

# Office Procedures Unit 38

## Word Processing



### Occupational Studies Entry Level 1, 2 & 3

Candidate Name .....

Candidate Number .....

Centre Name .....

Centre Number .....

I certify that the work in this portfolio is that of:

Learner's Name	
Teacher/Lecturer Signature	
Date	



**AO1**

**EL 1** - Recognise by pointing to, or circling the picture related to a job opportunity in an administration office.



**Secretary**

**Garden Centre**



**Chef**

**Building Site**



**Joiner**

**Office**



**Gardener**

**Hair Salon**



**Hairdresser**

**Restaurant**

**EL2** Draw a line from each picture to the correct place of work.

I can confirm that the learner was able to point to the relevant picture.	
Signed .....	Date .....

This is Mary she is a - - - - - in a busy administration office.

Plumber

Chef

Gardener



Secretary

Doctor

Farmer

Write down two responsibilities Mary has when working in the office.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Job Opportunities Level achieved at.....	EL1	EL2	EL3	Teacher/Lecturer signature.

## Health and Safety.

### EL1

This man was walking back to his office when he had a nasty fall can you recognise what could have caused the man to have this accident.



**Answer:** \_\_\_\_\_

### EL2

Identify by ticking in the box two health and safety rules observed in administration.

Always have your chair adjusted properly.

Never leave the drawers of a filing cabinet lying open

Never eat and drink at your desk.

Always keep your desk area tidy.

Always use anti-glare screen on your computer screen.

Do not leave boxes of rubbish/paper etc. lying on the office floor.

Do not have power cables trailing on the floor.

Never leave electric equipment switched on when you are not in the office.

**EL3**

Identify two health and safety rules observed in administration and the potential consequences of non-compliance. Join the appropriate boxes together by drawing a line.

Always have your chair adjusted properly.

If your computer cables are trailing on the floor someone could trip over them.

Never eat and drink at your desk.

You could spill your drink i.e. tea/juice on the keyboard and cause damage.

Always use anti-glare screen on your computer screen.

If your chair is not adjusted properly it will affect your posture and cause back pain.

Do not have power cables trailing on the floor.

An anti-glare screen will protect your eyes from eye strain and headaches.

Learner has achieved Health and Safety at ....	EL1	EL2	EL3	Teacher/Lecturer signature

Recognise what is meant by the 3 R's.



RE \_ \_ \_ \_ .

RE \_ \_ \_ \_ .

RE \_ \_ \_ .

REDUCE	RESOURCE	REPLY
RECYCLE	REALLY	

EL2 - Recognise by pointing to or placing a tick under the three pictures that represent the '3Rs.'



I confirm the student was able to point to the relevant pictures.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**EL3-** Tick the correct statement to complete the sentence below:

Recycling is important because .....

it is good to waste different products.

the earth's resources are limited and this helps to protect our planet.

you should not try to reduce waste.

To achieve **EL3** state why recycling is important?

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Learner has achieved in environmental issues at .....	EL1	EL2	EL3	Teacher/Lecturer signature.

# Materials Skills and Knowledge

## AO1

**EL1** - Recognise by pointing or ticking the box below the picture one item related to a busy admin office.



I can confirm that the learner was able to point to or tick the relevant picture.

Signed .....

Date .....

**EL2**

Draw a line from each item of office equipment to what it is used for.

Word Processor

This item allows you to write down things on a piece of paper.

Printer

This item allows you to make telephone calls to other people.

Photocopier

This item allows you to make photocopies of documents.

Telephone

This item allows you to type documents on a computer.

Pen/Pencil

This item allows you to print a copy of the work you did on the computer.

I can confirm that the learner was able identify the item with what it does.

Signed .....

Date .....

# EL3

Give a brief description of what the two items below are used for in administration.



.....

.....

.....



.....

.....

.....

**EL1** - From the following statements point to or tick one advantage of word processing.

**EL2** – Identify two advantages and one disadvantage of word processing by ticking the appropriate box.

You can easily correct your typing mistakes using a word processor

You can save your work and come back to it later.

To do word processing you need a computer which can be expensive.

Sometimes the documents you type can become lost or destroyed.

A word processor makes it very easy to delete words or text.

The word processor can check your spelling.

You need to have a printer to produce a paper copy of your work.

To run a computer you need electricity mains or battery and this may be a problem if there is a power cut or your battery has no life.

In word processing it is very easy to insert new words or text.

I can confirm that the learner was able point to or tick one advantage for Level 1 and tick two advantages and one disadvantage for Level 2.

Signed .....

Date .....

### EL3

Write briefly about two advantages and one disadvantage of using a word processor.

#### Advantages

1. ....  
.....  
.....

