

Alignment matrix of unit standard 117924

Use a Graphical User Interface (GUI)-based word processor to format documents

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;

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|---|------------------------------------|-----------------------------|-----------------------------|
| SPECIFIC OUTCOME 1 - Work with multiple documents within a word processing application. OUTCOME RANGE - Minimum 2 documents. | | | |
| 1. A number of documents are opened, in order to switch control between them. | | | |
| 2. Documents are sized so that at least two documents can be seen at the same time. | | | |
| 3. Text is manipulated between active documents. | | | |
| SPECIFIC OUTCOME 2 - Format Text using a word processing application. | | | |
| 1. A border is applied to text and removed from text to enhance the look-and-feel of a document. | | | |
| 2. Shading is applied to text and removed from text. RANGE - Shading is also refers to a filling. | | | |
| 3. The current date and time is added. | | | |

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| 4. The use of an automatic field added capability of the word processor is demonstrated, in terms of its purpose and use to speed up typing of words and sentences. RANGE - Date, time, document information. | | | |
| 5. Special characters and symbols are inserted into an existing word processing document. | | | |
| 6. Hyphenation is activated and applied into an existing word processing document. RANGE - At least one of the following: Automatic, soft, optional. | | | |
| 7. Special effects are applied to text in an existing word processing document. RANGE - Animation, text border. | | | |
| 8. Character Spacing is changed in an existing word processing document. | | | |
| SPECIFIC OUTCOME 3 - Format paragraphs. | | | |
| 1. Tabs are set, reset and removed from an existing word processing document. RANGE - Tabs: left tab, right tab, centre tab, decimal align tab, leading character tab; at least 2 methods of setting tabs are demonstrated. | | | |
| 2. The default tab setting is changed in an existing word processing document. | | | |
| 3. Bullets are applied to and removed from an existing word processing document. RANGE - Automatic while entering, to existing text. | | | |
| 4. Bullet formats are changed within an existing word processing document. RANGE - Bullet character, bullet position, text position. | | | |
| 5. The difference between numbered text and outline numbered text is explained in terms of their use in an existing word processing document. | | | |
| 6. Numbering is applied to and removed from selected text in an existing word processing document. RANGE - Automatic while entering, to existing text; single level numbering, multi-level numbering to at least three levels. | | | |
| 7. Numbering formats are changed within existing paragraph. RANGE - Number format, number style, number position, text position. | | | |
| 8. A border is applied to and removed from an existing word processing document. | | | |
| 9. Paragraph spacing is changed in an existing word processing document. RANGE - Line spacing, before and after paragraph. | | | |

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| SPECIFIC OUTCOME 4 - Format Pages within an existing word processing document. | | | |
| 1. The page format of a document is changed according to given specifications. RANGE - Page size, page orientation, margins, layout. | | | |
| 2. Manual Page breaks are inserted into an existing word processing document. | | | |
| 3. Page breaks are deleted from an existing word processing document. | | | |
| 4. A border is applied to and removed from an existing word processing document. | | | |
| SPECIFIC OUTCOME 5 - Format an existing word processing Document. | | | |
| 1. Methods of automatically formatting a document are explained. RANGE - Templates, styles, manual. | | | |
| 2. A header is added to and removed from a document. | | | |
| 3. A footer is added to and removed from a document. | | | |
| 4. Page numbers are added to a document. | | | |
| 5. A document is split into sections according to given specifications. RANGE - Minimum 2 sections. | | | |
| 6. Endnotes and footnotes are inserted into a document. | | | |
| 7. A Section Break is inserted into and deleted from an existing word processing document. | | | |
| SPECIFIC OUTCOME 6 - Templates are used and created to facilitate ease of use in future, by having default options when starting a new word processing document. | | | |
| 1. A document is created using an existing template. | | | |
| 2. A document is saved as a new template with a specific name and in a specific folder. | | | |

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| 3. A created template is used to have pre-defined default options when starting a new word processing document. RANGE - Default options include but is not limited to document type, document format depending on type chosen. | | | |
| Unit standard essential embedded knowledge | ----- | ----- | ----- |
| • 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. | | | |
| • Performance of all elements is to be completed within the normal range of time and cost that would be expected in a professional environment (e.g. In a commercial or government organisation). | | | |
| Critical Cross-field Outcomes (CCFO): | ----- | ----- | ----- |
| IDENTIFYING - Identify and solve problems in which responses display that decisions using critical and creative thinking have been made by working with multiple documents, and applying special formatting to a document. | | | |
| ORGANISING - Organise and manage oneself and one`s activities responsibly and effectively by switching control between documents and manipulating text between documents. | | | |
| COLLECTING - Collect, analyse, organise, and critically evaluate information by selecting graphics, symbols and special characters to be included in the text. | | | |
| COMMUNICATING - Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion when engaging with the subject by organising and formatting documents appropriately. | | | |
| SCIENCE - Use science and technology effectively and critically, showing responsibility towards the environment and health of others by using a word processing application to format documents. | | | |

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 | 2 | 6 | 9 | 2 | 6 | 25 |
| 2 | 2 | 6 | 9 | 2 | 6 | 25 |
| Totals | 4 | 12 | 18 | 4 | 12 | 50 |