

Alignment matrix of unit standard 116937

Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets. **Please note:**

The page numbers correspond to the learner study guide and portfolio of evidence. Only the first page number is given.

Assessment methods

Formative: Individual and small group verbal and written exercises; questioning and answering sessions; learner to discuss and explain aspects of spreadsheets included in this programme; skills practices; demonstrations; examples; foundational and practical

Summative: Individual written exercises; job-related assignments; skills practices and job applications; reflexive

Alignment matrix 116937 - Details of specific outcome and assessment criteria	Page in learner study guide	Formative assessment	Summative assessment
SPECIFIC OUTCOME 1 - Demonstrate an understanding of the principles of spreadsheets	[Provider to insert page numbers]	[Provider to insert page numbers]	[Provider to insert page numbers]
1. Spreadsheet is defined in terms of its purpose and use. RANGE - Uses include but is not limited to automation of repetitive calculation tasks, organisation of data into rows and columns.			
2. Examples of spreadsheets that can be produced using a spreadsheet application are provided. RANGE - At least three examples			
3. The benefits of using a spreadsheet application for producing and working with spreadsheets are explained. RANGE - At least three benefits.			
4. Examples of spreadsheet programs are named.			
5. Properties of a spreadsheet are identified and described in terms of its purpose and use. RANGE - Properties include but is not limited to: • Rows, columns, cells, cell cursor.			
SPECIFIC OUTCOME 2 - Create, open and save spreadsheets. OUTCOME RANGE - When creating new spreadsheets, the name of the new spreadsheet must allow the spreadsheet to be easily identified in terms of its purpose and content.			
1. The spreadsheet application program is opened.			
2. A new spreadsheet is created. RANGE - At least 4 columns and 4 rows of data are entered, no calculations.			

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3. Methods of moving the cell cursor are demonstrated in order to move about the spreadsheet. RANGE - At least 2 methods are demonstrated.			
4. Saving spreadsheets is explained in terms of its purpose and the destination of the saved file.			
5. The spreadsheet is saved with a specific name in a specific folder. RANGE - At least two different methods of saving a spreadsheet			
6. The spreadsheet is closed.			
7. An existing spreadsheet is opened and closed.			
8. The spreadsheet application program is closed.			
SPECIFIC OUTCOME 3 - Produce a spreadsheet from a given specification. OUTCOME RANGE - At least 8 rows and 5 columns should be contained in the spreadsheet produced.			
1. A spreadsheet is produced with the required data from given specification. RANGE - Text, numbers, dates.			
2. Formulae are entered to achieve the given specification. RANGE - Formulae: addition, subtraction, division, multiplication, sum.			
3. The differences between data cells, label cells, and formula cells are explained.			
4. The spreadsheet is in accordance with the given specifications.			
5. Practices are demonstrated to ensure the integrity of the data. RANGE - Check against data source, check-totals, audit formulae.			
6. The benefits of saving a file in different formats is explained. RANGE - Formats: Text, CSV, HTML, other software versions, other software types.			
7. A spreadsheet is saved in a different format. ASSESSMENT CRITERION RANGE - At least two of: Text, CSV, HTML, other software versions, other software types.			
SPECIFIC OUTCOME 4 - Edit a spreadsheet.			
1. An existing spreadsheet is opened.			

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2. Cells are selected for manipulation and de-selected. RANGE - Cell, cell range, entire column, entire row, entire spreadsheet.			
3. Cells are manipulated. RANGE - Move, copy, delete.			
4. Use the automatic fill feature to automatically enter data in cells. RANGE - At least two of: Year, Quarter, Month, Week, Day.			
5. Text is located and replaced in a spreadsheet by using features of the application.			
SPECIFIC OUTCOME 5 - Format a spreadsheet.			
1. Cells are formatted using formatting features of the spreadsheet application. RANGE - Formatting features include the following: Style, Alignment, Font, Background colour. At least one option listed out of each formatting feature must be performed: Style (Text, number, date, currency, percentage), Alignment (left, center, right, justified, text direction), Font (type, size, style - italic, bold, underlined, colour, strike-through, superscript, subscript), Background colour.			
2. Rows are formatted. RANGE - Height, automatic fit.			
3. Columns are formatted. RANGE - Width, automatic fit.			
SPECIFIC OUTCOME 6 - Check spelling and grammar in a spreadsheet.			
1. The dictionary to be used for spelling and word usage is set up.			
2. Text is entered and corrected automatically while entering.			
3. Text is checked for spelling and grammar and corrections made based on judgement. RANGE - Cell, range of cells.			
4. Words are added to the custom dictionary.			
SPECIFIC OUTCOME 7 - Print a spreadsheet using features specific to spreadsheets.			
1. The printing of gridlines is altered. RANGE - Printing of gridlines on or off.			

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2. A row is selected to print on each page of the printed spreadsheet.			
3. Different ways of printing sheets within a spreadsheet are demonstrated, according to given specifications. RANGE - Different ways include but are not limited to entire workbook, active sheets.			
Unit standard essential embedded knowledge			
• Proficient in relevant application packages.			
• Performance of all elements is to be carried out in accordance with organisation standards and procedures, unless otherwise stated. Organisation standards and procedures may cover: quality assurance, documentation, security, communication, health and safety, and personal behaviour.			
• Performance of all elements complies with the laws of South Africa, especially with regard to copyright, privacy, health and safety, and consumer rights.			
• All activities must comply with any policies, procedures and requirements of the organisations involved, the ethical codes of relevant professional bodies and any relevant legislative and/or regulatory requirements.			
• Performance of all elements is to be completed within the normal range of time and cost that would be expected in a professional environment (e.g. In a commercial or government organisation).			
Critical Cross-field Outcomes (CCFO):			
IDENTIFYING - Identify and solve problems in which responses display that decisions using critical and creative thinking have been made by using a spreadsheet application to perform calculations.			
ORGANISING - Organise and manage oneself and one's activities responsibly and effectively by using a spreadsheet application to organise information into rows and columns for a specific purpose.			
COLLECTING - Collect, analyse, organise, and critically evaluate information by using a spreadsheet application to organise and perform calculations.			
COMMUNICATING - Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion when engaging with the subject by using a spreadsheet application to organise information into rows and columns for a specific purpose to each communication.			
SCIENCE - Use science and technology effectively and critically, showing responsibility towards the environment and health of others by using a spreadsheet application effectively.			

Breakdown of notional hours

Learning unit	Contact session 30%		Experiential learning and assessments 70%			Total
	Theory	Practical	Job-related exercises	Assessment preparation	Assessments	
Learning unit	Hours	Hours	Hours	Hours	Hours	Hours
1	0.5	1	2	1	1	5.5
2	0.5	1	2	1	1	5.5
3	1	2	2	1	1	7.0
4	0.5	1	2	1	1	5.5
5	0.5	1	2	1	1	5.5
6	0.5	1	2	1	1	5.5
7	0.5	1	2	1	1	5.5
Totals	4	8	14	7	7	40