



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

**2008**

## **Internal Assessment Resource**

Subject Reference: **Information Management 1.2**

Internal assessment resource reference number:  
**IM/1/2\_A7**

## **Animal Careers**

Supports internal assessment for:

Achievement Standard: 90031 v2

Use standard operating and file management procedures

Credits: 2

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**Ministry of Education  
quality assurance status**

For use in internal assessment from  
from 2008

### **Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

### **Context/setting:**

This assessment resource is based on observation of the student using standard operating procedures whilst engaged in information management tasks. Any printed documents which result from this observation are not assessed.

### **Conditions:**

The teacher will have to devise strategies to ensure sufficiently rigorous and fair observation of all students. The strategies required will depend on many factors such as class size, equipment, room layout, working speed of students and length of periods. They might involve, for example; using two periods (one for operational procedures and one for file management), help from another teacher, assessing small groups while other students are suitably occupied, and so on.

The teacher is required to prepare the passage of text (given in appendix A) on disk or the school network, for the students to retrieve and use. The prepared passage should have the same themes as other passages used during learning and practice for this activity.

The activity comprises three parts. Students will complete parts one and two within a defined assessment occasion (or two occasions) under teacher supervision. These two parts are sufficient for the award of an achievement grade. In observing students, major hesitations or second attempts may need to be noted if grade decisions are likely to be borderline. Part 3 is assessed at a separate time (approximately two weeks later and will be used for additional evidence for merit or excellence for file management). It requires the teacher assessing how logically each student has named their folders and files and assigned files to folders.

This can be assessed either by observation of all students filing structure or by printing a copy of this. Some checks of students understanding of their file structure, by asking students to demonstrate accessing of files, may be required.

### **Resource requirements:**

The students are issued with a worksheet which contains the passage, the disk or the network file path location of the direct entry 'starter'.

### **Additional information:**

This activity can be easily adapted by using passages of text drawn from a wide range of sources.

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**Student Instructions Sheet**

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This activity has three parts. You will complete parts one and two this period (**or teacher to insert relevant information relating to time**). Part three will be done in approximately 2 weeks time (**teacher to insert appropriate time**).

The assessment of this activity is based on your teacher observing how well you carry out start up, retrieving, saving, previewing, printing, shutdown, folder creation, file identification, renaming, moving and deletion procedures without help from your teacher. To get higher grades you must do so confidently and efficiently.

The following passages that you will use to carry out the operating procedures has the same theme as those used during the preparation.

You are required to follow the instructions given to print preview and print the activity when you have completed part one of the activity, or at the end of the time allocated for this.

## **PART 1: Assessment of Standard Operating Procedures**

### **Instructions to Students**

1. Start your computer.
2. Retrieve the passage "Animal Mania" from the disk or network location as directed by your teacher.
3. Save to your disk/folder.
4. Add the information below.
5. Resave your work.
6. Print preview and print your work on completion or at the end of the time allocation, as directed by your teacher.
7. Shut down your computer.

#### *Careers*

Careers include breeding and training of these animals and working in organisations involved with their management and care.

Many individuals work in urban animal management, caring for strays, improving animal welfare and treating animals with behavioural problems.

Veterinarians are directly involved in the conservation and care of wildlife as well.

#### *Skills you'll need*

Patience and understanding are biggies and, of course, a genuine concern for animals.

You must be mature, responsible and able to work well under pressure. You'll be required to make good judgements and to make your clients feel like they can trust you.

Good eyesight and hearing are both important, as is good hand-eye coordination.

The work can be physically demanding so you'll need to be fit and strong.

#### *Qualifications*

Before vets can work, they need a Bachelor of Veterinary Science.

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## **PART 2: Assessment of File Management Procedures**

### **Instructions to Students**

1. Create two folders - "Animals" and "Careers".
2. Enter the following data and save, with an appropriate file name, in the "Animals" folder.

#### Veterinary Nursing

Veterinary nurses are usually employed in veterinary practices, caring for patients and assisting with surgery, but the variety of work for vet nurses is growing.