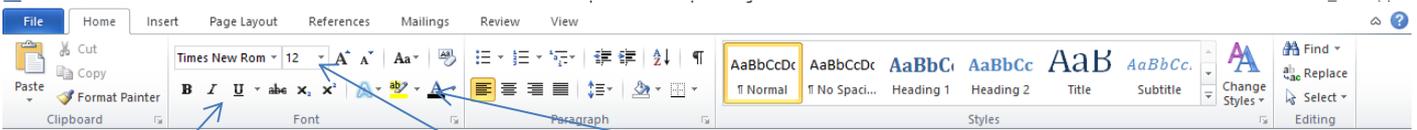
2. ....  
.....  
.....

#### Disadvantage

1. ....  
.....  
.....

Learner has achieved materials and related skills knowledge at .....	EL1	EL2	EL3	Teacher/Lecturer signature.

# How to improve appearance of a document.



**Enhancement**

**B** – bold

*I* – italic

U - underline

**Changing the size of a word.**

**Changes the colour of a word.**

**EL1** -Recognise by drawing a line, or by pointing to **one** method of improving the appearance of a document.

**Methods of improving documents.**

**BOLD**



**COLOUR**

School

**UNDERLINE**

**School**

CHANGING THE SIZE OF A WORD.

School

Placing a picture in a document.

School - School

**EL2**

Recognise by drawing a line, or by pointing to **two** methods of improving the appearance of a document.

**EL3**

Recognise by drawing a line, or by pointing to **three** methods of improving the appearance of a document.

**Types of word processed document.**

**EL1** Recognise by drawing a line, or by pointing to **one document** and its purpose.

Letter

A short note sometimes called a memorandum which reminds you and others of an event.

Invoice

A document which can be used to invite people to an event.

Memo

A long detailed document consisting of many pages which usually reports on certain findings.

Invitation

A document which is sent with an item detailing the cost of the item/s.

Report

A document which allows you to correspond with other people. It is usually delivered via the postal system

**EL2** Recognise by drawing a line, or by pointing to **two** documents and their purpose.

**EL3** Recognise by drawing a line, or by pointing to **three** documents and their purpose.

### EL3

Suggest two methods to ensure document accuracy.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

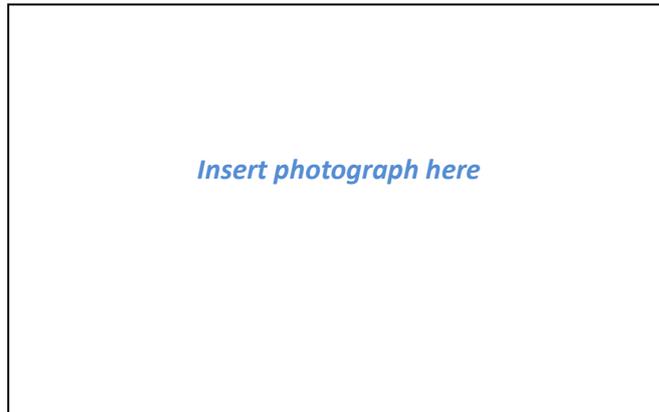
\_\_\_\_\_

The learner has achieved materials and related skills knowledge at ....	EL1	EL2	EL3	Teacher/Lecturer signature.

## A02

Logging on to my computer.

This is a photograph of me logging on to my computer.



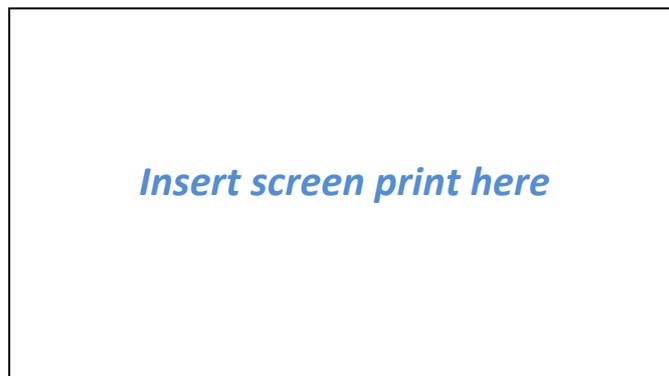
Evidence of learner logging onto computer opening the word processing software, and finding and opening a specific file.

## EL 1

I can confirm that I witnessed the learner logging on to the computer with the appropriate username and password and opening the word processing software.

Signed .....

Date .....



## EL2

I can confirm that I witnessed the learner logging on to the computer with the appropriate username and password and opening the word processing software and displaying a specified file.

Signed .....

Date .....

*Insert Screen print here*

## EL3

I can confirm that I witnessed the learner logging on to the computer with the appropriate username and password and opening the word processing software and finding and opening a specified file.

Signed .....

Date .....

*Insert screen print here.*

**The evidence for the above tasks may be in the form of screen prints.**

## Creating a document.

You are required to type the document below:

### Text A

Entry Level Qualification.

