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**Specialist Teacher's Instructions**

To be handed to the Specialist Teacher before the date of the examination, together with the disk supplied. **No other part of the examination paper may be handed to the Specialist Teacher.**

- 1 In advance of the date of the examination, you are asked to create documents on the storage medium for the enclosed tasks. You can do this by using the disk supplied or by keying in the tasks.

You may use any acceptable font and a point size between 11 and 14 unless otherwise specified. However, you must use a page format which would result in a minimum left-hand margin of 2.5 cm (1"). With the exception of line endings, please follow the text **exactly** including 'deliberate mistakes' where indicated. However, at your discretion infill points/stop codes may be inserted in the standard document.

Check that the text matches the hard copy supplied. **All tasks must then be printed out.**

- 2 Copies of these documents should be created on the storage medium for the exclusive use of each individual candidate, and a suitable file name for each task must be allocated eg TASK 1, TASK 2 etc. File names should be recorded on paper.
- 3 **The Specialist Teacher's Instructions, disk, printout of tasks and list of file names must be sealed in an envelope and returned to the Examinations Secretary for safe keeping.**
- 4 The preparation of all examination material must be regarded as strictly confidential and should be carried out under the supervision of the Invigilator. No details of the content of the examination may be divulged, and the Specialist Teacher and Invigilator are asked to sign the Attestation Form to this effect.
- 5 All material must be erased from the system and storage medium at the end of the examination after the completion of all the required printing.

**Specialist Teacher to input**

Key in the following text using a 12 point serif font and a ragged right margin. Please insert page break where indicated. 'Deliberate' mistakes are circled and you must ensure that these errors are copied exactly. Margins should not exceed 2.5 cm (1").

Candidates will require access to a suitable graphic (such as from clipart) which is approximately 5 cm (2") square. Please inform candidates of the filename and location of this.

TASK 1

(Candidate's Name)

Skills for Life – IT Trainers The Learning Process

How adults learn

No 2 people are the same, they have many differences.

As a tutor you will have to recognise quickly how you can help your learners to learn. It helps to provide a variety of different activities (at least 3 in each two hour session) such as

practical exercises  
individual guidance and demonstration  
research activities  
discussion forums  
group activities

It are important, as a tutor, to create the right climate for learning. People learn better when they are relaxed, motivated and enthusiastic. It helps if the tutor is clear about what he/she wants to achieve from each training session. To motivate your learners you need to provide them with activities which are relevant to them. You will also need to vary your approach and your methods and provide all necessary resources.

insert a page break here

Visual aids can assist the learning process by attracting and holding attention and explaining difficult concepts. Support your learners with a variety of learning materials.

Flip charts, video, displayboards can all be used effectively.

Leave 3 clear line spaces here

How did you first learn your I.T. skills? Was it by reading from a book or did you practice with the equipment. Active learning is the best way to practice IT. You will need to help your learners to practice and encourage their developing IT skill's. Computer speak is always a problem. You do need to keep referring to the parts of the computer system, menus, functions, etc by their correct names, but remember, if you use too many jargon words your learners will not know what you are talking about. Keep the computer words to a minimum.

Feedback is a very important part of the learning process. Study the table below to see how you can use feedback effectively.

**Specialist Teacher to input**

Key in the following text using an arial font and left and right margins of no more than 2.5 cm (1") line space. 'Deliberate' mistakes are circled and you must ensure that these errors are copied exactly.

Please key in either with enter points or by inserting code symbols eg & or @ to indicate enter points.


TASK 2

(Candidate's Name)

Dear Client

Thank you for (you) interest in @.

We run these courses each term and have flexible methods of study [availabel]. I have indicated in this letter some examples of the modes of study available and the time [comittment] involved. I have enclosed a course application form which you need to complete and return as [so on] as possible.

The course covers practical skills as well as  theoretical concepts e.g.

**Specialist Teacher to input**

Key in using a 12 pt sans serif font and left and right margins of no more than 2.5 cm (1").

'Deliberate' mistakes are circled and you must ensure that these errors are copied exactly.

