

Computer Applications Syllabus

Lower Secondary Normal (Technical)



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1 AIMS

The syllabus prepares our Normal (Technical) students to be technologically adept as effective citizens, and to function and contribute effectively in an increasingly technologically-driven world. The topics include the appreciation and use of several common software application packages for word processing, computer drawing, multimedia presentations, data tabulation and charts, and the Internet.

The general aims of the syllabus are to enable students to:

- (1) develop a sense of information technology culture and an appreciation of the range and power of computer applications;
- (2) develop an awareness of how computers work and how they are used in the home, school, workplace and community;
- (3) appreciate the role computers play in everyday life and the impact computers have on society and people;
- (4) acquire skills in using common application software to accomplish tasks.

2 SYLLABUS CONTENT

The names, mnemonics, descriptions and instructional objectives of the SIX core modules are as follows.

Module COB Computer Basics

This module introduces pupils to the world of computers and equips them with a basic knowledge of computers and how to take care of computer equipment. While the emphasis is on fundamental knowledge and skills, the developments in hardware and software are also included as and when applicable.

Module CEL Computers in Everyday Life

This module covers the use of computers in the home, school, workplace and community. Pupils learn the impact of computers and

the Internet on people and society, and are introduced to emerging trends and developments.

Module COG Computer Graphics

This module introduces pupils to computer art and design through the use of computer software. The basic concepts, tools and techniques are covered for creating and manipulating 2D vector graphics and bitmap graphics.

Module DOP Document Processing

Document processing is the process of putting ideas into visually effective documents quickly and accurately through the use of computer technology. The process includes creating, editing, formatting, manipulating, storing, retrieving and printing of content in a desired manner. The study of this module is reinforced through practical work.

Module SST Spreadsheets

A spreadsheet program enables the user to enter text, numbers and formulae into a convenient useful table. This module covers features of spreadsheet software to carry out specific tasks involving organisation, manipulation and presentation of data.

Module MMP Multimedia Presentation

Multimedia presentations incorporate the different media elements: text, graphics, sound, animation and video. The module concentrates on the design of a multimedia presentation through the use of presentation software in an effective way so as to enable the message and/or ideas to be communicated.

2.1 Computer Basics

Topic	Instructional Objectives	Sec 1	Sec 2
[1] Computer systems	Pupils should be able to		
□ Types of computer	State that computers can be used for a general purpose or a special purpose	•	•
	Understand that the personal computer is a general-purpose computing machine that operates under different programs for different purposes	•	•
	Show awareness of the changes in size, storage capacity, speed and use of computers	•	•
	Be aware of the possible uses of computers in the future	•	•
□ Parts of a computer system	Know that the different parts of a computer system are connected together through their respective ports	•	•
	Distinguish between hardware and software	•	•
□ Input-Process-Output operations	Identify the different parts of a computer system that are used for the input, process and output operations	•	•
	State that the three basic operations of a computer system are input, process and output	•	•
	Understand that meaningful information can be output only after the computer has processed the correct input data	•	•
□ Input and output devices	Give examples of common input and output devices	•	•
	State the context in which each input/output device is used in an application area	•	•
□ Central processing unit	State that the central processing unit (CPU) is hardware used to process data according to program instructions and to control data flow between the different parts of the computer	•	•
□ Main memory	State the use of main memory	•	•

Topic	Instructional Objectives	Sec 1	Sec 2
□ Secondary storage media	List the different secondary storage media used to store data and programs	•	•
	State that the unit of data stored in these media is the byte which represents a digit, letter or symbol	•	•
	Know that the capacity of a storage medium is specified in kilobytes, megabytes or gigabytes, and the relationship between these measures	•	•
	Understand that files can be very large and need a large backing store	•	•
	Know that file compression can be used to reduce file size but that these files may have to be expanded before use	•	•
[2] Computer operations			
□ Basic computer terminology	Pupils should be able to Use basic computer terminology	•	•
□ Formatting storage media	Understand why storage media needs to be formatted	•	•
□ Working with files and folders	Know that data and programs are saved in files	•	•
	Organise data and program files using folders	•	•
	Retrieve, save and print files	•	•
	Do basic housekeeping tasks like copying, deleting and renaming files and folders	•	•
□ Making backups	State ways in which data can be lost	•	•
	List measures to prevent loss of data	•	•
	Understand the need to make backups for possible recovery in case the originals are damaged	•	•
	State the difference between backups and archives and that backups and archives can be in different media		•

