



CARIBBEAN EXAMINATIONS COUNCIL

CSEC[®] Electronic Document Preparation and Management

SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS

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CSEC® Electronic Document Preparation and Management

(EDPM) Free Resources

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Electronic Document Preparation and Management (EDPM)

The Electronic Document Preparation and Management (EDPM) syllabus is designed to equip students with knowledge and computer-related skills required to enhance the performance of clerical and administrative tasks.

The EDPM syllabus will provide a holistic approach to acquisition of knowledge and the development of candidates' decision-making and problem-solving skills. It is suited for candidates pursuing any discipline, as the competencies and skills developed in the preparation and management of electronic documents are interdisciplinary and imperative in the world of work or in the pursuit of further studies.

The syllabus is arranged in nine sections, sub-divided into specific objectives and corresponding content.

- Section 1 Fundamentals of Computing
- Section 2 Keyboarding Mastery
- Section 3 Introduction to Application Software
- Section 4 Use of Application Software
- Section 5 Business Document Preparation
- Section 6 Specialised Document Preparation
- Section 7 Electronic Communication
- Section 8 Document Management
- Section 9 Ethics

The syllabus replaces CSEC Typewriting and uses the computer instead of the typewriter. Unlike the CSEC Information Technology syllabus, CSEC EDPM emphasises computer applications related to the production, filing and retrieval of documents, skills that are crucial in today's office environment.



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

CXC 34/G/SYLL 12

Effective for examinations from May–June 2014

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Please check the website, www.cxc.org for updates on CXC's syllabuses.

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Electronic Document Preparation and Management Syllabus

◆ RATIONALE

Computerisation has revolutionised the way documents are created, stored and transmitted. It has facilitated greater efficiency and more innovative ways of sharing information. The computer continues to be an indispensable tool in the world of work. The ability to use the computer provides essential skills for prospective employees in the fields of data preparation and data management.

Students seeking opportunities in the world of work or pursuing further studies must develop competence and proficiency in the use of computers and related electronic hardware devices. The Electronic Document Preparation and Management (EDPM) syllabus is designed to equip students with knowledge and computer-related skills required to enhance the performance of clerical and administrative tasks.

The syllabus seeks to instil tenets of the Ideal Caribbean Person as articulated by the CARICOM Caribbean Education Task Force (CTF) and adopted by the CARICOM Heads of Government at their 18th Summit. To this end the syllabus contains objectives and content intended to foster disciplined and ethical behaviours within the work environment. In addition, the syllabus conforms to UNESCO's Pillars of Learning and aims to promote varied approaches to learning, and the personal growth, decision-making capabilities of students.

The EDPM syllabus will provide a holistic approach to acquisition of knowledge and the development of candidates' decision-making and problem-solving skills. It is suited for candidates pursuing any discipline, as the competencies and skills developed in the preparation and management of electronic documents are interdisciplinary and imperative in the world of work or in the pursuit of further studies.

◆ AIMS

The syllabus aims to:

1. develop an understanding of the importance of *Information and Communication Technology (ICT)* in a modern office environment;
2. equip students with the requisite skills to assume clerical and administrative roles;
3. lay the foundation for career development and advancement in a business environment;
4. *develop knowledge and skills useful for specialised training* for secondary, post-secondary studies, and future careers;

5. foster disciplined and ethical behaviours within the work environment;
6. develop effective document management capabilities; and,
7. enhance the quality of life and foster personal growth and development.

◆ GENERAL OBJECTIVES

On completion of the syllabus, students should:

1. *develop an awareness of the impact of ICT on the creation and management of electronic documents;*
2. *develop the knowledge, skills and competencies to function effectively in a technological environment;*
3. *demonstrate mastery in the operation of a QWERTY keyboard, utilising the standard and function keys;*
4. *select appropriate software application to create and manipulate documents;*
5. *create documents or prepare documents in accordance with universally accepted standards;*
6. *interpret correction signs and terminologies used in document preparation;*
7. *use acquired knowledge to enhance personal growth and skills for career development;*
8. *appreciate the importance and effectiveness of manipulating data in an electronic environment;*
9. *develop skills to use computer software and hardware effectively to produce various types of documents;*
10. *appreciate the value of meeting deadlines in the preparation of documents; and,*
11. *adopt ethical standards in preparing, storing and retrieving electronic documents.*

◆ ORGANISATION OF THE SYLLABUS

The syllabus is arranged in *nine* sections, sub-divided into specific objectives and corresponding content.

SECTION I	–	FUNDAMENTALS OF COMPUTING
SECTION II	–	KEYBOARD MASTERY
SECTION III	–	INTRODUCTION TO APPLICATION SOFTWARE
SECTION IV	–	USE OF APPLICATION SOFTWARE
SECTION V	–	BUSINESS DOCUMENT PREPARATION

SECTION VI	–	SPECIALISED DOCUMENT PREPARATION
SECTION VII	–	ELECTRONIC COMMUNICATION
SECTION VIII	–	DOCUMENT MANAGEMENT
SECTION IX	–	ETHICS

The arrangement of the syllabus does not necessarily represent a teaching order. Each *section* consists of specific objectives and corresponding content on which the examinations will be based.

◆ SUGGESTED TIMETABLE ALLOCATION

It is recommended that a minimum of five 40-minute periods per week or the equivalent be allocated to the syllabus. This time should include at least one double period.

◆ RECOMMENDATIONS FOR TEACHING

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below. These activities are designed to support a learner-centred approach, encourage collaboration, and utilize appropriate ICT tools while catering to students with various learning styles.

◆ CERTIFICATION

For this examination, a candidate's performance will be indicated on the certificate by an overall numerical grade on a six-point scale as well as by a letter grade for each of three profile dimensions, namely, *Accuracy and Speed, Knowledge and Comprehension* and *Presentation and Use of Technology*.

◆ DEFINITION OF PROFILE DIMENSIONS

1. **Accuracy and Speed**

The ability to produce a document that:

- (a) *is professionally completed in terms of use of language skills, for example, punctuation, spelling, abbreviation, grammatical errors; and,*
- (b) *applies document management techniques within a specified time period.*

2. **Knowledge and Comprehension**

The ability to:

- (a) *list procedures;*

- (b) identify facts and information;
- (c) state principles; and,
- (d) critically analyse procedures, actions and situations related to electronic document preparation and management.

3. Presentation and Use of Technology

The ability to:

- (a) produce a finished product using professional standards, for example, formatting and consistency of style; and,
- (b) demonstrate competency in the use of technology, for example, electronic filing and retrieval of different types of documents.

◆ FORMAT OF THE EXAMINATIONS

The examinations will be offered at General Proficiency only, and will consist of external and internal examinations worth 60 per cent and 40 per cent, respectively, of the total mark.

EXTERNAL ASSESSMENT

(60 per cent)

Paper 01 (1 hour 30 minutes)

Questions will test the two profile dimensions, namely, *Accuracy and Speed, and Knowledge and Comprehension*. Marks will be allocated to each profile dimension as follows:

<i>Accuracy and Speed</i>	-	12 marks
<i>Knowledge and Comprehension</i>	-	48 marks

Paper 02 (2 hours) 100 marks

This paper will comprise FOUR questions for a total of 100 marks.

The questions will assess candidates' ability to copy-type, prepare letters, manuscripts, tables, reports, business forms and creative displays.

Question one will be a timed ten-minute speed test.

Each question may differ in the level of skill required. Marks allocated for each question may vary according to the level of difficulty.

The marks will be allocated to two profile dimensions as follows:

<i>Accuracy and Speed</i>	-	40 marks
<i>Presentation and Use of Technology</i>	-	60 marks

SCHOOL-BASED ASSESSMENT

(40 per cent)

Paper 031
100 marks

This component of the examination is compulsory for all school candidates and will comprise the following:

(a) **Electronic Document Preparation and Management Assignments**

This part of the School-Based Assessment will be worth 75 marks. *It will consist of three assignments testing:*

Accuracy and Speed - 30 marks
Knowledge and Comprehension - 15 marks
Presentation and Use of Technology - 30 marks

(b) **Preparation of a Portfolio**

Guidelines for the conducting of the School-Based Assessment component are presented on pages 19-28 of the syllabus.

This part of the School-Based Assessment is worth 25 marks to be allocated to the three profile dimensions as follows:

Accuracy and Speed - 10 marks
Knowledge and Comprehension - 5 marks
Presentation and Use of Technology - 10 marks

Paper 032
(1 hour 30 minutes)
100 marks

This Paper is the Alternative to the School-Based Assessment for private candidates. This component of the examination is compulsory for all private candidates and will test the same skills as those tested for in-school candidates. Paper 03/2 will, as far as possible, mirror the SBA in content, type of tasks and profile dimensions that are tested. The marks will be allocated as follows:

Accuracy and Speed - 40 marks
Knowledge and Comprehension - 20 marks
Presentation and Use of Technology - 40 marks

MARK ALLOCATION BY PAPERS AND PROFILE DIMENSIONS

	Paper 01		Paper 02	Paper 03 SBA			Total	Profile Percentage
	Raw	Weighted		Assignments	Portfolio	Total		
Accuracy and Speed	12	10	40	30	10	40	90	36
Knowledge and Comprehension	48	40	--	15	5	20	60	24
Presentation and Use of Technology	--		60	30	10	40	100	40
TOTAL	60	50	100	75	25	100	250	100
TOTAL %	20		40			40	100	



◆ REGULATIONS FOR PRIVATE CANDIDATES

1. Candidates entered for the examination through private institutions recognised by the Council will be required to complete all the requirements of the syllabus.
2. Although the project is assessed in components in class, candidates are to be given the entire project. As candidates work on individual components in class they must be monitored by tutors in the institution and given feedback before the final assessment of that component. Tutors must also monitor candidates' project to determine the veracity of work submitted. Tutors should not accept projects which were not monitored during development. The marks recorded in the three components will be collated to form the final SBA mark for submission by April 30, in the year of the examination.
3. Candidates as well as tutors must retain a copy of the completed component as part of their portfolio.

◆ REGULATIONS FOR RESIT CANDIDATES

1. Resit candidates must complete all the components of the examination.
2. Candidates who earned at least 50 per cent of the Moderated scores for the SBA component at the previous sitting may elect not to repeat this component provided they rewrite the examination in the subsequent year.
3. SBA scores can be transferred once only, that is to the examination immediately following that for which the SBA scores were obtained.
4. Resit candidates may be entered through the Local Registrar and should, on registration, indicate that they are resit candidates and give their registration number from the previous year.
5. Candidates who obtained less than 50 per cent of the Moderated marks for the SBA component must repeat the component at any subsequent year and must fulfil the requirements for that year. Candidates may choose to do a new project or improve on the project done in the previous year.
6. Candidates repeating the SBA component must be entered through a school or other approved educational institution.

◆ SECTION I: FUNDAMENTALS OF COMPUTING

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

1. define the computer;
Electronic machine or device that accepts and processes data to produce information.
2. identify types of computers;
Mainframe, Minicomputer, Microcomputers including laptop, desktop, tablet palmtop and other current devices.
3. discuss the advantages and disadvantages of computer usage;
Advantages and disadvantages of computer usage in terms of speed, accuracy, storage and reliability.
4. explain the use of the various input devices;
Keyboard, touchscreen, mouse, light pen, microphone, document scanner, character readers (OCR, OMR), barcode readers and other current devices.
5. explain the use of the various output devices;
Printer (impact and non-impact) types; line, page, laser, inkjet, dot matrix, monitors, speakers, multimedia projector and other current devices.
6. list various types of storage media and their practical applications;
Compact Disc (CD ROM), Digital Video Disc (DVD), Floppy Disk, Hard Disk, CD-RW Flash drives and Memory cards and other current storage media.
7. distinguish between operating system software and application software;
Operating System Software
Programmes that co-ordinate the activities among computer devices. They contain instructions that allow the user to run application software.

Application Software
Programmes that perform specific tasks for users, including, word processing software, spreadsheet software, database management software, presentation software, and anti-virus software.

SECTION I: FUNDAMENTALS OF COMPUTING (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

8. describe ways of caring for computers and peripherals in the working environment; and,
9. discuss health and safety factors associated with computer use.

Electronic machine or device that accepts and processes data to produce information.

Health Ergonomics

Effects of extended use. Inadequate lighting. Inappropriate furniture. Bad posture.

Safety

Overloading electric sockets Position of work stations Location of extension cords.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

Arrange students into small groups and assign them research activities which require the gathering of information about computers and computing. In addition to text, they should gather pictures and samples of devices. Each group should present their findings to the class and at the end of these presentations, teacher should add to the students' findings where necessary to ensure understanding. The class should combine the pieces in a meaningful way and put on a display for viewing by the school.

◆ SECTION II: KEYBOARD MASTERY

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|--|---|
| 1. | <i>demonstrate competence in keyboarding techniques;</i> | Practise and develop speed and accuracy at the keyboard using proper touch keyboarding techniques on alphanumeric keys. |
| 2. | <i>demonstrate correct posture at the computer;</i> | Practise correct posture, arm reach, seat-height, Screen-to-eye-level contact. |
| 3. | <i>demonstrate competence in the use of special keys;</i> | Apply special keys, for example, Tab, Escape, Insert.
Shortcut keys, for example, ctrl and alt; and Function keys, for example, F1. |
| 4. | <i>use correct spacing after punctuation marks;</i> | After full stop, comma, semicolon, colon, question mark, exclamation mark, apostrophe, parenthesis, quotation marks. |
| 5. | <i>interpret manuscript signs;</i> | Application of Manuscript Signs
(See end of Syllabus for commonly used signs). |
| 6. | <i>use different types of headings;</i> | Main head, sub-head, shoulder, paragraph, marginal, and others; appropriate use of these headings. |
| 7. | <i>prepare typescript from manuscript or typed notes using accepted rules;</i> | Application of rules governing paragraphing (blocked, indented and hanging paragraphs), inset paragraph, abbreviations, typing of figures and ellipsis. |
| 8. | <i>apply appropriate language skills to produce a professionally finished document; and,</i> | Correct use of punctuation, grammar, spelling and knowledge of abbreviations. |
| 9. | <i>type at a minimum speed of 35 words per minute.</i> | <i>Incorporation of all the skills in specific objectives 1 – 8 above.</i> |

SECTION II: KEYBOARD MASTERY (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

Students should begin to practice and produce pieces relevant to the SBA assignments. The teacher should therefore identify typing exercises which allow them to practice techniques such as:

- 1. Positioning fingers correctly on the Home Keys;*
- 2. Using keyboard shortcuts;*
- 3. Typing at a minimum speed of 35 wpm;*
- 4. Preparing typescripts from manuscripts; and,*
- 5. Preparing different documents according to established principles.*

