



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS

OFFICE PRACTICE: THEORY SYLLABUS

For implementation in 2024

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Certificate in Basic Pre-vocational Skills, Office Practice: Theory Syllabus

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1. Introduction

This syllabus describes the intended learning and assessment for Office Practice within the Certificate in Basic Pre-vocational Skills Course. As a subject, Office Practice is within the technology area of learning in the curriculum but has thematic links to other subjects across the curriculum. Learning about technology includes applying knowledge of how to work more efficiently using tools, materials, and processes. Technology is a specific way of solving problems through planning, design, realisation, and evaluation. Learners develop the necessary employable skills, obtain practical experience from work, gain familiarity on how a workplace operate and improve on interpersonal skill.

2. Rationale

The presentation of Certificate in Basic Pre-vocational Skills Course at school is first and foremost an educational matter, with the overall goal being that learners attain proper skills for entry into world of work. The course seeks to provide the learner with special education needs with basic foundation skills in specific vocational career field. As a subject, Office Practice seeks to equip the learner with skills, knowledge and attitude to manage the demands of the world of work. This skills subject is specifically designed for the learner to gain enough theoretical knowledge and practical skills of the world of work

The particular feature of Office Practice is different creative activities and their presentation, e.g., written and oral communication skills, calculations, etc. are a starting point for the application during practical sessions in an office at a later stage in the training. Office Practice is an essential foundation for further training as an administrative officer. Basic knowledge will be gained, and more specialised knowledge can be built on such a basis.

Learners will also develop the broad-based skills that are important for effective functioning in the world of work: they will learn to identify problems and to explore and test solutions. A firm conceptual basis of skills orientated training is at the heart of the Office Practice syllabus and must be the focus of training and learning for application in the industry. This course may be a bridging phase to Office Administration. It is anticipated that an ongoing observation and evaluation of up-market trends in the Office Practice industry in Namibia will result in the fine-tuning and updating of the syllabus content at regular intervals.

3. Aims

The Office Practice syllabus promotes the following aims in the curriculum:

- enable the learner to effectively manage their personal finances, as well as those of their families
- equip the learner with a basic knowledge of the business world, its procedures, methods, and importance in a mixed economy
- install in the learner self-discipline, diligence, and a sense of responsibility to encourage worthy citizenship
- give the learner general knowledge of the functions, procedures, machinery, and documentation of an office
- introduce to the learner and give insight into the basic functioning of a small business enterprise
- make the learner aware of the importance of efficient office activities/procedures as a prerequisite for economic development in Namibia

4. Inclusive education

A significant number of learners with learning barriers require adapted programmes in all the levels of education. The Welding syllabus demands for adapted programmes, learning environments, equipment, and materials to support learners with learning and help them participate meaningful in education. As this subject is mainly offered in Resource Schools and learning support units, resource units in Inclusive Schools, adapted teaching approaches will enable nearly all the learners to achieve the competencies. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres* (2022-2024) by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations but apply to learners from Grade 1 to 12.

Themes and topics in the Office Practice syllabus and lesson presentation should be discussed from male and female perspectives in order to raise awareness of gender stereotyping, limitations set on gender equity and the promotion of gender fairness in all spheres of life. In the planned activities, it is important that males and females feel confident and comfortable in all topics and themes. Teachers should know and understand how to treat learners equally, and all materials should support gender equity.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include Environment Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT). These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of our people's lives now and in future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS and COVID-19 pandemic
- the challenges and risks to health caused by pollution, poor sanitation, and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face from globalization

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

HIV and AIDS	Environmental education	Human rights and democracy	Entrepreneurship education	ICT	Population education	Road safety
safety basic first aid	recycling maintenance of tools and machines	team behaviour employment rules	job shadowing	administrative issues designing	marketing analyses respecting diversity in society	safety measures assessing quality of work

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education described in ministerial policy documents and the Learner Centred Education Conceptual Framework (2003). This approach ensures optimal quality of learning when these principles are put into practice.

The aim is to develop learning with understanding and the knowledge, skills, and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and through interaction with the environment. Learning in school must involve, build on, extend, and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution, and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences, and abilities. The teacher must be able to sense the needs of

the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

In the teaching of skills courses the school should ensure that:

- all teachers of Basic Pre-vocational Skills recognise that they have to meet the particular needs of learners with special educational needs
- ensure that appropriate equipment and teaching materials are available to meet learners' needs
- the curriculum is flexible enough to encourage and enable all learners with different learning styles to experience success.

The teacher must decide, in relation to the learning objectives and competencies in Office Practice to be achieved when:

- it is best to convey content directly;
- it is best to let learners discover or explore information for themselves;
- learners need directed learning; when they need reinforcement or enrichment learning;
- there is a particular progression of skills or information that needs to be followed;
- learners can be allowed to find their own way through a topic or area of content.

As productivity and progression in the Administrative Industry heavily depends on teamwork, working in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task on hand.

Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair- or group work is needed to complete it, otherwise learners will not see any relevance in carrying out tasks together. It is therefore advised that simulated kitchen operations form an integral part of everyday teaching and skills training. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their own work, under the teacher's guidance and supervision.

7. End of phase competencies

On entry to the Certificate in Basic Pre-vocational skills phase, the learners are expected to show interest in office practice and working in an administrative setting. Learners are expected to develop the following core skills:

- to acquire the skills and a high degree of expertise in operating a computer in order to obtain the prescribed degree of productivity
- have the basic skills of keyboarding and computer literacy for further study or entering the job market
- develop, as appropriate, skills of numeracy, literacy, lay-out and keyboard use
- develop the essential characteristics of efficient typists which include logical thought processes, neatness, orderliness, thoroughness and accuracy
- type at a minimum speed of 15 words per minute

On completing of the Certificate in Basic Pre-Vocational Office Practice syllabus, the learners in this subject will have knowledge and interpretation/understanding of the essential functions of an office and the various documents, procedures, and machinery with which an administrative officer should be familiar with.

8. Summary of learning content

8.1 Overview

THEMES	TOPICS
1. Trade introduction	
	1.1 Characteristics of an administrative officer
	1.2 Job profile
2. Safety and health	
	2.1 Hazard and risk control
	2.2 Workplace fire safety
	2.3 Basic emergency procedures
	2.4 Product labels
	2.5 Personal health and hygiene
3. Plan and organise work	
	3.1 Plan and prepare
	3.2 Sequence work safely
	3.3 Work in a team
4. Money matters	
	4.1 The origin of money
	4.2 Money handling
5. Management of personal finances	
	5.1 Budgeting
	5.2 Saving money
	5.3 The use of Auto Teller Machine (ATM)
6. Communication	
	6.1 Communication skills
	6.2 Reception skills
	6.3 Handling clients
7. Telephone	
	7.1 Basic telephone skills
	7.2 Telephone equipment
	7.3 Telephone communication skills
8. Office environment	
	8.1 Office layout
	8.2 Hardware and software
	8.3 Computer
9. Mail handling	
	9.1 Electronic messages
	9.2 Incoming and outgoing mail
	9.3 Circulating mail
	9.4 Mail handling equipment
10. Filing and indexing	
	10.1 Methods of classifications
	10.2 Methods of filing
	10.3 Index systems
11 Meetings	
	11.1 Organising a meeting
	11.2 Documentation for meetings

Themes and Topics must be dealt with in the order as above: One theoretical and one practical module per term. Many topics can lead to interesting wall displays and exhibitions in the classroom. The application of time is optional, depending on the needs in a specific class/school.

