higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE (VOCATIONAL)

## OFFICE DATA PROCESSING
### NQF LEVEL 3

**6 March 2020**

**This marking guideline consists of 31 pages.**

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## INSTRUCTIONS AND INFORMATION

To facilitate marking and moderation, the following must be adhered to when marking:

### Manipulation:

- Use a blue pen for all manipulation commands carried out.
- Use ticks and the QUESTION NUMBER for every correct manipulation carried out as indicated in the marking guideline.
- Use an X (cross) to mark manipulation incorrectly done.
- The QUESTION NUMBER must be written next to every tick or X (e.g. 1.3✓✓).

### Accuracy:

- Use a red tick to indicate all accuracy marks.
- Use a red X to indicate all accuracy errors.
- For each command, the QUESTION NUMBER must be written next to every tick or X (e.g. 1.4✓✓✓✓XX).

### Timed accuracy test:

- The timed accuracy test will be marked according to the given schedule for QUESTION 1.
- A candidate failing speed, but obtaining 50% or more for the entire examination paper, is competent in the examination.
- A candidate passing speed, but failing the examination paper, fails the examination paper as well as the speed.

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## QUESTION 1: TIMED ACCURACY TEST

## MARK SCHEDULE

| **Margin of errors** | **5%** | **5%** |
|---|---|---|
| **WPM** | **30** | **35** |
| **Maximum errors permitted** | **7** | **8** |
| **Marks per error deducted** | **1,2** | **1** |
| **Possible marks** | **20** | |
| **Number of errors/marks deducted** | | |
| 0 | 20 | 20 |
| 1 | 19 | 19 |
| 2 | 18 | 18 |
| 3 | 16 | 17 |
| 4 | 15 | 16 |
| 5 | 14 | 15 |
| 6 | 13 | 14 |
| 7 | 12 | 13 |
| **8 [Passed 30 wpm]** | **10** | 12 |
| 9 | 9 | 11 |
| **10 [Passed 35 wpm]** | 8 | **10** |
| 11 | 7 | 9 |
| 12 | 6 | 8 |
| 13 | 5 | 7 |
| 14 | 4 | 6 |
| 15 | 2 | 5 |
| 16 | 1 | 4 |
| 17 | 0 | 3 |
| 18 | | 2 |
| 19 | | 1 |
| 20 | | 0 |
| 21 | | |
| 22 | | |
| 23 | | |
| 24 | | |
| 25 | | |

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## QUESTION 1: TIMED ACCURACY TEST

**NOTE: THE ACCURACY TEST MUST BE MARKED VERY CAREFULLY AS IT WILL HAVE AN IMPACT ON THE RESULTS. MARK ACCURACY ONLY.**

1. Use the attached mark schedule to allocate marks.

2. When the same word is repeatedly typed incorrectly, it is penalised the first time only (once) per question and encircled thereafter.

3. Omission of words: Count the first FIVE strokes (including spaces) – thereafter every 10 strokes equals ONE error.

4. Should an entire line or paragraph be left out and appear at the bottom of the answer, only ONE accuracy error will be deducted and not penalised as an omission of words.

5. Should an entire line or paragraph be repeated, only ONE accuracy error will be deducted for the entire line or paragraph.

6. If 30 wpm is not reached, count back as indicated in the marking guideline.

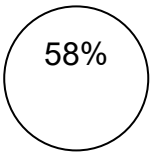
7. The highest mark obtained will be indicated. The highest speed obtained (12/30 or more) is indicated.

8. Indicate the speed obtained with a P/S (pass speed) of 30 wpm/35 wpm or F/S (fail speed) on the student's cover page next to the mark for the speed.

9. Indicate at the end of the speed test:

| | |
|---|---|
| Pass/Fail speed | **P/S** |
| Number of errors | **3** |
| Mark achieved | **16/20** |
| WPM achieved | **30 wpm** |

10. The speed reached is endorsed on the cover of the ANSWER SHEET next to the percentage obtained (within the circle), for example:




**30 wpm**

11. No marks are deducted for:

- incorrect casing (capital/lower case)
- incorrect letter spacing
- incorrect hyphenation
- incorrect line spacing
- incorrect paragraphing
- incorrect justification

Discipline is action or inaction that is regulated to be in accordance (or to achieve accord) with a system of governance. Discipline is commonly applied to regulating human and animal behaviour, and furthermore, it is applied to each activity branch in all branches of organised activity, knowledge, and other fields of study and observation. Discipline can be a set of expectations that are required by any governing entity including the self, groups, classes, fields, industries or societies.

Children being educated to use public litter bins is a form of disciplinary education that is expected by some societies. If a child cannot use a litter bin, the lack of discipline can result in a reaction from observant people in public. Many people observe a form of disciplinary effort in their daily lives.

Discipline is a moral obligation among many groups of people. Disciplined behaviour is required by some laws and other legal obligations. Commercial entities can also put in place strict disciplinary requirements for the length of the commercial agreement. Airlines enforce strict disciplinary and conduct rules upon flight passengers.

In the military, discipline regards the efforts made by superiors to punish the serviceperson. In academia, discipline can also regard the educators' responses and efforts that are designed to punish the student(s). In animal husbandry and training, the animals may be disciplined to perform specific task and activities without errors. Additionally, animals can discipline their young through numerous methods; including nips, bites and grips. 30 wpm

Disciplinarians have been involved in many societies throughout history. The Victorian era resulted in the popular use of disciplinarian governance over children. Edward VIII 35 wpm

**[20]**

## QUESTION 2: PRESENTATIONS

2.1 Formatted Slide 1 as a *Title Slide*.

2.1.1 Inserted the heading in the Title placeholder in uppercase, size 44 pt, bold and shadow effect. (5)

2.1.2 Inserted the subheading in black font and italics in the subtitle placeholder. (4)

2.2 Inserted a new *Two Content* slide as Slide 2 and edited it as follows: (1)

2.2.1 Inserted the text in uppercase in the title placeholder. (2)

2.2.2 Inserted the text in the body placeholder on the left: (3)

2.2.3 Inserted the image named PARENTING and applied any picture style. (4)

2.3 Inserted a new *Title and Content* slide as Slide 3 and edited it as follows: (1)

2.3.1 Inserted the text in uppercase in the title placeholder. (2)

2.3.2 Created the table in the body placeholder: (8)

2.4 Imported the slide MISBEHAVIOUR as Slide 4 and edit it as follows: (1)

2.4.1 Inserted the text below in uppercase in the title placeholder.

WHY DO CHILDREN MISBEHAVE? (2)

2.4.2 Used the spell check function to correct spelling errors. (2)

2.4.3 Edited the text in the body placeholder. (5)

2.5 Inserted a new *Title and Content* slide as Slide 5 and edit it as follows: (1)

2.5.1 Inserted the text in uppercase in the title placeholder. (3)

2.5.2 Created a 3D pie chart using the information given and inserted data labels on the outside of each segment:

(5)

2.6 Inserted a new *Title and Content* slide as Slide 6 and edit it as follows: (1)

2.6.1 Inserted the heading SOLUTIONS in the title placeholder in upper-case and bold. (3)

2.6.2 Inserted the SmartArt Graphic *Horizontal Bullet List.*

(2)