◆ SECTION III: INTRODUCTION TO APPLICATION SOFTWARE

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| 1. <i>identify various types of application software;</i> | <i>Word processing, Spreadsheet, Database Management and presentation</i> |
| 2. <i>explain the purpose of a word processor;</i> | <i>Instances in which word processing should be used. Manipulation of text data. Illustration of the features of a word processing application.</i> |
| 3. <i>explain the purpose of a spreadsheet;</i> | <i>Instances in which spreadsheets should be used. Manipulation of numeric data; Illustrate the features of a spreadsheet application.</i> |
| 4. <i>explain the purpose of a database management system;</i> | <i>Instances in which databases should be used. Electronic storage and manipulation of data in tables for easy retrieval. Illustration of the features of a database application.</i> |
| 5. <i>explain the uses of a presentation software; and,</i> | <i>Instances in which presentation software should be used. Presentations including delivery of lectures, speeches and reports. Illustration of the features of a presentation application.</i> |
| 6. <i>determine the appropriate software to be used to perform specific tasks.</i> | <i>Selection of appropriate word-processing, spreadsheet, database management, presentation and other specialised software.</i> |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

- 1. Arrange students into small groups and assign them different application softwares to be researched. Their findings should be used to facilitate class discussions.*
- 2. After the teacher demonstrates the application of different softwares, students should be engaged in activities which allow them to select and apply them to different cases. Teacher should ensure that aspects of the SBA are covered in the exercises completed by the students.*

◆ SECTION IV: USE OF APPLICATION SOFTWARE

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- apply appropriate formatting features to enhance specific documents;*
 - apply editing techniques to prepare documents;*
 - prepare documents using tabulations;*
 - create a database using a single table;*
 - create simple presentations using presentation software; and,*
- Guidelines for selection of: font types, styles, sizes, colour and effects for business documents, bold, *underline*, italics.
Line spacing. Alignment.
Bullets and numbering, margins.
Symbols.
Borders and Shading.
Background, *watermarks.*
Endnotes, footnotes, headers, footers, page numbering.
- Proof-reading of documents and correcting errors on screen to produce a document suitable to be mailed.
- Application of techniques such as: cut, copy, paste, move, search, find and replace, add and delete, spelling and grammar check, thesaurus, font type; type over and insert mode.
- Simple Tabulations**
Create column and row headings and oblique and vertical headings; apply borders.
Table alignment on page.
Sorting data in tables.
- Advanced Tabulations**
Using simple formulae; using spreadsheet or database software to perform predefined functions: Sum, Average, Minimum, Maximum; inserting charts and graphs, formatting of tables using % and \$; invoices, debit notes and credit notes.
- Create a database**
Populate database using no more than 5 fields; perform a simple query using one or two fields.
- Presentations including the use of Title slides, transitions, timing, appropriate fonts, animations, layouts and graphics; effective communication.*

SECTION IV: USE OF APPLICATION SOFTWARE (cont'd)

6. *integrate information to produce complete documents for dissemination.*

Documents created using objects or data from different application software, for example, *Mail merge, using an external data source*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

Engage students in the activities relevant to the completion of Assignment 2 of the SBA. During these activities they should use the feedback given during the practice exercises done in Section II as their guide.

*The teacher should ensure that there is **at least one** activity related to techniques or skills to be mastered, as well as each software to be applied.*

◆ SECTION V: BUSINESS DOCUMENT PREPARATION

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|--|--|
| 1. | <i>identify sizes and orientation of paper;</i> | <i>Size: Letter, Legal and customised sizes.
Orientation: Portrait and Landscape.</i> |
| 2. | <i>identify types of stationery;</i> | <i>Full range of international sizes:</i>

<i>(a) A3 - 29.7 cm. x 42 cm.
(b) A4 - 21 cm. x 29.7 cm.
(c) A5 - 14.8 cm. x 21 cm.
(d) A6 - 41.3 cm. x 5.83 cm.
(e) B5 - 17.6 cm. x 25 cm.
(f) C5 - 16.2 cm. x 22.9 cm.
(g) DL - 11 cm. x 22 cm.</i> |
| 3. | <i>select and use appropriate stationery for a given assignment;</i> | Letterhead, memo, copy paper, forms, labels, index cards, document covers and templates. |
| 4. | <i>produce letters using the most appropriate styles;</i> | Styles including blocked, indented, semi-blocked. <i>Short letter, two-page, circular, with a table, with an inset, with enumeration, prepare letterhead.</i> |
| 5. | prepare envelopes and labels; | Preparation of envelopes and labels using mail merge or any other method. |
| 6. | prepare correspondence from skeleton notes and various media; | Composition at the computer of notes, letters and memoranda, including audio messages. |
| 7. | produce memoranda in various styles using appropriate stationery; | Short, long, indented and blocked. |
| 8. | prepare documents for meetings; and, | Notice of meeting, agenda, minutes, and Chairman's agenda. |
| 9. | manipulate simple graphics for insertion into a document. | Graphics including graphs, charts, pictures. |

SECTION V: BUSINESS DOCUMENT PREPARATION (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

Each member of the class should arrange at least one meeting for an in-school or out-of-school club or group of which they are a member. All relevant documents should be prepared and included in an e-portfolio. Hard copies of different documents should be prepared to show the understanding of areas such as appropriate use of different types of stationery, effects of graphics, and font size.

◆ SECTION VI: SPECIALISED DOCUMENT PREPARATION

SPECIFIC OBJECTIVES

Students should be able to:

1. produce effective and creative displays, given a specific task;

2. prepare different types of documents using appropriate formatting; and,

3. create a template for future use.

CONTENT

Simple Displays

Centering and displaying work - columnar work, ruled and unruled, notices, menus, invitations, cards, one and two page programmes, flyers.

Advanced Displays

Flow Charts, organisation charts, graphs (linked and embedded), newsletters, 4/6/8 page leaflets.

Newsletters

4/6/8 page leaflets, reports, proposals, continuation pages, news and other forms of press releases.

Legal documents

Wills, leases, conveyance documents, agreements, endorsements and contracts.

Technical documents

Builder or Architect Specifications, Bills of Quantity and scope of works.

Literary documents

Plays for radio, theatre and television; actors' scripts; index cards.

Financial statements

Trial Balance, Balance Sheet, Profit and Loss Statement, Income and Expenditure, Invoice, Bank Statement, Receipts.

Creating templates with or without the use of wizard and help options.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

Each member of the class should continue the development of their portfolio by creating a sample of AT LEAST SIX types of specialized documents such as legal documents and financial statements. Hard copies of different documents should be prepared to show the understanding of areas such as appropriate use of different types of stationery, effects of graphics, formatting and font size.

◆ SECTION VII: ELECTRONIC COMMUNICATION

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- discuss various types of electronic communication;*
Including:
Telecommuting.
Electronic Mail.
Internet: World Wide Web.
Social media (e.g. Internet forums, weblogs, podcasts).
Social networking Services (e.g. Facebook, Twitter).
Facsimile, multifunctional devices.
Scan to mail, Scan to file.
And any other current electronic communication.
- explain various features of e-mail;*
Including To, Cc and Bcc.
Sending attachments.
- discuss the advantages and disadvantages of electronic communication media;*
Advantages and disadvantages including:
(a) speed of delivery;
(b) cost; and,
(c) sending to multiple recipients simultaneously.
- compare other new and emerging communication technologies;*
Comparison of usage and features of emerging communication technologies, for example; Twitter, Facebook, smart-phones, blogging.
- discuss file organisation methods using e-mail; and,*
Storing and sorting mail by date, sender and subject.
Contact list organisation.
- identify factors to be considered in the selection of communication media.*
Degree of urgency.
Genre (oral, written, visual).
Level of confidentiality.
Location/time zone.
Cost, efficiency, effectiveness.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

In collaboration with the teacher(s) of Office Administration, Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, invite resource persons to make presentations on types of electronic communication and how they are used by different organizations.

◆ SECTION VIII: DOCUMENT MANAGEMENT

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
1. distinguish between a manual and electronic filing system;	Definitions and comparisons. Advantages and disadvantages
2. identify types of documents used in data processing;	Source documents, turnaround documents and machine readable documents.
3. manipulate an electronic filing system;	Organisation of drives, folders and files in a hierarchical structure.
4. explain issues related to the integrity of files;	Overwrite protection, restricted access, virus protection and encryption, read only access.
5. discuss issues related to the security of files;	Use of passwords, firewall, disaster recovery mechanisms, for example, fireproof and waterproof storage, backup systems.
6. examine issues related to the retention of files; and,	Archiving, retention period and disposal; legal limit for retaining files.
7. explain methods for tracing document versions.	Traceability of document versions. Versioning: Successive versions of documents that change over time; Metadata: data stored on document, including date created, date modified, date accessed, owner, access privileges.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

1. In collaboration with the teacher(s) of Office Administration, Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, students could visit institutions/ organizations to note methods of communicating, filing, and tracing documents as well as to have hands-on experiences (to the extent that confidentiality and integrity would permit). They should make notes which will be used to guide their discussions and practice upon their return to the class as they compare manual and electronic systems, and implement knowledge and skills as applicable.
2. Where field trips are not possible, invite resource persons to discuss and possibly demonstrate methods of communicating, filing, and tracing documents.

◆ SECTION IX: ETHICS

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the concept of intellectual property;
2. describe the rights that are protected by intellectual property laws;
3. discuss ethical standards with respect to intellectual property;
4. explain the concept of plagiarism;
5. list guidelines to avoid plagiarism;

CONTENT

Intellectual property conceptualised as the protection of the rights of persons who produce, gather or disseminate ideas and information, including authors, singers and journalists.

Rights that are protected

Economic rights: the level of payment for use of the product by third parties.

Moral rights: violating the integrity and reputation of the author through misrepresentation or misquoting of the work.

The copyright concept

Publishers or distributors as those who enter into agreements with producers to record, film or print the material and distribute it in ways that would secure the financial interests of producers and prevent the unethical use of the material.

Consumers or users as those who have access to all types of information but must acknowledge the source or seek permission of the producer through the publisher, who may charge a fee under certain circumstances.

Producers or owners as those who maintain ownership and control over their material and receive financial reward from the user, through the publisher.

Plagiarism conceptualised as the use of someone's intellectual property without giving appropriate credit.

Guidelines to avoid plagiarism

Acknowledgement of references in text and bibliography, for example, use of referencing formats.

Obtaining approval for other persons' work.

SECTION IX: ETHICS (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

6. plan and order priorities to ensure acceptable standards of work; and,
7. demonstrate awareness of desirable habits and work attitudes.

CONTENT

Organisation of work and work station; submission of assignments; execution of effective time management; follow-up procedures.

Elements of desirable habits and work attitudes

- (a) Individual responsibility or working without supervision.
- (b) Willingness.
- (c) Meeting deadlines.
- (d) Team spirit.
- (e) Co-operation.
- (f) Recognition of diversity.
- (g) Courtesy.
- (h) Punctuality and regularity.
- (i) Good grooming.
- (j) Personal integrity.
- (k) Respect for others.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

Arrange for guest lectures by persons from disciplines and organisations such as academia, industry, human resources, intellectual property agencies, and law enforcement agencies. They may be invited to the institution, or field trips arranged for students to visit relevant sites. Students should also be guided to develop instruments for conducting interviews during the field trips or for asking questions after the lectures. The instruments should be developed based on research that they would have conducted on the topics in preparation for the lectures and/or field trips.

◆ GUIDELINES TO TEACHERS FOR THE CONDUCT OF SCHOOL-BASED ASSESSMENT

SCHOOL-BASED ASSESSMENT

(40 per cent)

School-Based Assessment (SBA) is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are critical to the subject. The activities for the School-Based Assessment are linked to the Sections and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study of the subject, students obtain marks for the competence they develop and demonstrate in undertaking their SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of the SBA. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the SBA component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of SBA assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment further facilitates the development of essential investigative and practical skills that allow the student to function more effectively in his/her chosen vocation. School-Based Assessment, therefore, makes a significant and unique contribution to the development of relevant skills of the students.

Paper 03/1 represents the SBA component of the examinations in Electronic Document Preparation and Management. This component of the examination is compulsory and will consist of two activities, namely:

- (a) Electronic Document Preparation and Management Assignments; and,
- (b) *Preparation of a Portfolio.*

(A) ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT ASSIGNMENTS

This part of the School-Based Assessment will be worth *75 marks*. It will consist of THREE assignments testing each of the three profiles. The marks will be allocated as follows:

<i>Accuracy and Speed</i>	-	<i>30 marks</i>
<i>Knowledge and Comprehension</i>	-	<i>15 marks</i>
<i>Presentation and Use of Technology</i>	-	<i>30 marks</i>

SBA ASSIGNMENTS
SUGGESTED MARK ALLOCATION BY ASSIGNMENT AND PROFILE DIMENSION

TERM	ASSIGNMENT	PROFILE MARKS			
		ACCURACY AND SPEED	KNOWLEDGE AND COMPREHENSION	PRESENTATION AND USE OF TECHNOLOGY	TOTAL
Term III	Assignment 1	10	5	10	25
Term IV	Assignment 2	10	5	10	25
Term V	Assignment 3	10	5	10	25
		30	15	30	75

Using the guidelines which follow, these assignments will be prepared, administered and marked by the subject teacher(s) in the respective schools. Teachers will have the responsibility for the preparation of keys and mark schemes for the assignments which must be designed around the mark scheme provided in the syllabus. **Said samples of these assignments, keys and mark schemes MUST be submitted for moderation by the Caribbean Examinations Council.** Each assignment may differ in the time allocated and the skills required.

The mark allocation may vary according to the level of difficulty of each assignment.

ASSIGNMENT 1

In Assignment 1, students are expected to *correct text from the author's original work which contains amendments and respond to printers' correction signs. Students are expected to present documents in a style consistent with universally accepted standards.* Mark scheme guidelines have also been given from which the teacher may select the most suitable criteria for the assignment administered. Additional criteria may be added where appropriate and marks awarded as suitable for the assignment. These marks must, however, add up to or be scaled to the totals given. To produce marks that are reliable, the marking must be consistent for all students. **The teacher must be able to justify EACH mark awarded.**

This assignment covers, but is not limited to the following sections of the syllabus: (I), (II), (III) and (IV).

EXEMPLAR 1

The exemplar consists of the **assignment, key and mark scheme.** Combined, the exemplar demonstrates how:

1. The 25 marks allocated for the assignment are further allocated to profile dimensions;
2. Each criterion being assessed has a prescribed set of marks ranging between the maximum allocated and zero, and what evidence must be present to justify the award of marks; and,
3. The selected task corresponds to specified syllabus objectives.

It is recommended that you review the assignment, key and mark scheme alongside each other to confirm that:

- (a) all the required tasks have been completed;
- (b) all tasks specified have marks allocated to them; and,
- (c) the mark scheme is detailed enough to allow you to reliably mark any response that may be presented for the question.