This specification sets out the content and assessment details for our Entry Level qualifications in Occupational Studies. First teaching begins from September 2015, and we will make the first awards for this specification in Summer 2016. You can view and download the latest version of the specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk) We have designed this specification to be accessible to a wide range of learners. It is also intended to provide flexible programmes rooted in practical and occupational contexts. Entry Level Occupational Studies will appeal to learners who are better suited to developing their skills in a more practical, occupationally orientated environment. The world of work is constantly changing. It is increasingly unlikely that a single occupation will take employees from the beginning to the end of their working lives, so transferability and adaptability are important skills. This specification is uniquely structured with this in mind. **(150 words).**

### EL1

The above document will be typed by the learner with no more than 40 typographical and/or spacing errors.

A printout of the learner's work should be included in the portfolio.

I can confirm that the learner typed the document with no more than 40 typographical  
and/or spacing errors

Signed .....

Date .....

## TEXT B

### This text follows on directly after text A.

Learners have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life. Entry Level Occupational Studies can provide a hands-on approach to learning. What makes it different is its focus on particular kinds of knowledge, understanding and skills, providing **(50 words)**.

## EL2

For EL2 the learner should type **text A** followed immediately by **text B** with no more than 30 typographical and/or spacing errors.

A printout of the learner's work should be included in the portfolio.

I can confirm that the learner typed the document with no more than 30 typographical  
and/or spacing errors

Signed .....

Date .....

## TEXT C

the potential for learning in important 'out-of-school' contexts. Centres should ensure that learners will have access to any tools, equipment and materials they will need to complete the practical tasks. In offering and designing courses to support this qualification, they need to take account of the facilities and resources they have available. **(50 words)**.

## EL3

For EL3 the learner should type **text A, text B and text C** with no more than 20 typographical and/or spacing errors.

A printout of the learner's work should be included in the portfolio.

I can confirm that the learner typed the document with no more than 20 typographical  
and/or spacing errors.

Signed .....

Date .....

## Amending the document.

### Amending the font.

#### EL1

I can confirm that the learner amended the text in the document by inserting or deleting text and demonstrated the use of a different font style or font size.

Signed .....

Date .....

#### EL2

I can confirm that the learner amended the document by inserting or deleting text on **two** occasions and demonstrated the use of a different font style and size. The learner used text styles such as bold, italics and used one form of justification and cut and copy specified sections of text

Signed .....

Date .....

#### EL3

I can confirm that the learner amended the document by inserting or deleting text on **three** occasions and inserted a heading demonstrated the use of a different font style and size. The learner used different font styles and sizes such as bold and italics to enhance the documents appearance and two forms of justification. The learner also used cut/copy and paste in specified sections of text.

Signed .....

Date .....

**Evidence for this section will be supplied as printouts showing the amendments to the document.**

## Save and print document.

### EL1

The documents should be saved using an appropriate filename. The original document should be printed along with the document with the amendments. Demonstrate the procedure to close the word processing software.

*Evidence in form of a screen print showing the documents saved using appropriate filenames.*

I can confirm that the learner demonstrated the correct procedure to close down the word processing software.

Signed .....

Date .....

### EL2

The documents should be saved using an appropriate filename. The original document should be printed along with the document with the amendments. Demonstrate the procedure to close the word processing software and logging off the computer correctly.

*Evidence in form of a screen print showing the documents saved using appropriate filenames.*

I can confirm that the learner demonstrated the correct procedure to close down the word processing software and logged of the system correctly

Signed .....

Date .....

### EL3

The documents should be saved using an appropriate filename. The original document should be printed along with the document with the amendments. Demonstrate the procedure to close the word processing software logging off the computer correctly and leaving the workstation tidy.

*Evidence in form of a screen print  
showing the documents saved  
using appropriate filenames.*

Demonstrate that the learner has used the spell check facility on the word processor.

*Evidence in form of a screen print  
showing that the learner has used  
the spellcheck facility.*

I can confirm that the learner demonstrated the correct procedure to close down the word processing software logged of the system correctly and left the workstation tidy.

Signed ..... Date .....

Learner has achieved AO2 at....	EL1	EL2	EL3	Teacher/Lecturer signature

## Task Review

**EL1** – Tick or point to how you have performed in the task



I confirm the learner was able to point to how he / she performed in the task.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**EL2** – Suggest what you could do better in this task



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(this may be transcribed by the teacher)

EL3 – Basic Review



What did I do well in the task?

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What could I have done better in the task?

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What would I do differently next time?

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Learner has reviewed their task at	EL1	EL2	EL3	Teacher/Lecturer signature
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## Final Unit Review

**EL1** – Tick or point to how you have performed your word processing and the completion AO1



I confirm the learner was able to point to how he / she performed in the task.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**EL2** – Suggest what you could do better in your word processing and the completion AO1



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(this may be transcribed by the teacher)



## WWW (What went well)

What did I do well in my word processing and in how I completed AO1?

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What could I have done better in my word processing and in completion AO1?

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What would I do differently in my word processing and in completion AO1 if I were to do it again?

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**Insert appropriate Learner Unit tracking  
grid for Entry Level 1, Entry Level 2,  
Entry Level 3**

**These tracking grids are on the CCEA  
web site**

[http://ccea.org.uk/occupational\\_studies/](http://ccea.org.uk/occupational_studies/)