## TASK 3

(Candidate's Name)

The Importance  Feedback

Feedback is information which we provide relating to an analysis of learner performance. When planning learning it is important to build in feedback sessions. It is a way of ensuring that your learners have understood new concepts and are ready to move on. Without feedback learners are unlikely to make improvements in their work. Feedback improves confidence and increases motivation. With your knowledge and skills in IT you will be able to assess learner work and suggest improvements. As a tutor your job is to give support to the learners and ensure that they are competent and ready to move on from one stage of the course or session.

Giving feedback is a skill which will improve with experience. It requires tact, understanding and respect for others and on some occasions, courage. The skill of giving feedback is knowing how much to give and when. The quality of the feedback is important not the quantity.

# Word Processing Techniques Advanced

8975-25-025  
(IT-WPT 25)  
31121

This paper must be returned  
with the candidate's work,  
otherwise the entry will be  
void and no result will be  
issued.



**Candidate's name** (Block letters please)

**Centre no**

**Date**

Time allowed: **2 hours**  
**(excluding printing time)**

You work as a Word Processing Operator for Charlotte Kumar,  
Training Services Manager at Skills for Life.

Carry out the tasks attached, following any instructions given.  
Take care to proof-read and correct any errors. Save your  
documents for printing later.

You may carry out the tasks in any order you think  
appropriate. However, please collate the printouts in the  
correct sequence.

*For examiner's use only*

Production	Accuracy	Format/Layout

TASK 1

(Candidate's Name)

Please check, amend and complete this document. Change practice to practise and fully justify. Number all pages bottom right. Centre the header **Information and Computer Skills** and left align the footer **Training Material**. Insert a suitable graphic and resize to 2.5 cm (1") square above the bulleted list.

Skills for Life – IT Trainers [The Learning Process]

How adults learn

move to B

- their age
- abilities
- personal circumstances
- culture
- reason for wanting to learn

copy to A

No 2 people are the same, they have many differences.

As a tutor you will have to recognise quickly how you can help your learners to learn. It helps to provide a variety of different activities (at least 3 in each two hour session) such as

practical exercises

- individual guidance and demonstration
- research activities
- discussion forums
- group activities

leave 6 pt space between items in this list

indent 2.5 cm (1") from both margins

It are important, as a tutor, to create the right climate for learning. People learn better when they are relaxed, motivated and enthusiastic. It helps if the tutor is clear about what he/she wants to achieve from each training session. To motivate your learners you need to provide them with activities which are relevant to them. You will also need to vary your approach and your methods and provide all necessary resources.

remove page break

visually

Visual aids can assist the learning process by attracting and holding attention and explaining difficult concepts. Support your learners with a variety of learning materials.

Flip charts, video, displayboards can all be used effectively.

only 1 line space here

How did you first learn your IT skills? Was it by reading from a book or did you practice with the equipment. Active learning is the best way to practice IT. You will need to help your learners to practice and encourage their developing IT skill's. Computer speak is always a problem. You do need to keep referring to the parts of the computer system, menus, functions, etc by their correct names, but remember, if you use too many jargon words your learners will not know what you are talking about. Keep the computer words to a minimum.

Feedback is a very important part of the learning process. Study the table below to see how you can use feedback effectively.

TASK 1 (continued)

add 15% shading to this row

MOTIVATION	PERFORMANCE	FEEDBACK	IMPROVEMENT
Relevant material	Develop skills	Positive comments	Progress skills
Peer group activity	Develop confidence	Encourage learners	Group dynamics
Demonstration	Develop skills	Observation	Improve skills
Group discussion	Develop confidence	Managing discussion	Communication skills
Own material	Develop confidence	Tutorial	Progress skills

LEARNERS

The hardest part of managing IT learners is that they do need to work at their own individual pace and keeping a group togr. is almost impossible. This means that learning resources must cater for individuals with extra activities for the fast learners and easier material for those who need much more help. Remember back to when you first learned about IT. How hard it seemed to be to remember everything and how difficult it seemed to be to click your way around a computer system.

MATERIALS

Finding the right material for your group is also difficult. You must also remember to pace your learners through the session. They need to complete tasks or they will not feel a sense of achievement. They will also need time to dev. the new skills involved in each task. Too much time, however, is also not necy.. You do need to keep the pace going throughout the session in order for your learners to move on.