2.6.3 Copied and pasted the text below the headings from the file saved as SOLUTIONS in the STUDENT FILES folder. (1)

2.6.4 Applied any SmartArt style to the graphic. (1)

2.7 Applied slide numbers to all slides in the presentation. (1)

2.8 Inserted a header aligned as follows on the handout page:

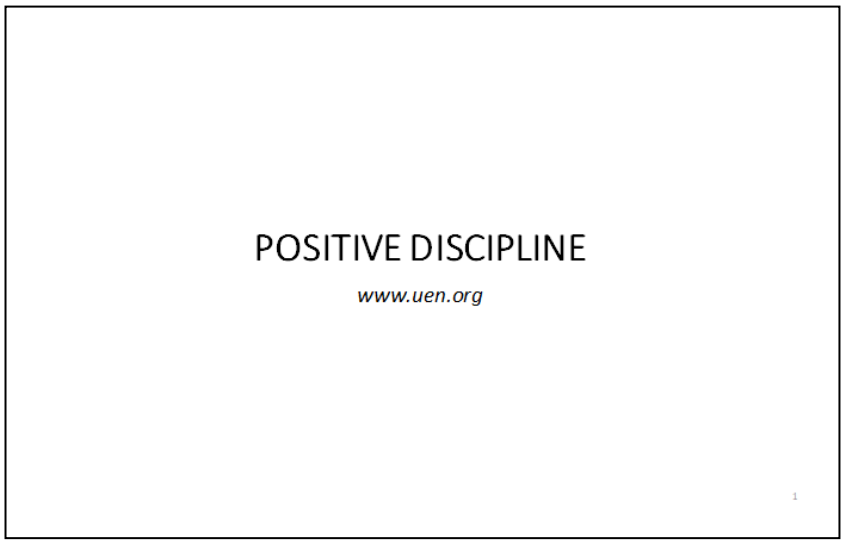
EXAMINATION NUMBER QUESTION 2 (1)

2.9 Printed the presentation as handouts with THREE slides per page. (1)

**[60]**

EXAMINATION NUMBER QUESTION 2

**2.8 header✓**

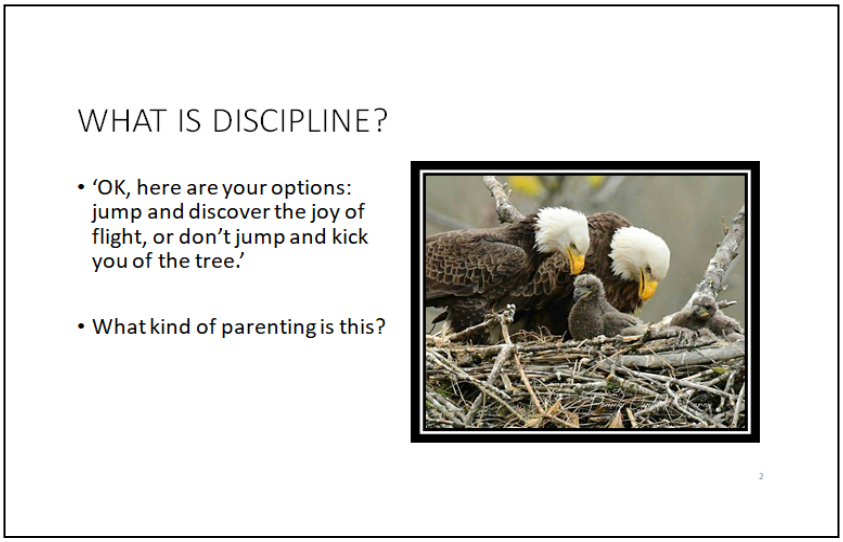



**2.9 handout, 3 slides per page✓**

## SLIDE 1

**2.1.1**
**title placeholder✓**
**accuracy✓**
**font size✓ bold✓ shadow effect✓**

**2.1.2**
**subtitle✓ black font✓ italics✓**
**accuracy✓**



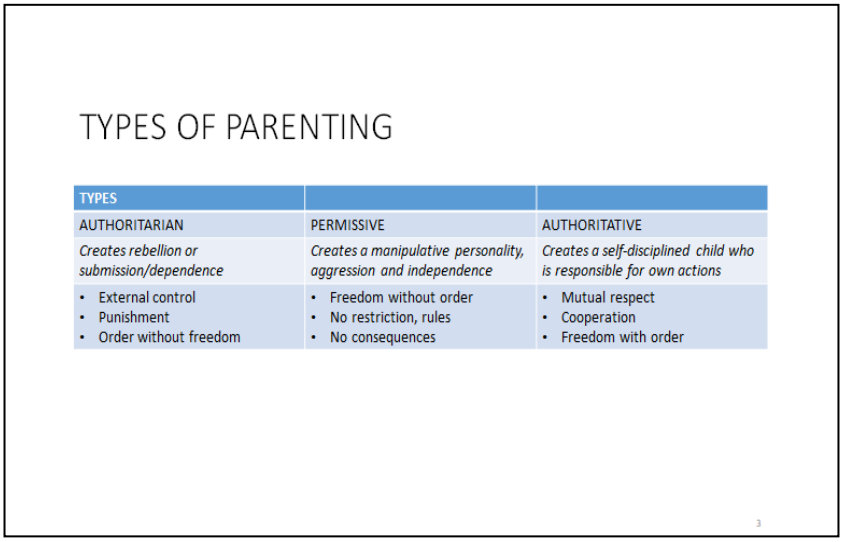

## SLIDE 2

**2.2**
**Two Content slide✓**

**2.2.1**
**uppercase✓ accuracy✓**

**2.2.2**
**left body placeholder✓**
**accuracy✓✓**

**2.2.3**
**right body placeholder✓**
**insert image✓✓**
**picture style✓**




## SLIDE 3

**2.3**
**Title and Content slide✓**

**2.3.1**
**uppercase✓ accuracy✓**

**2.3.2**
**4 rows✓**
**3 columns✓**
**bullets✓**
**accuracy✓✓✓✓✓**



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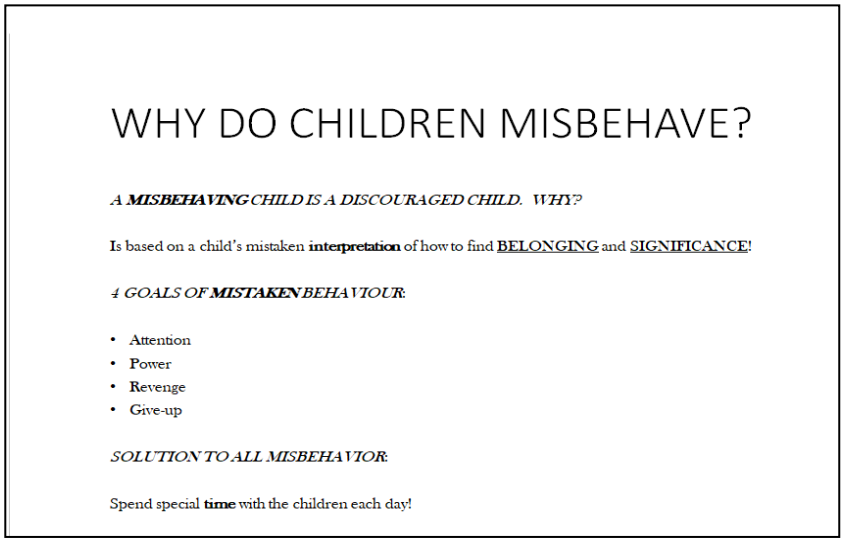