CARIBBEAN EXAMINATIONS COUNCIL
SECONDARY EDUCATION CERTIFICATE
ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT
EXEMPLAR FOR PAPER 03 (SBA) ASSIGNMENT 1

INSTRUCTIONS

Prepare the following document in double line spacing on A4/Letter. Use top and left margins of 1.5" (3.81 cm), bottom and right margins of 1" (2.54 cm), and font: times New Roman 12. Follow all other instructions given in the document. **Time allowed is 10 minutes.**

COMPUTER USE ^{bold 14pt}
Safeguarding Your Health } Centre

Spell out all abbreviations

h^c Last week, an advertisement appeared in the region's oldest newspaper, The Caribbean sentinel.
 The advert was placed by a ^{new} co that is in the business of selling and servicing computer systems. They were offering a special that is expected to last for approx 1 yr and is open to all ac holders of the Caribbean Commercial Bank. // So what is the special you might ask? Well, on Tues and Thu of each wk during the month of May, Aug & Dec, they intend to offer free seminars on computer use - primarily health and safety. The sessions will commence at 1:30 pm daily ~~and are free~~.
 Because of my knowledge of EDPM CSEC, they have asked me to prepare some notes and I will do so now.

spell out
π

Trading

Use 24 hour clock/time

Use shoulder height Ergonomics and Safety

Ergonomics is defined as "the study of efficiency in working environments". Many ~~people~~ ^{people} spend over ten hours a day without thinking about the impact on their bodies. I recall from my studies during EDPM that the 3 safety factors that computer users should consider for the setup of a safe working environment are: Insert numbered list of safety factors.
 I am certain that quite a few persons reading this are guilty of not adhering to (some of) these.

Monitor Position, Your monitor should be slightly below eye level and straight ahead, not to one side. It should be about arms length away from your face so you can easily read the screen.

Use similar format to other sub-head

1999

* insert citation for this definition as a footnote using an acceptable format. Definition taken from a book titled Computers, written by Dave Laws and published by Becks in

- A
1. Overloading electric sockets
 2. Position of work stations
 3. Location of extension cords

COMPUTER USE

Safeguarding *Your* Health

Last week, an advertisement appeared in the region's oldest newspaper, The Caribbean Sentinel. The advert was placed by a new company that is in the business of selling, trading and servicing computer systems.

They were offering a special that is expected to last for approximately one year and is open to all account holders of the Caribbean Commercial Bank.

So what is the special you might ask? Well, on Tuesday and Thursday of each week during the months of May, August and December, they intend to offer free seminars on computer use—primarily health and safety. The sessions will commence at 13:30 daily. Because of my knowledge of CSEC EDPM, they have asked me to prepare some notes and I will do so now.

ERGONOMICS AND SAFETY

Ergonomics is defined as 'the study of efficiency in working environments'¹. Many people spend over 10 hours a day in front of a computer without thinking about the impact on their bodies. I recall from my studies during EDPM that the three safety factors that should be considered the setup of a safe working environment are:

1. Overloading electric sockets
2. Position of work stations
3. Location of extension cords

I am certain that quite a few persons reading this are guilty of (some of) not adhering these.

MONITOR POSITION

Your monitor should be slightly below eye level and straight ahead, not to one side. It should be about arm's length away from your face so you can easily read the screen.

¹ Laws, D. (1999). Computers. Becks.

Comment [A1]: Formatted as spaced caps, bold and centre

Comment [A2]: Italicized

Comment [A3]: Corrected spelling error

Comment [A4]: Join words

Comment [A5]: Initial cap – Sentinel is a proper noun.

Comment [A6]: Inserted word

Comment [A7]: Insertion

Comment [A8]: Corrected spelling error

Comment [A9]: Spell out abbreviation

Comment [A10]: Spell out one

Comment [A11]: Expand abbreviation

Comment [A12]: Expand abbreviation

Comment [A13]: Capitalize

Comment [A14]: Abbreviation expanded

Comment [A15]: Abbreviation expanded

Comment [A16]: Abbreviation expanded

Comment [A17]: Correct grammar - make month plural

Comment [A18]: Expand abbreviations for months, days of weeks and word week

Comment [A19]:

Comment [A20]: Expand months

Comment [A21]: Change to lowercase

Comment [A22]: Change to 24 hour clock

Comment [A23]: Transpose

Comment [A24]: Shoulder heading closed caps

Comment [A25]: Correct interpretation of manuscript sign

Comment [A26]:

Comment [A27]: Change from words to figures

Comment [A28]: Correct

Comment [A29]: Correct grammar ..change there to their

Comment [A30]: change from numeral to word

Comment [A31]: spell out three instead of using numeral

Comment [A32]: Numbered list inset

Comment [A33]: Shoulder heading closed caps

Comment [A34]: Close up space

Comment [A35]: Insert apostrophe

SUGGESTED MARK ALLOCATION FOR ASSIGNMENT 1 BY PROFILE DIMENSION

Profile Dimension	Criteria	Mark Allocation	
ACCURACY AND SPEED	Accuracy		
	(i) Correct spelling throughout		1
	• Two or more words incorrectly spelt	0	
	(ii) Appropriate punctuation and line ending hyphenation		1
	• Two or more punctuation errors and/or incorrect line ending hyphenation	0	
	(iii) Copy free of transposition errors, mis-strokes, omitted words or added words		1
	• Two or more instances of the errors stated in (iii)	0	
	(iv) Correct capitalization		1
	• Two or more words incorrectly capitalized	0	
	(v) Communication of information in a logical way using correct grammar, proper use of abbreviations, correct use of figures, correct paragraphing, correct use of referencing features (footnotes and endnotes) and inclusion of correct facts and details of information		1
	• Two or more instances of information improperly communicated	0	
Speed			5
Completed full assignment within the designated time.			
Completed the full assignment BUT required less than TWO additional minutes to complete.	4		
Completed less than the full assignment but more than one-half within the designated time.	3		
Completed less than one-half but more than one-quarter of the assignment within the designated time.	2		
Completed less than one-quarter of assignment within the designated time	1		
	Total 10 marks		

Profile Dimension	Criteria	Mark Allocation	
<p style="text-align: center;">KNOWLEDGE & COMPREHENSION</p>	<p>Knowledge and Comprehension</p> <p>(i) Correct application of ALL applicable rules governing paragraphing, abbreviations, typing of figures and typing of ellipsis.</p> <ul style="list-style-type: none"> • Correct application of MOST applicable rules governing paragraphing, abbreviations, typing of figures and typing of ellipsis (no more than one error) • Incorrect application of rules governing paragraphing, abbreviations, typing of figures and typing of ellipsis (two or more errors) <p>(ii) Insertion of correct list of items from specified list</p> <p>(iii) Correct use of referencing format</p> <p>(iv) Date/time correctly supplied consistent with style.</p> <p style="text-align: right;">Total 5 marks</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>
	<p style="text-align: center;">0</p>		
	<p style="text-align: center;">1</p>	<p style="text-align: center;">1</p>	
	<p style="text-align: center;">1</p>	<p style="text-align: center;">1</p>	
	<p style="text-align: center;">1</p>	<p style="text-align: center;">1</p>	
	<p style="text-align: center;">PRESENTATION & USE OF TECHNOLOGY</p>	<p>Presentation</p> <p>(i) Main heading correctly formatted as specified (spaced capitals, font size, alignment)</p> <p>(ii) Consistent paragraphing within document</p> <p>(iii) Continuation page correctly headed</p> <p>(iv) Font styles, such as bold/italic, used appropriately for emphasis</p> <p>(v) ALL margins set as instructed</p> <p>Use of Technology</p> <p>(i) Eyes on the copy</p> <p>(ii) Body posture consistently correct</p> <p>(iii) Arm and hand positions are correct</p> <p>(iv) Consistently correct key-stroking</p> <p>(v) Organised and efficient work habits</p> <p style="text-align: right;">Total 10 marks</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>
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<p style="text-align: center;">1</p>			
<p style="text-align: center;">1</p>			
TOTAL 25 MARKS			

SUMMARY OF OBJECTIVES TESTED¹

Section	Specific Objective
1	1.9 Identify health and safety factors associated with computer use
2	2.2 Demonstrate correct posture at the computer
	2.4 Use correct spacing after punctuation marks
	2.5 Interpret manuscript signs
	2.6 Use different types of headings
	2.7 Prepare typescript from manuscript or typed notes using accepted rules
	2.7 Prepare typescript from manuscript or typed notes using accepted rules
	2.8 Apply appropriate language skills to produce a professionally finished document
	2.9 Type at a minimum speed of 35 words per minute
3	3.6 Determine the appropriate software to be used to perform specific tasks.
4	4.1 Apply appropriate formatting features to enhance specific documents
	4.2 Edit various types of documents
9	9.6 Plan and order priorities to ensure acceptable standards of work

ASSIGNMENT 2 INVOLVES ELECTRONIC RESEARCH

Candidates are expected to conduct research and present the findings electronically using the skills developed.

This assignment covers, but is not limited to the following sections of the syllabus: (IV), (V), (VI) and (IX).

EXEMPLAR 2

This is for example purposes only and must not be reproduced as part of the SBA to be submitted.

As a travel agent, you wish to inform your clients which country in the Western Hemisphere had the lowest dengue fever infections in the last five years.

Obtain and summarise the information, prepare it for dissemination **via e-mail**; and state **all** sources in an appropriate bibliography.

¹ Page 20, para 4 “This assignment covers, but is not limited to the following sections of the syllabus: (I), (II), (III) and (IV).”

OR

The class has difficulty obtaining information for Specific Objectives 4 to 6 of the new Electronic Document Preparation and Management Syllabus.

Obtain and summarise the required information from the internet and prepare it for dissemination to the class **via e-mail**; and state **all** sources in an appropriate bibliography.

Prepare the presentation, including the following:

- (a) difference between communication devices and communication media;
- (b) difference between operating software and application software; and,
- (c) the most common operating systems and the most common application software.

ASSIGNMENT 3 IS PROJECT BASED

Teachers can use scenarios (real or imagined) that will allow the students to use various applications to design documents, such as, flyers, menus, invitations and newsletters which will enable them to engage their creative abilities.

This assignment covers but is not limited to the following sections of the syllabus: (III), (IV), (VI) and (IX).

EXEMPLAR 3

This is for example purposes only and must not be reproduced as part of the SBA to be submitted.

The Principal needs to present information to a group of caterers at an upcoming meeting about the type of foods required for the school for the next year. He/She has asked you to prepare the details of school meals favoured by the students in such a way that the group gets the message with impact and clarity.

You are to prepare the presentation.

OR

You are a teacher of the new and exciting CXC subject, Electronic Document Preparation and Management. In your school, there are large over-head monitors for classroom presentations. You want to present the content of Section I, Objectives 1 to 3, to the class in a clear and interesting way using a Power Point or Lotus presentation.

Prepare the presentation, including the following:

- (a) definition of the term 'computer';
- (b) components of the computer system; and,
- (c) functions of various hardware devices.

The marks for the assignment are to be awarded as follows:

	Accuracy and Speed [10 marks]
• Communication of information in a logical way using appropriate grammar	1
• Spelling	1
• Punctuation	1
• Capitalisation	1
• Transposition	1
• Contextual usage of words	1
• Facts and details of information	1
• References	1
• Omitted or added words	1
• Line ending hyphenation	1
	Knowledge and Comprehension [5 marks]
• <i>Description of all the components</i>	2
• <i>Description of at least 50% of the components</i>	1
• <i>Title page</i>	1
• <i>Table of Contents</i>	1
• <i>Bibliography</i>	1
<i>Appropriate for Assignment 1.</i>	*Presentation and Use of Technology [10 marks]
• <i>Eyes on the copy</i>	2
• <i>Eyes on copy but with some inconsistencies</i>	1
• <i>Eyes consistently off copy</i>	0
• <i>Body posture consistently incorrect</i>	2
• <i>Body posture is correct but with some inconsistencies</i>	1
• <i>Body posture incorrect</i>	0
• <i>Arm and hand positions are correct</i>	2
• <i>Arm and hand positions are correct, with some inconsistencies</i>	1
• <i>Incorrect arm and hand position</i>	0
• <i>Consistently correct key-stroking</i>	2
• <i>Key-stroking is correct with some inconsistencies</i>	1
• <i>Incorrect key-stroking</i>	0

<i>Appropriate for Assignment 1. (cont'd)</i>	*Presentation and Use of Technology [10 marks]
<ul style="list-style-type: none"> • <i>Organised and efficient work habits</i> • <i>Organised but not efficient work habits</i> • <i>Disorganised work habits</i> 	<p>2</p> <p>1</p> <p>0</p>
General Criteria	
<ul style="list-style-type: none"> • <i>Appropriate margins</i> • <i>Tabulation</i> • <i>Appropriate layout</i> • <i>Appropriate alignment of work</i> • <i>Appropriate line spacing</i> • <i>Attractive style of presentation</i> • <i>Creativity</i> • <i>Appropriate use of emboldening, underscoring, lettering</i> • <i>Appropriate font, font style, size</i> • <i>Use of word art/graphics</i> 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>

* The criteria for presentation and use of technology will vary with assignments; refer to other criteria for Presentation and Use of Technology on page 24.

An example of the teacher's records follows:

TEACHER'S MARKBOOK (Check List - Presentation and Use of Technology)

Name of Student	Eyes off copy	Eyes off & on copy	Eyes on copy	Posture incorrect	Posture mainly correct	Posture always correct	Hands/arms incorrect	Hands/arms correct with inconsistencies	Hands arms correct	Incorrect Key-stroking	Correct Key-stroking with inconsistencies	Consistently correct	Disorganised Habits (1)	Organised/not efficient	Organised and efficient	Mark Out of 10
Adams Jane		1		0					2		1				2	6
Chung Elaine	0				1			1		0				1		3
Drakes Justin			2			2			2			2			2	10
Emtage Nordia			2		1				2			2		1		8
Sandy Henderson		1				2			2			2			2	9
Singh Cyndra	0			0				1			1		0			2
Thorpe Linda		1				2		1				2		1		7

GUIDELINES FOR MARKING EXEMPLARS

Assignments must be placed on portable storage media along with the production of printed copies and presented to the teacher for assessment.

Exemplars have been given as guidelines. **This is for example purposes only and must not be reproduced as part of the SBA to be submitted.**

Mark scheme guidelines have also been given. The teacher may select the most suitable criteria for the assignment he or she administers. Additional criteria may be added where appropriate and marks awarded as suitable for the assignment. These marks must, however, add up to or be scaled to the totals given.

The basic strategy for assessing practical objectives in Electronic Document Preparation and Management comprise the following:

STEP I: Selection of the task and corresponding syllabus objectives

Selection should be done when the scheme of work is being prepared. The task selected should match a given syllabus objective (general or specific).

STEP II: Working out the criteria for assessing the three profile dimensions

This is the most critical step in the assessment process. To produce marks that are reliable, the marking must be consistent for all students. The teacher must be able to justify each mark awarded. This is only possible when there is a fixed set of factors or criteria to be assessed.

For each profile skill there may be many such criteria. The teacher may select any reasonable number of these, depending on the nature of the activity.

The following represent examples of general criteria which should be adjusted to suit specific activities assigned by the teacher. Ten per cent of the total SBA marks must be awarded for **communication of information in a logical way using appropriate grammar**.

PRESENTATION AND USE OF TECHNOLOGY

The following represents other examples of criteria which teachers may use to mark assignments under the Presentation and Use of Technology profile.