Topic	Instructional Objectives	Sec 1	Sec 2
<ul style="list-style-type: none"> □ Care of computer systems and secondary storage media 	Demonstrate an awareness that storage media must be taken care of to prevent loss of data	•	•
	State the proper way to handle and take care of equipment	•	•
	Practise safe methods of working	•	•
[3] Computer software	Pupils should be able to		
<ul style="list-style-type: none"> □ Systems software 	State that instructions are required to operate a computer and these instructions are contained in computer programs or software	•	•
	State that the operating system is a system software to control the input-process-output operations taking place in a computer system	•	•
<ul style="list-style-type: none"> □ Application software 	Understand that application software refers to programs designed for specific tasks (<i>i.e. user-related tasks</i>)	•	•
	Understand that interfaces can be command-driven or graphical	•	•

2.2 Computers in Everyday Life

Topic	Instructional Objectives	Sec 1	Sec 2
[1] Computers in the home	Pupils should be able to		
<ul style="list-style-type: none"> □ Household items with embedded microprocessors 	State that some household appliances and common devices are controlled by embedded microprocessors	•	•
	Name the household appliances and common devices controlled by embedded microprocessors such as washing machines, refrigerators, microwave ovens, cameras and digital watches	•	•
<ul style="list-style-type: none"> □ Attributes of household items 	State the common attributes of household appliances with embedded microprocessors	•	•
<ul style="list-style-type: none"> □ Entertainment and recreation 	Give examples on how the computer can be used for entertainment and recreation such as games, music and digital video	•	•
[2] Computers in education	Pupils should be able to		
<ul style="list-style-type: none"> □ Interactive lessons 	Understand that computers can help learning through self-paced interactive lessons		•
	Identify the attributes of a good computer-based learning software		•
<ul style="list-style-type: none"> □ Advantages and disadvantages of computer-based learning 	State the different purposes of computer-based learning (<i>e.g. drill and practice, online tutorial, simulation and problem solving</i>)		•
	State the advantages and disadvantages of computer-based learning		•
<ul style="list-style-type: none"> □ Data management 	Understand that computers are used to manage pupils' records, library records, and in the marking of examination scripts (<i>mention how data is captured through the use of OMR,</i>		•

Topic	Instructional Objectives	Sec 1	Sec 2
	<i>magnetic strips and bar codes)</i>		
	Understand that data can be collected over long or short periods, and over long or short distances (<i>mention the use of data logging and questionnaires for data capture</i>)		•
	Know that the data is stored and can be processed at a later stage		•
	Give a brief outline of how data is processed to prepare lists of overweight pupils, lists of overdue books, and pupils' report books		•
[3] The Internet			
	Pupils should be able to		
□ A global network	Identify the components of a network (<i>mention the difference between a local area network, LAN, and a wide area network, WAN</i>)	•	•
	State that computers in a network can share resources such as documents, databases and software	•	•
	State that computers in different locations in the world are linked together to form a global network, the Internet	•	•
	Define a web browser	•	•
□ Search engines	Use search engines to look for information on the Internet	•	•
	Retrieve information from the Internet (including printing directly and file download)	•	•
	Be aware of copyrights issues	•	•
□ Net etiquette and safety	State and use the proper etiquette on the Internet (Netiquette)	•	•
	Understand the dangers of the Internet	•	•
	Use safety measures when on the Internet	•	•
□ Electronic mail	Send electronic mail (email)	•	•

