore button
2. Title bar
3. Close button
4. Menu bar
5. Horizontal scroll bar



Name of Teacher Trainee: _____

Unit 2 Assessment Checklist

The participant was able to:	Y	N
Task 1		
• Correctly start the computer		
• Correctly reboot the computer		
• Correctly open and close a window		
Task 2		
• Open the My Computer, Recycle Bin and Hard Drive windows		
• Maximize the My Computer window		
• Restore the My Computer window		
• Activate the Hard Drive window		
• Close all windows		
• Open the My Computer window and move the window to top left corner		
Task 3		
• Open the three programs: WordPad, NotePad and Paint		
• Minimize all three windows so that they are displayed as buttons on the taskbar		
• Switch to the NotePad program		
• Close the NotePad program		
• Switch to the WordPad program		
• Close the WordPad program		
• Switch to Paint program		
• Close the Paint program		
Task 4		
• Correctly <i>display</i> the Help screen on “Quitting programs”		
Task 5		
• Correctly format a new diskette		
Task 6		
• Correctly open, sized, and moved screens to display as shown in the task		
Task 7		
• Correctly indicate parts of a window on diagram		

Trainee Teacher Successfully completed Unit 2 Assessment:

Signature of Assessor: _____ Date: _____



Assessment 5 –Unit 3

Module 10 - Applied Computer Studies

Unit 3 – File Management

Assessment Guidelines

INSTRUCTIONS:

Before commencing - check you have the following:

- Access to computer with Microsoft® Windows™ Version 2000 Software
- Floppy disk containing assessment files

Contact your tutor if these are not available.

Most of the tasks to be completed for assessment will require successful **demonstration** of the required skills. Assessment tasks will clearly indicate where you need a tutor/supervisor to observe your work. DO NOT proceed before having the necessary observation.

On completion - return the following to your tutor for assessment:

- Floppy disk containing the files and folders you have worked with
- Your answers to task 6

Open Windows Explorer and using the assessment disk supplied, complete the following tasks.

Task 1

- (a) Make the floppy disk drive the current drive.
- (b) (i) Create two new subfolders to appear within the Assessment 1 folder. Name the subfolders **Admin** and **Teach**.
 - (ii) Create four additional subfolders. Two folders named **Work** and **Home** should appear within the **Admin** folder. The other two folders named **Group A** and **Group B** should be within the **Teach** folder.

Task 2

- (a) Expand all folders on the floppy disk drive.
- (b) Display the items in the Assessment 1 folder.

**ASK YOUR SUPERVISOR TO CHECK THE CONTENTS OF YOUR DISK
DISPLAYED ON THE SCREEN**

Task 3

- (a) Move all files beginning with GB to the **Group B** folder.
- (b) Move the file GARESULT to the **Group A** folder.
- (c) Copy the files listed below to the **Work** folder. The files should be copied as a group.
 - SCHOOL
 - EXPENSE
 - QUALITY
- (d) Delete the files listed below from the Assessment 1 folder:
 - CD
 - QUALITY
- (f) Move the **Home** folder to the Desktop
- (g) Delete the **Home** folder
- (h) Rename the file **FLYBY** in the Assessment 1 folder to **FLIGHT**

ASK YOUR SUPERVISOR TO OBSERVE THE NEXT TASK

Task 4

- (a) Display the contents of the following folders on the floppy disk.

Assessment 1

Group A

Group B

Work

YOUR SUPERVISOR MUST OBSERVE THIS TASK

Task 5

- (a) Retrieve the **Home** folder
- (b) Move the **Home** folder back to the **Admin** folder.

**THE SHEET CONTAINING TASK 6 SHOULD BE COMPLETED AND
HANDED TO YOUR SUPERVISOR WITH YOUR DISKS.**

Task 6

- (a) (i) Explain why the HOME folder could be retrieved.

- (ii) Give two conditions under which you will not be able to retrieve a deleted file.

- (b) List three benefits of efficient file management.



Assessment 5 –Unit 3 - SOLUTIONS

Module 10 - Applied Computer Studies

Unit 3 – File Management

Assessment Guideline

INSTRUCTIONS:

Before commencing - check you have the following:

- Access to computer with Microsoft® Windows™ Version 2000 Software
- Floppy disk containing assessment files

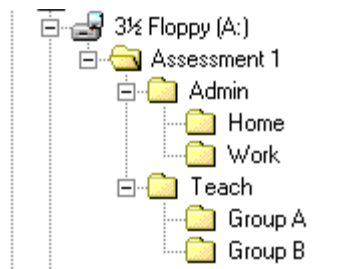
Contact your tutor if these are not available.

Most of the tasks to be completed for assessment will require successful **demonstration** of the required skills. Assessment tasks will clearly indicate where you need a tutor/supervisor to observe your work. DO NOT proceed before having the necessary observation.