A. CRITERIA SPECIFIC TO CERTAIN TASKS

Electronic Mail

- (a) Compose, edit and spell check
- (b) Add attachments and web links
- (c) Create and use an address book
- (d) Save e-mail
- (e) Send e-mail, including multiple recipients
- (f) Print e-mail
- (g) Forward e-mail
- (h) Use copy features
- (i) Organising and storage of e-mail

Internet

- (a) Open a web browser
- (b) Open a web page of known address
- (c) Print a web page
- (d) Use a search engine
- (e) Netiquette

Power Point or Lotus Presentation

- (a) Create, open, modify and save presentation
- (b) Use templates or wizards to create a presentation
- (c) Add slides or cards
- (d) Insert text, format text or add text box
- (e) Use toolbar or menus to apply formatting changes
- (f) Insert or change slide or card design
- (g) Navigate using scrollbar, slide sorter, menu, key commands
- (h) Switch between different page views
- (i) Rearrange order of slides
- (j) Apply backgrounds and objects appropriately
- (k) Use tools
- (l) Save presentation
- (m) Printing slides

B. PREPARATION OF A PORTFOLIO

This part of the School-Based Assessment will test the three profiles and will be worth 25 marks. Each candidate will be required to prepare a portfolio that should include samples of the candidate's best work as determined by candidate and teacher selection. These tasks should be attempted under the guidance of the subject teacher and may be repeated until the desired standard is achieved.

This part of the SBA is worth 25 marks and the marks will be awarded as follows:

Accuracy and Speed	-	10 marks
Knowledge and Comprehension	-	5 marks
Presentation and Use of Technology	-	10 marks

PURPOSE OF THE PORTFOLIO

The purpose of the Portfolio is to:

- (a) develop candidates' ability to produce work of a high standard;
- (b) compile samples of work that can be presented at job interviews; and,
- (c) provide an opportunity for the development of the creative talents of candidates.

STRUCTURE OF THE PORTFOLIO

- (a) Each document must be labelled clearly to indicate what is being demonstrated, for example, 'fully-blocked letter with a table using open punctuation'.
- (b) Each document should include the candidate's name.
- (c) Samples may be done in any order.
- (d) Examination samples should be arranged in the logical order, numbered and put together in a folder.
- (e) The folder should include a:
 - (i) cover page;
 - (ii) table of contents;
 - (iii) title page; and,
 - (iv) bibliography listing the resources which the candidate used.

ELEMENTS OF THE PORTFOLIO

(a) Letters

- (i) *Two-page indented OR blocked style letter.*
**This will test the student's ability to produce multiple-page documents, for example, SBAs, thesis or reports with continuation pages.]*
- (ii) *A circular letter OR form with a tear-off slip.*
[Testing insertion and use of symbols, use of leader dots, circular documents, form and form filling, for example, questionnaires in SBAs.]

(b) Manuscript

**A Report OR Specification OR Play (with Actor's part), OR Report].*
[Testing page endings, continuation page reports, footnotes and endnotes, types of headings, margination, script formatting, font usage, superscript, subscript.]

(c) Tabular Work

An example of ruled tabulation with main heading and multiple columnar headings applying oblique or vertical heading; *sorting*.

(d) Committee Documents

- (i) A notice of a meeting with an agenda for a meeting.
- (ii) A chairman's agenda OR minutes of a meeting.

(e) **Display**

- (i) An invitation with a menu *OR programme* (a creative design should be used).
- (ii) A flow chart OR organisational chart (*with or without use of template*).

(f) **Legal Work**

- (i) A lease OR hire purchase agreement OR will with an endorsement.
- (ii) A contract of *employment*.

THE MARK SCHEME

The teacher will assess each piece of work presented to him/her for inclusion in the Portfolio on a criterion of MAILABILITY; and the candidate may make any number of attempts to achieve a mailable sample.

The following points are offered as guidelines that the teacher may use for assessing mail readiness.

- (a) Documents must be free of typographical errors.
- (b) Documents must be free of spelling errors.
- (c) Documents must be free of grammatical errors.
- (d) Documents must be produced according to accepted standards and document processing styles or techniques.
- (e) The content material must be completely accurate.
- (f) The typed material must comply with the rules regarding punctuation, capitalisation, word- division and the typing of numbers in figure or word form.
- (g) Documents which allow free scope in design or layout must be constructed to facilitate easy reading and/or efficient use.

The marks for the portfolio are to be awarded as follows:

	Accuracy and Speed
<ul style="list-style-type: none"> • <i>One mark for each of the ten documents typed accurately</i> 	10
	Knowledge and Comprehension
<ul style="list-style-type: none"> • <i>Description of all the components</i> 	2
<ul style="list-style-type: none"> • <i>Description of at least 50% of the components</i> 	1
<ul style="list-style-type: none"> • <i>Title page</i> 	1
<ul style="list-style-type: none"> • <i>Table of Contents</i> 	1
<ul style="list-style-type: none"> • <i>Bibliography</i> 	1
	Presentation and Use of Technology
<ul style="list-style-type: none"> • <i>Two-page indented OR blocked style letter</i> 	1
<ul style="list-style-type: none"> • <i>A circular letter OR form with a tear-off</i> 	1
<ul style="list-style-type: none"> • <i>Manuscript</i> 	1
<ul style="list-style-type: none"> • <i>Tabulation</i> 	1
<ul style="list-style-type: none"> • <i>A notice with an agenda</i> 	1
<ul style="list-style-type: none"> • <i>Chairman's agenda or minutes of a meeting</i> 	1
<ul style="list-style-type: none"> • <i>Invitation with a menu OR Programme</i> 	1
<ul style="list-style-type: none"> • <i>Flow chart or Organisation Chart</i> 	1
<ul style="list-style-type: none"> • <i>A lease or Hire Purchase or WILL with endorsement</i> 	1
<ul style="list-style-type: none"> • <i>A Contract of employment</i> 	1

RECORDING PROCEDURE

1. When a mail-worthy copy is produced the teacher will sign and date it at the bottom right-hand corner, and then put a tick (✓) in the corresponding position on the Assessment Sheet against the candidate's class number and initials.

If the work submitted by the candidate is NOT mail-worthy, but is included in the Portfolio, or if the candidate does not submit a sample, the teacher will put a zero (0) in the corresponding position.

2. The portfolio must contain only those tasks specified for assessment.
3. At the end of the assessment period the candidate's total score will be recorded in the grand total column at the bottom of the page.

LABELLING

Each portfolio must have a cover page that should indicate the subject, examination period, candidate's name/registration number, school and territory. This would facilitate the prompt return of a portfolio if CXC requests it for purposes of moderation.

◆ RECOMMENDED MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS

It is the responsibility of schools presenting candidates for the examination to ensure that the required hardware and software are in place to achieve the syllabus objectives.

Recommended Hardware

A computer with the capabilities to run application software:

- (a) graphics must be installed;
- (b) a minimum of 1 Gbyte memory (RAM); and,
- (c) hard disk with at least 512 Mbytes of free space.

Recommended Software

- | | | |
|----|------------------|-----------------------|
| 1. | Word processing: | Microsoft Word |
| 2. | Spreadsheets: | Microsoft Excel |
| 3. | Presentations: | Microsoft Power Point |
| 4. | Database: | Microsoft Access |

GUIDELINES FOR THE CONDUCT OF PAPER 02 AT EXAMINATION CENTRES



1. Examination centres should have sufficient computer workstations on the day of the Paper 02 examination to facilitate candidates who are registered to write the examination.
2. Candidates must be given a warm-up time of 20 minutes during which time they are required to familiarise themselves with the equipment and to report any perceived defects to the Invigilator.
3. The examination must begin with a timed ten-minute speed test (Question One). Candidates must be instructed to save their work at the end of the ten-minute period. The Invigilator must collect this question paper at the end of the speed test.
4. *Candidates are expected to attain a minimum of 35 words per minute in order to complete the speed test.*

◆ LIST OF COMMON ERRORS AND ABBREVIATIONS

In assessing the profile dimensions, Accuracy and Speed the following errors are penalised:

1. typographical;
2. grammatical;
3. spelling;
4. omission or insertion;
5. incorrect insertion;
6. inappropriate capitalisation;
7. uninterrupted abbreviations;
8. standard abbreviations;
9. omission of punctuation marks;
10. incorrect spacing in headings;
11. transposition; and,
12. omission/insertion or insertion of text.

COMMON MANUSCRIPT SIGNS

<i>Stet</i>	wrong word or 
<i>Run on</i>	
<i>Lowercase</i>	<i>l.c.</i> <u>underline</u>
<i>Uppercase</i>	<i>u.c.</i> <u>underline</u>
<i>New paragraph</i>	<i>NP</i> , * or //
<i>Indent</i>	→
<i>Line up (Align)</i>	
<i>Move to the left</i>	←
<i>Start lower on page</i>	↓
<i>Move up</i>	↑

Insert	/
Delete	°/ π
Transpose	<u>1</u> 2
Initial caps	ini caps
Closed caps	cl. caps <u>closed caps</u>
Spaced caps	sp. caps <u>spaced caps</u>
Close up	clos e
Leave a space	#
Move the section in the balloon to the indicated position	O →

Abbreviations which are always used:

Open punctuation	Closed punctuation
eg	e.g.
etc	etc.
ie	i.e.
Messrs	Messrs.
Mr	Mr.
Mrs	Mrs.
Ms	Ms (full stop not necessary)
am	a.m.
pm	p.m.

Manuscript abbreviations which should be expanded:

accom	accommodation
advert	advertisement
a/c	account
approx	approximately
appt	appointment
bn	been
co	company
dr	dear
dept	department
ffly	faithfully
fr	from
hv	have
necy	necessary
ref	reference
sh	shall
shd	should
sin/sinc	sincerely
th	that
w	with
wl	will
yr	year/your
yrs	yours

Days of the week (for example Mon. Tues.) and months of the year (for example Jan. Feb.) should be expanded.

◆ GLOSSARY OF TERMS USED IN ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

WORD/TERM	DEFINITION/MEANING
<i>Active Cell</i>	<i>The cell highlighted with a darker border so that you can tell where you are in the workplace.</i>
<i>Adhesive Envelope</i>	<i>An envelope with an adhesive strip at the back on the inner sides.</i>
<i>Aligning</i>	<i>Arranging data items in correct relevant positions. For example, a data item residing in a cell will usually be aligned in one of three positions within the cell, namely left-align, right-align or centred.</i>
<i>Anti-trap envelope</i>	<i>An ordinary pocket style envelope with a clip at the back to fasten the flap, or a shallow pocket at the back on the inside of the opening to enable the flap to tuck into the pocket without sealing.</i>
<i>Aperture envelope</i>	<i>An envelope with uncovered rectangular panel at the front.</i>
<i>Applications software</i>	<i>A set of programs designed to assist users to perform a variety of tasks.</i>
<i>Archive</i>	<i>A secure place away from the normal filing system where files can still be accessed if necessary.</i>
<i>Attachment</i>	<i>A file or picture sent with an e-mail message.</i>
<i>Automation</i>	<i>Computer control of machines and processes.</i>
<i>Auto shapes</i>	<i>A variety of shapes that include basic shapes, lines, connectors, stars, banners, flow charts and callouts.</i>
<i>Backing storage</i>	<i>Memory external to the computer used for storage of large quantities of data or large programs. Backing store is also known as secondary store, auxiliary store or external store.</i>
<i>Backing up</i>	<i>The process of making a duplicate or copy of a file and store it on another storage medium.</i>
<i>Balance Sheet</i>	<i>A statement showing the financial position of a business on a specific date.</i>
<i>Bit</i>	<i>An acronym for binary digit. It can have a value of 1 or 0.</i>
<i>Blogging</i>	<i>A form of social networking whereby participants (bloggers) produce content to post their blogs and build social relations with their readers.</i>

WORD/TERM	DEFINITION/MEANING
<i>Bond Paper</i>	<i>Thick, high quality paper with a gloss finish or watermark, and commonly used for printing letterheads.</i>
<i>Business Reply Envelope</i>	<i>An ordinary envelope which enables the receiver to respond to the sender (usually an organization) without paying postage.</i>
Border	In printing a spreadsheet certain groups of column or rows may be designated as left or top borders to ensure that the information they contain will appear on all pages of the print-out.
Bulletin board	An electric equivalent of a conventional bulletin board. It is used as part of a communication network where users can post messages, read messages posted by other users, communicate with the system operator and upload or download programs.
Byte	A group of eight bits, usually representing a single character.
<i>Carpal Tunnel Syndrome</i>	<i>A painful condition of the hand and fingers caused by compression of a major nerve where it passes over the carpal bones. This nerve connects the forearm to the palm of the hand.</i>
Character	One of the set of symbols that may be represented in a computer. Characters may be letters, digits and symbols.
<i>Chat Room</i>	<i>A location or an internet server that permits users to communicate with each other in real time.</i>
Computer	Electronic machine or device that accepts and processes data to produce information.
CPU	Central Processing Unit.
<i>Cropping</i>	<i>Cutting a part of an image.</i>
<i>Cut</i>	<i>To delete or remove text from its original position.</i>
Database	A collection of data files that may be used by a number of applications with storage and access to the data controlled by a set of programs known as Database Management System. (DBMS)
Database Management System	Programs and database files that allow timely and easy controlled access to data by a number of users.
Down-load	Process whereby programs or data are transferred via communications channels, from a computer and stored on media located at the user's computer.
Dry-run	A manual traversal of the logic of a program.

WORD/TERM	DEFINITION/MEANING
<i>Editing</i>	<i>The correcting of errors and making necessary changes to a document.</i>
Electronic mail	Mail or messages transmitted electronically by computers via communication channels. It is usual for such messages to be held in a central store for retrieval at the user's convenience.
<i>Encryption</i>	<i>The process of converting readable data into characters that cannot be understood to prevent unauthorized access.</i>
<i>Ergonomics</i>	<i>The applied science of incorporating comfort, efficiency and safety into the design of the workplace.</i>
<i>Exporting</i>	<i>The process of sending data electronically from one software program to another.</i>
<i>Fax Modem</i>	<i>A communication device that enables the computer to send and receive faxes via the telephone system.</i>
Field	<ol style="list-style-type: none"> 1. A section of a record containing data relating to one attribute of an entity. 2. Part of a machine instruction containing an operation Part or address.
<i>File</i>	<i>A document in the form of text, picture or video and a program.</i>
<i>Firewall</i>	<i>A program that identifies certain weaknesses in a computer network and tries to prevent the resources from intrusion by users on another network.</i>
<i>Flimsy Paper</i>	<i>Thin, low quality paper that is used for printing documents with multi-copies, sets of forms, or drafts.</i>
Floppy disk	A flexible magnetic coated disk, commonly used with microcomputers, on which data can be stored magnetically.
<i>Flow Chart</i>	<ol style="list-style-type: none"> 1. <i>A diagram showing the steps, sequence and relationship of the various operations involved in the process of completing a specific task.</i> 2. <i>A graphical representation of a computer program in relation to its sequence of functions.</i>
<i>Folder</i>	<i>A storage space for data.</i>
Font	A family or collection of characters (letters, punctuation marks, numbers and special characters) of a particular size and style.