Topic	Instructional Objectives	Sec 1	Sec 2
	Understand how electronic mail works	•	•
[4] Computers in public utilities and services	Pupils should be able to		
□ Postal mail	List the steps involved in computerised postal mail sorting		•
	Identify where the computer is used in postal mail sorting		•
	State the benefits of using computers in postal mail sorting		•
□ Utility billing	List the steps involved in generating computerised utility bills		•
	State the tasks performed by the computer in utility billing		•
	State the benefits of using computers in utility billing		•
□ At the airport	Identify where the computer is used at the airport		•
	State the benefits of using computers at the airport		•
	List the steps involved in the registration of baggage		•
[5] Impact of computers	Pupils should be able to		
□ People and society	Identify the situations in which computers are used in society		•
	State how the use of computers has affected the way people live and work		•
	State the problems of over-reliance on computers		•

2.3 Computer Graphics

Topic	Instructional Objectives	Sec 1	Sec 2
[1] Vector graphics	Pupils should be able to		
<ul style="list-style-type: none"> □ Creating graphics 	Understand the task requirements	•	•
	Plan how the drawing could be done	•	•
	Create the graphic (drawing) using basic graphic elements such as lines, curves, sectors, polygons, circles, ovals, squares and rectangles	•	•
	Save and print the vector graphics as specified	•	•
<ul style="list-style-type: none"> □ Manipulating graphics 	Manipulate graphics by using the following features ✓ Copy and paste ✓ Duplicate ✓ Move and arrange (<i>for align and order</i>) ✓ Resize ✓ Flip (reflection) ✓ Skew (shear, slant) ✓ Rotate ✓ Group ✓ Combine ✓ Cut out ✓ Trim ✓ Weld ✓ Intersect	•	•
	State that vector graphics can be resized without loss of details		•
	Reshape vector graphics by manipulating the nodes and control points		•
<ul style="list-style-type: none"> □ Use of colours and fonts 	Select colours for the outlines and fill of objects (includes transparency)	•	•
	Understand open and closed objects (and be able to close open objects)	•	•

Topic	Instructional Objectives	Sec 1	Sec 2
	Create shading effects with gradient fill	•	•
	Fill objects with pattern and texture	•	•
	Use fonts as part of the graphic design (<i>e.g. fit text to path and envelope effects</i>)	•	•
□ Use of clip art and pre-designed graphics	Retrieve clip art from a library	•	•
	Import clip art and pre-designed graphics from other sources	•	•
	Edit clip art and pre-designed graphics to compose a picture (<i>e.g. create a drawing</i>)	•	•
□ Using blend and special text effects	Transform two simple objects into another		•
	Convert text objects into graphic objects (<i>e.g. for fanciful text</i>)		•
[2] Bitmap graphics	Pupils should be able to		
□ Creating images	Understand that a bitmap graphic is composed of individually coloured pixels		•
	Create bitmap graphics using straight line, curve, polygon, circle, oval, brush, spray and fill tools		•
	Save bitmap graphics in different file formats		•
□ Editing images	Crop an image	•	•
	State that resizing bitmap graphics can result in a loss of quality	•	•
	Magnify an area of a picture for editing purposes		•
	Edit images by making changes to the pixels		•
	Edit images to compose a picture (<i>e.g. making a collage</i>)		•
□ Digitising images	State that a scanner and a digital camera can be used to digitise images		•

Topic	Instructional Objectives	Sec 1	Sec 2
	Use a scanner to digitise images		•
	Use a digital camera to capture images		•
	Import and export a digitised image		•

2.4 Document Processing

Topic	Instructional Objectives	Sec 1	Sec 2
[1] Creating a simple layout	Pupils should be able to		
□ Create a new document	Start with a new blank document	•	•
	Set the paper size and page orientation	•	•
□ Import text and graphics	Import text into a document from another document	•	•
	Import graphics into a document	•	•
	Resize text (i.e. change font type and size) and graphics (i.e. change size)	•	•
	Edit graphics (crop, rotate and flip)	•	•
	Move text and graphics	•	•
□ Use fanciful text	Use fanciful text and font to improve the look of a document (e.g. WordArt and Drop Cap)	•	•
[2] Elements of effective designs			
Pupils should be able to			
□ Paper size	Know and give examples of different paper size for documents		•
	Use different paper size for documents		•
□ Page orientation	Use the two types of page orientation: portrait and landscape	•	•
□ Page layout	Know that the page layout of a document should be neat (and not cluttered)	•	•
	Know and show that the positions of elements should be consistent (e.g. <i>page numbers, letterheads and logos</i>)	•	•
	Design layout with 2 and more columns	•	•
	Edit the layout of a document	•	•
	Understand that a document can be made up of two types of object: text and graphics (⇒ use of text boxes)	•	•

