higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

OFFICE DATA PROCESSING
NQF LEVEL 2

(3061022)

2 March 2020 (X-paper)
09:00–12:00

This question paper consists of 20 pages.

179Q1S2002

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TIME: 3 HOURS
(additional 1/2 hour for printing)
MARKS: 300

INSTRUCTIONS AND INFORMATION

1. The question paper must be completed on computer with the aid of a word processing program. The version of the MS Office Suite used for the examination must be written on the cover page of the EXAMINATION FOLDER.

2. Answer all the questions.

3. Read all the questions carefully.

4. Number the answers according to the numbering system used in this question paper.

5. To complete the question paper, it is important that candidates adhere to the TIME ALLOCATION provided for each question.

6. All PRINTOUTS to be marked must be placed in the EXAMINATION FOLDER. Only the top PRINTOUT per question/subsection, printed on ONE side of the page only, will be marked.

7. PRINTOUTS must be SORTED and placed in the EXAMINATION FOLDER in the same order as the question paper.

8. Ensure that the EXAMINATION NUMBER and the QUESTION NUMBER is printed on each page according to the instructions given for each question (header/footer).

9. PRINTOUTS with handwritten EXAMINATION NUMBERS will only be considered for marking if it is endorsed with the invigilator's signature.

10. Take note of the following regarding the question paper:

    10.1 Left align throughout unless otherwise indicated.

    10.2 Use MARGINS (top, bottom, left and right) of 1”/2.5 cm unless otherwise indicated.

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10.3 Use SINGLE line spacing if no other line spacing is indicated.

10.4 Use COURIER NEW 12 for the word processing section and ARIAL/CALIBRI 12 for the spreadsheet section unless otherwise instructed.

11. During the additional printing time candidates may only affect printing commands. No further input or editing may be done. It is recommended that additional invigilators who are knowledgeable about computers invigilate during the additional 30 minutes' printing time to provide extra assistance and control.

12. In the event of a power failure, computer or printer breakdown, the invigilator must make the necessary arrangements for the candidate to continue and the actual time lost must be allowed for the candidate once he/she resumes working.

13. All work on the computer should be saved at regular intervals to prevent loss of work in the event of a power failure. No additional time may be allowed for such lost work. It is the candidates' responsibility to protect their answers by saving regularly.

14. If problems are experienced with certain printers, for example, not printing the ê, a report must be sent with the centre's PRINTOUTS.

15. Candidates may have a printed template, a dictionary and a list of ASCII codes in their possession during the examination. Word processing templates and the spelling checker may be used.

16. At the end of the examination all PRINTOUTS must be placed in the EXAMINATION FOLDER and must be handed to the invigilator. This includes all PRINTOUTS on which errors occur and should not be marked. No PRINTOUTS whatsoever may be removed from the examination room or discarded in waste-paper bins.

17. At the end of the examination session, each candidate must hand in the PRINTOUTS as well as the disk (or other storage device that may have been used) with the saved answers (properly marked with the candidate's EXAMINATION NUMBER on the cover of the EXAMINATION FOLDER). If a network is used, the network manager must make a backup copy of all the candidates' work under supervision of the invigilator. (These disks and/or backup copies, for example CDs, must be handed to the examination section of the college for safekeeping for one year in case enquiries are made by the examiner/moderator/superintendents of education and Umalusi).

18. The hard drive of the computer, (C drive), may not be used to saving documents in the event of other groups using the same venue during more than one sitting. If the same venue is being used for different groups then the computers' hard drives must be checked and cleared before the next group commences the examination session.

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19. No candidate may print his/her work for another candidate, nor make his/her disk available to another or access other candidates' work on the network. Any attempt to access information from or transfer information to another candidate in whatever manner is a contravention of the examination rules and regulations and will be viewed in an extremely serious light.

20. **HOW TO MAKE A SCREEN PRINT OF A DIALOG BOX:**

Follow these instructions to copy the necessary dialog box when answering a question which requires the use of the print-screen function:

- Press the Print screen button in the top row of the keyboard (on the right-hand side of the F12 function key). Lift your fingers from the keyboard.
- Minimise that screen, open the answer sheet or a blank page required for the answers.
- Place the cursor at the position where the answer must be inserted.
- Press CTRL+V on the keyboard or click the Paste icon on the standard toolbar.

The print-screen image or picture will appear in the position where you placed the cursor.