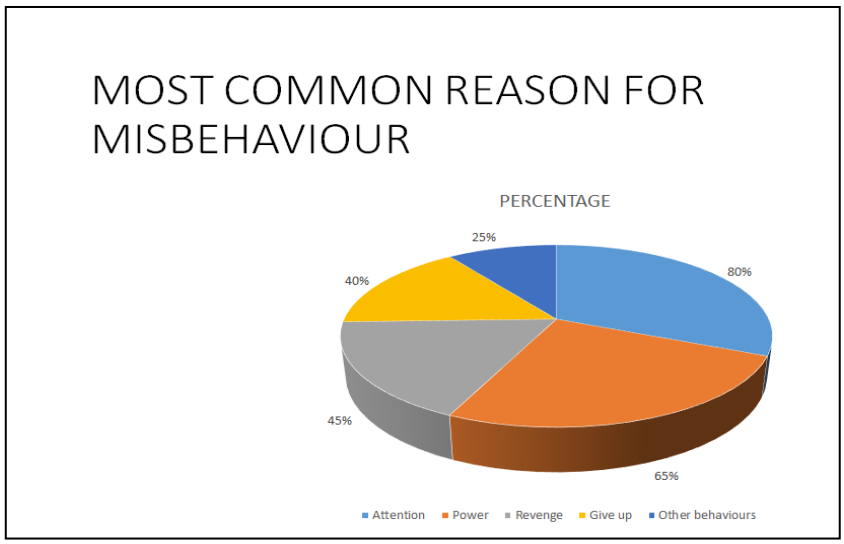

## SLIDE 4

**2.4**
**Import slide MISBEHAVIOUR✓**

**2.4.1**
**uppercase✓ accuracy✓**

**2.4.2 (½ mark per correction)**
**spell check (misbehaving, interpretation, mistaken, time)✓✓**

**2.4.3**
**uppercase✓✓✓ underline✓**
**bullets✓**

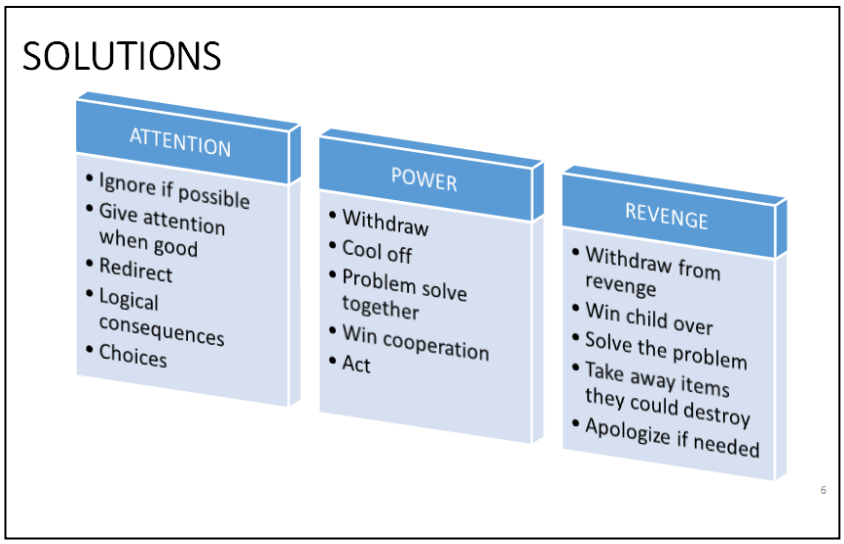



## SLIDE 5

**2.5**
**Title and Content slide✓**

**2.5.1**
**uppercase✓ accuracy✓✓**

**2.5.2**
**3D pie chart✓**
**data labels (outside)✓**
**legend correct✓**
**accuracy✓✓**




## SLIDE 6

**2.6**
**Title and Content slide✓**

**2.6.1**
**uppercase✓ bold✓ accuracy✓**

**2.6.2**
**SmartArt (Horizontal Bullet List)✓**
**accuracy✓**

**2.6.3**
**copy and paste from SOLUTIONS file✓**

**2.6.4**
**SmartArt graphic style✓**
**2.7 slide numbers (all slides)✓**

**28**

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## QUESTION 3: MS WORD – MAILING FUNCTION

## ADDITIONAL INSTRUCTIONS FOR MARKING QUESTION 3 ONLY:

1. If a PRINTOUT of the data source is not supplied, the following should be applied:

   Mark the accuracy of the records (for 3.1 – 8 marks) inserted in the PRINTOUT of the merged letters i.e. QUESTION 3C.

   For 3.3 – 1 mark is lost for filename and EXAMINATION NUMBER
   For 3.4 – 1 mark is lost – QUESTION 3A (data source) not printed

2. If no PRINTOUT of the primary document (QUESTION 3B) is included the following marks are lost:

   - 3.5 – marked in merged document
   - 3.5.1 – 2 marks lost for the header NOT inserted/incorrect
   - 3.5.2 – 3.5.14 must be marked in the merged letter
   - 3.5.17 – 1 mark lost for NOT printing primary/main document

3. If no PRINTOUT of the primary document is included:

   - 3.5.15 – 2 marks lost – No evidence of documents being linked
   - 3.5.16 – 7 marks lost – No evidence of merge fields being inserted
   - 3.5.17 – 1 mark – No PRINTOUT of the primary document

4. No PRINTOUT of merged documents

   - If no PRINTOUT of the merged documents is included, marks for 3.5.18 to 3.5.20 are lost.
   - If the records in the merged field (in QUESTION 3C) differ from the data source QUESTION 3A, then regard QUESTION 3C as invalid and do not allocate any marks to QUESTION 3C.

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## QUESTION 3A

3.1 Case✓
Letter spaces✓
Accuracy✓✓✓✓✓✓✓
Column width✓ (10)

3.2 Inserted EXAMINATION NUMBER and QUESTION 3A as file name. (1)

3.3 Printed data source. (1)
**(12)**

## QUESTION 3B

3.4 Retrieved the document. (1)

3.4.1 Inserted EXAMINATION NUMBER and QUESTION NUMBER
Header right (2)

3.4.2 Changed the font size of the entire document to Comic Sans 12 pt (3)

3.4.3 Changed line spacing to single
Changed spacing before and after (2)

3.4.4 Changed heading to 14 pt
Centre
Bold (3)

3.4.5 Applied numbering
Correct paragraph
Indentation (3)

3.4.6 Inserted symbol – TWO lines before heading
Applied dashed line (3)

3.4.7 Centre aligned heading ORDER FORM (1)

3.4.8 Changed the row height to 1 cm/0.39" (1)

3.4.9 Changed table headings to bold and italics
Applied 50% shading to table headings
Correct headings (3)

3.4.10 Centre aligned text in cells vertically (1)

3.4.11 Merged row 1 from column 2 to 4
Merged row 2 from column 2 to 4 (4)

3.4.12 AutoFit table to contents (1)

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| | | |
|---|---|---|
| 3.4.13 | Inserted TWO textboxes✓<br>TWO lines below table✓<br>Accuracy✓✓ | (4) |
| 3.4.14 | Changed top and bottom margins to 1.5 cm<br>Changed left and right margins to 2 cm | (2) |
| 3.4.15 | Replaced fields with actual merged fields in italics | (10) |
| 3.4.16 | Printed the primary document on ONE A4 SHEET | (1)<br>**(44)** |

**QUESTION 3C**

| | | |
|---|---|---|
| 3.5.1 | Merged TECHNIQUES with PARENTLIST | (1) |
| 3.5.2 | Changed QUESTION NUMBER to QUESTION 3C | (1) |
| 3.5.3 | Printed pages 1 and 2 of the document only | (2)<br>**(4)**<br>**[60]** |

EXAMINATION NUMBER
QUESTION 3A **3.2 header/file name (MS Access)✓**

| PARENTS | PO BOX | TOWN | CODE | CONTACT NUMBER |
|---|---|---|---|---|
| Mr & Mrs Ngcobo | PO BOX 54 | GRAAFF-REINET | 6280 | 049 922 2545 |
| Mr & Mrs Pietersen | PO BOX 78 | PORT ELIZABETH | 6000 | 041 933 4555 |
| Mr August | PO BOX 12 | UMTATA | 5100 | 047 531 0246 |

**3.1 upper/lower case✓ letter space✓ column width✓ Accuracy✓✓✓✓✓✓**

**3.3 print data source✓**

**12**

**3.4.1 header (right margin)✓**

Dear *«PARENTS»* **3.4.2 font – Consolas✓ 12pt✓ entire document✓**

# 10 EFFECTIVE DISCIPLINE TECHNIQUES

**3.4.4 bold✓ centre✓ font size 14pt✓**

Have you ever thought about the effective discipline techniques for children that really work? Here are some positive techniques that can help in disciplining children without punishing them.