WORD/TERM	DEFINITION/MEANING
<i>Footnote</i>	<i>An explanation, comment or reference for text in a document.</i>
<i>Hardcopy</i>	<i>A permanent form of a document produced by print media.</i>
Hardware	The physical components of a computer system such as the computer itself, input, output, and storage devices.
Home page	The file available for access at a World Wide Web site intended chiefly to greet visitors, provide information about the site, and direct them to other sites with more related information.
HTML	Hyper Text Markup Language. A markup language used to structure text and multimedia documents used extensively on the World Wide Web.
HTTP	Hyper Text transfer Protocol. A protocol used to request and transmit files, especially Web pages and Web page components, over the Internet or other computer network.
Immediate access storage	The memory within the central processor. Also referred to as internal use or main store.
Indexing	Creating a secondary file which contains pointers to items in an associated database file and allows rapid location of records in the file.
Information	Meaningful knowledge produced from raw data files.
Information retrieval	The process of retrieving specific information from data files.
<i>Insetting</i>	<i>A technique that is used to draw the reader's attention to a portion of the text.</i>
Integrated package	This package combines several applications in a suite of programs. Most of these packages combine a word processor; spreadsheet and database program. Data is shared easily between these integrated programs.
Interactive processing	A processing system that allows "dialogue" between computer and user.
Internet	The Internet is the largest computer network system in the world. It consists of many smaller networks connected together around the world. The Internet is often called the information superhighway or cyberspace.
Invoke	Process of starting up a program by using its name (or selecting its icon).

WORD/TERM	DEFINITION/MEANING
Joystick	An input device that uses a lever to control cursor movement or graphic images.
Justification	This is the adjustment of alignment of one or more lines of text with a particular margin, for example, alignment with the left margin, the right margin or both. The term justification often is used to refer to full justification of the alignment of text along both margins.
Keyboarding	The process of rapidly and accurately entering data into a computer via the keyboard as an input device.
Key-to-disk	Keyboard entry of data directly to magnetic disk without previous preparation on another medium.
Kilobyte	One thousand and twenty four bytes.
LAN	Acronym for Local Area Network. A type of computer network where two or more computers are directly linked within a small area such as a room or building site. A common characteristic of this system is that computers are linked by direct cables rather than by telecommunication lines.
Light pen	A light-sensitive input device which when it touches the screen detects the presence or absence of light. It is used to select an entry or indicate a position.
Magnetic disk	A mylar (floppy disk) or metallic (hard disk) circular plate on which electronic data can be stored magnetically. Suitable for direct or random access data storage and retrieval.
Magnetic tape	A storage medium consisting of a flexible plastic strip of tape covered with magnetic material on one side, used to store data. It is available in spools or cassettes.
Mail-merge	A facility found in full-fledged word processing programs that draws information from a data source, usually a mailing list, to print multiple copies of a document. Each copy contains some common text but each bearing different addresses.
Main-memory	See immediate access storage.
Mainframe	A large-scale computer with a variety of peripheral devices, a large amount of backing store and a fast CPU. The term is often used in comparison with a smaller or subordinate computer. It should be noted that there is no clear dividing line between mainframes and minicomputers.

WORD/TERM	DEFINITION/MEANING
Margins	Space provided to the left, right, top and bottom of a page of text or data.
Menu	A screen listing commands of action or alternatives to lead the user through an interactive program.
Menu-driven	The characteristics of a software program that provides the user with a menu.
Merge	The combination of two or more files on the basis of common field (key field).
Microcomputer	A computer based on a microprocessor.
Microfiche	An output medium consisting of microfilm sheets. Very high density storage can be attained using this method of storage.
Microfloppy disk	Refers to 3.5 inch floppy disks. They are housed in rigid plastic casing having a sliding shutter which automatically closes when the disk is received from the disk drive.
Microprocessor	A single chip which contains the arithmetic/logic unit (ALU) and the control unit (CU).
Minicomputer	A computer whose size, speed and capabilities lie between those of a mainframe and a microcomputer.
Modem	Acronym for modulator-demodulator. A device that converts signals from analogue to digital and vice versa. A modem lets computers exchange information through telephones lines.
Monitor	A television-like device used to display data.
Mouse	An input device that controls the movement of the cursor. The cursor moves in response to the movement of the mouse on a flat surface.
Natural language processing	The availability of the computer to understand and translate a natural language, like English, into commands to perform a given operation.
Network	A network is a group of connected computers that exchange information and share equipment.
Numeric	Data Comprising digits on which mathematical operations can be performed by a computer system.
On-line	A processing technique whereby terminals and other peripherals are connected to and controlled by the central processor. It provides the means for using computers on the basis of time sharing, on-line data input, interactive conversational-mode processing, random enquiries and for real-time processing.

WORD/TERM	DEFINITION/MEANING
Operating system	A set of programs that control and supervise the resources of a computer system. It also acts as an interface between the user and the computer.
Peripheral	Any hardware device connected to and controlled by the central processing unit (CPU).
Plotter	An output device specially designed to produce a hard copy of graphical data.
Point of sale terminal	A device that reads data at the source of a transaction, for example, a supermarket checkout and stores it for subsequent transmission directly to the computer system for processing.
Printer	A device specially designed to produce a hard copy of computer output.
Protocol	A set of rules and procedures controlling the transmitting and receiving of data so that different devices can communicate with each other.
Real-time	A processing mode in which the passage of real-time is critical to the application.
Register	A permanent location in the internal memory of a processor used for the temporary storage of data during processing operations.
Record	A collection of fields on data related to one entity.
Resolution	A characteristic of a monitor's screen, determined by the number of pixels that can be displayed by it.
Scrolling	The act of shifting the contents of the screen up or down. In upward scrolling the lines formerly appearing at the top of the screen are "scrolled away", those below are moved up and new lines of data which exist below those formerly on screen now come into view. In downward scrolling the reverse takes place. Scrolling usually proceeds a line at a time, (may be facilitated on some computers by use of a scroll-on/off key) in combination with up and down cursor movements. Scrolling may also be performed sideways to the left or right using left and right cursor movements.
Search	Process of locating data in a database file by reference to a key field(s) in the records.
<i>Section Break</i>	<i>A mark that indicates the end of one section in a document and the beginning of the next.</i>
Sector	A pie-shaped division of each disk track.

WORD/TERM	DEFINITION/MEANING
Simplex	A transmission system that allows data transfer in one direction only.
Social media	Social media is a social instrument of communication that allows the creation and exchange of user-generated content. Social media websites include sites for Social networking (for example Facebook) and sites for Social Photo and Video Sharing (for example YouTube, Flickr).
Software	A collection of programs, procedures and routines which direct the operations of a computer.
Software package	A fully documented program or set of programs generalised and designed to be used with little or no modification.
Sort	Pre-distribution of data into an order on the basis of the contents of a key item (sort-key).
Source document	A document used for the initial recording of data relating to business transactions. Very often source data needs to be converted into machine-sensible form, for example, punched cards or paper tape, before it can be processed by a computer.
Spell-check	A dictionary feature associated with a word processor which allows the user to easily detect and correct errors in spelling. One can add new words to the dictionary so that the latter may grow with usage.
Syntax	A set of rules defining the structure of a computer program.
Telecommunication	The process of transmitting data between devices using transmission facilities such as telephone lines or microwave links.
TCP/IP	TCP/IP stands for Transmission Control Protocol/Internet Protocol. This is a common set of rules that govern communication among computers.
Telecommuting	A method of working where an off-site employee uses computer and a communication channel to communicate with the office computer.
Telemarketing	The employment of telephone lines and computers to market products and manage accounts.
Template	A pre-developed page layout in electronic or paper media used to make new pages with a similar design, pattern, or style.
Terminal	The combination of a monitor and keyboard to input and check data and to view output. A terminal does not necessarily include a processor.

WORD/TERM	DEFINITION/MEANING
<i>Textbox</i>	<i>A feature which allows you to place text into a document. It usually gives you a special shape in which to work.</i>
<i>Toggle Key</i>	<i>Any key that is used to initiate and remove an action.</i>
Touch terminal	Also called a touch screen. A device that allows data to be input by touching a screen with the finger or other object. The surface of the screen consists of a number of programmed touch points each of which may trigger a different action when selected by the user.
Track	The path on a tape, disk or drum on which data is stored. On a disk these paths are concentric circles; on a tape there are several tracks parallel to the edge of the tape; on a drum there are bands of equal size along the circumference of the drum.
<i>Track Changes</i>	<i>A feature in Word Application that allows you to see what changes have been made to a document.</i>
Turnaround	A document which, after being output by the computer, can be used to record data.
Up-load	Process of reading data from a user's computer storage and sending it to another computer via communication channels.
URL	Each page on the Web has a unique address called the Uniform Resource Locator (URL)
Usenet	Short for Users Network is the largest discussion forum in the world. Usenet allows people with common interest to communicate with one another.
<i>User name</i>	<i>A unique combination of characters such as letters of the alphabet or numbers that identifies one specific user.</i>
Validation	A checking process in a program which is aimed at finding out if data is correct, meaningful or secure. Validation should be carried out on any data that is entered from the keyboard, even when this is simply a Y or N response.
<i>Versioning</i>	<i>A process by which documents are checked in and out of the document management system, allowing users to retrieve previous versions and to continue working from a selected point.</i>
<i>Videoconferencing</i>	<i>The process of communicating with several persons in remote locations using a telephone, computer system, and a video or web camera.</i>
VOIP	Abbreviation for Voice over Internet Protocol. A feature which enables users to speak with others over the internet using their desktop and mobile computer or device.

WORD/TERM**DEFINITION/MEANING**

Web page

A document on the World Wide Web, consisting of an HTML file and any related files for scripts and graphics and often hyperlinked to other Web pages.

Web site

Set of interconnected Web pages, usually including a home page, generally located on the same server, and prepared and maintained as a collection of information by a person, group, or organisation.

Web browser

A programme which lets you view and explore information on the World Wide Web. Examples of popular web browsers are: Microsoft Internet Explorer, Mozilla Firefox and Google Chrome.

World Wide Web (WWW)

The World Wide Web, commonly referred to as “the Web”, is a graphical easy-to-use system of interlinked files on the Internet.

Western Zone Office
27 June 2016

CARIBBEAN EXAMINATIONS COUNCIL

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ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Specimen Papers Mark Schemes and Keys

Specimen Papers:

Paper 01
Paper 02
Paper 032

Mark Schemes and Key:

Paper 01
Paper 02
Paper 032



CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

SPECIMEN PAPER

Paper 01 – General Proficiency

*1 hour 30 minutes***READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This test consists of 60 items. You will have 1 hour and 30 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

The MOST appropriate salutation for a business letter is

- (A) Hi James
- (B) Dear Mrs Ali
- (C) My Dear Solomon
- (D) To All Staff Members

Sample Answer

The best answer to this item is “Dear Mrs Ali”, so (B) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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Items 1–3

Some of the following sentences contain errors of punctuation or capitalization. Some of them are correct. Select the letter (A), (B) or (C) to identify the error. Select (D) if there is no error.

1. The popular cricket teams included the following: India, West indies and Australia.

(A) (B) (C)

NO ERROR

(D)

2. “Ron, asked Jamar, “**W**hy aren’t you playing football this year?” NO ERROR

(A) (B) (C) (D)

3. Citizens rights, including the right to vote, are protected by the Constitution. NO ERROR

(A) (B) (C) (D)

Items 4–10 refer to the following incomplete statements. Choose the word or words to BEST complete EACH sentence.

4. The library open until six o’clock yesterday.

- (A) remain
- (B) remains
- (C) remained
- (D) will remain

5. Where the books that you borrowed?

- (A) is
- (B) are
- (C) was
- (D) will be

6. Ria and her team they will win.

- (A) think
- (B) thinks
- (C) thought
- (D) had thought

GO ON TO THE NEXT PAGE

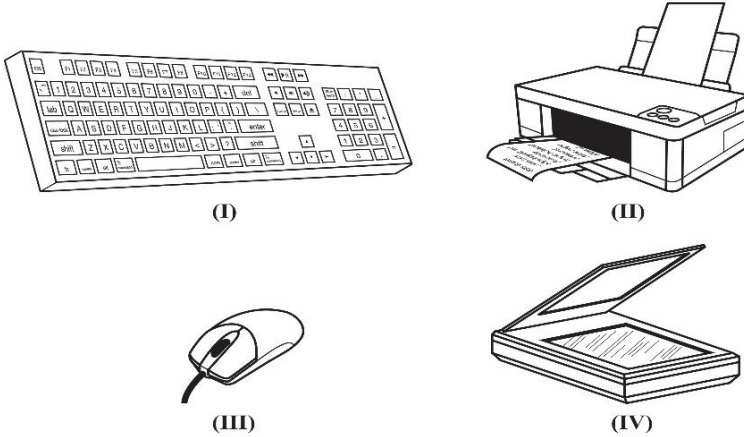
7. The lost boy gave the correct to the policeman.
- (A) adres
 - (B) addres
 - (C) addrest
 - (D) address
8. We had to be very when crossing the busy street.
- (A) carful
 - (B) careful
 - (C) carfull
 - (D) carefull
9. The of the house was painted white.
- (A) ceiling
 - (B) sealing
 - (C) cieling
 - (D) seiling
10. The captain of the football team was proud to the trophy.
- (A) accep
 - (B) accept
 - (C) except
 - (D) epcept
11. Which of the following words or phrases is normally represented by the abbreviation 'a/c' in a manuscript?
- (A) Account
 - (B) Auto correct
 - (C) Area code
 - (D) All caps
12. Which of the following abbreviations may be used in a manuscript to represent the word 'faithfully'?
- (A) ffly
 - (B) fafly
 - (C) faifly
 - (D) ffully

13. The term 'computer' is BEST defined as an electronic device that
- (A) stores and prints information
 - (B) is used to process business documents
 - (C) accepts and processes data to produce information
 - (D) accepts data in order to prepare business documents
14. A tablet computer is BEST categorized as a
- (A) mainframe
 - (B) microcomputer
 - (C) minicomputer
 - (D) personal computer
15. Which of the following is an advantage of computer usage?
- (A) Cost
 - (B) Integrity
 - (C) Flexibility
 - (D) Reliability
16. A mouse, joystick and trackball are all examples of which of the following devices?
- (A) Pointing
 - (B) Scanning
 - (C) Voice input
 - (D) Video input
17. The process of transferring information from a computer's memory to a flash drive is called
- (A) writing
 - (B) reading
 - (C) formatting
 - (D) transporting
18. Which of the following is NOT a storage device?
- (A) DVD
 - (B) Scanner
 - (C) Hard disk
 - (D) Compact disc
19. Which of the following types of software is NOT application software?
- (A) Antivirus
 - (B) Spreadsheet
 - (C) Word processing
 - (D) Database management

20. Which of the following is NOT a component of a computer system?

- (A) User
- (B) Data
- (C) Hardware
- (D) Information

Item 21 refers to the following devices.