8.2 Themes of the syllabus in relation to NTA Units

THEMES and Topics of the syllabus		NTA Unit Standards and Elements
1. Trade introduction		
1.1	Characteristics of an administrative officer	N/A
1.2	Job profile	N/A
2. Safety and health		
2.1	Hazard and risk control	UNIT 1157, El. 1, 4
2.2	Workplace fire safety	UNIT 1157, El. 2
2.3	Basic emergency procedures	UNIT 1157, El. 3
2.4	Product labels	UNIT 1157, El. 5
2.5	Personal health and hygiene	N/A
3. Plan and organise work		
3.1	Plan and prepare	UNIT 92, El. 1
3.2	Sequence work safely	
3.3	Work in a team	UNIT 98, El. 1
4. Money matters		
4.1	The origin of money	N/A
4.2	Money handling	N/A
5. Management of personal finances		
5.1	Budgeting	N/A
5.2	Saving money	N/A
5.3	The use of Auto Teller Machine (ATM)	N/A
6. Communication		
6.1	Communication skills	UNIT 91, El. 1
6.2	Reception skills	N/A
6.3	Handling clients	UNIT 92, El. 2
7. Telephone		
7.1	Basic telephone skills	UNIT 91, El. 1
7.2	Telephone equipment	N/A
7.3	Telephone communication skills	N/A
8. Office environment		
8.1	Office layout	N/A
8.2	Hardware and software	UNIT 97, El. 1,2
8.3	Computer	UNIT 97, El. 2
9. Mail handling		
9.1	Electronic messages	N/A
9.2	Incoming and outgoing mail	UNIT 91, El. 3
9.3	Circulating mail	N/A
9.4	Mail handling equipment	N/A
10. Filing and indexing		
10.1	Methods of classifications	UNIT 95, El. 1
10.2	Methods of filing	UNIT 95, El. 1,2
10.3	Index systems	UNIT 95, El. 1,2
11 Meetings		
11.1	Organising a meeting	UNIT 91, El. 2

THEMES and Topics of the syllabus		NTA Unit Standards and Elements
	11.2 Documentation for meetings	N/A

9. Learning content

9.1 Trade introduction

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 Characteristics of an administrative officer	
learn about the different attributes of an administrative officer	- list good administrative skills needed from an administrative officer - name the desired qualities of an administrative officer - discuss the responsibilities of an administrative officer
1.2 Job profile	
understand job profile as well as labour rights	- identify positions on an elementary structure of an organisation - identify and describe different types of secretaries e.g. private and executive - explain the job description of a private and executive secretary - identify the desirable skills, behaviours and attitudes required of office personnel - explain the value of good human relationships to office efficiency - explain what the term 'Labour Act' implies - recall the topics handled in the Labour Act - briefly describe what the Labour Act Section 5 states concerning - working hours - overtime - mealtime breaks - leave - termination of service

9.2 Safety and health

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 Hazard and risk control	
understand hazard and risks and know how to deal with	- explain the terms hazard and risks - identify the different types of hazards in the workplace - describe different kinds of hazards - describe the different ways of controlling hazards in the workplace - demonstrate professional ethics in the working environment - identify different workplace behaviour skills and give different scenarios - explain the basic National Occupational Safety Authority (NOSA) safety regulations in the working environment - demonstrate the understanding of hazard control measures: - describe the characteristics of a secure and healthy office environment - define the necessity of a tidy workplace - discuss how HIV and AIDS influence the work environment - demonstrate the safe use of equipment, product and utilities - pack a briefcase correctly - illustrate the right handling of loads - demonstrate the process of identifying and reporting hazards using appropriate procedures - identify Basic First Aid items: lint, scissors, bandages, plaster, methylated spirit, iodine, cotton wool, forceps - demonstrate the use of Basic First Aid items - follow workplace procedures when dealing with accidents - apply the procedures followed to prevent/ act in electricity incidents and accidents - demonstrate professional ethics in the working environment
2.2 Workplace fire safety	
know fire elements and the procedures to use a fire extinguisher	- list fire prevention methods that apply in a workplace - identify types of firefighting equipment - describe procedures to use the available firefighting equipment - show ways how to prevent fire in a workplace - outline how to select and use appropriate fire-fighting equipment

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.3 Basic emergency procedures	
understand the concept of emergency	- explain procedures to handle emergency situations - discuss implications of an emergency situation - demonstrate ways to handle emergency situations
2.4 Product labels	
understand product labels	- list the label vocabulary words - explain first aid information on labels - interpret medical, pesticide and workplace product labels correctly
2.5 Personal health and hygiene	
understand personal health and hygiene	- maintain general cleanliness - apply personal hygiene - foot, hand, and nail hygiene - head and hair hygiene - oral hygiene - exercise personal health - apply effective personal grooming in self-presentation

9.3 Plan and organise work

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Plan and prepare	
• know how to plan and organise daily work routine	• get work instructions including specifications, quality requirements and operational details • apply work instructions • prepare appropriate tools, materials and resources to complete the work • check tools, materials and resources for service • rectify or report any faults prior to commencement • identify environmental protection requirements • practise recycle, re-use and reduce
3.2 Sequence work safely	
• know how to sequence work according to professional standards	• demonstrate given instructions correctly • demonstrate the sequencing of work task given • prioritise given tasks • demonstrate the preparations required to implement a given task • demonstrate suitable completion of the work: - clear the work area and dispose of materials reused or recycled in a proper manner • demonstrate proper housekeeping of the office equipment - identify the uses of different office equipment - ensure the maintenance of various office equipment - maintain an inventory list of given office equipment - locate the effective uses of each office equipment
3.3 Work in a team	
• understand the importance of teamwork	• discuss the importance of teamwork • describe characteristics of a responsible team member - wish to persist with allocated tasks - identify appropriate sources of help and assistance of other team members - accept information and feedback provided by other team members - discuss the individual role and responsibility within a team • describe ways of working effectively as part of a team • explain why it is important to work in a team in creating an efficient office • demonstrate appropriate teamwork behaviours • recognise her/his own abilities and limitations in undertaking team tasks

9.4 Money matters

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.1 The origin of money	
• learn about the origin of money	• recall where money comes from • define the Barter system and/or the role of the goldsmith • identify notes and coins • identify all items on a cash slip • recall what should be on a cash slip
4.2 Money handling	
• learn about money handling	• define petty cash • explain the reasons for keeping petty cash book • explain the procedures used to complete a petty cash • complete a petty cash account from information supplied including petty cash voucher • explain why safe keeping and recording of petty cash is important • interpret a bank statement

9.5 Management of personal finances

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
5.1 Budgeting	
understand the need for budgeting	- distinguish between personal and collective needs - name sources of pocket money - draw up a budget and explain 'income' and 'expenses' in own words - list entrepreneurial skills
5.2 Saving money	
know about a savings account	- define a savings account - discuss the importance of a savings account - complete a bank deposit slip, withdrawal slip, waybill (courier slip) and a NamPost savings application form - define NamPost smartcard and the advantages of a smartcard - list forms of payment - define other forms of payment e.g. debit order, stop order, postal order, money order, telegraphic money order, internet banking, electronic funds transfer (EFT), credit card, debit card and visa
5.3 The use of Auto Teller Machine (ATM)	
understand how to use an Auto Teller Machine (ATM)	- define the meanings of ATM and ATC - show how to operate an Auto Teller Machine (ATM) - explain the purpose of auto teller cards (ATC) - discuss the importance of auto teller cards (ATC) - carry out safety measures when using the Auto Teller Machine (ATM)

9.6 Communication

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
6.1 Communication skills	
• understand communication	• list different methods and forms of communication • describe different methods of communication (verbal, written, visual and electronic) • identify factors affecting the selection of communication channel • differentiate between one-way and two-way communication • differentiate between internal and external communication • deal with instructions and information in a confidential manner
6.2 Reception skills	
• appreciate effective reception skills	• describe interpersonal relationship skills with supervisors, co-workers, the public and clients • describe and apply good reception skills when receiving customers • describe procedures for cancelling appointments • explain the procedures when making a telephone call • explain and give advantages of good essentials for telephone/Skype/ and video conferencing skills • complete an accident report form or telephone message form
6.3 Handling clients	
• know strategies to maintain good client relations when attending to clients	• identify the type of clients and how to deal with them • describe ways to communicate with clients • shows methods to maintain open and professional ethics in dealing with the customers • identify effective strategies to attend to customer needs and request