The discipline techniques you choose would depend on your child's age, the type of behaviour your child displays, your child's temperament and your parenting style. **3.4.3 single l/spacing✓ 0pt spacing✓**

A few recommended techniques -

**3.4.5 paragraph numbers✓ correct paragraphs✓ indent✓**

1. Create diversion
2. Reward good behaviour
3. Don't expect perfection
4. Natural and logical consequences
5. Avoid physical punishment
6. Present alternatives
7. Introduce timeouts
8. Use grounding
9. Reinforce the positive
10. Take away privileges

To get the rest of the information accept the order form below.

**3.4.6 symbol✓ dashed line✓ two lines before✓**

✂----------

**3.4.7 centre heading✓**

ORDER FORM

**3.4.8 row height (1 cm/0.39")✓** **3.4.9 bold✓ italics✓ 50% shading✓** **3.4.10 centre vertically✓**

| | | | |
|---|---|---|---|
| ***PARENTS:*** | *«PARENTS»* **3.4.11 merge cells✓✓✓✓** **3.4.12 AutoFit cell content✓** | | |
| ***PO BOX:*** | *«PO BOX»* **3.4.15 merge field ✓✓✓✓✓** **italics ✓✓✓✓✓** | | |
| ***TOWN:*** | *«TOWN»* | ***CODE:*** | *«CODE»* |
| | | ***CONTACT NUMBER:*** | *«CONTACT NUMBER»* |

☐ Accept

**3.4.13 insert cells✓✓ accuracy✓✓**

☐ Do not accept

**3.4.14 margins (top, bottom)✓ (left, right)✓**

**3.4.16 print one A4 page✓**

**44**

EXAMINATION NUMBER
QUESTION 3C

**3.5.2 change to QUESTION 3C✓**

Dear *Mr & Mrs Ncgobo*

**10 EFFECTIVE DISCIPLINE TECHNIQUES**

Have you ever thought about the effective discipline techniques for children that really work? Here are some positive techniques that can help in disciplining children without punishing them.

The discipline techniques you choose would depend on your child's age, the type of behaviour your child displays, your child's temperament and your parenting style.

A few recommended techniques -

**3.5.1 merge✓** **3.5.3 print page 1✓**

1. Create diversion
2. Reward good behaviour
3. Don't expect perfection
4. Natural and logical consequences
5. Avoid physical punishment
6. Present alternatives
7. Introduce timeouts
8. Use grounding
9. Reinforce the positive
10. Take away privileges

To get the rest of the information accept the order form below.

✂----------

ORDER FORM

| | | | |
|---|---|---|---|
| ***PARENTS:*** | *Mr & Mrs Ngcobo* | | |
| ***PO BOX:*** | *PO BOX 54* | | |
| ***TOWN:*** | *GRAAFF-REINET* | ***CODE:*** | *6280* |
| | | ***CONTACT NUMBER:*** | *049 922 2545* |

☐ Accept

☐ Do not accept

**3**

Dear *Mr & Mrs Pietersen*

**10 EFFECTIVE DISCIPLINE TECHNIQUES**

Have you ever thought about the effective discipline techniques for children that really work? Here are some positive techniques that can help in disciplining children without punishing them.

The discipline techniques you choose would depend on your child's age, the type of behaviour your child displays, your child's temperament and your parenting style.

A few recommended techniques -

**3.5.3 print page 2✓**

1. Create diversion
2. Reward good behaviour
3. Don't expect perfection
4. Natural and logical consequences
5. Avoid physical punishment
6. Present alternatives
7. Introduce timeouts
8. Use grounding
9. Reinforce the positive
10. Take away privileges

To get the rest of the information accept the order form below.

✂----------

ORDER FORM

| | | | |
|---|---|---|---|
| **PARENTS:** | *Mr & Mrs Pietersen* | | |
| **PO BOX:** | *PO BOX 78* | | |
| **TOWN:** | *PORT ELIZABETH* | **CODE:** | *6000* |
| | | **CONTACT NUMBER:** | *041 933 4555* |

☐ Accept

☐ Do not accept

**1**

## QUESTION 4: MS WORD – PROCESSING FUNCTIONS

Edited the document according to indicated instructions using MS Word.
Open/Retrieve the document saved as STYLES from the STUDENT FILES folder.

4.1 Inserted the EXAMINATION NUMBER and QUESTION NUMBER as a header in the centre as follows:

EXAMINATION NUMBER
QUESTION 4 (1)

4.2 Edited the document as indicated in the instructions below:

4.2.1 Changed the font of the entire document to Century Gothic 11 pt. (1)

4.2.2 Applied the *Subtitle* style, bold and font size 16 pt to the following headings:

- Authoritative
- Permissive
- Authoritarian
- Neglectful (3)

4.2.3 Used automatic hyphenation and full justification to create an equal right margin. (2)

4.2.4 Inserted the main heading in font size 28 pt, uppercase, bold and centred: (4)

4.2.5 Inserted TWO lines after the main heading. (1)

4.2.6 Formatted spacing in the document as indicated below:

- Before and after: 0 pt
- Line spacing: Single (2)

4.2.7 Applied any border to paragraph 1 and centred the paragraph horizontally. (2)

4.2.8 Inserted the image named AUTHO and applied square text wrapping. (2)

4.2.9 Aligned the image in the centre of paragraph 2 and applied any picture border. (2)

4.2.10 Adjusted the picture to 5 cm/1.97" in height and 7.35 cm/2.89" in width. (1)

4.2.11 Inserted a footnote after the words 'Permissive parenting' in the first line of paragraph 4. (2)

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| | | |
|---|---|---|
| 4.2.12 | Deleted paragraphs 5 and 6. | (1) |
| 4.2.13 | Inserted a page break above the heading “Authoritarian”. | (1) |
| 4.2.14 | Changed the top and bottom margins of page 2 to 1.5 cm/0.59". | (1) |
| 4.2.15 | Find the word NEGLECTFUL and replace with UNINVOLVED in uppercase, bold and italics. | (1) |
| 4.2.16 | Inserted the SmartArt Graphic *Equation* with text, TWO lines below the UNINVOLVED paragraph. | (6) |
| 4.2.17 | Applied any SmartArt style to the graphic. | (1) |
| 4.2.18 | Inserted on page 2 an additional footnote after the word 'Uninvolved parenting' below the heading UNINVOLVED PARENTING as follows:<br><br>Also known as neglectful parenting. | (2) |
| 4.2.19 | Inserted a section break for the next page after the SmartArt graphic on page 2. | (1) |
| 4.2.20 | Changed the subheadings on page 3 below the heading 'How to recognise which parent you are', to bold, italics and centred. | (2) |
| 4.2.21 | Changed the font size of the paragraphs on page 3 to 10 pt (do not include subheadings). | (2) |
| 4.2.22 | Changed the orientation of page 3 to landscape. | (1) |
| 4.2.23 | Created FOUR equal columns with a parenting style (subheading) in each column. | (2) |
| 4.2.24 | Inserted a footer aligned on the right using italics and font size 9 pt, as indicated below:<br><br>By Emily Heughes | (3) |
| 4.2.25 | Inserted page numbers in the top right of the document as follows: -1- | (2) |
| 4.2.26 | Printed the document. | (1) |
| | | **[50]** |

**4.1 header in centre✓** -1-

EXAMINATION NUMBER
QUESTION 4

# PARENT STYLES

**4.2.5 insert 2 lines✓** **4.2.4 font size 28pt✓ uppercase✓ bold✓ centre✓**

**How to Identify Yours**

**4.2.7 any border✓ centre✓**

In psychology today, there are four major recognized parenting styles: authoritative, neglectful, permissive, and authoritarian. Each one carries different characteristics and brings about different reactions in the children which they are used on. It is important to keep in mind that every parent child relationship is different, so there is not one sure fire way to go about parenting. This is a simple guide to help decode your parenting style and provide general suggestions on how to raise a happy, responsible, productive member of society.