21. Which of the devices are input devices?

- (A) I and II only
- (B) I, II and III only
- (C) I, III and IV only
- (D) I, II, III and IV

22. Which of the following types of software is MAINLY used to manipulate text and data?

- (A) Presentation
- (B) Spreadsheet
- (C) Word processing
- (D) Database management

23. In a spreadsheet, the space where a row and a column intersect is called a

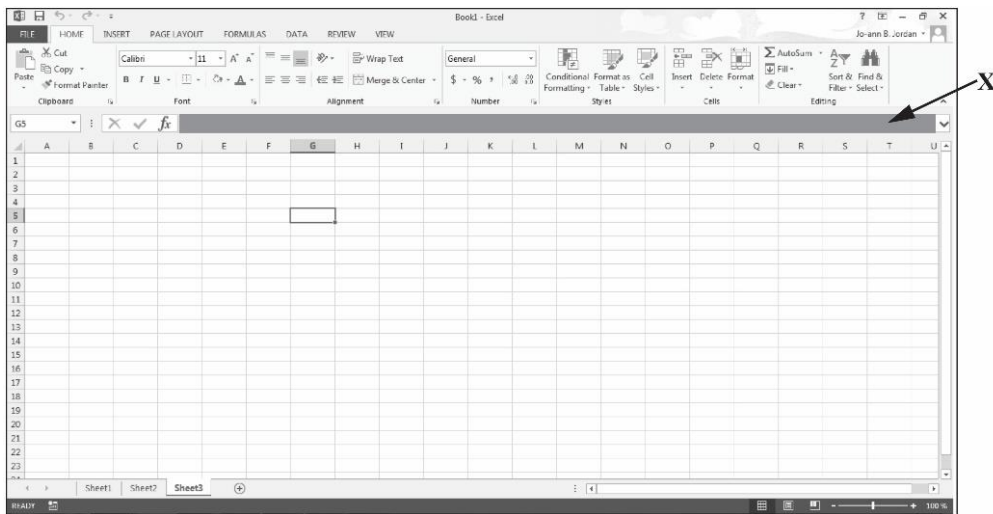
- (A) cell
- (B) string
- (C) worksheet
- (D) workbook

24. Which of the following types of software is MOST compatible with the mail merge features?

- (A) Presentation
- (B) Spreadsheet
- (C) Word processing
- (D) Desktop publishing

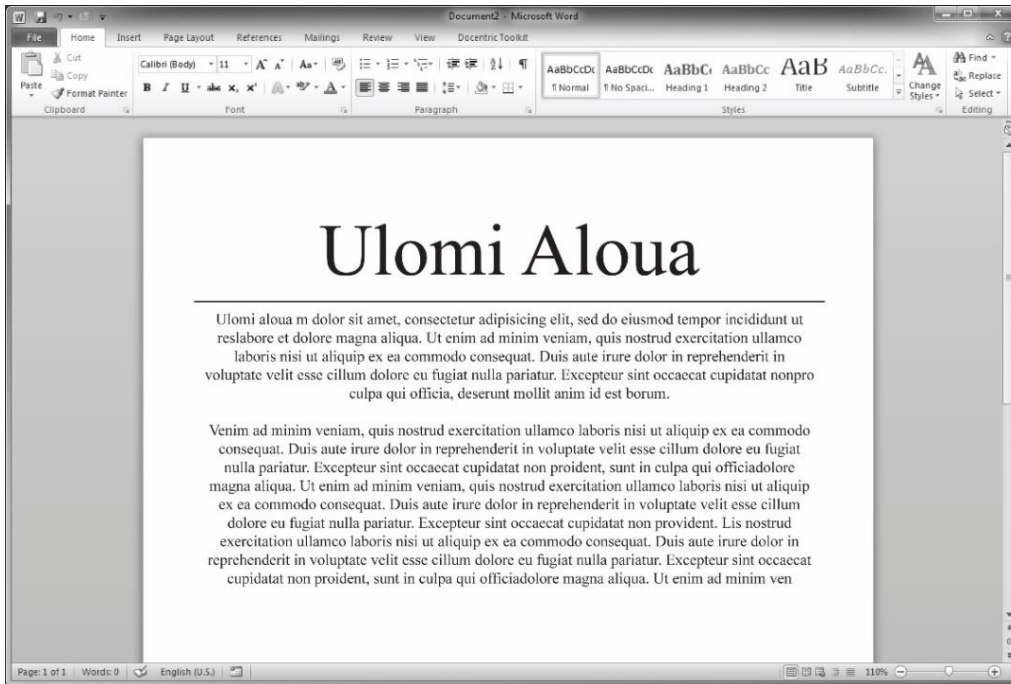
25. The MAIN purpose of a presentation software application such as PowerPoint is to
- (A) manipulate text data and charts
 - (B) perform calculations on numbers
 - (C) store and manipulate data in tables
 - (D) display information as slide shows
26. A large collection of related files is called a
- (A) field
 - (B) record
 - (C) sector
 - (D) database
27. The software application MOST appropriate for generating graphs based on data collected is
- (A) Database
 - (B) Spreadsheet
 - (C) Presentation
 - (D) Word processing

Item 28 refers to the following screenshot.



28. The area that is labelled X in the screenshot is known as the
- (A) name box
 - (B) active cell
 - (C) status bar
 - (D) formula bar

Item 29 refers to the following screenshot.



29. Which paragraph alignment has been applied to the text in the screenshot?
- (A) Left
 - (B) Right
 - (C) Centre
 - (D) Justified
30. Which of the following statements represents the CORRECT sequence of actions for text to be copied and pasted?
- (A) Press the Copy button, press the Paste button, move the insertion point to where the text is to be inserted.
 - (B) Select content, press the Copy button, move the insertion point to where the text is to be inserted and press the Paste button.
 - (C) Select content, move the insertion point to where the text is to be inserted, press the Copy button and press the Paste button.
 - (D) Press the Copy button, select content, move the insertion point to where the text is to be inserted and press the Paste button.
31. An agenda is a
- (A) notice of an upcoming meeting
 - (B) list of the decisions taken at a meeting
 - (C) list of items to be discussed at a meeting
 - (D) summary of what has taken place at a meeting

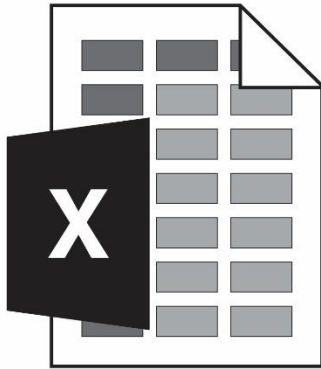
GO ON TO THE NEXT PAGE

32. The MOST common size of paper used for business letters and similar documents is
- (A) 5" × 4"
 - (B) 8 ½" × 11"
 - (C) 8 ½" × 14"
 - (D) 11" × 17"
33. A memorandum is MOST suitable for communicating with
- (A) buyers
 - (B) suppliers
 - (C) external customers
 - (D) internal customers
34. Matthew wants to send the same email to both John and Susan. Which of the following features should Matthew use?
- (A) CC
 - (B) TO
 - (C) FROM
 - (D) BLOG
35. Which of the following technologies is an example of social media?
- (A) Podcast
 - (B) Electronic mail
 - (C) Telecommuting
 - (D) Teleconferencing
36. Which of the following groups contains examples of emerging communication technologies?
- (A) Letter, memo, facsimile
 - (B) Letter, email, WhatsApp
 - (C) Twitter, facsimile, Facebook
 - (D) Twitter, Facebook, Instagram
37. A file which is added to an electronic mail is referred to as
- (A) a folder
 - (B) a download
 - (C) a document
 - (D) an attachment

38. Margaret has been asked to advise staff members of an emergency. She is uncertain of which communication media to use. What is the most important thing she should take into consideration in making her decision?
- (A) Time of day
 - (B) Degree of urgency
 - (C) Location of the staff
 - (D) Number of persons to be notified
39. Which of the following devices might be used to transmit electronic mail?
- (A) Printer
 - (B) Monitor
 - (C) Fax machine
 - (D) Smartphone
40. When sending electronic mail, the BCC feature is used to
- (A) send mail to a large number of persons simultaneously
 - (B) copy mail to other persons who are not the primary recipients
 - (C) allow persons to receive the mail without the primary recipients knowing
 - (D) send copies of the mail to other persons who might be interested in the information being sent
41. Which of following strategies may be used to organize files for easy retrieval?
- (A) Archiving mails on the desktop
 - (B) Sending mails to different email address
 - (C) Creating folders and storing in numeric order
 - (D) Storing and sorting by date, sender and subject
42. Which of the following factors should be considered when mailing a letter through the post office?
- (A) Degree of urgency
 - (B) Size of the envelope
 - (C) Content of the letter
 - (D) Location of the addressee
43. Which of the following strategies BEST ensures file integrity?
- (A) Creating a file backup
 - (B) Keeping the file size small
 - (C) Saving the file with a password
 - (D) Giving everyone access to the file

44. Which of the following documents is used for the initial recording of data?
- (A) Source
 - (B) Secure
 - (C) Turnaround
 - (D) Machine-readable
45. Which of the following practices should be performed AFTER the file retention period?
- (A) Archiving
 - (B) Destruction
 - (C) Encryption
 - (D) Secure storage
46. Version control is BEST described as the
- (A) renaming of later versions of the same document
 - (B) storage of different versions of the same document
 - (C) management of multiple revisions of the same document
 - (D) assignment of dates to different versions of the same document
47. Which of the following features is NOT an advantage of using an electronic filing system?
- (A) Ease of access
 - (B) Space required
 - (C) Speed of retrieval
 - (D) Dependence on a power source
48. Which of the following practices could reduce the risk of unauthorized access on a computer system?
- (A) Using a firewall
 - (B) Setting up a WAN
 - (C) Installing anti-spam software
 - (D) Encrypting all data stored in the system
49. Which of the following file extensions is MOST likely associated with a file which contains slides?
- (A) .xls
 - (B) .zip
 - (C) .gif
 - (D) .pps

Item 50 refers to the following icon in a file hierarchical structure.



- 50.** In the Windows environment, the icon represents a
- (A) drive
 - (B) folder
 - (C) directory
 - (D) document
- 51.** Which of the following methods should be used when tracing a document by version, status and title?
- (A) Version control by date
 - (B) File naming convention
 - (C) Version control by owner
 - (D) Number naming convention
- 52.** Intellectual property is BEST defined as
- (A) protection of the rights of people who own property or estates
 - (B) ownership of the publication of songs and journals to the media
 - (C) ownership of materials to be published to consumers who are in need of them
 - (D) protection of the rights of people who produce, gather or disseminate ideas and information
- 53.** Which of the following will control the reproduction of music, paintings and printed materials without permission from the originator?
- (A) Patents
 - (B) Copyrights
 - (C) Plagiarism
 - (D) Trade marks

GO ON TO THE NEXT PAGE

54. A school principal wants to use a special computer program on 30 different computers in the school laboratory. The principal should
- (A) purchase one copy of the program and upload it on all the computers
 - (B) purchase the licence from another school and upload the program on all the computers
 - (C) purchase a site licence or buy enough copies of the program to be uploaded on every computer
 - (D) purchase two copies of the program in case one becomes damaged, and upload it on all computers
55. Which of the following actions could be described as plagiarism?
- (A) Reading a paragraph online and retyping it in your own words
 - (B) Typing a paper using your own words and acknowledging all Internet sources
 - (C) Copying a sentence from the Internet into your paper without acknowledging the source
 - (D) Copying someone else's work into your paper using quotation marks and citing the author

Item 56 refers to the following diagram of a logo with a trade mark symbol.



56. The purpose of a trade mark symbol is to
- (A) easily identify products or services that are similar
 - (B) register a business name or product so that the owner may be known
 - (C) distinguish the products or services of a particular business from others
 - (D) protect the ownership of products or services of a business from other competitors
57. Which of the following is NOT protected by copyright?
- (A) Films
 - (B) Books
 - (C) Music
 - (D) Names
58. In document management, a 'mailable' document is BEST defined as a document which
- (A) can be either posted or sent by email
 - (B) is error-free and professionally completed
 - (C) is small enough to fit into a pocket envelope
 - (D) contains at least two pages of text and images

GO ON TO THE NEXT PAGE

59. Which of the following activities is NOT a desirable work habit during office hours?
- (A) Asking questions to seek clarity
 - (B) Setting goals and meeting deadlines
 - (C) Taking selfies to keep social media profile updated
 - (D) Dressing in comfortable, professional clothing and shoes
60. Which of the following work attitudes is demonstrated by ‘working together with others to achieve common goals and sharing in decision-making’?
- (A) Courtesy and willingness
 - (B) Courtesy and cooperation
 - (C) Team spirit and willingness
 - (D) Team spirit and cooperation

END OF TEST.

**EDPM SPECIMEN PAPER 2016
KEY**

1	C
2	A
3	A
4	C
5	B
6	A
7	D
8	B
9	A
10	B
11	A
12	A
13	C
14	B
15	D

16	A
17	A
18	B
19	A
20	D
21	C
22	C
23	A
24	B
25	D
26	D
27	B
28	D
29	C
30	B

31	C
32	B
33	B
34	A
35	A
36	D
37	D
38	B
39	D
40	C
41	D
42	A
43	C
44	A
45	B

46	C
47	D
48	A
49	D
50	D
51	B
52	D
53	B
54	C
55	C
56	C
57	D
58	B
59	C
60	D

EDPM TABLE OF SPECIFICATION^c

Item No.	Syllabus Reference	Profile	Item No.	Syllabus Reference	Profile
1	II.8	A & S	31	V.8	K & C
2	II.8	A & S	32	V.1	K & C
3	II.8	A & S	33	V.3	K & C
4	II.8	A & S	34	VII.2	K & C
5	II.8	A & S	35	VII.1	K & C
6	II.8	A & S	36	VII.4	K & C
7	II.8	A & S	37	VII.2	K & C
8	II.8	A & S	38	VII.6	K & C
9	II.8	A & S	39	VII.1	K & C
10	II.8	A & S	40	VII.2	K & C
11	II.8	A & S	41	VII.5	K & C
12	II.8	A & S	42	VII.3	K & C
13	I.1	K & C	43	VIII.4	K & C
14	I.2	K & C	44	VIII.2	K & C
15	I.3	K & C	45	VIII.6	K & C
16	I.4	K & C	46	VIII.7	K & C
17	I.6	K & C	47	VIII.1	K & C
18	I.6	K & C	48	VIII.5	K & C
19	I.7	K & C	49	VIII.3	K & C
20	I.1	K & C	50	VIII.3	K & C
21	I.4	K & C	51	VIII.7	K & C
22	III.2, 6	K & C	52	IX.1	K & C
23	III.3	K & C	53	IX.3	K & C
24	III.2, 6	K & C	54	IX.3	K & C
25	III.5	K & C	55	IX.4	K & C
26	III.4	K & C	56	IX.2	K & C
27	III.3, 6	K & C	57	IX.3	K & C
28	IV.3	K & C	58	IX.6	K & C
29	IV.1	K & C	59	IX.7	K & C
30	IV.2	K & C	60	IX.7	K & C

A & S: Accuracy and Speed
 K & C: Knowledge and Comprehension

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

SPECIMEN PAPER

Paper 02 – General Proficiency

2 hours 20 minutes

INSTRUCTIONS TO CANDIDATES

1. *This examination consists of a speed test (Question 1) and THREE other questions which you should file on the storage medium for printing later. The Invigilator will give you instructions about arrangements for printing your documents.*
2. *Question 1 is provided as an insert. The invigilator will time Question 1 for TEN minutes. At the end of ten minutes, the invigilator will tell you to stop and save your work. This question will be collected. You will continue working on Questions 2, 3 and 4.*
3. *Attempt ALL questions.*
4. *Read all instructions carefully before attempting each question.*
5. *The 2 hours and 20 minutes allocated should be used as follows:*
10 minutes – warm-up on the computer followed by
10 minutes – reading time
10 minutes – speed test (Question 1)
1 hour and 50 minutes – responses to Questions 2, 3 and 4.
6. *Report any defect in the machine to the Invigilator who will make the appropriate notation and indicate on the candidate's folder any time lost. The Invigilator will also record this information on the Supervisors' Irregularity Report.*
7. An adequate amount of stationery will be supplied. Select the appropriate paper for each answer.
8. Begin each answer on a separate sheet.
9. Print on one side of the paper only unless otherwise instructed.
10. Key your candidate number in the upper-right hand corner of each sheet of paper.
11. Uncorrected errors will be heavily penalized.
12. Any accepted method of display consistently used in letter and/or tabular exercises will be accepted unless otherwise instructed.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Answer ALL questions.