TIMED ACCURACY TEST: (QUESTION 1)

21.1 Candidates must be allowed at least THREE minutes to read through the test before the start of the examination.

21.2 All candidates must start with the timed accuracy test. No candidate is permitted to start with any other question during the first 10 minutes.

21.3 The invigilator must use a stopwatch to keep the exact time for the test.

21.4 QUESTION 1 may be done ONCE only and must be printed immediately after the first ten minutes have expired. Each PRINTOUT must be signed by the invigilator immediately after the last typed word. The PRINTOUT must be retained by the invigilator and, in the presence of the candidate, inserted in the candidate's EXAMINATION FOLDER at the end of the examination.

21.5 A candidate who arrives late (i.e. during and after the first 10 minutes) will NOT be given any extra time for the timed accuracy test. The candidate must start immediately and stop at the same time as the other candidates, or if the ten minutes have lapsed, he/she will have forfeited the test.

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TIME:	**3 hours**
ADDITIONAL:	**½ hour (printing time)**
MARKS:	**300**

DATA PROCESSING		**ALLOCATED TIME**	**MARKS**
QUESTION 1	TIMED ACCURACY TEST	**10 mins**	**20**
QUESTION 2	COMPUTER CONCEPTS AND FILE MANAGEMENT	**15 mins**	**30**
QUESTION 3	PARAGRAPHS	**20 mins**	**40**
QUESTION 4	OFFICIAL LETTER	**40 mins**	**60**
QUESTION 5	APPLICATION LETTER	**25 mins**	**50**
QUESTION 6	PARAGRAPHS	**20 mins**	**30**
QUESTION 7	SPREADSHEET	**50 mins**	**70**
TOTAL		**3 HOURS** (30 minutes extra for printing)	**300**

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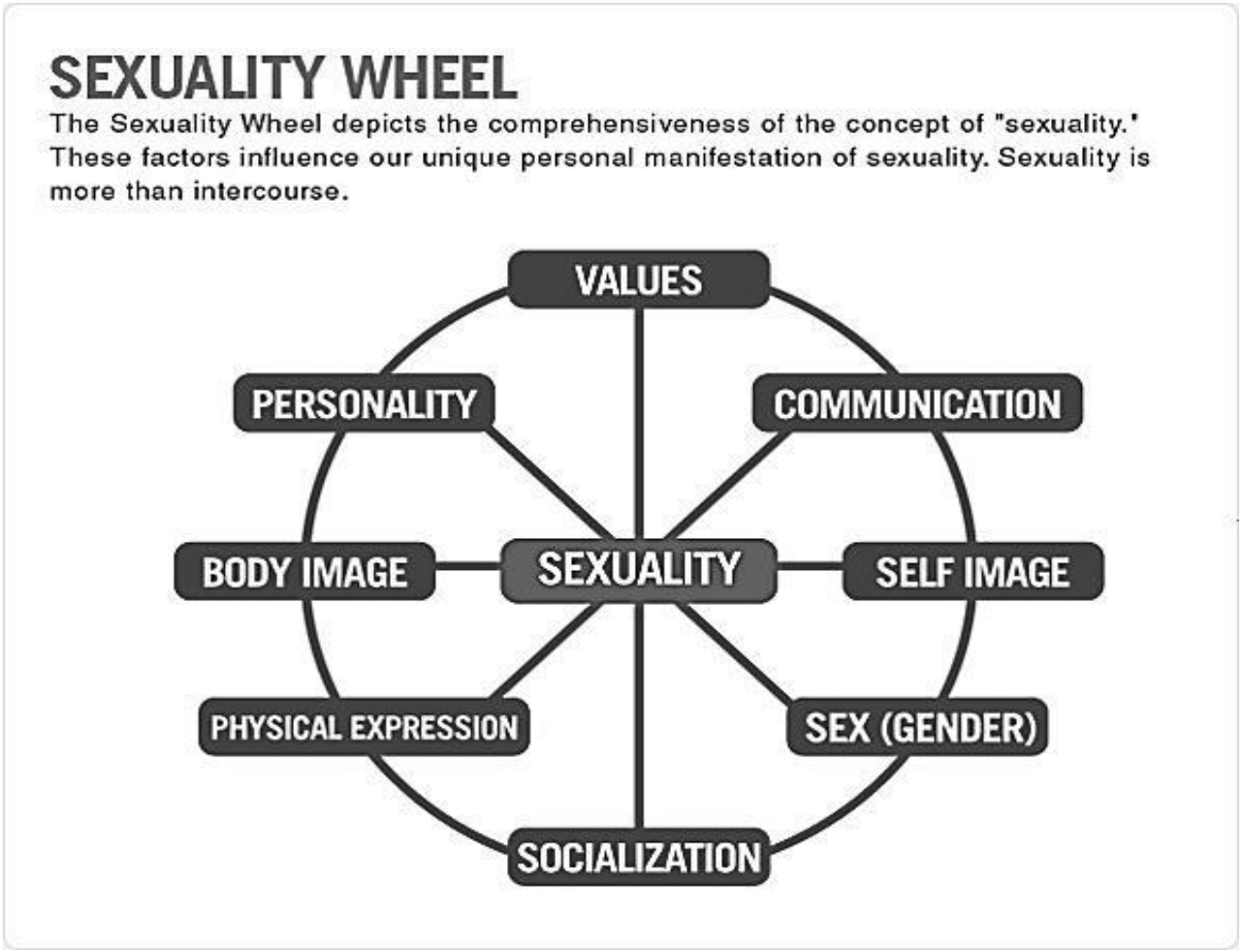
The following introductory information is for BACKGROUND purposes only. This information must **NOT** be typed as part of the examination.