**4.2.1 Century Gothic 11pt (entire document)✓**

## Authoritative

**4.2.2 subtitle style✓ bold✓ font size 16pt✓**

**4.2.6 spacing – before & after (0pt)✓ single lines✓**

Authoritative pargarded as the most ficial parenting style Authoritative parrecognize, as they high expectations their children, but pectations with unport for their chiltype of parenting est environment for and helps to foster a ship between parent and child.




enting is widely reeffective and benefor normal children. ents are easy to are marked by the that they have of temper these exderstanding a supdren as well. This creates the healthia growing child, productive relation-

**4.2.8 insert image✓ square text wrap✓ 4.2.9 centre image✓ border✓ 4.2.10 adjust size✓**

## Permissive

**4.2.11 place footnote correct✓ accuracy✓**

Permissive parenting[1], is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation. The benefit of this parenting style is that they are usually very nurturing and loving. The negatives, however, outweigh this benefit. Few rules are set for the children of permissive parents, and the rules are inconsistent when they do exist. This lack of structure causes these children to grow up with little self-discipline and self-control. Some parents adopt this method as an extreme opposite approach to their authoritarian upbringing, while others are simply afraid to do anything that may upset their child.

**4.2.3 Automatic hyphenation✓ full justification✓**

[1] Also known as indulgent parenting. **4.2.12 delete paragraphs 5 & 6✓ 4.2.13 insert page break✓**

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It is important for the permissive parent to begin to set boundaries and rules for their child, while still being responsive before it is too late. If enacting new structures proves too daunting, it is advised again to seek out the help of a licensed therapist.

**4.2.14 top & bottom margin 1.5cm/0.59"✓** -2-

EXAMINATION NUMBER
QUESTION 4

## Authoritarian

Authoritarian parenting, also called strict parenting, is characterized by parents who are demanding but not responsive. Authoritarian parents allow for little open dialogue between parent and child and expect children to follow a strict set of rules and expectations. They usually rely on punishment to demand obedience or teach a lesson.

*UNINVOLVED* **4.2.15 change NEGLECTFUL to UNINVOLVED✓✓ (x4 occurrences ½ mark)**

***UNINVOLVED***[2] parenting is one of the most harmful styles of parenting that can be used on a child. ***UNINVOLVED*** parenting is unlike the other styles in that parents rarely fluctuate naturally into ***UNINVOLVED*** parenting as a response to child behavior. If a parent recognizes themselves as a neglectful parent, or if a friend recognizes that they may know a neglectful parent, it is important to understand that those parents (and the children involved in the situation) need assistance so that they can get back on track to having a healthy and communicative relationship within the family.




**4.2.16 Insert SmartArt Equation✓ 2 lines after paragraph✓ accuracy✓✓✓ uppercase✓**

**4.2.17 SmartArt style✓**

**4.2.19 Insert section break for next page✓**

**4.2.18 Footnote placed correctly✓ accuracy✓**

[2] Also known as neglectful parenting

**HOW TO RECOGNIZE WHICH PARENT YOU ARE**



**4.2.20 subheadings - bold italic✓ centre✓**

***How to recognize if you are an authoritative parent:***

- ➲ Does your child's day have structure to it, such as a planned bedtime and understood household rules?
- ➲ Are there consequences for disrupting this structure or breaking the household rules?
- ➲ Does your child understand the expectations that you have for their behavior, and are these expectations reasonable?
- ➲ Do you have a healthy and open line of communication with your child? That is, does your child feel that they can speak to you about anything without fear of negative consequence or harsh judgment?

***How to recognize if you are a permissive parent:***

- ❖ Do you not have set limits or rules for your child? Do you often compromise your rules to accommodate your child's mood?
- ❖ Do you avoid conflict with your child?
- ❖ Do you have a willingness to be your child's best friend rather than their parent?
- ❖ Do you often bribe your child to do things with large rewards?

**4.2.21**
**paragraph font size 10pt (pg 3 only)✓**
**exclude subheadings✓**

**4.2.22 landscape✓**

**4.2.23**
**columns (x4)✓**
**one subheading per column✓**

**4.2.25 page numbers top right (-1-)✓**

***Recognizing your authoritarian style:***

- * Do you have very strict rules that you believe should be followed no matter what?
- * Do you often find yourself offering no explanations for the rules other than "Because I said so?"
- * Do you give your child few choices and decisions about their own life?
- * Do you find yourself utilizing punishment as a means of getting your child to do what you ask?
- * Are you reserved in the amount of warmth and nurturing you show your child?

**4.2.26 print✓**

***If you suspect you or a friend may be a neglectful parent, consider the following:***

- Do you care for your child's needs—emotional, physical, and otherwise?
- Do you have an understanding of what is going on in your child's life?
- Does the home provide a safe space for the child where they can share their experiences and expect positive feedback rather than negative or no feedback?
- Do you spend long periods of time away from home, leaving the child alone?
- Do you often find yourself making excuses for not being there for your child?
- Do you know your child's friends? Teachers?
- Are you involved in your child's life outside the home?

**4.2.24 footer✓ right✓**
**font size 9pt✓**
*By Emily Heughes*

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## QUESTION 5: SPREADSHEETS

## QUESTION 5A

5.1 Created spreadsheet – Accuracy✓✓✓✓✓✓
Case✓
Open rows✓
Letter space✓
Cell reference✓ (10)

5.1.1 Inserted EXAMINATION NUMBER and QUESTION NUMBER
Header – centre (1)

5.1.2 Used AutoFill to copy to months (1)

5.1.3 Inserted new column between C and D
Accuracy (2)

5.1.4 Inserted column F
Accuracy (2)

5.1.5 Inserted text in D4 (1)

5.1.6 Column headings bold
Italics
Aligned at 45° (3)

5.1.7 Merged and centred heading
Across column A–F (1)

5.1.8 Heading changed to 20 pt
Bold (2)

5.1.9 Sorted content according to column C in descending order (1)

5.1.10 Applied 50% shading to A18:E18 (2)

5.1.11 Applied vertical lines
Applied horizontal lines (2)

5.1.12 Display numbers as integers (1)

5.1.13 Column width
Printed portrait orientation (2)
**[31]**

**QUESTION 5B**

5.2 Opened/Retrieved QUESTION 5A

| | | |
|---|---|---|
| 5.2.1 | Changed to QUESTION 5B | (1) |
| 5.2.2 | Calculated formula D6 | (3) |
| 5.2.3 | Calculated formula E6 | (2) |
| 5.2.4 | Calculated formula E18 | (2) |
| 5.2.5 | Calculated formula F6 | (3) |
| 5.2.6 | AutoFill used to copy formulas in column D to F | (2) |
| 5.2.7 | Calculated average in B19 | (2) |
| 5.2.8 | Calculated maximum in C20 | (2) |
| 5.2.9 | Calculated count in B21 | (2) |
| 5.2.10 | Displayed numbers as integers<br>Displayed % total as percentage with NO decimal | (2) |
| 5.2.11 | Column width<br>Portrait printed row and column headings | (2)<br>**[23]** |

**QUESTION 5C**

| | | |
|---|---|---|
| 5.3.1 | Displayed formulae and adjusted column widths | (3) |
| 5.3.2 | Changed QUESTION NUMBER to 5C | (1) |
| 5.3.3 | Printed with row and column headings and gridlines | (2)<br>**[6]** |

## QUESTION 5A

5.1 accuracy✓✓✓✓✓✓✓✓ upper/lower case✓ NO bold/italics✓

EXAMINATION NUMBER

QUESTION 5A

# DISCIPLINE CASES BY MONTH

5.1.1 header in centre✓
5.1.7 merge & centre A1:F1✓
5.1.8 font size 20pt✓ bold✓
5.1.3 insert new column (2019)✓ accuracy✓
5.1.4 insert column F (% TOTAL)✓ accuracy✓
5.1.5 insert D4 (5%)✓
5.1.6 bold✓ italics✓
45° angle✓