9.7 Telephone

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
7.1 Basic telephone skills			
acquire basic skills in telephone communication		- demonstrate procedures when making a telephone call - employ ways to answer the telephone - take a telephone message - explain and demonstrate correct ways of calling and re-directing calls and handling all customers in a polite manner - recall the advantages and disadvantages of a cell phone	
be introduced to the cell phone and its multiple uses		- demonstrate how to send short message service (sms) messages - demonstrate how to send multimedia messages (mms)	
7.2 Telephone equipment			
learn about different types of equipment		- use the telephone directory to locate numbers - use of different telephone cards: coin/flexi-call cards, tango cards, recharge vouchers	
7.3 Telephone communication skills			
acquire telephone techniques and etiquette		- recall different phone lines - connect a call - describe telephone technique guidelines - demonstrate how to handle different types of callers - write a telephone message by using information given - design a form to write messages on	

9.8 Office environment

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
8.1 Office layout	
• understand the different office layout	• describe a secure and healthy workplace • compare the different types of office layout - traditional (enclosed or cellular) - open plan (modular) - virtual office • list the advantages and disadvantages of cellular offices • name the advantages and disadvantages of modular offices • describe different devices e.g., input, output and storage • ensure ways to avoiding wastage, achieving economy and meeting deadlines • demonstrate environmentally friendly practices
8.2 Hardware and software	
• learn about the uses of hardware and software	• list the uses of relevant office software • describe different hardware that are found in the office area • identify the uses of following equipment in an office: - guillotine, shredder - photocopier, scanner, inkjet, impact, plotter - multimedia devices (digital camera, projector) - facsimile machine - laminator, binding machine, labelers • ensure that proper procedures are followed when handling the hardware or software such as electronic filing, video conferencing, e-mail, internet, video phone, voice bank, USB cards, external hard drives, dictating machine, photocopier, time stamp, shredder, weighing machine, scanner
8.3 Computer	
• understand the uses of a computer	• list different components of a computer • describe the uses of a computer • recognise different terminologies used in computer language

9.9 Mail handling

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
9.1 Electronic messages			
acquire basic skills on how to use electronic mail		- write e-mails - debate on why e-mail is a good way of communication - write the parts of an e-mail address - open an own email address	
9.2 Incoming and outgoing mail			
appreciate procedures in handling incoming and outgoing mail		- describe the procedures and rules for handling incoming and outgoing mail - name the categories into which incoming mail can be sorted	
9.3 Circulating mail			
understand the processes in mail circulation		- describe the sequence and purpose for circulating mail internally - list ways to ensure proper mail circulation	
9.4 Mail handling equipment			
learn about handling mail equipment		- list different equipment used in large mailing departments, e.g., letter opening machine, addressing machine, franking machine - describe the postal services for dispatching mail - ensure that proper office equipment is selected and used	

9.10 Filing and indexing

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
10.1 Methods of classifications	
• acquire knowledge of different methods, procedures, systems and equipment of filing and indexing	• identify and describe methods of classification - alphabetical - numerical - alphanumerical - chronological • apply different filing methods and systems • name various filing equipment and supplies (filing cabinets and folders, minute sheets, dividers, fasteners) • discuss tips for efficient filing
10.2 Methods of filing	
• understand the different methods of filing and indexing systems	• name and discuss the essential qualities of a good filing system • distinguish between the different filing methods - horizontal - vertical - tubular - microfilming - electronic filing system • explain the importance of protecting confidential information • retrieve files from a filing system and dispatch them
10.3 Index systems	
• learn about different index systems	• define different index systems - the visible - card index system - strip - rotary • describe methods and procedures for cross referencing - colour coding - card indicators - out sheets - tickler file

9.11 Meetings

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
11.1 Organising a meeting			
• understand different meetings and terminology used in a meeting		• discuss the importance of meetings • list different types of meetings - formal - informal • discuss the importance of Annual General Meetings (AGM) • describe the duties and responsibilities involved in organising a meeting (before, during and after) • follow the correct processes for effective workplace meetings • define the main terms associated with a meeting, e.g., Ad hoc, adjourn, postpone, quorum, co-opt, motion, amendment, point of order, resolution, motion, proposal, cancel, casting vote, verbatim	
11.2 Documentation for meetings			
• know about documentation required, and documentation involved in connection with meeting arrangements		• list different equipment required for a meeting, e.g., projector • describe documentation required in connection with meetings, e.g., notice, agenda, minutes • identify the possible use of teleconferencing and video conferencing with advantages during meetings • describe actions to be taken to ensure smooth running of office during absence of employer	

10. Subject management

10.1 Timetabling

Timetabling should be done in such a way as to provide opportunities for longer teaching/learning sequences, cross-curricular teaching, and project work. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to. The elective skills subject learning content covers 65% of time allocation to theoretical and practical activities of the syllabus. This will allow the learners to review and practice essential information and skills that will ensure that the learner maintains competence over time.

The compulsory supplementary subjects of the course are considered essential for all learners. The knowledge and skills that the learner will acquire in these subjects provides a foundation for effective performance in the workplace. These subjects take all together 35% of the time allocation in the course delivery.

Under optimal circumstances, the Office Practice Theory course will be timetabled as follows:

Key Learning Area	Subject	% Time	7- Day cycle	% Time	5- Day cycle
Supplementary Subjects	Communicative English	11%	6	10%	5
	Functional Numeracy	9%	5	10%	5
	Work Orientation	5%	3	4%	2
	Fundamental ICT	5%	3	6%	3
	Entrepreneurship	5%	3	4%	2
Basic Pre-vocational Skills Subject*	Office Practice: Theory	65%	36	65%	32
	TOTAL %	100%	56 periods of 40 minutes per cycle	100%	49 periods of 45 minutes per cycle
	TOTAL TIME		37 hours 30 min per cycle		36 hours per cycle

**Blocked lessons are required for most practical sessions.*

10.2 Resources and materials

Good management of resources, especially at school level can support curriculum intentions and ensure that learners benefit from effective, all-round education. It is hence expected that Office Practice will be offered in a realistic and conducive environment. Successful training depends on the availability of appropriate and up to date resources and materials

10.3 Delivery considerations

This course is underpinned by learner-centred approaches regarding the course design, delivery and evaluation. Certificate in Basic Pre-vocational Skills Course allows for a range of delivery modes in a variety of settings. Safe working procedures and practices should be applied in any vocational course. Teachers in vocational education should be aware of current health and safety requirements and adopt their teaching practices that reflect these requirements. Learners in this course require support and reasonable adjustment to achieve necessary level of competence. This should be determined on an individual basis through the collaborative planning process. Collaborative relationship should be developed between the skills teacher and the supplementary subject teacher to assist in learner centred instruction and assessment and in arranging effective delivery of the course.

11. Assessment

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment should be primarily used to aid the teacher to determine the mastery level achieved by learners and to give them feedback to meet specific objective in the various skills areas. Assessment and examination are to support learning.

This syllabus is grounded on the principle of inclusivity. Special arrangements, reasonable adjustments, accommodations, and modifications must be visible in both continuous and summative assessment to enable each learner to access assessment.

11.1 Purpose of assessment

Assessment is intended to get a reliable picture of progress of the learner in terms of achieving the competencies of the syllabus. Ongoing assessment is necessary to monitor whether the learner is developing competence and to identify areas that will need more structured teaching and/ or further practice. In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. Assessment is used as a tool to provide information to:

The learner

The information gathered about the learners' progress and achievement should be used to give feedback to the learners. It should highlight their strong and weak points providing suitable solutions.

The parents/ guardians

The parents/guardians should be regularly informed about the progress of their child, be encouraged to reward achievements and given suggestions as how they can support the learner's activities.