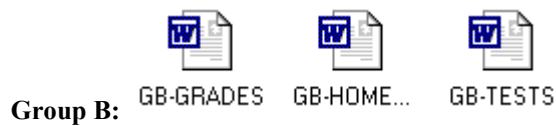
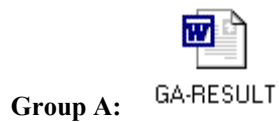
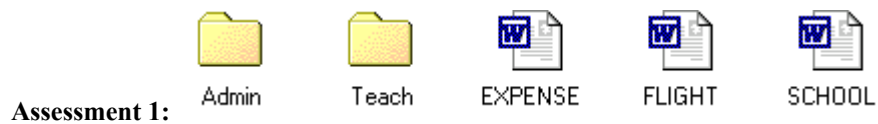
On completion - return the following to your tutor for assessment:

- Floppy disk containing the files and folders you have worked with
- Your answers to task 6

After **Task 1** and **Task 2**, the Assessment 1 folder should display like this:



Task 4 – Each older should display as follows:



Task 5

Observe trainee teacher completing task.

Name of Trainee Teacher: _____

Task 6

- (a) (i) Explain why the **Home** folder could be retrieved.
The Home folder could be retrieved because it was deleted from desktop and sent to the recycle bin.
- (ii) Give two conditions under which you will not be able to retrieve a deleted file.
- (a) The file was deleted from the recycle bin.
- (b) The file was deleted from the floppy disk.
- (b) List three benefits of efficient file management (**choose three**).
1. Huge amounts of data can be stored in a small physical space. Electronic storage takes up very little space compared with storage of hard copies.
 2. User friendly and simple to use. A simple, properly planned system that is communicated to all users will mean that files are easily and quickly recognised and retrieved.
 3. Compact, and therefore economic. Regular checks of your floppy and hard disks to delete old and unwanted files ensure that space is not wasted.
 4. Up-to-date. Removal of old, unwanted files guarantees that the data stored is up-to-date.
 5. Fast retrieval. The reason any data is stored is because it will probably be needed at a later date. An efficient system makes retrieval simple and fast.
 6. Safe and secure. An efficient records management system will always include planned backup procedures and security.
 7. Easily transferred. Files can be transferred to another machine in the same or another location via floppy disks, electronic mail or via a network.

Unit 3 Assessment Checklist

Name of Trainee Teacher: _____

The Trainee Teacher was able to:	Y	N
Task 1		
• Make the floppy disk drive the current drive		
• Create folders and subfolders correctly according to instructions		
Task 2		
• Expand all folders on the floppy disk drive		
• Display files in the Assessment 1 folder		
Task 3		
• Moved files to folders as directed		
• Copied files as a group to correct folder		
Task 4		
• Move the correct files in the Work folder		
• Move the correct files to the Group A folder		
• Move the correct files to the Group B folder		
• Delete the correct files from the Assessment 1 folder		
Task 5		
• Retrieve the Home folder		
• Move the Home folder back to the Admin folder		
Task 6		
• Correctly answer questions in (a)		
• Correctly answer questions in (b)		

Trainee Teacher Successfully completed Unit 2 Assessment:

Signature of Assessor: _____ Date: _____



Assessment 6 – Unit 4

Module 10 - Applied Computer Studies

Unit 4 – Word Processing

Assessment Guideline

Introduction

As this unit is competency based, to be considered competent you will be required to produce a perfect printed copy of each of the three exercises contained in the Assessment section tasks below. If all tasks are not completed correctly, you will be required to repeat the exercise or exercises at a later date, before successful completion can be indicated.

You are required to save all assessment exercises to a floppy disk and submit the disk to the tutor so that the files can be checked.

Requirements for assessment

Before commencing - check you have the following:

- Access to computer with Microsoft Word 2000
- Floppy disk containing file PRACTICE

On completion - return the following to your tutor for assessment:

- Printed copy of Task 1, Task 2 and Task 3
- Floppy disk containing the saved files

ASSESS1

ASSESS2

ASSESS3

Assessment exercises

Task 1

1. Create the document (Learner characteristics) below and set your margins and font as follows:

Left/Right Margins	4 cm (1.6")
Top/Bottom Margins	3 cm (1.2")
Times New Roman	13 point size

2. Save the document as ASSESS1 to floppy disk.
3. Spell check the file and resave.
4. Print Preview the document.
5. Print a copy of the document.
6. Proofread the document.

Learner characteristics ← centred

To identify learner characteristics you may need to find out about their:

- existing knowledge, skills and attributes,
 - needs (including special needs such as English tuition, reasonable accommodation in terms of disabilities, child care, and so on.),
 - job or task activities,
 - work, or home or community environment,
 - preferred learning style.
- } 6pt between items

You may need to be mindful of training methods depending upon the target group. For example, you would not use text-based material with a group of learners with poor reading comprehension skills or visual impairment.