You are appointed as an administrative clerk at a centre for positive sexuality and will be responsible for all documentation that will be needed for events or outreach programmes.

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QUESTION 1

INFORMATION: The project manager requested you to type the following information.

DOCUMENT:	Timed accuracy test Key in ONCE only	**FONT:**	Courier New 12
LINE SPACING:	1.5 or 2	**MARGINS:** Left:	1”/2.54 cm
PAPER:	A4 portrait	Right:	1”/2.54 cm
TIME ALLOCATION:	10 minutes	**ALIGNMENT:**	Left/Off
MARKS:	20		

INSTRUCTIONS:

1. All candidates must perform the timed accuracy test.

2. Insert your EXAMINATION NUMBER and the QUESTION NUMBER as a header against the left margin as follows:

   EXAMINATION NUMBER
   QUESTION 1

3. The minimum speed requirement is 25 words per minute.

4. The duration of the test is 10 minutes. Wait for the invigilator's instruction to start and stop immediately on his/her command.

5. Print QUESTION 1 on the invigilator's instruction. The invigilator will only accept the first PRINTOUT of QUESTION 1.

6. Save the document as **QUESTION 1**.

7. Print the document.

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Human sexuality is the way people experience and express themselves sexually. This involves biological, erotic, physical, emotional, social, or spiritual feelings and behaviour. Because it is a broad term, which has varied over time, it lacks a precise definition. The biological and physical aspects of sexuality largely concern the human reproductive functions, including the human sexual response cycle. Someone's sexual orientation can influence that person's sexual interest and attraction for another person. Physical and emotional aspects of sexuality include bonds between individuals that are expressed through profound feelings or physical manifestations of love, trust, and care. Social aspects deal with the effects of human society on one's sexuality, while spirituality concerns an individual's spiritual connection with others. Sexuality also affects and is affected by cultural, political, legal, philosophical, moral, ethical, and religious aspects of life.

Interest in sexual activity typically increases when an individual reaches puberty. Opinions differ on the origins of an individual's sexual orientation and sexual behaviour. Some argue that sexuality is determined by genetics, while others believe it is moulded by the envir|onment, or that both of these factors **25 wpm** interact to form the individual's sexual orientation. This pertains to the nature versus nurture debate. In the former, one assumes that the features of a person innately correspond to their natural inheritance, e|xemplified by drives and instincts; **30 wpm** the latter refers to the assumption that the features of a person continue to change throughout their development and nurturing, exemplified by ego ideals and formative identifications.