The teaching/learning process evaluation

The progress and achievements of the learner can be used by the trainer / teacher to evaluate the teaching and learning process in terms of the:

- relevance of content
- learner participation
- optimal use of group work
- individual work

Evidence of learner competence is reflected in specific knowledge and skill, and the application of that knowledge and skill. As this is a skills-oriented subject, evaluation should focus mainly on practical application.

11.2 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple, and manageable, and explicitly anchored in a learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. As this course focuses on skills training, the majority of the assignments should reflect practical application. The Continuous Assessment must reflect 70% practical skills and 30% theory knowledge.

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why, where, and how they need to try more. The parents should be regularly informed about the progress of

their child in all subjects, be encouraged to reward achievements, and give suggestions as to how they can support their learning activities.

Formative Assessment

Formative assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative Assessment

Summative assessment determines the overall achievement of a learner and learning success. It takes place at the end of a learning cycle, programme or phase and is primarily used for assigning marks. Summative assessment may take many forms, e.g., paper and pencil tasks, interviews, performance tasks, journal entries, et cetera.

At the end of the Certificate in Basic Pre-vocational Skills Course the progress and achievements of the learner is summed up. The summative assessment will consist of continuous assessment accumulated in the portfolio and a final assessment. This totals to the final course mark. On the basis of this, decisions have to be made as to whether or not a learner achieved all the, or enough, specific objectives to be certified.

Differentiated assessment

Differentiated assessment is based on the concept that learners differ in the way they process new learning. It is a continuous process whereby the teacher gathers information about the learner, before and after instruction through multiple sources to identify the learner's needs and strengths.

Differentiated assessment indicates:

- a need for additional learning support individually or in a small group;
- adjustment of the assessment domains following the educational, psychological and social intervention;
- an adjustment or deviation of the assessment domain from the traditional assessment applicable to all learners.

Diagnostic assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multi-disciplinary s and/or the learning support team. It directs lesson planning and which learning, and teaching methods should be used to support the learner.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

Informal methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. In the Certificate in Basic Pre-vocational skills this is done to a large extent in an informal way through observation of each learner's progress in learning and in practical application while they are

- communicating
- applying knowledge
- identifying and using materials and equipment
- role playing
- interpreting, unravelling and evaluating case studies
- going on excursions
- investigating situations/scenarios
- making judgements
- working in a team and
- in their general participation in and contribution to activities.

As the syllabus for Office Practice is skills-orientated, emphasis should be placed on informal assessment, which will form 70% of the final mark.

Formal methods

The use of formal written tests can only assess a limited range of specific objectives expected in Office Practice and should therefore not take up a lot of time. It should take place occasionally and be limited to the time of one lesson period. As the syllabus for Office Practice is skills orientated, formal assessment should make out not more than 30% of the final mark.

11.3 Alternative assessment

Alternative assessment is the utilisation of non-traditional approaches in judging learner performance. It is used to determine what the learner can do and cannot do, in contrast to what they do or do not know. Alternative assessment involves performance or tasks relating to real-life situations and is process oriented. The outcomes of the alternative assessment will enable learners who are not academically strong to progress and develop their potentials and talents to the maximum.

These type of assessment formats may include

- on-the-job or off-the-job practical assessments
- role-plays or simulations
- open-ended questions
- writing samples
- story or text retelling
- case studies
- small projects or assignments
- self and peer assessment
- teacher observations
- journals and learning logs
- interviews

Reasonable adjustments to assessment procedures and materials might be required to allow some learners to demonstrate competence. The degree to which a learner's special needs affect their demonstration of competence will vary from learner to learner and might vary from task to task. Adjustments will be required where learners experience difficulty with language, reading and /or writing. Assessments for these learners should be structured to allow the learner to demonstrate their knowledge regardless of any reading, writing and language difficulties. The key principles of validity, reliability, fairness, and flexibility should be considered when providing reasonable adjustments in assessment procedures and material.

When selecting the format of assessment, the teacher should consider the context in which the knowledge will be applied. The type of assessment format selected should reflect consideration of the way in which the information will be used in practical application.

Various categories of alternative assessment involve:

(i) *Authentic assessment*

Authentic assessment integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including “real world” situations. The learner use their understanding of the subject to solve real world situations and problems. For an assessment to be authentic, the context, purpose, audience, and constraints of the test should connect in some way to real world situations and problems.

(ii) *Oral based assessment*

The oral-based assessment assesses the learner’s competencies without lowering the content, depth, or level of the competencies. It is an oral assessment of the outcomes of teaching and learning of learners who might have mastered the competencies taught but is not able to demonstrate these competencies due to literacy and numeric difficulties they are experiencing. A checklist of appropriate questions should be developed with reference to the topic and specific objectives to be mastered.

(iii) *Performance-based assessment*

Performance-based assessment requires the learner to construct a response, create a product, or demonstrate application of knowledge in authentic context. Performance-assessment requires the development of new assessment tools and scoring rubrics. Performance-based alternative assessments may include portfolios, checklists, rating scales and rubrics. These are explained further as follow:

Portfolio

Portfolio assessment is an evaluation tool used to document learner knowledge and learning through series of learner-developed artefacts. Portfolio is kept in a folder or file and contains a collection of evidence of the achievements of a learner throughout the course.

Portfolios may include:

- selection of learner work, e.g., photographs, projects, reference materials, video or audiotapes and final product.
- guidelines for content selection
- criteria for evaluating process and product
- evidence of learner reflection

The portfolio contains the learners’ practical work throughout Year 1 and 2. A minimum number of practical exercises will have to be done continuously throughout the three terms in Year 1 and the two terms in Year 2. Each practical exercise will be weighted to a mark out of 10 marks, while projects will be weighted to mark out of 15. All the learners’ practical activities and project marks will contribute towards promotion in Year 1 and Year 2. Therefore, all Year 1 and 2 marks need to be kept in a portfolio file and the processed mark will have to send to DNEA at the beginning of term 3 of Year 2.

The overall portfolio mark will contribute 80% towards the final Year 1 promotion mark. Schools will have to submit sample work of learners to DNEA of at least 5% of the students enrolled for the overall subject. Schools are required to keep the portfolio for possible moderation by DNEA and/or Regional Education Offices.

Portfolio reflects the actual day to day learning activities of learners. Each learner should build up a portfolio during the course. The portfolio is kept in a folder, file or/and workbooks. The portfolio supports assessment and can aid the curriculum vitae of the jobseeker. Some portfolios are designed to present the learner’s best work, others are designed to show how the learner’s work has evolved over

time, and still others are comprehensive repositories for the entire learner's work. The portfolio must be made available to the verifier / moderator on request at any given time.

A portfolio comprises of:

1. Content sheet
2. Identification of learner (ID and/or Certificate of birth)
3. Résumé
4. Transcript of results
5. Portfolio Evaluation Form (completed per term)
6. Job attachment feedback/ reports
7. Continuous Assessment mark sheets
8. Continuous Assessment activities
9. Reports on excursions
10. Proof of group (team) work (with clear assessing criteria)
11. Teacher's report (Narrative Report)
12. Moderator's report

The Skills Subject teacher administers the 'main' portfolios – it stays in the classroom or workshop for the duration of the course. The Skills Training teacher starts to build up the portfolio's content, as stated above, adding the learners' work as referred to in number 8. By the end of the course, the supplementary subject teachers send in evidence of learners' course work to be added to the main portfolio – this then forms one portfolio with evidence of all the work done by the learner.

More guidelines/information on the portfolio may be found in the Assessment Manual

Checklists, rating scales, and rubrics

Checklists, rating scales and rubrics are tools that state specific objective and allow teachers and learners to gather information and to make judgements about what learners know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge, and skills.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

A tick-off checklist is used to assess whether all required skills of a topic have been mastered. The grade descriptors for Certificate in Basic Pre-vocational skills of this document are applied. Basic Pre-vocational Skills Training syllabuses contain examples of checklists.