} 1.5 line spacing

A valuable training hint is to use as much variety as possible, incorporating a wide range of media, so that you can both motivate the learner and stimulate the learner's preferred learning style.

(Your name)) right
(Today's date)) aligned

7. Close the document.

Task 2

1. Open the file PRACTICE from the floppy disk.

Change the margins:

Left/Right Margins 5 cm (2")

Top/Bottom Margins 4 cm (1.6")

Arial Font 11 point size

2. Make the following changes to the document.

← Add heading PLAN PRACTICE ← Bold/centre

How to organise practice for trainees ← title case, bold, italic

For learning to be effective, it must involve a mix of theory and practice.

Theory can be defined as a system of rules or principals, or a view of something to be done, or the method of doing it.

Practice is skill gained by experience or exercise and generally involves placing the theory learned into a meaningful context.

It is important to involve both theory and rpractice in training, because theory tends to relate to concepts and knowledge, and practice tends to refer to the implementation of concepts and skills.

Training methods should also reflect both actiev and passive learning. Active learning includes methods such as problem solving, questioning, group based activities. Passive learning includes methods such as lectures, reading and watching videos.

Planning for practice ← Title case, bold, italic

Sometimes it may be necessary to establishh a practice environment.

For example:

learning lifting techniques;
learning to manage conflict;
using fire extinguishers.

Practice opportunities are vital to the learning process as they give the person the chance to try out new skills in a controlled and safe enveironment.

Practising skills means that when trainees return to the work environment they will be more likely to use their new-found skills and techniques, as they have already overcome some of their feears in the practice environment.

New Page → For example:

When learning to shower and toilet individuals it is inappropriate for a learner to practice these skills on the people they provide care for. Therefore role plays and the use of a human model would be required for training and before learners use their skills in their workplace.

It is important to manage practice so that effectiveness is maximised. You should:

- prepare guidelines for the practice session. Decide what practice is to be undertaken, the standards expected to be achieved, and how (if at all) the practice will be assessed.
- plan the resources required. Decide on the time, equipment, location, and so on.

3. Spell check the file and SAVE it as ASSESS2 to the floppy disk.
4. Print Preview the document.
5. Print a copy of the document.
6. Proofread the document and resave file.
7. Reprint the document if necessary.

Task 3

1. To use as many of the features of the word processing system as possible, prepare a session plan for a 20-minute lesson using your area of expertise.

You may find the tables functions useful (must not necessary) to improve the display.

2. Save the document to a floppy disk as ASSESS3.
3. Spell check the document.
4. Print preview.
5. Print a copy.
6. Proofread a copy.
7. Reprint a copy if necessary.
8. Close the file.



Assessment 6 – Unit 4 - SOLUTIONS

Module 10 - Applied Computer Studies

Unit 4 – Word Processing

Assessment Guideline

Introduction

As this unit is competency based, to be considered competent you will be required to produce a perfect printed copy of each of the three exercises contained in the Assessment section tasks below. If all tasks are not completed correctly, you will be required to repeat the exercise or exercises at a later date, before successful completion can be indicated.

You are required to save all assessment exercises to a floppy disk and submit the disk to the tutor so that the files can be checked.

Requirements for assessment

Before commencing - check you have the following:

- Access to computer with Microsoft Word 2000
- Floppy disk containing file PRACTICE

On completion - return the following to your tutor for assessment:

- Printed copy of Task 1, Task 2 and Task 3
- Floppy disk containing the saved files

ASSESS1
ASSESS2
ASSESS3

Solutions

Task 1

Solutions are in the file named “Learner Characteristics”. Students should name the file ASSESS1.

Task 2

Solutions are in the file named “Practice (Solution)”. Students should name the file ASSESS2.

Task 3

Solutions will vary from student to student.

Students should name the file ASSESS3.

Name of Trainee Teacher _____ **Date:** _____

Unit 4 Assessment Checklist

The participant successfully:	Y	N
Task 1		
• Set correct left/right margins - 4 cm (1.6")		
• Set correct top/bottom margins - 3 cm (1.2")		
• Select correct font - Times New Roman, 13 point		
• Save document to floppy disk - ASSESS1.DOC		
• Spell check the file		
• Print the document		
• Apply editing instructions - as indicated		
Task 2		
• Set correct left/right margins - 5 cm (2")		
• Set correct top/bottom margins - 4 cm (1.6")		
• Select correct font - Arial, 11 point		
• Save document to floppy disk – ASSESS2.DOC		
• Spell check the file		
• Print the document		
• Apply editing instructions - as indicated		
Task 3		
• Set appropriate margins		
• Select appropriate font		
• Save document to floppy disk – ASSESS3.DOC		
• Spell check the file		
• Print the document		

Trainee Teacher Successfully completed Unit 4 Assessment:

Signature of Assessor: _____ Date: _____