Time: 30 minutes

Question 1.

Provided as an insert.

Question 2.

Time: 30 minutes

- (a) Produce the main document and the data file, following ALL instructions.
- (b) Create the letter in blocked style, using the following margins: 1" (2.54 cm) top and bottom, 1" (2.54 cm) left and right.
- (c) Save the main document as a **letter**.
- (d) Save the data file as **addresses**.
- (e) Print ONE copy of the main document showing the fields.
- (f) Merge the documents and print the letter to Mr Steinweg.
- (g) Produce an envelope addressed to Mr Daniel Steinweg.

NW/dg C12/SL

Letterhead with logo:

Today's date

<< Name >>
<< Position >>
<< Company >>
<< Address 1 >>
<< Address 2 >>
<< Address 3 >>

Caribbean Cycling Federation
P O Box 963, Road Town
British Virgin Islands BVI67
Tel: (284) 494 7816
Fax: (284) 494 7827
Email: cyclefed@bvixurf.com

Dear << salutation >>

Subject hdy. in caps

Cycling Tournament: 15-16 August 2012

You would have been informed that the
British Virgin Islands has been selected to host the
ve Caribbean Junior Premier cycling Tournament

Question 2. cont'd

in August. The committee is very enthusiastic
lc about this Event and look forward to the
participation of the junior cyclists from <<country>>.
NP [The arrangements concerning air travel, hotel
accommodation, transportation and recreational
activities will be communicated to you at a
sp later date. We would, however, encourage
you to arrange your travel plans so that
you arrive at least two days before the
tournament begins. In this way, your cyclists
/enough should have time to settle in and acquaint
themselves with the route(s).

Please complete the Registration Forms that
are enclosed and return to us by
bold
date 30 May 2012.

We look forward to your visit and to welcoming
your team to the British Virgin Islands.

Yrs. sincerely

Ernesta Blackburn (Mrs)
Public Relations Officer
Enc

Question 2. cont'd

Mr Carlyle Bradshaw
Vice President
Belize Cyclists' Union
Belize City
BELIZE

Mr Daniel Stemmeg
President
Grenada Cycling Union
PO Box 9910
St George's
GRENADA

if Mr Vince DePaul
Vice President
Curacao Cycling Assn
Cletagweg Post #15
~~Amsterdam~~
CURACAO

is full

Mr Avin Seupaul
President
Tdad Cycling Federation
Chaguaramas
TRINIDAD

Total 26 marks

Question 3.

Time: 38 minutes

- (a) (i) Type the following document as a spreadsheet in **portrait** orientation. Follow all instructions.
- (ii) Add the times for each entry and enter the total in the Aggregate Time column.
- (iii) Sort the data by the Aggregate Time field in ascending order.
- (iv) Save the document as **Times**.

*Type all
col. hdgs
in caps, blocked
style*

Name	COUNTRY	UCI number	TIMES		AGGREGATE TIME Σ
			TIME TRIAL	Road RACE	
Russell Simmons	Barbados	BER62389	0:28:56	1:49:36	
Mario Rile	Bermuda	BAR12561	0:29:01	1:49:43	
Adolfo Valks	Curacao	CUR96278	0:30:42	1:49:37	
Rudy Maharaj	Trinidad + Tobago	TRI83541	0:32:40	1:49:42	
A Keem Davis	Anguilla	AGA53021	0:33:20	1:49:50	
Sebastian Gomes	Aruba	ARU90501	0:30:59	1:49:52	
Ryan Godfrey	St Vincent	SVG60203	1:50:11	0:34:26	
Tyrese Joseph	Bermuda	BER60305	0:36:49	1:59:01	
Kyle Cropper	Trinidad and Tobago	TRI50321	0:34:29	1:57:22	
Branden Forde	Barbados	BAR62511	0:31:13	1:49:51	
Marco Winkel	Curacao	CUR90102	0:36:38	1:59:13	
Kwame Gullit	St Naarten	STM00807	0:35:28	1:53:58	

Show grid lines

Question 3. cont'd

- (b) (i) Type the following memo to Carol Flint, Association Secretary, from Basil Graham, Administrative Officer.
- (ii) Use the following margins: 1" (2.54 cm) left and right, 1" (2.54 cm) top.
- (iii) Use the blocked style and justify the right margin.
- (iv) Save the document as **Memo**.
- (v) Print the final document.

Ref BG/(your initials)

(Today's date)

subject hdg:
CYCLING CHAMPIONSHIPS

As requested, I have arranged for you to meet with all personnel who will be involved in the activities for the forthcoming Cycling Championships in August. The mtg. will be held at the Tortola Cycling Centre auditorium on Monday at 30 May at 6.00 pm. The major topics for discussion will be: provision of hosts for the teams, recreational activities and outstanding membership fees.

italicize the topics

Last year's statistics for the juvenile category, which are to be circulated to all the cycling bodies, are set out below. In an effort to attract a wider membership, perhaps we can consider preparing a flyer on the health and other benefits of cycling. This could be distributed to patrons on arrival.

stet
1-1

INSERT THE SPREADSHEET, ^{SAVED AS} Times FROM QUESTION 3(a) HERE

Total 30 marks

Question 4.

Time: 42 minutes

- (a) Type the following flyer with equal left and right margins of 1.5" (3.81 cm) and a top margin of 1" (2.54 cm).

CYCLING IN THE CARIBBEAN ← use word art -
font size 20 -
Times Roman

leave 2" for a photograph

centre these lines

If you want to exercise, lose weight, give your cardio-vascular system a thorough workout, cycling is the perfect hobby. Imagine, too, the excitement of exploring different sites, meeting new people of all ages and learning about different cultures.

→ create a border

hand gender

WHAT TYPE OF CYCLING? — italicize

INSERT 'A' HERE

These and other forms of cycling are very popular in the Caribbean – thanks to the varied terrain and conducive climate. The beauty of the landscape is awe-inspiring. Whether you are cycling high above the east coast of Barbados

panoramic

overlooking the picturesque view of the Atlantic Ocean, climbing the steep hill known as the 'Dark Hole', or exploring the popular Chaguaramas peninsula, you are bound to feel exhilarated.

run on

For Your Health: It's a fantastic workout! You breathe deeper, increase your body temperature, tone and strengthen your muscles and lose weight. The feeling of pleasure and satisfaction will reduce your stress level and anxiety. Your overall fitness level will improve.

Socializing: Spend more time with family and friends. Meet new people, discover new places and enjoy the environment around you.

Typist:
Place this section in a text box. Bold the two para. hols. Centre the t/box.

Question 4. cont'd

START TODAY! — ^{centre &} spaced caps

Complete the attached ^{slip} or call the
Caribbean Cycling Association

Telephone: (284) 494 7562

A: Type in two cols. with a vertical line between each

Mountain Biking

- Enjoy high speed descents and air jumps over daring obstacles.
- Trail along rough forest paths, rocky roads, steep terrain and lush vegetation.
- Go cross-country, downhill or free ride.

This is a real test of endurance and dexterity.

bold hdgs

Road Cycling

- Tour residential areas off the beaten track.
- Join a club and take part in competitive circuit racing, fun rides and adventure racing events.
- Travel across country roads, undulating lands and natural vistas.

[The whole family NP can enjoy themselves.

REGISTRATION FORM

Name: Date of Birth:

Address:

. Telephone No:

create a footer at bottom right:
'CCA/Junell'

Total 34 marks

END OF TEST

C A R I B B E A N E X A M I N A T I O N S C O U N C I L**SECONDARY EDUCATION CERTIFICATE
EXAMINATION****ELECTRONIC DOCUMENT MANAGEMENT AND PREPARATION****Paper 02 – General Proficiency****COPY TEST**

Centre number _____

Candidate number _____

Question 1.

Type the following in double line spacing. Use equal top, left and right margins of 1” (2.54 cm), font: Times New Roman size 12.

A **balanced diet** and **regular exercise** are an important part of a healthy lifestyle. Healthy eating means developing good nutritional habits, such as adding more fresh fruits, vegetables, whole grains and lean meat to our daily intake and cutting back on processed foods that have a lot of fat, salt and sugar. Most nutritionists consider a diet that is low in fat, sodium and sugar while high in fibre, vitamins, minerals and protein to be a healthy one. Also, by eating a variety of foods we should be able to ensure that our body gets all the nutrients it needs. By making small changes in our diets, by controlling portion sizes and making better choices we can achieve the advantages of healthy eating.

The benefits of eating a healthy diet are many and varied. When you choose healthy foods that are low in fat, sodium and cholesterol and are nutrient rich with essential vitamins, you are doing your best to keep your body working efficiently. One of the greatest benefits of eating healthy is protection from diseases such as cancer, heart disease, stroke and high blood pressure. Additional benefits include increased resistance to infections, improved quality of sleep, better skin tone and an overall better quality of life.

Regular exercise not only makes us physically fit, it also improves our mental health and general sense of well-being. People who lead active lives are less likely to get ill and more likely to live longer. The *psychological* benefits of exercise include increased self-esteem and self-confidence – when you look good and feel happy your confidence level rises. There is also a sense of alertness, improved concentration and memory. People who exercise often are better able to deal with stress and fatigue.

Exercising does not have to be a rigorous workout in the gym. If you are thinking of starting an exercise routine don't do anything strenuous at first: even small steps can make a difference. Simple exercise such as walking, running or swimming can leave you refreshed and energized. Whatever your goal, it is important that you do something that you can enjoy.

Remember! Even though you may exercise consistently, your body needs the proper nourishment in order to maximize the benefits of exercise.

Total 10 marks

001294/SPEC/MS/2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

SECONDARY EDUCATION CERTIFICATE EXAMINATION

**ELECTRONIC DOCUMENT PREPARATION
AND MANAGEMENT**

Paper 02 – General Proficiency

SPECIMEN PAPER

MARK SCHEME

MARK SCHEME

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

SPECIMEN PAPER 02

QUESTION 1 – COPY TEST

Accuracy/Speed		
10	Typed the full assignment with no errors	10
	- Typed the full assignment with 1 error	9
	- Typed the full assignment with 2 errors	8
	- Typed the full assignment with 3 errors	7
	- Typed the full assignment with 4 errors	6
	- Typed the full assignment with 5 errors	5
	- Typed the full assignment with 6 errors	4
	- Typed the full assignment with 7 errors	3
	- Typed the full assignment with 8 errors	2
	- Typed the full assignment with 9 errors	1
	Typed to I but less than the full assignment with no errors	8
	- Typed to I with no more than 2 errors	6
	The following errors are penalized: Typographical Spelling Omission/inclusion of punctuation marks Inappropriate capitalisation Omission of text Insertion of text Incorrect spacing Omission of formatting features	

SUMMARY OF OBJECTIVES TESTED

- 2.1 Demonstrate competence in keyboarding techniques
- 2.2 Demonstrate correct posture at the computer
- 2.4 Use correct spacing after punctuation marks
- 2.8 Type at a minimum speed of 35 wpm
- 4.1 Apply appropriate formatting features

MARK SCHEME

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

SPECIMEN PAPER 02

QUESTION 2 – LETTER

Accuracy/Speed		
8	<p>Typed the full assignment with no errors</p> <p>Deductions: Typographical Spelling Omission of insertion Omission/inclusion of punctuation marks Abbreviations not expanded/retained Inappropriate capitalisation Omission of text Insertion of text</p>	<p>8</p> <p>(1) (1) (1) (1) (1) (1) (1) (1)</p>
Presentation and Use of Technology		
18	<p>Created letterhead with appropriate logo (letterhead only, deduct 1)</p> <p>Typed letter in blocked style.</p> <p>Used correct margins.</p> <p>Typed reference in appropriate position</p> <p>Typed date in acceptable format.</p> <p>Inserted all fields (missing fields, deduct 1).</p> <p>Typed subject heading in all capitals.</p> <p>Allowed one clear line space before and after subject heading.</p> <p>Typed body of letter in single line spacing.</p> <p>Allowed double spacing between paragraphs.</p> <p>Emboldened date, as instructed</p> <p>Typed ‘Enc’ notation.</p> <p>Merged main document and data file.</p> <p>Printed copy of letter showing fields.</p> <p>Printed letter to Mr Ramirez.</p> <p>Typed full, correct address on envelope allowing acceptable top and left margins.</p>	<p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>

SUMMARY OF OBJECTIVES TESTED

- Use correct spacing after punctuation
- Interpret manuscript signs
- Prepare typescript from manuscript
- Apply formatting features
- Perform mail merge
- Produce letter using most appropriate style
- Insert graphic

MARK SCHEME

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

SPECIMEN PAPER 02

QUESTION 3 – SPREADSHEET/MEMORANDUM

Accuracy/Speed		
10	Typed the full assignment with no errors	10
	Typed spreadsheet only	6
	Deductions:	
	Typographical	(1)
	Spelling	(1)
	Omission of insertion	(1)
	Omission/inclusion of punctuation marks	(1)
	Abbreviations not expanded/not retained	(1)
	Incorrect insertion	(1)
	Inappropriate capitalization	(1)
Transposition	(1)	
Omission of text	(1)	
Insertion of text	(1)	
Presentation and Use of Technology		
20	Typed memo in blocked style.	1
	Used equal margins of 1 inch.	1
	Headed memo appropriately – To, From, Date, Ref.	1
	Typed current date in acceptable style.	1
	Typed subject heading in correction position, with one clear line space before and after.	2
	Justified right margin.	1
	Italicised topics.	1
	Typed column headings in spreadsheet in blocked style and in capitals.	2
	Totalled times and entered totals in aggregate column.	1
	Sorted data in ascending order, as indicated.	1
	Aligned figures in at least 2 columns.	1
	Allowed consistent spacing between vertical columns and horizontal columns.	1
	Integrated spreadsheet into memo.	1
	Showed gridlines.	2
	Typed in portrait orientation.	1
	Typed body of memo in single line spacing	1
Allowed double spacing between paragraphs	1	

SUMMARY OF OBJECTIVES TESTED

- Use correct spacing after punctuation
- Interpret manuscript signs
- Use formulae
- Sort data in tables
- Integrate information to produce complete document
- Identify size and orientation of paper
- Produce memos/spreadsheet

SUMMARY OF OBJECTIVES TESTED

- Demonstrate competency in use of special keys
- Use correct spacing after punctuation
- Interpret manuscript signs
- Use different types of headings
- Prepare typescript from manuscript
- Apply formatting features to enhance documents
- Edit various documents
- Apply borders

**C A R I B B E A N E X A M I N A T I O N S
C O U N C I L**

SECONDARY EDUCATION CERTIFICATE EXAMINATION

**ELECTRONIC DOCUMENT PREPARATION
AND MANAGEMENT**

Paper 02 – General Proficiency

SPECIMEN PAPER

KEY

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Paper 02 - General Proficiency

Key

Question 1

COPY TEST

A **balanced diet** and **regular exercise** are an important part of a healthy lifestyle. Healthy eating means developing good nutritional habits, such as adding more fresh fruits, vegetables, whole grains and lean meat to our daily intake and cutting back on processed foods that have a lot of fat, salt and sugar. Most nutritionists consider a diet that is low in fat, sodium and sugar while high in fibre, vitamins, minerals and protein to be a healthy one. Also, by eating a variety of foods we should be able to ensure that our body gets all the nutrients it needs. By making small changes in our diets, by controlling portion sizes and making better choices we can achieve the advantages of healthy eating.