Topic	Instructional Objectives	Sec 1	Sec 2
□ Fonts and text	Identify the three elements of fonts: typeface, style and point size	•	•
	Use appropriate fonts for headings, sub-headings and body text to focus readers' attention	•	•
□ Graphics	Understand that a graphic can be a clip art, a scanned image, a picture taken with a digital camera or a drawing produced with a graphics program	•	•
	Use appropriate graphics to improve readability and increase visual impact (<i>e.g. make background of graphics transparent so that text is not blocked</i>)	•	•
	Make graphic transparent and as a watermark		•
□ Use of white space	Understand and use white space appropriately to improve readability and design of the document	•	•
	Understand that setting the page margins can affect the amount of white space	•	•
[3] Printing a document	Pupils should be able to		
□ Print preview	Use the Print Preview command	•	•
□ Default printer	Send a document for printing	•	•
	Understand the meaning of a default printer	•	•
□ Printer options	Change the printer options	•	•
[4] Formatting a document	Pupils should be able to		
□ Character formatting	Change fonts to enhance text	•	•
□ Paragraph formatting	Align text in the following ways: centralised, left justified, right justified and fully justified	•	•

Topic	Instructional Objectives	Sec 1	Sec 2
	Set line spacing to desired width	•	•
	Use tab stops and indentations		•
	Use bullets to emphasise each point in a list	•	•
□ Page formatting	Change paper size	•	•
	Change page orientation	•	•
	Add page border	•	•
	Set margins (top, bottom, left and right) for a page	•	•
	Insert page numbers (that are automatically generated)		•
	Know and use different paging style (e.g. numerical and romanised)		•
	Use a different start number for a page		•
	Add page breaks		•
	Add headers and footers		•
	Understand the purpose of headers and footers		•
□ Manipulation of objects	Change the position of object frame (e.g. text box and picture)	•	•
	Add shadow to object frame	•	•
	Wrap text around object frame (basic to advanced)	•	•
[5] Creating a document	Pupils should be able to		
□ Text entry	Type text for a new document	•	•
	Use the ENTER key to end a paragraph	•	•
	Use the TAB key to indent the first line of a paragraph	•	•
	Import text from another document		•

Topic	Instructional Objectives	Sec 1	Sec 2
□ Auto-adjustment of text	State that word wrap is a feature which causes text input to flow automatically to the next line	•	•
	Know that the insertion or deletion of text causes an automatic re-adjustment of text in a line or paragraph	•	•
□ Labels and envelopes	Create address labels, name labels and diskette labels		•
	Create addressed envelopes		•
[6] Editing a document			
	Pupils should be able to		
□ Insert and delete text	Add and remove a word or phrase from a line or paragraph	•	•
□ Search and replace text	Search for and replace a given word or phrase in the document		•
□ Use the spelling checker	Check the spelling of words in a document against a built-in dictionary	•	•
	List the limitations of the spelling checker	•	•
□ Manipulate blocks of text within the same document	Highlight a block of text	•	•
	Delete, copy or move the highlighted block of text	•	•
	Understand that when text is cut or copied, it is kept in a memory area referred to as the clipboard ¹	•	•
[7] Working with tables			
	Pupils should be able to		
□ Create table	Create a table with the given number of rows and columns	•	•
	Change the size of rows and columns		•
	Add and delete rows and columns	•	•
	Add (and remove) a border and gridlines to a table	•	•