The assessment of skills is done by:

- informally collecting information from parents on what is taking place at home;
- check listing the skills demonstrated;
- narration of the learner's potentials;
- developing an assessment tool (Portfolio, checklists, oral assessment, etc.) and used as the tool for assessing and monitoring the skills development.

Rating scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a dimmer switch that provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learner's work.

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity, e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate learner performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Examples of checklists, rating scales and rubrics are given at the end of the syllabus.

Recording progress

Continuous assessment should be planned and programmed at the beginning of the year and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment. This will also help to determine learning support, not only during lesson presentation, but extended to after school hours sessions.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learners' actual level of achievement in the specific objectives and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must be awarded a Grade A, B, C, and so on (norm-referencing).

In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment be reliable.

11.4 Grade descriptors

The learner's level of achievement in relation to the specific objectives in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the grades awarded and specific objectives are shown below.

Grade	% Range	Grade descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded.

11.5 Assessment objectives

The assessment will include, wherever appropriate, personal, social, environmental, economic and technological applications of Office Practice. The assessment must take into account the learner's ability to communicate clearly and logically and apply conventions where appropriate.

There are four assessment objectives for Office Practice courses:

Knowledge with understanding

Learners should be able to:

1. demonstrate the ability to state facts, recall and name items, recall and describe processes;
2. demonstrate the ability to apply and relate knowledge to basic design and manufacturing;
3. make reasoned arguments and anticipate consequences about outcomes of the design and realisation process;
4. demonstrate a crucial awareness of the interrelationship between design and the needs of society.

Design problem-solving

Learners should be able to:

1. identify clearly, from a situation, a specific need for which a solution is required and compose a design brief;
2. analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design issues and draw up a design specification;
3. generate a range of outline solutions to a design problem, giving consideration to the constraints of time, skills and resources;
4. test and refine the functional and aesthetic effectiveness of design solutions.

Design communication

Learners should be able to:

1. recognise information in one form and where necessary change it into a more applicable form;
2. propose and communicate ideas graphically;
3. develop ideas and represent details of form, shape, constructive movement, size and structure through graphical presentation.

Realisation

Learners should be able to:

1. plan and organise the work procedure involved in the realisation of a solution;
2. select, from a range of resources, those appropriate for the realisation of the product;
3. demonstrate appropriate manipulative skills by showing an understanding of materials and their characteristics in relation to their use;
4. demonstrate appropriate manipulative skills by showing the ability to correctly and efficiently use instruments and tools used in the realisation of a product.

11.6 Continuous assessment: detailed guidelines

Continuous assessment should be planned and programmed at the beginning of the year and kept as simple as possible. Marks given for class and project activities should be recorded for continuous assessment.

The Continuous Assessment Mark will comprise of:

- topic tasks or tests of not more than 30 marks (30 minutes) – written or oral
- projects / assignments not more than 15 marks
- reports on excursions
- group (team) work
- role play
- job attachment feedback (in marks), etc.

In Office Practice Theoretical course, the continuous assessment tasks are as follows:

Practical investigation: These assess the learners' ability to think and reason independently and to reflect critically on their own thinking. The assessments of practical skills is done during a practical activity where learners are required to plan and carry out investigations and collect report, and analyse information. Except for one major investigation or project during the first or second term, activities should assess not more than two skills and should not count more than 15 marks in the first, second and third term.

Project (Product): All the relevant stages in the portfolio should be taken into account. Each learner will undertake a personally identified project centred in the chosen option. The project, which will be internally marked and externally moderated, is expected to be completed over the final two terms of the course.

The work presented for assessment will be in the portfolio. The portfolio should include photographic evidence of the made product. Learners should be introduced to the framework and stages of a portfolio. Results achieved on tasks set on the application regarding the investigation and developing of the different stages within the proper framework, should be used as continuous assessment mark under the heading: "Practical Investigation / Topic Tasks".

The learner should manufacture the artefact according to their revised and refined proposed design and production plan set out in their portfolio to. A learner may opt for a product/artefact other than proposed and designed during the year. However, he/she should then first complete a new design and compile an appropriate design folder for that specific product/artefact before realising the design into a completed artefact.

The finished artefact must be tested and an evaluation report written on the outcome of these tests to be included in their design folder. The learners' portfolio, together with photographic evidence of the made artefact, would be externally moderated.

Team project: Throughout the duration of Certificate in Basic Pre-vocational Skills Course training the learners will be involved in different project work. The individual projects for year 1 and 2 are skills based and are assessed for marks. However, during the course of year 2, it is expected of the learners to work together on a team project. This project will serve to:

- build team spirit
- understand how big projects need different planning
- realize that different team members have different roles/ functions
- internalise that communication is an integral part of working in a team
- to observe leadership skills of trainees

The schools should plan a team project that has strong connections to skills learnt that are integrated with community social projects. Following are the examples of team projects that the schools may implement:

Example 1: Bricklaying team project

The team plans to renovate a building on the school ground. Makes a project plan, allocates a time frame, organises materials, divides task and implements the idea. A small ceremony could be held at completion of the project and also photographic evidence (off different stages of the project) should be gathered.

Example 2: Food preparation team project

The team involves in hosting and catering for an event, e.g., for an Awareness day for Human Rights in the neighbourhood. Requirements are listed, time frames are drawn, and tasks are distributed. Photos of the event should be gathered.

Example 3: Welding and Metalwork team project

The team could plan to support a farmer for a few days to fix the water pipe, fencing, and to repair trailers etc. This practical work could open up some trainees' pre-concepts about optional jobs and widen acknowledgement of own different skills. A small donation from the farm (such as metal for recycling, old machines etc.) could uplift the schools skills training resources.

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and /or revision a topic. They may well include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information.

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of both short questions and more structured questions.

End of term test: This will be a more comprehensive topic test of the term's work. No homework should be assigned during the time of writing the end of term tests. End-of-term test should not consist of more than 30 marks, whether the special arrangements and considerations were applied.

This end-of-term test should be skills orientated. The tests may be a written or oral test, taking the ability of the individual learner into consideration. Learners who need special arrangements for formal assessment, such as extra time, a scribe, a transcribe or a reader, should be arranged for and accommodated throughout the course.

Continuous Assessment Year 1				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Practical investigations	1x10	10	1x10	10
Projects	2x10	20	2x10	20
Topic tasks	2x10	20	2x10	20
Topic tests	2x10	20	2x10	20
End-of-term tests	1x30	30	1x30	30
Term mark		100		100

Continuous Assessment Year 2				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Topic tasks	2 x 10	20	1 x 10	10
Projects	2x 20	40	1 x 20	20
Topic test	2 x 10	20	1 x 10	10
End-of-term test	1 x 20	20	1 x 20	20
Practical Examination			1x40	40
Term mark		100		100

End-of-term test: detailed guidelines

At the end of each trimester there will be internal end-of-term test. The purpose of this test is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next trimester. The test will also guide to evaluate which learners might need more learning support. The end-of-term test should apply special arrangements and considerations that are responsive to the special education needs of all learners. Preparing for and conducting this test should not take up more than two weeks altogether right at the end of the term.

