

**Roadmap of alignment matrix of unit standard 116931**

Use a Graphical User Interface (GUI)-based web-browser to search the Internet

**Please note:** The page numbers correspond to the learner study guide and portfolio of evidence. Only the first page number is given.

**Assessment methods**

Formative - Foundational and practical: Individual and small group verbal and written exercises; questioning and answering sessions; learner to discuss and explain aspects of spreadsheets included in this programme; skills practices; demonstrations; examples;

Summative - Reflexive: Individual written exercises; job-related assignments; skills practices and job applications;

<b>Alignment matrix 116931 - Details of specific outcome and assessment criteria</b>	<b>Page in learner study guide</b>	<b>Formative assessment</b>	<b>Summative assessment</b>
SPECIFIC OUTCOME 1 - Understand the concepts and terms of the Internet.			
1. The concepts are explained in terms of their meaning and relation to the use of the Internet as a whole. RANGE - At least three of the following: WWW (World Wide Web), Uniform Resource Locator (URL), HyperText Transfer Protocol (HTTP), Internet Service Providers (ISP), File Transfer Protocol (FTP), Hyperlink, HyperText Markup Language (HTML), limitations, control, navigation, frames.			
2. The structure of a web address (URL-Universal Resource Locator) is explained using an example.			
3. Web Browsers are explained in terms of their purpose and use.			
4. Examples of Web Browsers are given. RANGE - Minimum of two Web Browsers, including, but not limited to: Internet Explorer, Netscape Navigator, Firefox.			
5. Search Engines are explained in terms of their purpose and use.			
6. Cookies are explained in terms of their purpose and use.			

<b>Alignment matrix 116931 - Details of specific outcome and assessment criteria</b>	<b>Page in learner study guide</b>	<b>Formative assessment</b>	<b>Summative assessment</b>
7. Internet Cache is explained in terms of its purpose and use.			
8. The benefits of using the Internet are explained. RANGE - At least three of the following which may include but not limited to: Information access, 24-hour access, own website for others to access, efficient provision of customer service information, use of multi-media, computer supported collaborative work.			
9. The limitations of using the Internet are explained. RANGE - At least three of the following which may include but not limited to: Identifying authoritative sources, currency of information, accuracy of information, security, staff time involved in using the Internet, download speed, spreading viruses.			
<b>SPECIFIC OUTCOME 2 - Explain legal and ethical issues in relation to Internet use.</b>			
1. The explanation includes the implications of various acts, in terms of using information from the Internet. RANGE - The implications of current legislation on the use of information from the internet need to be included in explanations with reference to national and international practice. At least two laws need to be included.			
2. The explanation includes implications of providing Internet access to individuals in terms of security of information, and virus protection.			
3. The explanation includes security considerations of using the Internet. RANGE - At least two of: Protected Website, Digital Certificate, Encryption, Viruses, Credit Card fraud, Firewall.			
<b>SPECIFIC OUTCOME 3 - Use a Graphical User Interface (GUI)-based browser to display a given Web Page.</b>			
1. A connection is made with the World Wide Web. RANGE - At least one of the following connection types are used via an Internet Service Provider, LAN or WAN.			
2. A browser application is opened and closed.			
3. The given Web Page is displayed.			
4. A Web Page is saved as a file.			
5. A Web Page is stopped from loading.			
6. A Web Page is refreshed.			

<b>Alignment matrix 116931 - Details of specific outcome and assessment criteria</b>	<b>Page in learner study guide</b>	<b>Formative assessment</b>	<b>Summative assessment</b>
7. The browser Home Page is changed.			
SPECIFIC OUTCOME 4 - Adjust settings to customise the view and preferences of the browser application.			
1. Toolbars are displayed and hidden.			
2. Images on a Web page are displayed and hidden.			
3. Previously visited URLs are listed.			
4. The list of previously visited URLs is deleted.			
SPECIFIC OUTCOME 5 - Navigate on the Internet.			
1. Links are activated and control is passed back to the original page. RANGE - Hyperlink, Image Link.			
2. Control is past backwards and forwards through pages of a website.			
3. Text is extracted from a web page and copied into a file.			
4. An image on a web page is saved to a file.			
5. Web pages are bookmarked.			
6. Bookmarks are deleted.			
SPECIFIC OUTCOME 6 - Use a Search Engine to locate given information specifications.			
1. Search Engines are identified and opened. RANGE - Minimum of two Search Engines.			
2. A search locates information that matches the given information specifications.			

<b>Alignment matrix 116931 - Details of specific outcome and assessment criteria</b>	<b>Page in learner study guide</b>	<b>Formative assessment</b>	<b>Summative assessment</b>
3. A complex search locates information that matches the given information specifications. RANGE - A simple and complex search needs to be completed. Complex means the use of common logical operators such as AND, OR, AND NOT, as well as the use of a wild card like "*". At least one operator should be included in a complex search.			
SPECIFIC OUTCOME 7 - Obtain information from a Web site.			
1. Web site information is saved to a local storage device. RANGE - Text format, HTML format.			
2. A web site object is downloaded to a local storage device. RANGE - At least one of the following: Graphics, sound, software.			
<b>Unit standard essential embedded knowledge</b>	-----	-----	-----
• Performance of all elements is to be carried out in accordance with organisation standards and procedures, unless otherwise stated. Organisation standards and procedures may cover: quality assurance, documentation, security, communication, health and safety, and personal behaviour.			
• Performance of all elements complies with the laws of the country operating in, especially with regard to copyright, privacy, health and safety, and consumer rights.			
• All activities must comply with any policies, procedures and requirements of the organisations involved, the ethical codes of relevant professional bodies and any relevant legislative and/ or regulatory requirements.			
<b>Critical Cross-field Outcomes (CCFO):</b>	-----	-----	-----
IDENTIFYING - Identify and solve problems in which responses display that decisions using critical and creative thinking have been made by locating information on the internet.			
ORGANISING - Organise and manage oneself and one`s activities responsibly and effectively by organizing information in a web browser.			
COLLECTING - Collect, analyse, organise, and critically evaluate information by locating and analyzing information using a web browser.			
SCIENCE - Use science and technology effectively and critically, showing responsibility towards the environment and health of others, by locating information using a web browser.			

### Breakdown of notional hours

Learning unit	Contact session 30%		Experiential learning and assessments 70%			Total
	Theory	Practical	Job-related exercises	Assessment preparation	Assessments	
Learning unit	Hours	Hours	Hours	Hours	Hours	Hours
1	3	4	5	3	5	20
2	3	4	5	3	5	20
<b>Totals</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>40</b>