¹ Clipboard concept not restricted to DOP

Topic	Instructional Objectives	Sec 1	Sec 2
	Align table left, right and centre	•	•
	Format and shade cells	•	•
	Merge the cells of a table	•	•
□ Enter, edit and format text	Enter text in a table (including bulleted text)	•	•
	Edit and format text in a table (including bulleted text)	•	•
□ Use of text and graphics	Import text and graphics into the cells of a table	•	•
	Align text and graphics in cells of a table	•	•
□ Merge mail	Understand the concept of mail merge		•
	Use the mail merge feature for documents (with data from table, spreadsheet and database table)		•
[8] Creating a multi-column document	Pupils should be able to		
□ Design the layout	Understand that the multi-column layout is used in newspapers, magazines, newsletters and brochures		•
	Create a multi-column document (using tables, text boxes and built-in columns)		•
	Add/remove/change border of the text box (frame)		•
	Understand that text can be enclosed in text boxes or frames		•
□ Control the flow of text	Change the size of text box (frame)		•
	Understand that text can flow from one textbox or column to another		•
	Control the flow of text from one box (frame) to another		•
□ Import text and graphics into	Import text into text box (frame)		•
	Import graphics into text box (frame)		•

Topic	Instructional Objectives	Sec 1	Sec 2
boxes (frames)	Wrap text around a graphic or graphic frame		•
	Understand that text is usually imported		•

2.5 Multimedia Presentation

Topic	Instructional Objectives	Sec 1	Sec 2
[1] Multimedia basics	Pupils should be able to		
<ul style="list-style-type: none"> □ Multimedia elements 	State that text, graphics, animation, sound and video are multimedia elements	•	•
	Identify and name media elements in a presentation	•	•
	Prepare media elements	•	•
<ul style="list-style-type: none"> □ Multimedia applications 	Understand that a multimedia presentation can be used as an effective means of communicating ideas	•	•
	Give examples of common multimedia applications		•
[2] Creating a multimedia presentation	Pupils should be able to		
<ul style="list-style-type: none"> □ Use of a pre-designed layout 	Create a presentation by using a pre-designed layout	•	•
<ul style="list-style-type: none"> □ Use of graphics 	Retrieve and use clip art in a presentation	•	•
	Import digitised images into a presentation	•	•
<ul style="list-style-type: none"> □ Use of animated text and graphics 	Animate text and graphics in a presentation	•	•
	Display animated text and graphics in the correct sequence	•	•
<ul style="list-style-type: none"> □ Transition of screen 	Use different screen transitions	•	•
<ul style="list-style-type: none"> □ Use of sound clips 	Import sound clips in a presentation	•	•
	Extract parts of sound clips		•
	Edit sound clips		•
	Record and store digital voice		•

Topic	Instructional Objectives	Sec 1	Sec 2
□ Use of video clips	Import video clips in a presentation	•	•
	Prepare video clip		•
[3] Simple screen designs			
□ Use of fonts and colours	Use appropriate fonts and colours as part of screen design	•	•
	Use appropriate font type and size for heading and body text	•	•
□ Layout of text and graphic objects	Understand that the use of appropriate fonts and colours together with the layout of media elements is effective in putting the message across	•	•
	Understand that the appropriate relative sizes of text and picture frames, together with white space enhance the visual appeal of the design	•	•
□ Use of masters	Use a master or background template for a presentation		•
	Put/Remove media elements on/from the master or background template		•
[4] Flow within the presentation			
□ Use of navigational aids	Move to the next and previous screens	•	•
	Control the flow of a presentation through navigational aids	•	•
□ Creation of links	Create a simple menu-controlled presentation		•
	Create icons to control the flow of a presentation		•

Topic	Instructional Objectives	Sec 1	Sec 2
[5] Storyboarding	Pupils should be able to		
□ Selection of content	Understand that a storyboard shows the contents, screen designs and sequence of the presentation	•	•
	Plan and prepare a storyboard for a presentation	•	•
□ Arrangement of screen displays	Produce a presentation based on a storyboard	•	•
	Arrange the media elements appropriately for each display	•	•
	Produce a logical sequence of displays	•	•