Many nurses are employed by animal health and nutrition companies. Others work in or manage animal shelters, pet shops, grooming facilities and boarding kennels.

Any occupation that involves animals may require the knowledge and experience of a veterinary nurse.

3. Make a copy of this file in the "Animals" folder.
4. Rename this copy.
5. Move this renamed file to the "Careers" folder.
6. Delete the original file from the "Animals" folder.

### **PART 3:**

You do not have to do any further work for this part now. This part involves your teacher assessing how well you have named your own files and folders and assigned your files to folders. You may be asked to access some files to show that you understand your file/folder structure and can competently and efficiently access files.

You have approximately two weeks from now to tidy up your system if you feel this is necessary.

**Assessment Schedule: IM/1/2\_A7 – Animal Careers**  
**AS90031 v2 – Use standard operating and file management procedures**

<b>Grade</b>	<b>Judgment</b>
<b>Achievement</b>	The student can demonstrate all the standard operating and file management procedures listed on the check sheets for Parts 1 and 2, and reach the required outcome independently.
<b>Merit</b>	The student can demonstrate all the standard operating procedures listed for Parts 1 and 2 competently. Competently means the student carries out procedures with confidence but may hesitate and occasionally make a second attempt. In addition, the student's own filing system (Part 3) has some logic in its structure, so that files can be found with little hesitation, when required.
<b>Excellence</b>	The student can demonstrate all standard operating and file management procedures competently and efficiently i.e. with confidence and efficiency at all times.  The student's own filing system has a logical structure with suitably named files and folders which can be accessed efficiently.

## Teacher Assessment Checksheet AS90031 v2 – Use standard operating and file management procedures

### Part 1: Standard Operating Procedures

#### Use procedures competently and efficiently

- start-up
- retrieving
- saving
- previewing
- printing
- shut down


Excellence

#### Use procedures competently

- start-up
- retrieving
- saving
- previewing
- printing
- shut down


Merit

#### Use procedures independently

- start-up
- retrieving
- saving
- previewing
- printing
- shut down


Achievement

Name of student \_\_\_\_\_

Date of assessment \_\_\_\_\_

Name of teacher/assessor \_\_\_\_\_

**Teacher Assessment Checksheet:  
AS90031 v2 – Use standard operating and file management procedures**

**Parts 2 and 3: File Management Procedures**

**Use procedures competently and efficiently**

Part 2

- folder creation
- file identification
- file renaming
- file moving
- file deletion


Excellence

Part 3

- files and folders are logical

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**Use procedures competently**

Part 2

- folder creation
- file identification
- file renaming
- file moving
- file deletion


Merit

Part 3

- files and folders have some logic

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**Use procedures independently**

Part 2

- folder creation
- file identification
- file renaming
- file moving
- file deletion


Achievement

Name of student \_\_\_\_\_

Date of assessment \_\_\_\_\_

Name of teacher/assessor \_\_\_\_\_

**Note:**

To obtain **Achievement**, students must meet or exceed the requirements for Achievement in all procedures for both 'Common Operational Procedures' and 'File Management Procedures'.

To obtain **Merit**, students must meet or exceed the requirements for Merit in all procedures for both 'Common Operational Procedures' and 'File Management Procedures'.

To obtain **Excellence**, students must meet the requirements for Excellence in all procedures for both 'Common Operational Procedures' and 'File Management Procedures'.

## **Appendix A: Retrieval Passage – to be entered by teacher**

### **Animal Mania**

If you're interested in working with animals, there are far more options these days than in the past. People with veterinary qualifications work in everything from training seeing-eye dogs to attending to family pets, circus animals and even wildlife.

### **Loads of Options**

Vets play a critical role in preventing exotic diseases from coming into the country and dealing with them when they do. Others work in the pharmaceutical industry, animal welfare organisations, international aid and development groups, zoos and wildlife services.

Animals in agriculture now include deer, goats, lama, ostriches and emus as well as traditional livestock. Vets and animal scientists play an important role in working out how these animals should be cared for.

Companion animals (pets), farm dogs, guide dogs, police dogs and border control dogs also make an important economic contribution.