Portfolio

The portfolio, which serves as evidence of the learners' work, must be submitted every term for grading in accordance with the mark scheme. This mark scheme is to evaluate the presentation of the portfolio and quantity of evidence submitted. The portfolio mark is compared to a specific mark scheme in order to form a comprehensive evaluation of each portfolio section. The grading system is highly aligned with the portfolio work submitted by the learners

Portfolio Marks Year 1 & 2

Year 1					Year 2				Certification Mark	
Term 1		Term 2		Total CA	Term 3		Term 4	Total CA		
Number & Marks	Total CA	Number & Marks	Total CA	T1 CA + T2 CA	Number & Marks	Total CA	Number & Marks	T3 CA + T4 CA	Total CA Mark Year 1 + Total CA Mark Year 2	Total CA Mark (TCA /100 x 100)
1x25	25	1x25	25	50	1x25	25	1x25	50	100	%

11.7 Job attachment

The purpose of job attachment is to acquaint the Office Practice learner with exactly virtual work experience as well as to develop their knowledge, skills and attitudes that are essential in today's industry. Job attachment is envisioned as follows:

Trimester	Length	Description	Key Elements
First trimester	3 weeks = 120 hours (15 days x 8 hours)	One-on-one observation of a learner at the place of employment	• A teacher to conduct a pre-placement orientation • First week the learner shadows and does one-on-one observation of a worker at the place of employment • Second and third week the learner follows a planned learning activities that must be recorded in the logbook
Second trimester	4 weeks = 160 hours (20 days x 8 hours)	A stimulated work experience that provides the learner with extensive variety of work experiences	• A personalised placement learning plan must be included in the logbook • Integrates classroom and workplace learning • Involves learner assessment • Involves reflective learning

It is advisable that the learner shadows the artisan for one week, and then starts working gradually for the remainder of the time. The job attachment sessions may be planned and implemented to fit the circumstances and available time of the school. It need not be a full month at once but may be broken up in for example two weeks sessions.

Teachers/teachers are expected to arrange these sessions and to visit learners at the workplace during job attachment sessions to evaluate their involvement, work performance and conduct in the place of work (called sight-visits).

At the same time, it should be requested from the management of the place of work to write a short report on the involvement, work performance and conduct of the learner. A template of such report must be planned and be availed to the management of the establishment. These completed reports should be added to the portfolio content for verification.

Furthermore, these reports should serve to

- upgrade and/or adjust Skills Training if needed
- assist the learner-assistant in areas pointed out in the reports
- work with the industry to determine whether the training is still in line with what is required

More guidelines are provided in the job attachment manual or logbook.

11.8 Certification marks

The promotion marks are calculated as follows:

Promotion Mark Year 1 and 2			
	Term 1	Term 2	Total
Term mark	100	100	200
CA mark	200 ÷ 2		100
Promotion mark	(CA Mark Term 1 + CA Mark Term 2) ÷ 2		100

The certification marks are calculated as follows:

Certification Mark			
	Year 1	Year 2	Total
Term mark	100	100	200
Certification mark	(Year 1 + Year 2) ÷ 2		100

11.9 Specification grid

A rigid association between particular assessment objectives and individual components of assessment is not appropriate since any of the objectives can be assessed in any question. Nevertheless, the components of the scheme will differ in the emphasis placed on the various objectives.

The Specification Grid below is for general guidance only and illustrates where particular objectives might receive most emphasis on the various components for both the End-of-term test and for Continuous Assessment. It also indicates the weighting allocated to each objective for both continuous assessment and for the written test.

Assessment objectives for written test	
Components	Weighting
Objective A Basic Knowledge with understanding	20%
Objective B Design problem solving	20%
Objective C Design communication	10%
Objective D Realisation	50%
Total	100%

Assessment Objectives for Continuous Assessment	
Components	Weighting
Objective A Basic Knowledge with understanding	20%
Objective B Design problem solving	10%
Objective C Design communication	10%
Objective D Realisation	60%
Total	100%

11.10 Assessment rubrics/criteria

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. The marking rubrics should ideally be less than one page altogether.

Checklist is a focussed diagnostic tool listing performance criterion, which can be used to plan learner progress over time. It can list actions, descriptions, skills, concepts, processes, and/or attitudes that a teacher checks off as he or she observes them. It can be used to assess written work or other products such as oral presentations, art and media works, and models.

The teacher may work from the prepared checklist or marks to checks each element as it occurs. The score is the total number of items that are checked. Various gradations in quality are not recognized unless the checklist specifies that something be done "exceptionally," "very well" "satisfactorily," or in some other way that brings quality into question.

A topic task, investigation, observation or a project:

General objectives are used to plan instruction and to evaluate learner's performance on the same objectives. After the planned activities, learners are assessed to determine how well they learned. Evaluation is achieved through observation during the activities, and through specific assessment tasks.

Steps to develop a checklist:

1. Identify the general objective
2. List target behaviours, skills or specific learning objectives separately
3. Organize the checklist sequentially
4. Determine how record keeping will be done

Guidelines on checklist:

1. Teachers may adjust these example grids to the needs of their learners.
2. The application of checklists & marking grids is compulsory.
3. The format is just a recommendation, it is not pre-scribed.
4. These checklists and evaluation grids should form part of the portfolio
5. The checklists and evaluation grids in the syllabus do not cover all the topics. It is expected of teachers to use these as examples and create their own as needed.
6. Each topic should have at least one checklist or evaluation grids but may have more than one depending on the specific learning objectives expected to achieve.

Annexe 1: Glossary of terms

ATC	Automatic Teller Card
ATM	Automatic Teller Machine
acronyms	a word formed from the initial letters of other words
Barter	to exchange goods
budget	a careful plan of how to spend the money available
collective	shared by most people in a country
domain	the name of your internet service provider or company
facsimile	a production of an exact copy of a document by electronic scanning and transmission
Goldsmith	a manufacturer of gold articles
MMS	Multi Media Messages
recipient	a person who receives something
reprographics	a term used for making copies
SMS	Short Message Service

Annexe 2: Portfolio evaluation form

Learner Name: _____

Skills: _____

Term: _____

Criteria	Total Marks	Marks Obtained
1. Overall Appearance of File		
Neatness	1	
Organization of Content according to the Table of Content & Checklist	1	
File Covered	1	
2. Learner Personal Information		
Information Complete	1	
Copy of Learner Identification	1	
3. Skills Subject Evidence		
Tasks, Tests, Practical Exercises, Projects	7	
4. Supplementary Subject Evidence		
Functional Numeracy	8	
Communication	9	
Work Orientation	8	
Fundamental ICT	8	
Entrepreneurship	8	
Total	53	
Final Mark(÷53x25)	25	

Evaluator's Comment:	
Evaluator's Name:	Evaluator's Signature:
	Date: _____
Head of Department /CBPVS Co-ordinator Name:	Signature:
	Date: _____

Annexe 3: Grid for evaluating group work

Learner's names	Participation (Contribution)	Cooperation (getting along)	Handling group conflict	Enthusiasm & Self confidence	End product	Total
	3	3	3	3	8	20
Group 1:						
Group 2						
Group 3						

Annexe 4: Grid for evaluating role play

ROLE PLAY							
Learner's name	Participation / Contribution & Cooperation (getting along)	Interpretation of assignment	Handling group conflict	Enthusiasm & Self confidence	Speech Fluency / Communication	End product (Outcome)	Total
	5	4	3	4	6	8	30
Group 1: Players/ actors							
Group 2: Audience [Assigned to]							
Group 3: Audience [Assigned to]							

Annexe 5: Checklist for office assistant profile

OFFICE ASSISTANT PROFILE								
Name:				Date:				
Checkpoints		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Clothing, Shoes, Accessories, Hair	6	5	4	3	2	1	
2.	Make-up and Skin care	6	5	4	3	2	1	
3.	Visitors	6	5	4	3	2	1	
4.	Work attitude	6	5	4	3	2	1	
5.	Packing a briefcase	6	5	4	3	2	1	
6.	Personal conduct (behaviour skills and professionalism)	6	5	4	3	2	1	
7.	Teamwork	6	5	4	3	2	1	
8.	Identify & remove safety risks (e.g., open drawers, etc.)	6	5	4	3	2	1	
9.	Handling emergencies, health risks, first aid, etc	6	5	4	3	2	1	
10	General neatness in office	6	5	4	3	2	1	
11	Serving tea/coffee/Juice & refreshments	6	5	4	3	2	1	
12	Acting with confidence when working with clients	6	5	4	3	2	1	
TOTAL: 72								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 6: Checklist for handling money matters