2.6 Spreadsheets

Topic	Instructional Objectives	S1	S2
[1] Introduction to spreadsheets	Pupils should be able to		
□ Columns, rows and cells	State that a worksheet consists of columns and rows of cells		•
	Identify the columns and rows of a worksheet		•
□ Cell addresses	State that a cell is identified by its cell address		•
	State the cell address of a data item in a worksheet		•
	Select a specific cell or group (range) of cells in a worksheet		•
□ Uses of spreadsheets	Give examples of uses of spreadsheets such as keeping track of monthly expenses, sales data, recording and computing test results, preparing financial statements and plotting charts		•
[2] Working with worksheets			
□ Data entry	Enter text, numeric values and formulas into cells		•
	Edit, copy and erase cell contents		•
□ Calculations	Compute the total for columns and rows		•
	Use operators and functions in worksheet calculations		•
□ Format worksheet	Insert and delete columns and rows		•
	Change the width of columns and rows		•
	Format the appearance of cells		•
	Format and align text, numeric and date data in cells		•
	Merge cells of a worksheet		•

Topic	Instructional Objectives	S1	S2
[3] Creating charts from a worksheet	Pupils should be able to		
□ Creating charts	Create different types of charts from a worksheet		•
	Add the chart title, axis labels and other details for the chart		•
□ Modifying data table	Edit a chart		•
	Modify the data table of a chart		•
	Understand the changes made to a chart when its data table is modified		•
[4] Hard copy printing	Pupils should be able to		
□ Worksheet	Print out a worksheet (<i>e.g. from a workbook</i>)		•
□ Chart	Print out a chart		•

3 ASSESSMENT

The purpose of assessment is to find out how well the pupils can perform the various tasks expected of them. The emphasis should be task-oriented rather than knowledge for its own sake. This is the rationale for the greater importance accorded to the practical component of the Computer Applications syllabus. This task-oriented emphasis should be kept in mind even when setting questions for the written component.

3.1 Format and Weighting

Table 3.1 shows the suggested modes of assessment for both the Continual Assessment (CA) and Semestral Assessment (SA) and the format of each assessment.

Table 3.1: Assessment Format and Weighting

Type	Mode	Format	Duration	Weighting	Modules
CA1	Written test	MCQ and/or Short-structured questions	45 min	5%	MMP COG DOP CEL COB
	Practical work	Selected variety of class assignments	---	25%	
SA1	Written test	MCQ and/or Short-structured questions	45 min – 1 h	10%	
CA2	Written test	MCQ and/or Short-structured questions	45 min	5%	MMP COG DOP CEL COB SST*
	Practical work	Selected variety of class assignments	---	10%	
SA2	Written test	MCQ and/or Short-structured questions	1 h	10%	
	Practical test	1 – 2 questions	1 h – 1 h 30 min	15%	DOP SST*
	Coursework project	1 question on multimedia production	4 – 6 weeks	20%	MMP

*Schools may also decide to offer SST from Sec 1.

3.2 Scheme of Assessment

Assessment at lower secondary is school-based and comprises written, practical and coursework components.

Written Paper

The written paper examines the core modules and comprises multiple-choice questions and short-structured questions of variable mark values. Short-structured questions could be of fill-in-the-blank type of questions, questions that require matching and those that require TRUE-FALSE responses.

As far as is possible, the questions set should test students' knowledge (30%), understanding (40%) and application (30%) of concepts and skills learnt.

Practical Paper

The practical paper or assignments may comprise individual tasks from the DOP, COG and SST modules and tasks that require the integration of DOP with COG or DOP with SST.

Coursework Paper

The coursework project is a summative assessment of the practical skills learnt in the MMP module and to a lesser extent (and where applicable), the COG module in the course of study. The lower secondary coursework project requires students to work with media elements and create a multimedia presentation (Multimedia Production) based on a given broad theme.

The teacher will provide the broad theme for the presentation. Students decide on a topic within the theme and 2 – 4 subtopics within the topic. Students are expected to be able to create the media elements for the presentation and to complete the process skill instruments for planning and evaluating their work.

Assessment for Multimedia Production at lower secondary is based on the criteria of Design, Skills (used) and Enhancement (to the multimedia presentation). Table 3.2 shows the mark distribution and description of each criterion.