[20]

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QUESTION 2

1. Retrieve the document saved as QUESTION 2 in the CANDIDATE FILES FOLDER.

2. Type your EXAMINATION NUMBER and the QUESTION NUMBER in the header against the left margin in QUESTION 2 as indicated in the instructions. (1)

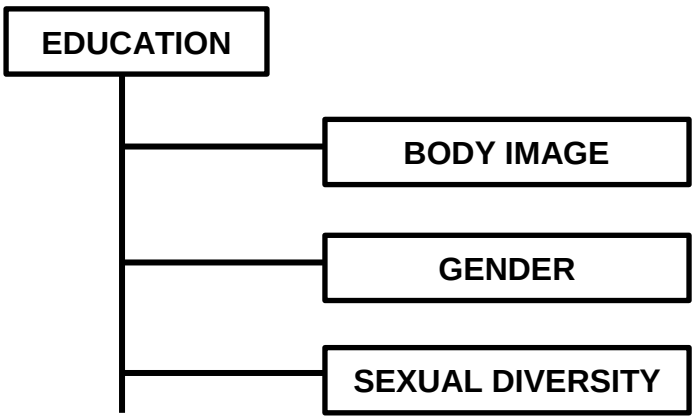
3. Save and print the answer sheet after completing the answers. (1)

2.1 Give FIVE common signs that indicate that a computer has been infected by a virus. (5)

2.2 Change the number format of the computer by using the regional settings. Create a screen-print image of the relevant dialog box and paste it in the correct space. (6)

2.3 Define *ergonomics*. (2)

2.4 Create the tree structure as illustrated below on the drive in which you save your answers and make a screen-print image thereof. (9)



2.4.1 Use the SEXUAL DIVERSITY folder and follow the instructions below. (1)

2.4.2 Create a text file, IDENTITY, and a PowerPoint file, TYPES, in the SEXUAL DIVERSITY folder.

Create a screen-print image of the contents of the SEXUAL DIVERSITY folder in the space provided in the answer sheet. (5)

[30]

QUESTION 3: PARAGRAPHS

INSTRUCTIONS: Create a brochure by using your word processing skills.

DOCUMENT:	Paragraphs	**FONT:**	Courier New 12
LINE SPACING:	Single	**MARGINS:**	
		Left:	1"/2.54 cm
PAPER:	A4 portrait	Right:	1"/2.54 cm
TIME ALLOCATION:	20 minutes	**ALIGNMENT:**	Left/Off
MARKS:	40		

1. Insert your EXAMINATION NUMBER and the QUESTION NUMBER as a header against the left margin as indicated in the instructions.

2. Save the document as **QUESTION 3**.

3. Print the document.

Positive sexuality **/uc/bold/centre/16 pt**

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Using a sex-positive approach to **/** *education can help youth develop personal values, self-esteem, a comfortable communication style, &responsible decision-making skills.* **[***Positive sexuality, as we mean it here, is both an educational approach and an important outcome for adolescents healthy.*

/sexuality

/in full
/italics
/trs

╪

Teaching positive sexuality to the youth begins with values, honest communication, & straightforward, factual information. Positive sexuality includes: **[***1.╫an understanding of sexuality as a natural & healthy*

/italics

aspect

~~*factor*~~ *of human life;* **[***3.╫respectful communication & exchange of personal thoughts and feelings between partners; and* **[***2. knowledge of human sexuality and reproductive rights with which to make responsible choices;* **[***4. practice of safe & mutually consensual sexual activity.*

r.o
/stet
/in full
/NP

/in full
change numbers to any bullet

[40]

QUESTION 4: OFFICIAL LETTER

Create the following document:

DOCUMENT:	Official letter	**FONT:**	Courier New 12
LINE SPACING:	Single	**MARGINS:**	
		Left:	1.5”/3.81 cm
PAPER:	A4 portrait	Right:	0.98”/2.5 cm
TIME ALLOCATION:	40 minutes	**ALIGNMENT:**	Left/Off
MARKS:	60		

1. Retrieve the letterhead, QUESTION 4, from the CANDIDATE FILES FOLDER.

2. Insert your EXAMINATION NUMBER and the QUESTION NUMBER as a footer against the left margin as follows:

   EXAMINATION NUMBER
   QUESTION 4

3. Save the document as **QUESTION 4**.

4. Print the document on ONE A4 page.

Insert today's date in descending order against the right margin

╪

To l [all educators /uc l:

╪

What educators can do to promote sexuality education caps

╪

promoting comprehensive sexuality education enablse adolescents to become knowledgeable & to make decisions healthier that affect their lives. /uc/sp /in full /trs

runs on

There are many ways that educators can promote what we call positive sexuality. Below are a few tips for educators: /uc /und

╪

2.╫ Provide straightforward and factual information. [2.1╫Popular misinformation about certain sexual behaviours should be corrected. /bold/NP /stet

╪ /bold

1. ‖ Help to create a safe setting for teens to learn and share. [1.1‖A safe and comfortable environment is important for / discussion of sexuality issues for youth as well as adults.