HANDLING MONEY MATTERS								
Name:				Date:				
Competency descriptions								
1		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
Outcomes								
1.	Where does money come from?	6	5	4	3	2	1	
2.	Explain the Barter system	6	5	4	3	2	1	
3.	Explain the role of the goldsmith	6	5	4	3	2	1	
4.	Identify coins and paper money	6	5	4	3	2	1	
5.	Using of money – buying/selling/change	6	5	4	3	2	1	
6.	Explain the use and importance of Cash slips	6	5	4	3	2	1	
7.	Teacher verify performing office activities	6	5	4	3	2	1	
8.	Teachers verify participation in playing shop	6	5	4	3	2	1	
TOTAL: 48								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 7: Checklist for management of personal finances

MANAGEMENT OF PERSONAL FINANCES								
Name:				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Explain the need for budgeting	6	5	4	3	2	1	
2.	Distinguish between personal and collective needs	6	5	4	3	2	1	
3.	Name sources of pocket money	6	5	4	3	2	1	
4.	Explain 'income' and 'expenses'	6	5	4	3	2	1	
5.	Draw up a budget	6	5	4	3	2	1	
6.	List entrepreneurial skills and characteristics	6	5	4	3	2	1	
7.	State procedure to open a savings account, deposit and withdrawal slips	6	5	4	3	2	1	
8.	Briefly discuss ATM/ATC (Purpose, importance and safety measures)	6	5	4	3	2	1	
TOTAL: 48								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 8: Checklist for basic telephone skills

BASIC TELEPHONE SKILLS								
Name: Date:								
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Demonstrate answering the business telephone	6	5	4	3	2	1	
2.	Taking down a telephone message	6	5	4	3	2	1	
3.	Demonstrate the correct way of receiving a phone call and re-directing the call	6	5	4	3	2	1	
4.	Explain handling of different types of customers (teacher spot-check 2 or 3)	6	5	4	3	2	1	
5.	Explain the basic uses of the cell phone	6	5	4	3	2	1	
6.	Explain the uses multiple of the cell phone	6	5	4	3	2	1	
7.	Demonstrate sending/receiving short message service messages (SMS)	6	5	4	3	2	1	
8.	Demonstrate sending/receiving multimedia messages (MMS)	6	5	4	3	2	1	
TOTAL: 48								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 9: Checklist for telephone equipment

TELEPHONE EQUIPMENT								
Name:				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Demonstrate the use of the Telephone Directory:							
	♦ different sections	6	5	4	3	2	1	
	♦ general information – blue pages	6	5	4	3	2	1	
	♦ world time zone and international dialling codes	6	5	4	3	2	1	
	♦ Government Ministries – green pages	6	5	4	3	2	1	
	♦ Government Services – red pages	6	5	4	3	2	1	
	♦ Classified Medical Listings – orange pages	6	5	4	3	2	1	
	♦ Different towns - yellow pages	6	5	4	3	2	1	
2.	Explain the term ‘flexi-call card’, ‘tango card’, ‘recharge voucher’ and ‘voice mail’	6	5	4	3	2	1	
TOTAL: 48								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 10: Checklist for telephone communication skills

TELEPHONE COMMUNICATION SKILLS								
Name:		Date:						
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Telephone techniques and etiquette:							
	♦explain different phone lines	6	5	4	3	2	1	
	♦discuss how to connect a call	6	5	4	3	2	1	
	♦describe telephone technique guidelines	6	5	4	3	2	1	
	♦explain how to handle different types of callers	6	5	4	3	2	1	
	♦complete a telephone message form with given information	6	5	4	3	2	1	
2.	Design a form to write messages on	6	5	4	3	2	1	
3.	Complete a written message form of a visiting client	6	5	4	3	2	1	
4.	Demonstrate how to operate a switchboard	6	5	4	3	2	1	
TOTAL: 48								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 11: Checklist for office environment

OFFICE ENVIRONMENT								
Name :				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Differentiate between / different types of offices	6	5	4	3	2	1	
2.	Discuss the characteristics of a secure and healthy workplace	6	5	4	3	2	1	
3.	Explain how to establish and maintain a safe, secure and healthy workplace	6	5	4	3	2	1	
4.	Explain the necessity of a tidy workplace	6	5	4	3	2	1	
5.		6	5	4	3	2	1	
6.		6	5	4	3	2	1	
7.		6	5	4	3	2	1	
8.		6	5	4	3	2	1	
9.		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 12: Checklist for time management

TIME MANAGEMENT								
Name:					Date:			
Competency descriptions								
	Outcomes	Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Draw up a work schedule for one day	6	5	4	3	2	1	
2.	Allocate time to tasks	6	5	4	3	2	1	
3.	Explain the importance of an organized work situation	6	5	4	3	2	1	
4.	Explain how to arrange an organized work situation	6	5	4	3	2	1	
5.	Use information given to complete an office diary	6	5	4	3	2	1	
6.		6	5	4	3	2	1	
7.		6	5	4	3	2	1	
8.		6	5	4	3	2	1	
9.		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 13 Checklist for reprographics

REPROGRAPHICS								
Name:				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Explain the term 'reprographics'	6	5	4	3	2	1	
2.	Explain how to make good quality copies	6	5	4	3	2	1	
3.	Discuss the care and maintenance of a photocopier	6	5	4	3	2	1	
4.	Demonstrate how to use the photocopier	6	5	4	3	2	1	
5.	Design a photocopy instruction list	6	5	4	3	2	1	
6.	Use information given to complete a photocopier instruction list	6	5	4	3	2	1	
7.		6	5	4	3	2	1	
8.		6	5	4	3	2	1	
9.		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 14: Checklist for facsimiles/fax machine

FAX MACHINE								
Name:					Date:			
Competency descriptions								
	Outcomes	Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Explain how to operate a fax machine	6	5	4	3	2	1	
2.	Describe the procedures to send a fax	6	5	4	3	2	1	
3.	Use given information to prepare a fax	6	5	4	3	2	1	
4.	Design a fax form	6	5	4	3	2	1	
5.	Complete a fax form	6	5	4	3	2	1	
6.	Describe all other functions of a fax machine	6	5	4	3	2	1	
7.		6	5	4	3	2	1	
8.		6	5	4	3	2	1	
9.		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0 -39 %	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 15: Checklist for electronic mail/messages

ELECTRONIC MAIL/MESSAGES								
Name:				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Explain basic skills on how to use electronic mail	6	5	4	3	2	1	
2.	Explain procedures to follow when writing e-mails	6	5	4	3	2	1	
3.	Explain why e-mail is a good way of communication	6	5	4	3	2	1	
4.	Name the parts of an e-mail address	6	5	4	3	2	1	
5.	Explain how and where to find internet service providers	6	5	4	3	2	1	
6.	Name internet service providers	6	5	4	3	2	1	
7.	Demonstrate how to open an own e-mail address	6	5	4	3	2	1	
8.		6	5	4	3	2	1	
9.		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 16: Checklist for storage of documents

FILING AND INDEXING								
Name:					Date:			
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Explain different filing methods	6	5	4	3	2	1	
2.	Explain different filing systems	6	5	4	3	2	1	
3.	Name various filing equipment - manual	6	5	4	3	2	1	
4.	Name various filing equipment - electronic	6	5	4	3	2	1	
5.	Name tips for efficient filing	6	5	4	3	2	1	
6.	Explain safety measures for confidential files	6	5	4	3	2	1	
7.		6	5	4	3	2	1	
8.		6	5	4	3	2	1	
9.		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 17: Checklist for introduction to the labour act