Comparison between 2017 and 2019

5%

| MONTHS | 2017 | 2018 | 2019 | TOTAL | % TOTAL |
|---|---|---|---|---|---|
| May | 17 | 17 | | | |
| September | 4 | 15 | | | |
| October | 18 | 15 | | | |
| November | 7 | 14 | | | |
| April | 17 | 13 | | | |
| June | 5 | 13 | | | |
| January | 8 | 11 | | | |
| March | 16 | 8 | | | |
| December | 26 | 7 | | | |
| February | 13 | 7 | | | |
| August | 4 | 6 | | | |
| July | 13 | 3 | | | |
| TOTAL | | | | | |
| AVERAGE CASES FOR 2017 | | | | | |
| MAXIMUM OF CASES FOR 2018 | | | | | |
| NUMBER OF MONTHS | | | | | |

5.1.2 AutoFill months✓
5.1.12 integers✓
5.1.9 sort descending according to column C✓
5.1.11 vertical borders✓ horizontal borders✓
5.1.10 50% shading✓ A18:F18✓
5.1.13 print✓ without Row & Column headings✓

**31**

## QUESTION 5B

**5.2.1 change to QUESTION 5B✓**

EXAMINATION NUMBER

QUESTION 5B

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 1 | **DISCIPLINE CASES BY MONTH** | | | | | |
| 2 | | | | | | |
| 3 | Comparison between 2017 and 2019 | | | | | |
| 4 | | | | | | 5% |
| 5 | MONTHS | 2017 | 2018 | 2019 | TOTAL | % TOTAL |
| 6 | May | 17 | 17 | 18 | 52 | 13% |
| 7 | September | 4 | 15 | 16 | 35 | 8% |
| 8 | October | 18 | 15 | 16 | 49 | 12% |
| 9 | November | 7 | 14 | 15 | 36 | 9% |
| 10 | April | 17 | 13 | 14 | 44 | 11% |
| 11 | June | 5 | 13 | 14 | 32 | 8% |
| 12 | January | 8 | 11 | 12 | 31 | 7% |
| 13 | March | 16 | 8 | 8 | 32 | 8% |
| 14 | December | 26 | 7 | 7 | 40 | 10% |
| 15 | February | 13 | 7 | 7 | 27 | 7% |
| 16 | August | 4 | 6 | 6 | 16 | 4% |
| 17 | July | 13 | 3 | 3 | 19 | 5% |
| 18 | TOTAL | | | | 412 | |
| 19 | AVERAGE CASES FOR 2017 | 12 | | | | |
| 20 | MAXIMUM OF CASES FOR 2018 | | 17 | | | |
| 21 | NUMBER OF MONTHS | 12 | | | | |

**5.2.2 calculate TOTAL✓✓**

**5.2.5 calculate % TOTAL✓✓**
**absolute cell reference✓**

**5.2.2 calculate 2019✓✓**
**absolute cell reference✓**

**5.2.6 AutoFill D7:F17✓✓**

**5.2.10**
**columns B-E (integers)✓**
**column F (% with 0 decimal)✓**

**5.2.4 calculate sum of TOTAL✓✓**

**5.2.7 calculate AVERAGE✓✓** **5.2.8 calculate MAXIMUM✓✓** **5.2.9 calculate COUNT✓✓**

**5.2.11 print✓ with Row & Column headings✓**

**23**

EXAMINATION NUMBER

QUESTION 5C

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 1 | **DISCIPLINE CASES BY MONTH** | | | | | |
| 2 | | | | | | |
| 3 | Comparison between 2017 and 2019 | | | | | |
| 4 | | | | 0,05 | | |
| 5 | *MONTHS* | *2017* | *2018* | *2019* | *TOTAL* | *%TOTAL* |
| 6 | May | 17 | 17 | =(C6*$D$4)+C6 | =SUM(B6:D6) | =E6/$E$18 |
| 7 | September | 4 | 15 | =(C7*$D$4)+C7 | =SUM(B7:D7) | =E7/$E$18 |
| 8 | October | 18 | 15 | =(C8*$D$4)+C8 | =SUM(B8:D8) | =E8/$E$18 |
| 9 | November | 7 | 14 | =(C9*$D$4)+C9 | =SUM(B9:D9) | =E9/$E$18 |
| 10 | April | 17 | 13 | =(C10*$D$4)+C10 | =SUM(B10:D10) | =E10/$E$18 |
| 11 | June | 5 | 13 | =(C11*$D$4)+C11 | =SUM(B11:D11) | =E11/$E$18 |
| 12 | January | 8 | 11 | =(C12*$D$4)+C12 | =SUM(B12:D12) | =E12/$E$18 |
| 13 | March | 16 | 8 | =(C13*$D$4)+C13 | =SUM(B13:D13) | =E13/$E$18 |
| 14 | December | 26 | 7 | =(C14*$D$4)+C14 | =SUM(B14:D14) | =E14/$E$18 |
| 15 | February | 13 | 7 | =(C15*$D$4)+C15 | =SUM(B15:D15) | =E15/$E$18 |
| 16 | August | 4 | 6 | =(C16*$D$4)+C16 | =SUM(B16:D16) | =E16/$E$18 |
| 17 | July | 13 | 3 | =(C17*$D$4)+C17 | =SUM(B17:D17) | =E17/$E$18 |
| 18 | TOTAL | | | | =SUM(E6:E17) | |
| 19 | AVERAGE CASES FOR 2017 | =AVERAGE(B6:B17) | | | | |
| 20 | MAXIMUM OF CASES FOR 2018 | | =MAX(C6:C17) | | | |
| 21 | NUMBER OF MONTHS | =COUNT(B6:B17) | | | | |

**5.3.1**
**change to QUESTION 5C✓**

**5.3.2**
**display formulae✓**
**legible✓**

**5.3.3**
**landscape✓**
**row & column headings✓**
**gridlines✓**

**6**

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## QUESTION 6: INFORMATION AND COMMUNICATION USING INTERNET EXPLORER

6.1 Opened the answer file named QUESTION 6 from the STUDENT FILES folder and inserted the EXAMINATION NUMBER in the header. (1)

6.2 Created a print screen image of the steps to follow when you want to delete or clear the history of temporary Internet and website files and pasted the image in the space provided in the answer file. (5)

6.3 Used the *Help and Support* function to search for information on how to change your current webpage as the homepage. Copied and pasted the information in the space provided in the answer file. (5)

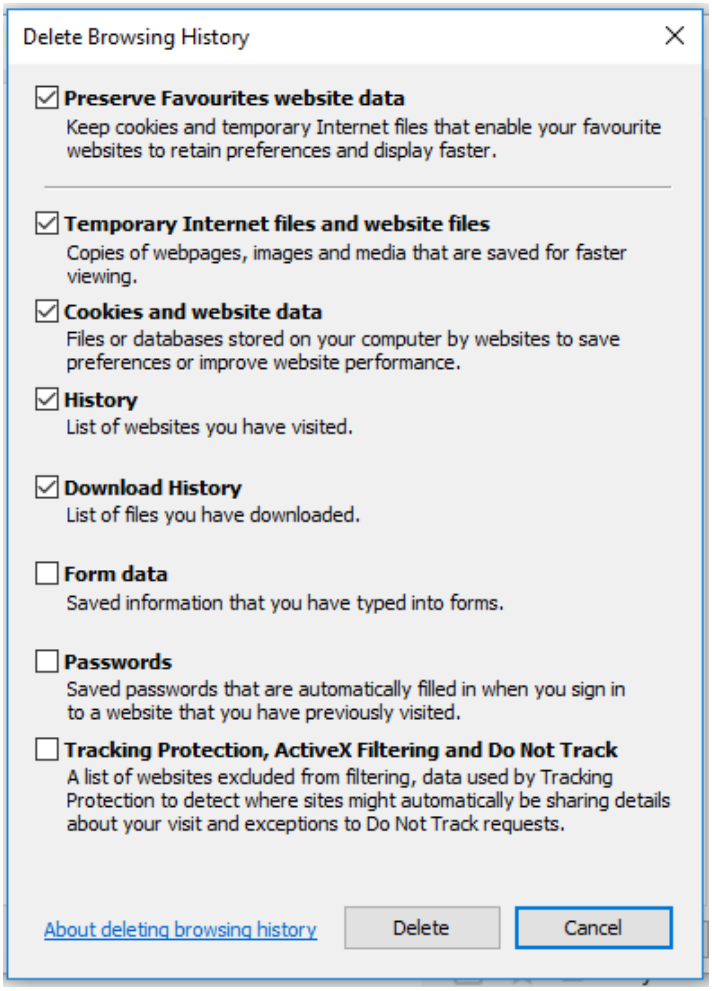
6.4 Followed the steps retrieved in QUESTION 6.3, made a print screen image of the *Internet Options* dialog box and pasted it in the space provided in the answer file. (3)