Table 3.2: Assessment Criteria for Multimedia Production

Assessment Criteria	Marks	Percentage	Description
Design	13	37%	This refers to the layout of the media elements and grouping of content.
Skills	18	51%	This refers to use of skills and features of the application packages.
Enhancement	4	12%	This refers to the ability to prepare own sound and video clips for the presentation.
TOTAL	35	100%	

The process skill instruments refer to the Planning Sheet and the Evaluation Report. Softcopies are available from the official website. These instruments must be completed and submitted for grading together with the multimedia presentation. The description and use of each is as follows.

Planning Sheet – *Planning the Storyboard for Multimedia Production*: Planning is a compulsory component of the coursework. Students use the planning sheet for the storyboard of their presentation before creating the presentation.

Evaluation Report – *Evaluating the Multimedia Production*: Upon completion of the presentation, students are required to evaluate their own work by filling in the evaluation report. The answers have to be specific to the task on hand in order to be acceptable for the award of marks.

Table 3.3 shows a breakdown of the marks for assessing the coursework project (Multimedia Production) at lower secondary.

Table 3.3: Marking Criteria for Multimedia Production at Lower Secondary

Performance criteria	Max marks	1 mark	2 marks	Comments
<ul style="list-style-type: none"> ◆ Text <ul style="list-style-type: none"> ◦ Readable font type ◦ Smaller point size for body text 	1 1	Evidence shown.		It is easy to read the font. Size of heading text is larger than size of body text
<ul style="list-style-type: none"> ◆ Sound clip <ul style="list-style-type: none"> ◦ Works when clicked ◦ Matches context 	1 1	Path is correct. Evidence shown.		Sound clip matches the text in the same screen display.
<ul style="list-style-type: none"> ◆ Video clip <ul style="list-style-type: none"> ◦ Works when clicked ◦ Matches context 	1 1	Path is correct. Evidence shown.		Video clip matches the text in the same screen display.
<ul style="list-style-type: none"> ◆ Picture files <ul style="list-style-type: none"> ◦ Match context 				
<ul style="list-style-type: none"> ◦ Crop 	2	At least one picture file does not match the context	All the picture files matched the context.	Pictures match the text in the same display.
<ul style="list-style-type: none"> ◦ Rotate 	2	At least one picture file is not cropped or is partially cropped.	All the picture files are properly cropped.	
<ul style="list-style-type: none"> ◦ Rotate 	2	At least one picture file is not rotated.	All the picture files are rotated.	Especially for pictures that are upside down.
<ul style="list-style-type: none"> ◆ Skills <ul style="list-style-type: none"> ◦ Disable mouse click ◦ Disable pop-up menu 	1 1	Evidence of work shown.		Mark using softcopy of work.
<ul style="list-style-type: none"> ◆ Features <ul style="list-style-type: none"> ◦ Animate objects ◦ Screen 	1 1	One instance is evident.		Mark using softcopy of work.

Performance criteria	Max marks	1 mark	2 marks	Comments
transitions				
<ul style="list-style-type: none"> ◆ Navigation <ul style="list-style-type: none"> ○ Can move forward to next page ○ Can move back to previous page ○ Can link back to first (home/menu) page ○ Can link from first (home/menu) page to specified page 	2 2	Does not work for one instance.	Works for all pages.	Mark using softcopy of work.
	2 2	One link does not work.	All the links work.	
<ul style="list-style-type: none"> ◆ Design <ul style="list-style-type: none"> ○ Size of media elements ○ Title/headings on menu page ○ Members of groups (Order of slides) ○ Colour scheme 	2	Some media elements are too big or too small. Layout could be improved.	Size of media elements is just right. Good use of space.	
	2	Either title or one group heading missing from menu page.	Menu page shows title of presentation and all group headings.	
	2	One group has incorrect members (One slide is not in order).	All the groups have correct members (All slides are in order).	
	1	Colour of text contrasts with (or is appropriate for) colour of background.		
<ul style="list-style-type: none"> ◆ Enhancement <ul style="list-style-type: none"> ○ Prepare/edit own sound clip 	2	Sound clip is irrelevant or not	Sound clip is relevant and of	

Performance criteria	Max marks	1 mark	2 marks	Comments
◦ Prepare own video clip	2	clear.	suitable quality.	
		Video clip is irrelevant or not clear.	Video clip is relevant and of suitable quality.	
TOTAL	35			