AS Computer Applications
Teacher Assessment Scheme

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External Coordinator

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TAS 2002 - 04 / 2003 - 05

2002 - 2004
7 assessments
- WP
- SP
- DB
- GR
- DC
- IN1 (Spreadsheet + 2)
- IN2 (Databases + 2)

2003 - 2005
6 assessments
- WP
- SP
- DB
- GR
- DC
- IN#

* Each skill-type question in Part A should involve at least 2 topics. The task-oriented question in Part B should involve at least 3 topics and one of them should be Databases.
Format of Assessment

- Part A: Basic Skills
- Part B: Task
- 40 marks in total
- 20-20 ✓
- 16-24 ✓
- 24-16 ✓
- 15-25 ✗
Format of Assessment

❖ Test

❖ Individual Project
  ▲ Database
  ▲ Graphics
  ▲ Data Communications

❖ Example
  ▲ Part A: Test
  ▲ Part B: Individual project
Duties of External Coordinator

- Ensure topics in question papers were covered in the syllabus.
- Ensure the depth and breadth of topics were covered sufficiently.
- Ensure skills and tasks in the marking scheme were well-defined.
- Ensure skills and tasks defined could be achieved in the assessment.
- Ensure mark allocation was reasonable.
- Ensure marking was consistent and reasonable.
- Others – variety of question formats, mark distribution of candidates, marking scheme, etc.
Documents

- question paper
- data file (if any)
- marking scheme
- candidates’ answer scripts/output files (visit)
- assessment marksheet
Advice to teachers

Assessment formats

- Dates of assessments
- Time allowed for assessments
- Identification of candidates on printouts
- One topic in one assessment (not applicable to Assessment IN)
- Focusing on skills rather than concepts
Advice to teachers

Contents

- Task-oriented question in Part (B)
- Contents within the syllabus
- Marking Schemes
Advice to teachers

Depth/breadth of treatment
  ▲ Range of marks
  ▲ Level of difficulty
Advice to teachers

Marking

- Consistent marking of different answer scripts
- Questions inter-independent on previous results in the questions in Part (A)
- Concise descriptions in the task in Part (B)
Common Mistakes

Part A

Questions are interdependent.

Number of questions is not the main point. The number of skills to be assessed is more important and each assessment should include at least 4 different kinds of skills.
Common Mistakes

- Part B
  - The requirements of project-based assessments are not clear to students. For example, a PowerPoint Presentation should include some basic requirements such as number of slides and skills (e.g. buttons/animation).
  - There is not sufficient description for the task. For example, the Part B of Assessment 1 from a school is just “Write a resume to a post”.
Common Mistakes

General

- Total mark $\neq 40$
- Sub-total mark of Part A/B is not within the range 16-24
- Assessing skills of using SQL by writing the SQL commands is not appropriate. It should assess the printouts, rather than the SQL commands. (students may use other skills to complete the task)
- At least 1 hour for each assessment
- Some teachers have marked the scripts in softcopy
- It is highly not recommended that holds 2 assessments at the same time.
WP

- Character formatting
- Common features (search and replace, import of different types of files, etc.)
- Page setup and formatting
- **Table handling** *(convert text to table)*
- Spell checking and thesaurus
- Mail-merge
- **Template**
- Keying in Chinese characters using a coding scheme *(vertical and horizontal printing, punctuation marks)*
- **Recording and using Macros (TASK)**
SP

- Common features (naming a **range**, page setup in printing, page setup, **split windows and freeze headings**, etc.)
- Formatting
- Data manipulation (built-in functions, **addressing** ([R1C1]), sorting (multiple-key), table lookup, etc.)
- **Graphs (xy scatter)**
- Multiple worksheets
- Recording and using Macros
- Data analysis
DB

- Creating a database
- Database maintenance
- **Database manipulation**
- SQL
- Multiple database
- Generating screen, report and label
- Recording and using Macros
GR

- Editing a graphic image (transformation, grouping & ungrouping, etc.)
- Presentation graphics (transition effects, building effects, controlling the timing of a presentation, etc.)
- Capturing and importing graphic images
- Exporting graphic images in different file formats
DC

- Internet resources (WWW, newsgroup, BBS, VoIP, remote logon)
- Preparing for Internet access
- Configuring a browser (plug-ins, proxy, etc.)
- Using search engines
- **Sending electronic mail** (attachments, viewers, forwarding, replying) - Undisclosed-Recipient:
- Setting up homepages (use of tools)
Experience… (Assessment IN)

Matthew: Again, I think you have to guide the students by breaking down the task into smaller steps/skills. Otherwise, the students would not be able to finish even part A. Remember Part A should be more focused on skills, especially basic skills. So, straightforward and simple task is preferred here.
Matthew: I think you have to include some "communication" element in the paper. It may be a good idea for the remaining question in Part A, or even in Part B in which you could ask the students to prepare a set of slides which contains spreadsheet data and make it be shown in the browser, or something like that.
# Marking Scheme

## Part A (20 marks)

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Skills Required</th>
<th>Details</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Template</td>
<td>Save as Template</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Master Slide</td>
<td>Create on a master slide</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Graphics manipulation</td>
<td>Watermark</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Animated effect (automatic)</td>
<td>Size &amp; position</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply automated dissolved effect</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Chart</td>
<td>3D to 2D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bullet</td>
<td>Apply bullet</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Building effects</td>
<td>Any building effect</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>Triangle with equal sides</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Template</td>
<td>Apply template</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Group/Unigroup</td>
<td>Ungroup the clipart</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Flipping</td>
<td>Flip the plane</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Re-colour</td>
<td>Change colour to blue</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Layer order</td>
<td>Change the order of layers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Call-box</td>
<td>Call-out with text “Wow!”</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Use various effects</td>
<td>Apply transition effect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control the slide show</td>
<td>Apply animation effect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply gradient background colour</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Automatic advance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Automatic repeat</td>
<td></td>
</tr>
</tbody>
</table>
Thank you