6.5 Differentiated between a webpage and a website. (2)

6.6 Named three examples of a search engine. (3)

6.7 Printed the document. (1)

**[20]**




**6.1 Opened QUESTION 6✓**

**6.2**
**Tools✓**
**Internet options – General✓**
**Delete✓**
**Selected Temporary Internet files and website files and History✓**
**Print screen✓**

# Change your Internet Explorer home page

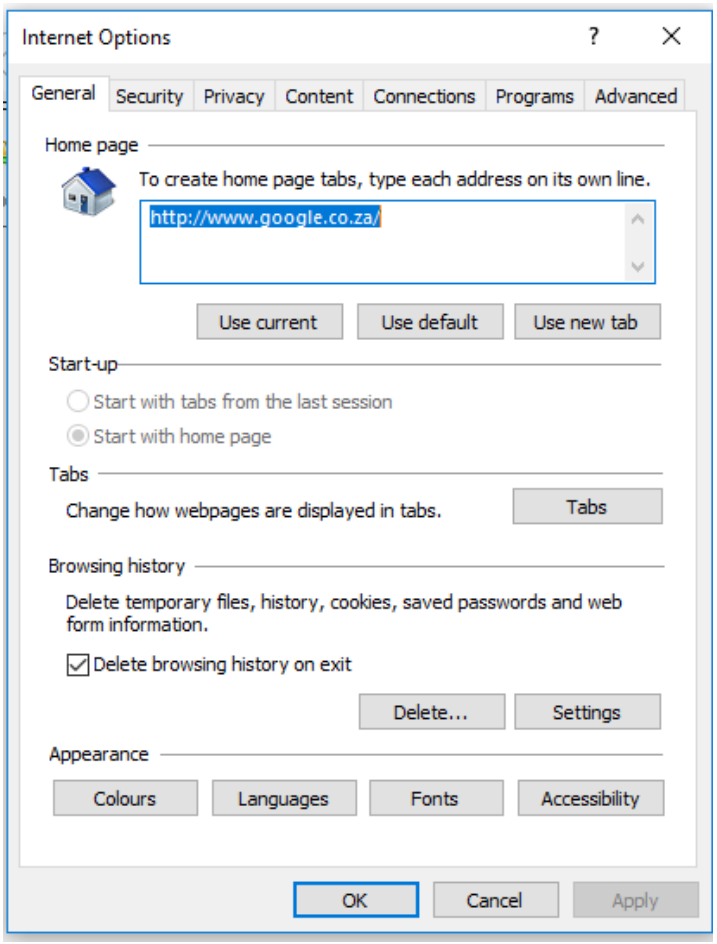
Your home page is displayed when you first start Internet Explorer, or when you click the Home button

**To set the current webpage as the home page**

***6.3 Start✓***
***Help and Support✓***
***Correct information✓✓***
***Copy and paste information✓***

1. Click to open Internet Explorer.
2. Navigate to the webpage you would like to set as the home page.
3. Click the arrow to the right of the Home button, and then click Add or Change Home Page.
4. In the Add or Change Home Page dialog box, do one of the following:
   - To make the current webpage your only home page, click Use this webpage as your only home page.
   - To start a home page tab set or to add the current webpage to your set of home page tabs, click Add this webpage to your home page tabs.
   - To replace your existing home page or home page tab set with the webpages you currently have open, click Use the current tab set as your home page. This option will only be available if you have more than one tab open in Internet Explorer.
5. Click Yes to save your changes.

**11**




**6.4**
**Followed steps in QUESTION 6.3✓**
**Selected *Use Current*✓**
**Print screen✓**

6.5 A website is where content is displayed.✓ OR
A place connected to the Internet, where a company or an organization, or an individual person, puts information.

(2)

A webpage is the content that is displayed on the website.✓ OR
A document that is connected to the World Wide Web and that anyone with an Internet connection can see, usually forming part of a website.

(Any appropriate or relevant answer)

6.6 Google
Ananzi
Yahoo
Bing
Google Scholar
Aardvark (Any THREE) (3)

6.7 Print (1)

**[20]**

## QUESTION 7: BASIC CONCEPTS OF COMPUTERS – FILE MANAGEMENT

7.1 Opened document/Inserted EXAMINATION NUMBER (1)

7.2 Created tree structure and displayed✓

Main folder – DISCIPLINE✓✓
Subfolder – PARENTING✓✓
Subfolder – TYPES✓✓
Subfolder – GUIDELINES✓✓
Print screen✓ (10)

7.3 Opened correct folder✓
Created PowerPoint file – *Permissive Parenting*✓✓
Created PowerPoint file – *Uninvolved Parenting*✓✓ (5)

7.4 Display *Extra Large*✓
Print screen✓ (2)

7.5
- Opened file *Styles*
- *File – Save as*
- *Save as file type – PDF*
- *Student files* folder
- Print screen (5)

7.6 Opened file – *Statistics*✓
*File – Protect document*✓
*Encrypt with password*✓✓
*Statistics* file encrypt✓
Print screen ✓ (6)