‖

4. Recognise and affirm / sexual rights of teens, which include:

‖

4.1 / right to accurate info about sexuality and HIV/AIDS;
4.2 / right not to express your sexuality unless you want to;
4.4 The right not to be pressured into being physical or sexual; and
4.3 ~~The right to say no to any unwanted touch of any kind;~~
4.5 The right to stop being physical or sexual with a partner at any point.

/in full
s/s

‖

3. Clarify your own values. [3.1 All of us have values that we bring to / work we do. Some of those values are better left at the door before we enter into a discussion with teens.

/bold/uc
/NP

‖

Therefore, our sexuality is more than what we do with another person sexually; it is a natural and vital part of who we are.

/ital
centre
10 pt

Candidate, arrange paragraphs in the correct order.

‖
‖

director /uc

[60]

QUESTION 5: LETTER OF APPLICATION

INFORMATION: You need to assist one of the staff members with the drafting her application letter.

DOCUMENT:	Application letter	**FONT:**	Courier New 12
LINE SPACING:	Single	**MARGINS:**	
		Left:	1"/2.54 cm
PAPER:	A4 portrait	Right:	1"/2.54 cm
TIME ALLOCATION:	25 minutes	**ALIGNMENT:**	Left/Off
MARKS:	50		

1. Insert your EXAMINATION NUMBER and the QUESTION NUMBER as a header against the left margin as indicated in the instruction.
2. Save the document as **QUESTION 5**.
3. Print the document.

Sender: K Mohammed, PO Box 555, Pretoria, 0007
Receiver: /HR Manager, 55 Westbrooke Dr, Strathavon, Sandton, 2031
Content heading: Application for Lead Educator

uc display correctly /uc

=

Dear Madam

=

I wish to apply for / following vacancy available at / company which was advertised inter nally on Monday 12 November 2018. /NP

[I have been working for over twenty-five years and have been actively involved in the greater community for about 18 years. I refer to myself as an equal opportunity woman and neither gender nor gender choice determines with whom I interact. [I have delivered presentations on alternative lifestyles across the country and in the United Kingdom.

numbers /italics r.o /stet

I was also privileged to have been invited to ~~different~~ numerous panel presentations at colleges, universities, and organisations and

view these as opportunities to not only educate & correct myths and misconceptions, but to give back to the community I love. Education seems to be the dominant theme in my life.

in full

I am a hard-working and dedicated individual who believes in providing quality information and working with people.

Please find attached my CV. Thank you for your consideration of my application.

Yours faithfully

love

in full

End letter correctly

[50]

QUESTION 6: PARAGRAPHS

INFORMATION: Edit the document below.

1. Retrieve the document saved as QUESTION 6.
2. Insert your EXAMINATION NUMBER and the QUESTION NUMBER as footers against the right margin.
3. Edit the content of the document as indicated below.
4. Change the font to Courier New 12 pt.
5. Change the left and right margins of the document to 1.25 cm/0.5”
6. Insert page numbers at the top right of each page.
7. Apply a 3 pt page border.
8. Insert the following as header left aligned in upper case and italics: “WE RISE BY LIFTING OTHERS”
9. Save the document as **QUESTION 6**.
10. Print the document.

Positive Sexuality /uc/bold/cCentre

‡

sexual wellbeing covers much more ~~more~~ than birth control and infection screening. /uc/del

People who practice and experience positive sexuality: [Appreciate and respect their sexuality and that of others /heading style 2

‡ indent list x1

- appreciate their own bodies and those of their partners (if they choose to have partnered sex)
- enjoy sexual feelings without necessarily acting upon them
- strive to understand the complecsities of sexual and gender identities, orientations, and expressions /sp
- identify and understand their values as they evolve
- decide what values suit them and use these values in action
- demonstrate axcceptance for people with differing identities, values and experiences /sp
- understand the impact of culture, societal and media messages on thoughts, feelings, values, and behaviour related to sexuality
- respect the rights of people to engage in and enjoy a full range of safe, consensual, non-exploitative and pleasarable sexual behaviour /sp

‡

Communicate effectively in relationships /heading style 2

- interact with others in appropriate and ways respectful /trs
- work together for equality in relationships
- comunicate with partners about sexual activity continuously /sp
- negotiate boundaries
- discuss physical and emotional results (positive and negative) of sexual activity, safer sex methods, contraception (if desired and/or applicable), and meaning in the relationship(s)
- practice and uphold intentional and meaningful consent in all partnered sexual activities
- have opportunities to communicate desire not to have sex and have that accepted
- are able to accept boundary setting and refusals to sex

page break

Learn about sexual health /heading style 2

- understand the benefits and risks of sexual activity
- ask questions about sexual issues
- seek further information about sexuality as needed
- be aware of sexual health resources in the community (like our ISHS clinics and programmes!)