ACKNOWLEDGEMENT OF CONTENT OF THE LABOUR ACT								
Name:				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Explain the term 'Labour Act'	6	5	4	3	2	1	
2.	Recall the topics handled in the Labour Act	6	5	4	3	2	1	
3.	Briefly describe what the Labour Act states concerning working conditions:							
	♦working hours	6	5	4	3	2	1	
	♦overtime	6	5	4	3	2	1	
	♦mealtime breaks	6	5	4	3	2	1	
	♦leave	6	5	4	3	2	1	
	♦termination of service	6	5	4	3	2	1	
4.								
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 18: Checklist for handling people living with HIV/AIDS in the workplace

HANDLING PEOPLE LIVING WITH HIV/AIDS IN THE WORKPLACE								
Name:				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1.	Explain the terms HIV and AIDS	6	5	4	3	2	1	
2.	Explain how to prevent HIV/AIDS	6	5	4	3	2	1	
3.	Describe symptoms of the illness	6	5	4	3	2	1	
4.	Explain how to live with the illness	6	5	4	3	2	1	
5.	Describe the role and conduct of co-workers towards a HIV/AIDS worker	6	5	4	3	2	1	
6.	Explain the influence of HIV/AIDS on the economy of the country	6	5	4	3	2	1	
7.		6	5	4	3	2	1	
8.		6	5	4	3	2	1	
9.		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 19: Checklist for services rendered by the post office to the business world

SERVICES RENDERED BY THE POST OFFICE								
Name:					Date:			
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1	List ways to receive mail	6	5	4	3	2	1	
2	Explain how to send mail	6	5	4	3	2	1	
3	Describe the procedure to send a parcel through the post	6	5	4	3	2	1	
4	List overnight parcel express services and procedure	6	5	4	3	2	1	
5		6	5	4	3	2	1	
6		6	5	4	3	2	1	
7		6	5	4	3	2	1	
8		6	5	4	3	2	1	
9		6	5	4	3	2	1	
TOTAL:								
Competencies descriptors		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 20: Recording checklist form

Practical Component 1 Summary Form Recording Checklists																	
Number	Name of learners	Deportment & personal care	Group work / teamwork	role play	Self-development	making and confirming appointments	First aid procedure	Client care	Conduct as office assistant								
	Date successfully accomplished																
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	

Annexe 21: Continuous assessment record form

Practical Component 2																			
Summary Form Recording Evaluation Grids																			
Number	Name of learners	Receiving clients (Reception duties)	Handling office machines, tools and equipment	Preparing documents	Taking messages	First Aid Kit and procedures	Applying professionalism	Telephone skills	Sending a fax	Sending an e-mail	Handling of money in an office	Time Management	Photocopier and photocopies	Filing and indexing	HIV/AIDS	Labour Act	Post Office services	Applying basic office ethics	COURSE MARK
	Date successfully accomplished																		
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			

Annexe 22: Summary of assessment record

Syllabus Topic	Specific skills or objective	Term 1 (date)	Term 2 (date)	Term 3 (date)	Sub-total (1+2+3)	Total (% sub-total)
Date & Mark					%	Symbol
Office Assistant Profile	Topic Test Practical					
Money Matters	Topic Test Practical					
Personal Finances	Topic Test Practical					
Basic Telephone Skills	Topic Test Practical					
Telephone Equipment	Topic Test Practical					
Telephone Communication Skills	Topic Test Practical					
Office Environment	Topic Test Practical					
Time Management	Topic Test Practical					
Reprographics	Topic Test Practical					
Fax machine	Topic Test Practical					
Electronic Mail	Topic Test Practical					
Filing and Indexing	Topic Test Practical					
Labour Act	Topic Test Practical					
HIV/AIDS in the Workplace	Topic Test Practical					
Post Office Services	Topic Test Practical					
Applying Basic Office Ethics	Topic Test Practical					

Annexe 23: Checklist form

TOPIC:								
Name: Date:								
Competency descriptions								
	Outcomes	Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1		6	5	4	3	2	1	
2		6	5	4	3	2	1	
3		6	5	4	3	2	1	
4		6	5	4	3	2	1	
5		6	5	4	3	2	1	
TOTAL:								
Grading		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0 -39%	
		A	B	C	D	E	U	

Teacher:

Date:

Head of Department /CBPVS Co-ordinator:

Date:

Annexe 24: Assessment record sheet year 1

Annex 2.1: Assessment Record sheet year 1														
School:	Term	Practical Investigation	Project 1	Project 2	Topic Task 1	Topic Task 2	Total / 50 A	Topic Test 1	Topic Test 2	End-of-term Evaluation (ETE)	Total / 50 B	Total Term Mark (Term 50+50/100)	Promotion Mark (Term 1 + 2/100)	Symbol
Subject:														
Learner Name		10	10	10	10	10	50	10	10	30	50	100	%	A-U
1.	1													
	2													
2.	1													
	2													
3.	1													
	2													
4.	1													
	2													
5.	1													
	2													
6.	1													
	2													
7.	1													
	2													
Subject Teacher							Date:					Average Mark	Term 1	
Head of Department / CBPVS Co-ordinator							Date:						Term 2	
Principal							Date :							

Annexe 25: Assessment record sheet year 2

Skills Subject:.....										YEAR:										
SCHOOL:										TEACHER:										
Name of Learner	Term 1									Term 2						CERTIFICATION MARK				
	Topic Task 1	Topic Task 2	Project 1	Project 2	Topic Test 1	Topic Test 2	End-of-term 1 Test	Total CA Term 1	Term Mark (TCA /100 x 100)	Topic Task 1	Topic Test 1	Project	End-of-term Test (ETT)	Practical Examination	Total CA Term 2	Total Term Mark (TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)	CA (Year 1 + Year 2)	% PERCENTAGE	SYMBOL
	10	10	20	20	10	10	20	100	100	10	10	20	20	40	100	100	200	200		A-U
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				

Subject Teacher:.....

Date:.....

Head of Department /CBPVS Co-ordinator:.....

Date:.....

Principal:.....

Date:.....

Annexe 26: Portfolio mark year 1 & 2

Skills Subject:.....										YEAR:							
SCHOOL:										TEACHER:							
Name of Learner	YEAR 1						YEAR 2						CERTIFICATION MARK				
	Term 1		Term 2		Total CA		Term 3		Term 4		Total CA						
	Term 1 CA Mark	CA / 25 x 100 (%)	Term 2 CA Mark	CA / 25 x 100 %	Promotion Mark T1 CA + T2 CA		Term 3 CA Mark	CA / 25 x 100	Term 4 CA Mark	Term 4 CA / 25 x 100	Promotion Mark T3 CA + T4 CA		Total CA Mark Year 1 Promotion Mark + Year 2 Promotion Mark	Total CA Mark (TCA / 100 x 100)	SYMBOL		
	25	%	25	%	50	%	25	%	25	%	50	%	100	%	A-U		
1. Example	4	16	10	40	14	28	10	40	17	68	27	54	41	41	E		
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	

Subject Teacher:.....

Date:.....

Head of Department CBPVS Co-ordinator:.....

Date:.....

Principal:.....

Date:.....

Certificate in Basic Pre-vocational skills, Office Practise: Theory Syllabus, NIED 2023

Annexe 27: Certification mark

Skills Subject:					YEAR:						
SCHOOL:					TEACHER:						
Name of Learner	Year 1				Year 2				CERTIFICATION MARK		
	Term 1	Term 2	Total CA Year 1 T1 + T2) (A)	(TCA /100 x 100)	Term 3	Term 4	Total CA Year 2 (T3 + T4) (B)	(TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)/200	TCA Year 1 + TCA Year 2/ X100	SYMBOL
	100	100	100	%	100	100	100	%	200	%	A-U
1.											
2.											
3.											
4.											
5.											
6.											
7.											

Subject Teacher:.....

Date:.....

Head of Department:.....

Date:.....

CBPVS Co-ordinator:

Date:.....

Principal:.....

Date:.....



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