

*Definition of the domain  
for summative evaluation*

CMP-2002-1

# Microcomputing

## Introduction to the Microcomputer and Its Peripherals

**Reach** for  
your **Dreams**

Québec 

*Definition of the domain  
for summative evaluation*

CMP-2002-1

# Microcomputing

## Introduction to the Microcomputer and Its Peripherals

Formation professionnelle et technique  
et formation continue

Direction de la formation générale  
des adultes

© Gouvernement du Québec  
Ministère de l'Éducation, 2004 — 03-01259

ISBN 2-550-42332-1

Legal deposit — Bibliothèque nationale du Québec, 2004

## **1. Introduction**

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *Microcomputing* program, and, more specifically, for the course entitled *Introduction to the Microcomputer and Its Peripherals*. As such, it gives an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that all summative evaluation instruments are consistent with the overall program.

The organization of this definition of the domain is the same as that of those of other courses. The content of each section is, however, specific to this course.

The definition of the domain for summative evaluation is used to prepare examinations that are valid from one version to another, from year to year, and from one school board to another, taking into account the division of responsibilities shared by the Ministère de l'Éducation and the school boards.

## **2. Program Orientations and Consequences for Summative Evaluation**

### **Orientations**

The course *Introduction to the Microcomputer and Its Peripherals* has two major objectives:

- 1 To allow the students to become familiar enough with computers to be able to choose their own computers.
- 2 To favour the development of the skills necessary to use various computer-assisted learning applications.

The program is designed to allow students to put computer-assisted learning applications to immediate use in adult general education programs.

The program is based on the most widely used software packages.

### **Consequences**

The students' technical knowledge should be subjected to theoretical evaluation.

The evaluation should verify the students' ability to use a pedagogical computer application without assistance.

The evaluation should include tasks designed to demonstrate the students' acquisition of practical microcomputing skills.

The evaluation should include tasks that correspond to the computer-assisted learning applications used in adult education.

The examinations should be adaptable to different software programs or be independent of these programs.

### **3. Course Content for Purposes of Summative Evaluation**

#### **Themes**

- **Loading and testing a microcomputer**
  - Operating system
  - Testing of components and start-up procedures
  
- **Using a keyboard and a mouse**
  - Characteristics
  - Data entry
  
- **Operating system**
  - Operating system functions
  - File management
  - Copying diskettes
  - Opening an application
  
- **Components of a microcomputer**
  - Main components
  - Readers
  - Peripherals
  - Software

#### **Skills**

- **Describing:** Recognizing or reproducing the characteristics of a phenomenon or the elements of a set.
  
- **Relating:** Identifying the relationships between elements, objects or phenomena.
  
- **Applying:** Using a procedure or techniques according to specific rules in order to obtain an expected result.

**4. Table of Dimensions**

Themes Skills	Loading and Testing 15%	Keyboard and Mouse 20%	Operating System 45%	Components of a Microcomputer 20%
<b>Describing</b> 15%	<b>1</b> Operating system 5%			
	<b>2</b> Testing of components and start-up procedure 10%			
<b>Relating</b> 40%		<b>3</b> Characteristics 10%	<b>4</b> Commands and functions 10%	<b>5</b> Main components 5%
				<b>6</b> Readers 5%
				<b>7</b> Peripherals 5%
				<b>8</b> Software 5%
<b>Applying</b> 45%		<b>9</b> Data entry 10%	<b>10</b> Printing or saving 5%	
			<b>11</b> Directory or folder 10%	
			<b>12</b> Copying diskettes 5%	
			<b>13</b> Opening an application 15%	

## **5. Observable Behaviours**

### **General Description**

The evaluation tasks should be based on the following list of observable behaviours. A task may combine several dimensions and more than one skill. Students must complete the tasks within pre-established time limits in order to demonstrate their competency and autonomy in different learning applications being evaluated.

*Thus, students should be able to:*

1. Name the operating system being used and its version.
2. On the basis of a simulated situation, list at least three elements to check or possible procedures to try when a computer or one of its peripherals will not start up.
3. Associate keyboard keys and mouse movements with the effects produced.
4. Associate the commands (from a menu or an icon) of an operating system with the appropriate definitions of their respective functions.
5. Associate the names of the main components of a microcomputer with their icons or with the description of their roles.
6. Distinguish between the capacity and uses of readers.
7. Associate the peripherals with their uses.
8. Associate the types of software with tasks to accomplish.
9. Type about 40 characters including capitals, accented characters, numbers and symbols.
10. Print or save the text typed.
11. Retrieve a file in a sub-directory or a folder on a diskette.
12. Copy files.
13. Open a given application and describe one of the elements displayed on the screen.



## 6. Explanation of the Content and Weighting

### Weighting of Skills

Given that the objectives of the course are designed to favour the acquisition of basic knowledge and the development of skills related to the use of computer equipment and computer-assisted learning applications, summative evaluation should measure three skills:

- the skill of *Describing*, which verifies the information necessary for using computer equipment;
- the skill of *Relating*, which verifies the relationship between the components of computer equipment and their respective functions;
- the skill of *Applying*, which verifies the use of computer equipment and computer-assisted learning applications following specific instructions.

### Weighting of Themes

The weighting of the themes corresponds to their importance in the course. Themes are related to the skill of *Describing*, *Relating* or *Applying*, depending on the one considered most appropriate.

### Overall Weighting

- In terms of skills:
  - *Describing* skill 15%
  - *Relating* skill 40%
  - *Applying* skill 45%
- In terms of themes:
  - Loading and testing a microcomputer 15%
  - Using a keyboard and a mouse 20%
  - Operating system 45%
  - Components of a microcomputer 20%

## **7. Description of the Examination**

### **7.1 Type of Examination**

- The examination required for the summative evaluation consists of two parts: a theoretical part and a practical part.
- The examination is administered at the end of the course.

### **7.2 Characteristics of the Examination**

- The examination comprises one or more tasks.
- The examination is held in one, or at most two sittings.
- The maximum duration of the examination is 90 minutes.
- The use of a computer is required during the practical part of the examination.
- Students are not permitted to use the learning guide.
- For dimensions 9 to 13, students may use a sheet of personal notes (letter format).
- The examination will be corrected using the answer sheets, the printouts and, if necessary, the files handed in by students.

### **7.3 Pass Mark**

The pass mark is set at 60 out of 100.