1.5 line spacing

Take responsibility for sex safety and health /heading style 2

- take responsibility for their own behaviour and actions
- take responsibility for their own bodies and experiences
- comunicate effectively with family, friends and health care professionals /sp
- practice health-promoting behaviour such as:
- regular check-ups, ~~recognition~~
- breast and/or testicular self ~~awareness~~ /stet
- if having partnered sex: d/s
- practicing safer sex to limit transmitting and/or contracting or transmitting a sexually transmitted infection
- practicing steps to limit unintentional pregnancies (if applicable)
- sexually transmitted infection screening

[30]

QUESTION 7A

Create this spreadsheet in MS Excel using Arial or Calibri 12 pt.

7.1 Insert a left header as set out below.

EXAMINATION NUMBER
QUESTION 7A

7.2 Key in the spreadsheet exactly as set out below. Do not type the row and column headings.

7.3 Display numbers as integers.

7.4 Adjust the column widths to allow for the content of each column to fit. You will be penalised for columns that are too large.

7.5 Use the method familiar to you with to apply the borders.

7.6 Print the spreadsheet in A4 portrait orientation and save it as **QUESTION 7A**.

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	A	B	C	D	E
1	NOTIFIABLE STI TRENDS				
2	2015 - 2018				
3	STI	2016	2017	2018	TOTAL
4	Chlamyidia	3837	4400	5267	
5	Gonorrhoea	369	463	440	
6	Syphilis	38	22	18	
7	Trichomoniasis	45	22	65	
8	Herpes	55	48	66	
9					
10	TOTAL				
11					
12	DIFFERENCE BETWEEN 2015 AND 2018				
13					

(30)

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QUESTION 7B

7.7 Retrieve the spreadsheet saved as QUESTION 7A. Change the QUESTION NUMBER in the header to QUESTION 7B. (1)

7.8 Edit the spreadsheet as indicated below and in the illustration on the next page.

7.8.1 Merge and centre the heading in row 1 across columns A to E. (2)

7.8.2 Change the heading in row 1 to 16 pt, bold and italics. (3)

7.8.3 Insert an open row after row 1 and 2. (2)

7.8.4 Insert a new column between columns A and B as indicated. (6)

7.8.5 Change column headings to bold and centre. (2)

7.8.6 Insert two open rows above Herpes and key in the information as indicated on the next page. (6)

7.8.7 Insert the text in row 18. (4)

7.8.8 Use formulae to calculate the following:

A – TOTAL = sum of each STI (2)

B – TOTAL = sum of each year (2)

C – DIFFERENCE BETWEEN 2015 AND 2018 = Total 2018 – Total 2015. (2)

D – % OF TOTAL 2015 AND 2018 = Total 2015 divided by Total 2018 (2)

7.8.9 Copy the formulae as indicated. (2)

7.8.10 Adjust the column widths to allow for the contents of each column to fit.

7.8.11 Display numbers as integer decimals and the % of total 2015 and 2018 as % with no decimal. (2)

7.8.12 Print and save the spreadsheet as **QUESTION 7B**. (2)

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NOTIFIABLE STI TRENDS **merge and centre 16 pt/bold/italics**

open row

2015 – 2018

open row **insert column** **column headings-bold and centre**

STI	2015	2016	2017	2018	TOTAL
Chlamyidia	2555	3837	4400	5267	**A**
Gonorrhoea	265	369	463	440	
Syphilis	22	38	22	18	
Trichomoniasis	36	45	22	65	
Pelvic inflammatory disease **insert**	55	**85**	**65**	**75**	
Phthirus pubis **insert**	35	**60**	**55**	**90**	
Herpes	20	55	48	66	
TOTAL	**B** →				

DIFFERENCE BETWEEN 2015 AND 2018 **C**

% OF TOTAL 2015 AND 2018 **insert** **D**

(40)

[70]

GRAND TOTAL: 300

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