7.7 Printed document (1)
**[30]**

**TOTAL: 300**

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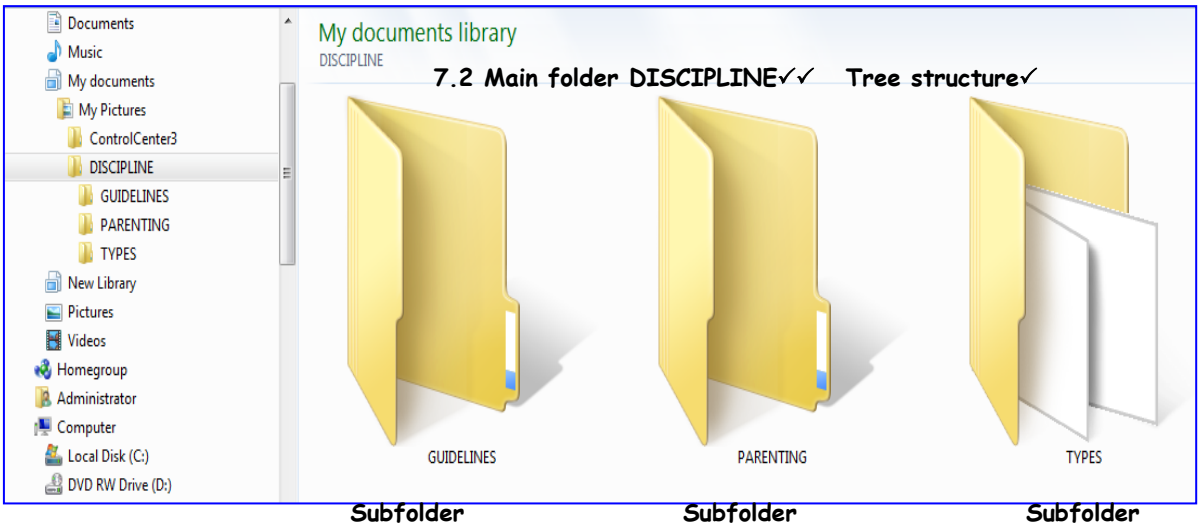
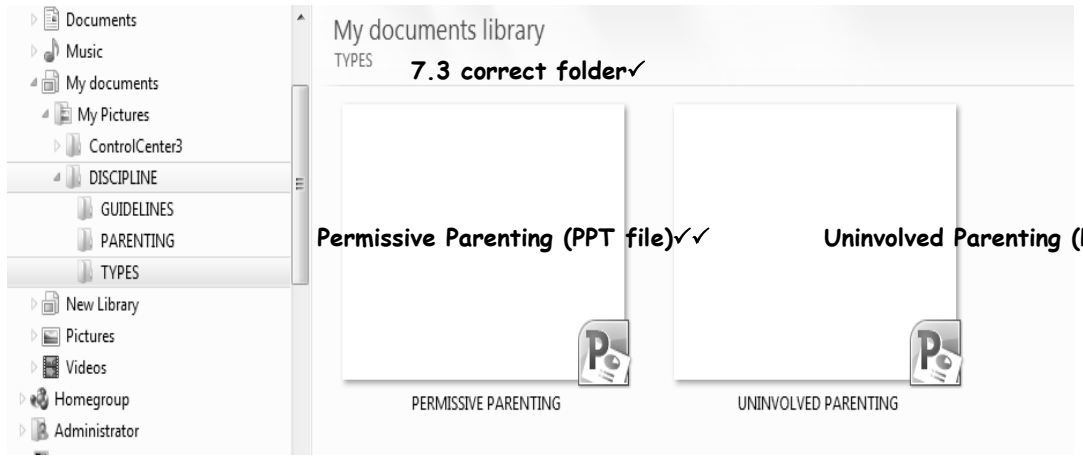
**7.1 opened QUESTION 7✓**




**7.2 Main folder DISCIPLINE✓✓ Tree structure✓**

**Subfolder GUIDELINES✓✓ Subfolder PARENTING✓✓ Subfolder TYPES✓✓**

**7.2 print screen✓**

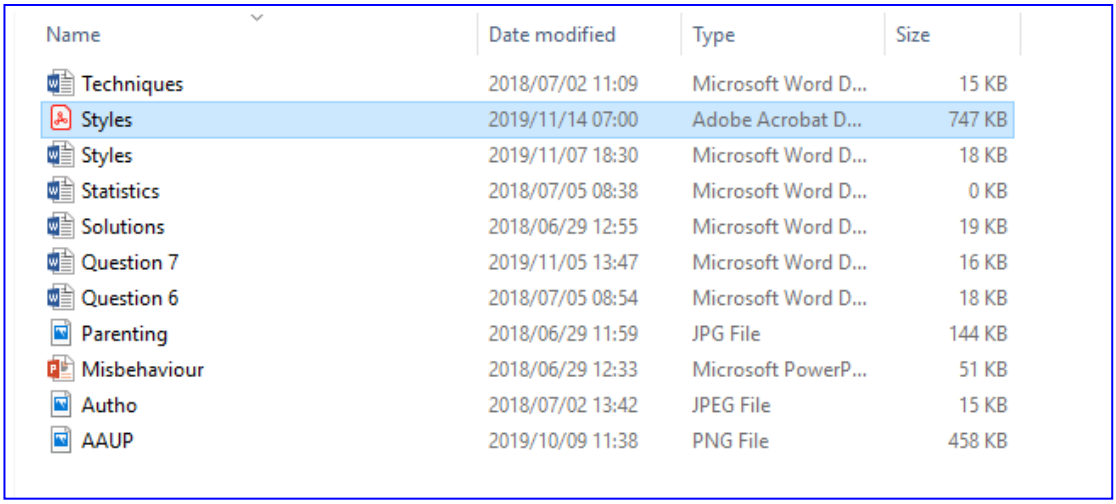



**7.3 correct folder✓**

**Permissive Parenting (PPT file)✓✓ Uninvolved Parenting (PPT file)✓✓**

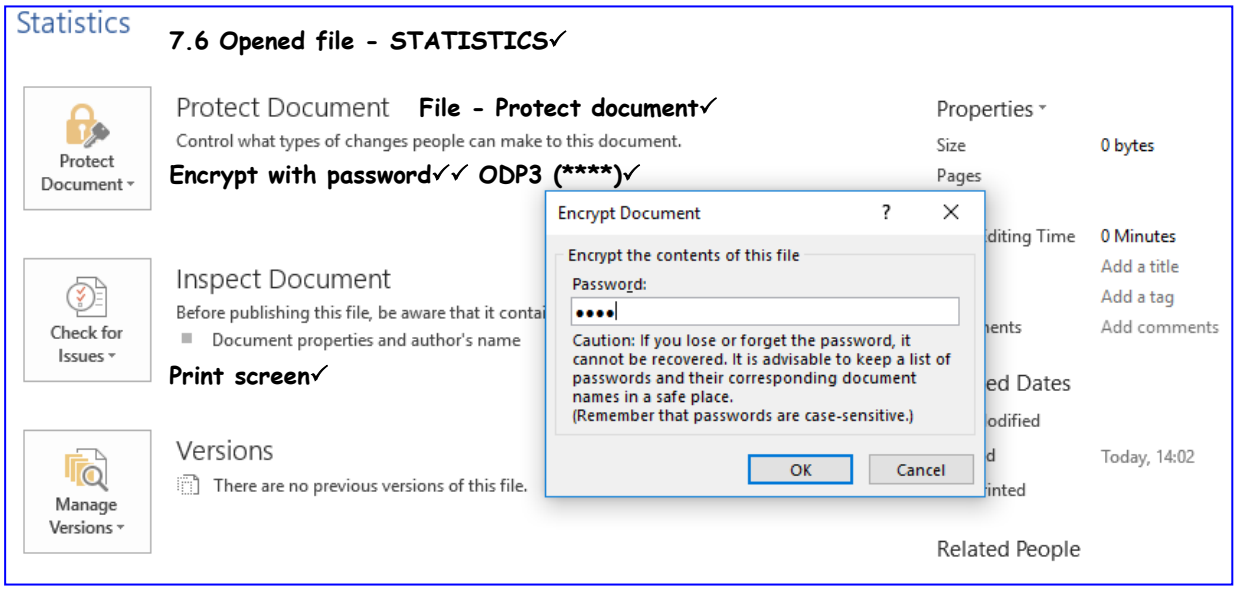
**7.4 Extra-large display✓ print screen✓**

**18**



| Name | Date modified | Type | Size |
|---|---|---|---|
| Techniques | 2018/07/02 11:09 | Microsoft Word D... | 15 KB |
| Styles | 2019/11/14 07:00 | Adobe Acrobat D... | 747 KB |
| Styles | 2019/11/07 18:30 | Microsoft Word D... | 18 KB |
| Statistics | 2018/07/05 08:38 | Microsoft Word D... | 0 KB |
| Solutions | 2018/06/29 12:55 | Microsoft Word D... | 19 KB |
| Question 7 | 2019/11/05 13:47 | Microsoft Word D... | 16 KB |
| Question 6 | 2018/07/05 08:54 | Microsoft Word D... | 18 KB |
| Parenting | 2018/06/29 11:59 | JPG File | 144 KB |
| Misbehaviour | 2018/06/29 12:33 | Microsoft PowerP... | 51 KB |
| Autho | 2018/07/02 13:42 | JPEG File | 15 KB |
| AAUP | 2019/10/09 11:38 | PNG File | 458 KB |

**7.5 Opened file STYLES✓ File - Save as✓ Save as file type – PDF✓ Student files folder✓ Print screen✓**




**7.6 Opened file - STATISTICS✓**

**7.7 Print QUESTION 7✓**

**12**

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