IDENTIFY SKILLS

Often it helps to have an understanding of what your learners already know. (A) A training needs form like the one below will help you to identify some of their training differences.

add a double-line border to this form leaving 6 pt space between border and text

**TRAINING NEEDS FORM**

(B)

I am confident with \_\_\_\_\_

Computer Basics \_\_\_\_\_

Word Processing \_\_\_\_\_

Spreadsheets \_\_\_\_\_

Databases \_\_\_\_\_

Painting and Drawing packages \_\_\_\_\_

Internet and Communication \_\_\_\_\_

E-mail \_\_\_\_\_

Desktop Publishing \_\_\_\_\_

Other - please indicate \_\_\_\_\_

TASK 2

(Candidate's Name)

Please check and complete the letter. Create the datafile and print a copy. Merge the datafile with the letter and print out a copy for each person allowing at least 6.2 cm (2.5") for the headed paper for the first page of each letter. Use today's date.

insert line space

Dear Client  
Thank you for your interest in @.

Please find below

We run these courses each term and have flexible methods of study available. I have indicated in this letter some examples of the modes of study available and the time commitment involved. I have enclosed a course application form which you need to complete and return as soon as possible.

The course covers practical skills as well as theoretical concepts eg

- 1 Knowledge of IT equipment
- 2 Scheduling resources
- 3 Advanced level IT skills
- 4 Teaching project

The course will provide a variety of activities - discussion forums, research activities, group activities, practical exercises and

insert located information

An example of the flexible study modes available is given below

STUDY MODES (examples only)	TUTORIAL TIME (hrs. per week)	DISTANCE LEARNING (total course hours)	TUTOR LED (total course hours)
A	3.25	10.5	100.5
B	10.0	120.0	12.25
C	30.75	76.25	30.5

align all decimal points and use leader dots between all columns

All our courses have teaching practice requirements - it is advisable to secure a teaching position prior to the start of the course.

I look forward to receiving your completed application form together with your ref(s)..

Yours sinc.

Charlotte Kumar



TASK 2 (continued)

<i>Key in and print one copy.</i>	
① Ms J A Consalviz	② Mr P C McDonald
Floor 11 QVC Building	321 Keelung Rd.
Perth	Bankok
WA 6858	12050
IT Skills Training	IT Trainer Skills
③ Ms J P Lian	④ Ms Noriko Hiavka
32 South Sathorn Road	16 Mira Minato-ku
Bangkok	Tokyo
10120	Japan
IT Skills Training	IT Trainer Skills

TASK 3

(Candidate's Name)

Please copy the table from Task 1 and amend as shown. Print out this document, with left and right margins of 5 cm (2") in landscape.

Charlotte

The Importance off Feedback

← serif, CAPS, bold, 16 pt and centre

MOTIVATION	PERFORMANCE	FEEDBACK	IMPROVEMENT
Relevant material	Develop skills	Positive comments	Progress skills
Peer group activity	Develop confidence	Encourage learners	Group dynamics
Demonstration	Develop skills	Observation	Improve skills
Group discussion	Develop confidence	Managing discussion	Communication skills
Own material	Develop confidence	Tutorial	Progress skills
Research	Develop knowledge	Tutorial	Increase knowledge

change all text to newspaper columns

Feedback is information which we provide relating to an analysis of learner performance. When planning learning it is important to build in feedback sessions. It is a way of ensuring that your learners have understood new concepts and are ready to move on. Without feedback learners are unlikely to make improvements in their work. Feedback improves confidence and increases motivation. With your knowledge and skills in IT you will be able to assess learner work and suggest improvements. As a tutor your job is to give support to the learners and ensure that they are competent and ready to move on from one stage of the course or session.

Giving feedback is a skill which will improve with experience. It requires tact, understanding and respect for others and on some occasions, courage. The skill of giving feedback is knowing how much to give and when. The quality of the feedback is important not the quantity.

use italics for these words

u/s → Give your feedback as soon as possible

Do not delay in pointing out where your learners are going wrong otherwise they may fall into bad habits which will be very difficult to shake off. Start off your feedback on a positive note before you go on to give info. and make any constructive comments. Do not forget to use praise and encouragement. Feedback is an important part of the learning process.

END OF EXAMINATION