The benefits of eating a healthy diet are many and varied. When you choose healthy foods that are low in fat, sodium and cholesterol and are nutrient rich with essential vitamins, you are doing your best to keep your body working efficiently. One of the greatest benefits of eating healthy is protection from diseases such as cancer, heart disease, stroke and high blood pressure. Additional benefits include increased resistance to infections, improved quality of sleep, better skin tone and an overall better quality of life.

Regular exercise not only makes us physically fit, it also improves our mental health and general sense of well-being. People who lead active lives are less likely to get ill and more likely to live longer.

The *psychological* benefits of exercise include increased self-esteem and self-confidence – when you look good and feel happy your confidence level rises. There is also a sense of alertness, improved concentration and memory. People who exercise often are better able to deal with stress and fatigue.

Exercising does not have to be a rigorous workout in the gym. If you are thinking of starting an exercise routine don't do anything strenuous at first: even small steps can make a difference. Simple exercise such as walking, running or swimming can leave you refreshed and energized. Whatever your goal, it is important that you do something that you can enjoy.

Remember! Even though you may exercise consistently, your body needs the proper nourishment in order to maximize the benefits of exercise.

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Paper 02 - General Proficiency

Key

Question 2**Caribbean Cycling Association**

10 Maple Drive Tortola British Virgin Islands BVI 5GB

Telephone: (284) 494 7562 Fax: (284) 494 6812 E-mail:
cycle@bvisurf.com

AP/cjc11/JK

(Today's date)

«Name»

«Position»

«Company»

«Address1»

«Address2»

«Address3»

Dear «Salutation»

CYCLING TOURNAMENT: 15-16 AUGUST 2012

You would have informed that, the British Virgin Islands has been selected to host the Caribbean Junior Premier Cycling Tournament in August. The committee is very enthusiastic about this event and look forward to the participation of the junior cyclists from Grenada.

The arrangements concerning air travel, hotel accommodation, transportation and recreational activities will be communicated to you at a later date. We would, however, encourage you to arrange your travel plans so that you arrive at least two days before the tournament begins. In this way, your cyclists should have enough time to settle in and acquaint themselves with the route(s).

Please complete the Registration Forms that are enclosed and return to us by **30 May 2012**.

We look forward to your visit and to welcoming your team to British Virgin Islands.

Yours sincerely

Ernesta Blackman (Mrs)
Public Relations Officer

Enc

01251020/K/2011

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Paper 02 – General Proficiency

Key

Question 2 cont'd

**Caribbean Cycling Association**

10 Maple Drive Tortola British Virgin Islands BVI 5GB

Telephone: (284) 494 7562 Fax: (284) 494 6812 E-mail:
cycle@bvisurf.com

NW/dgc12/SL

(Today's date)

Mr Daniel Steinweg
President
Grenada Cycling Union
PO Box 9910
St George's
GRENADA

Dear Mr Steinweg

CYCLING TOURNAMENT: 15-16 AUGUST 2012

You would have informed that, the British Virgin Islands has been selected to host the Caribbean Junior Premier Cycling Tournament in August. The committee is very enthusiastic about this event and look forward to the participation of the junior cyclists from Grenada.

The arrangements concerning air travel, hotel accommodation, transportation and recreational activities will be communicated to you at a later date. We would, however, encourage you to arrange your travel plans so that you arrive at least two days before the tournament begins. In this way, your cyclists should have enough time to settle in and acquaint themselves with the route(s).

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Public Relations Officer

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01251020/K/2011

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Paper 02 – General Proficiency

Key

Question 2 cont'd

Mr Daniel Steinweg
President
Grenada Cycling Union
PO Box 9910
ST George's
GRENADA

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Paper 02 – General Proficiency

Key

Question 3

MEMORANDUM

TO Carol Flint
Association Secretary

FROM Basil Graham
Administrative Officer

REF BG/(candidate's initials)

DATE (Today's date)

CYCLING CHAMPIONSHIPS

I have, as requested, arranged for you to meet with all personnel who will be involved in the activities for the forthcoming Cycling Championships in August. The meeting will be held at the Tortola Cycling Centre Auditorium on Monday 30 May at 6.00 pm. The major topics for discussion will be: *provision of hosts for the teams, recreational activities and outstanding membership fees.*

Last year's statistics for the juvenile category, which are to be circulated to all the cycling bodies, are set out below. In an effort to attract a wider membership, perhaps we can consider preparing a flyer on the health and other benefits of cycling – this could be distributed to patrons on arrival.

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Paper 02 – General Proficiency

Key

Question 3 cont'd

NAME	COUNTRY	UCI NUMBER	TIMES		AGGREGATE TIME
			TIME TRIAL	ROAD RACE	
Russell Simmons	Barbados	BAR12561	0:28:56	1:49:36	2:18:32
Mario Pile	Bermuda	BER62389	0:29:01	1:49:43	2:18:44
Adolfo Valks	Curacao	CUR96278	0:30:42	1:49:37	2:20:19
Sebastian Gomes	Aruba	ARU90501	0:30:59	1:49:52	2:20:51
Brandon Forde	Barbados	BAR62511	0:31:13	1:49:51	2:21:04
Rudy Maharaj	Trinidad and Tobago	TRI83541	0:32:40	1:49:42	2:22:22
Akeem Davis	Anguilla	AGA53021	0:33:20	1:49:50	2:23:10
Ryan Godfrey	St Vincent	SVG60203	0:34:26	1:50:11	2:24:37
Kwame Gullit	St Maarten	STM00807	0:35:28	1:53:58	2:29:26
Kyle Cropper	Trinidad and Tobago	TRI50321	0:34:29	1:57:22	2:31:51
Tyrese Joseph	Bermuda	BER60305	0:36:49	1:59:01	2:35:50
Marco Winkel	Curacao	CUR90102	0:36:38	1:59:13	2:35:51

Question 4**CYCLING IN THE CARIBBEAN**

If you want to exercise, lose weight, give your cardio-vascular system a thorough workout, cycling is the perfect hobby. Imagine, too, the excitement of exploring different sites, meeting new people of all ages and gender and learning about different cultures.

*WHAT TYPE OF CYCLING?***Mountain Biking**

- Enjoy high speed descents and air jumps over daring obstacles.
- Trail along rough forest paths, rocky roads, steep terrain and lush vegetation.
- Go cross-country, downhill or free ride.

This is a real test of endurance and dexterity.

Road Cycling

- Tour residential areas off the beaten track.
- Join a club and take part in competitive circuit racing, fun rides and adventure racing events.
- Travel across country roads, undulating lands and natural vistas.

The whole family can enjoy themselves.

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Paper 02 – General Proficiency

Key

Question 4 cont'd

These and other forms of cycling are very popular in the Caribbean - thanks to the varied terrain and conducive climate. The beauty of the landscape is awe-inspiring. Whether you are cycling high above the east coast of Barbados overlooking the panoramic view of the Atlantic Ocean, climbing the steep hill known as the “Dark Hole”, or exploring the popular Chaguaramas peninsula, you are bound to feel exhilarated.

For Your Health: It's a fantastic workout! You breathe deeper, increase your body temperature, tone and strengthen your muscles and lose weight. The feeling of pleasure and satisfaction will reduce stress and anxiety. Your overall fitness level will improve.

Socializing: Spend more time with family and friends. Meet new people, discover new places and enjoy the environment around you.

START TODAY!

Complete the attached slip or call the
Caribbean Cycling Association

Telephone: (284) 494 7562

REGISTRATION FORM

Name: Date of Birth:

Address:

..... Telephone No:

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

SPECIMEN PAPER

Paper 032 – General Proficiency

1 hour 50 minutes

INSTRUCTIONS TO CANDIDATES

1. *This examination consists of TWO questions which you should file on the storage medium for printing later. The Invigilator will give you instructions about arrangements for printing your documents.*
2. *Attempt ALL questions.*
3. *Read all instructions carefully before attempting each question.*
4. *The 1 hour 50 minutes allocated should be used as follows:*
10 minutes – warm-up on the computer followed by
10 minutes – reading time
1 hour and 30 minutes – responding to all the questions
5. *Report any defect in the machine to the Invigilator who will make the appropriate notation and indicate on the candidate's folder any time lost. The Invigilator will also record this information on the Supervisor's Irregularity Report.*
6. An adequate amount of stationery will be supplied. Select the appropriate paper for each answer.
7. Begin each answer on a separate sheet.
8. Print on one side of the paper only unless otherwise instructed.
9. Key your candidate number in the upper-right hand corner of each sheet of paper.
10. Uncorrected errors will be heavily penalized.
11. Any accepted method of display consistently used in letter and/or tabular exercises will be accepted unless otherwise instructed.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Answer ALL questions

1. Read the extract below carefully and then answer the questions that follow.

**Extract from a study on crime in Zebra Land by Sontian Huggins-Capilton,
USI, Zebra Land, 2010**

GUNS AND CRIME: A CASE STUDY OF ZEBRA LAND

The increase in crime in Zebra Land has been due to the increased use of more powerful weapons, namely guns. This has resulted in an alarming high death rate especially among your males. In the last five years, the murder rates have been as follows: in 2009 – 450; 2008 – 405; 2007 – 397; in 2006 – 359 and in 2005 – 376. In the same vein, firearm wounding in the last five years were as follows: 2009 – 450; 2008 – 403; 2007 – 413; 2006 – 389; 2005 – 397. The research showed that a major cause of the increase levels of gun related crimes is the trafficking of narcotics which concomitantly has facilitated the availability of firearms. This powerful weapon is needed to protect the smugglers of drugs, the transporters of the narcotics and the traders of the illegal drugs. Increasingly more firearms are demanded by those in the narcotic trafficking trade. It is therefore very difficult to reduce the demand for guns in Zebra Land. The authorities have recommended the introduction of firearm registries, the marking and tracking of guns and more stringent patrol of ports to improve the firearm interdiction. In the long term, progress will only be achieved when more equipment and rigorous measures are implemented to reduce the amount of drugs entering the country. Zebra Land may have to join other countries in their call for the implementation of international treaties and agreements to fight the smuggling of narcotics and firearms.

Solo Island introduced some of the above-mentioned measures. The research has shown a considerable reduction in firearm related crimes. The murder rates caused by firearms were as follows: in 2009 – 149; 2008 – 124; 2007 – 98; 2006 – 79 and in 2005 – 50. Firearm wounding figures were as follows: in 2009 – 201; 2008 – 180; 2007 – 167; 2006 – 152 and 2005 – 114.

- (a) Prepare a seven-column table showing the increase in murders and firearm wounding crimes for BOTH islands for the period 2005-2009. (26 marks)
- (b) Prepare a chart showing the murder rates in Zebra Land for the period 2005-2009. (17 marks)
- (c) Prepare a presentation to be delivered to students of Topaz Composite Secondary School. Include the table or chart from (a) above. (17 marks)

(i) INSTRUCTIONS FOR QUESTION 1

- (a) The table should be done on A4 or letter size paper, using appropriate margins. An appropriate main heading and any suitable reference(s) would be accepted. Include total columns for each category and each island. Total columns should be in bold. Column headings should be centred. All grid lines should be shown.
- (b) Centre the chart on a separate page. Include appropriate title for chart. Label all axes. Show the internal grid lines. Label the years clearly.

INSTRUCTIONS FOR QUESTION 1(c)

- (i) Prepare the presentation with at least FOUR slides.
- (ii) Insert slide numbering.
- (iii) Print the presentation using both sides of one sheet of paper.

- 2. EPZ Company** is considering setting up a computer laboratory in the interior of the Administrative Building. You are required to advise them on the health and safety features required for that office.

Four persons are expected to occupy that room including a person whose legs are physically challenged.

There is only one electrical outlet in this room and there is a common practice of staff to eat at their desks. The manager has shared his concerns that this practice would be transferred to the computer room.

- (a) Prepare a report on the health and safety procedures required for that office under the headings below. The report should be typed in double-line spacing using shoulder headings, and equal left and right margins of 1 inch. Justify the right margin. Allow top margin of 1½ inches.

- Layout
- Lighting
- Furniture
- Posture

(26 marks)

- (b) Prepare a notice to be placed in the computer room that can be used to discourage this practice of staff eating at their desks. Use appropriate font size for heading and content. Centre the notice horizontally and vertically. Insert a border.

(14 marks)

END OF TEST

001294/SPEC032/MS/2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

SECONDARY EDUCATION CERTIFICATE EXAMINATION

**ELECTRONIC DOCUMENT PREPARATION
AND MANAGEMENT**

Paper 03/2 – General Proficiency

SPECIMEN PAPER

MARK SCHEME

Question	No.				
1(a)	Accuracy and Speed	12			
	1 Typed full assignment with less than 3 errors*		12		
	2 Typed at least to //with less than 2 errors*		9		
	3 Typed at least to /with 1 error*		5		
	Deduct one mark for every two errors made above the maximum errors allowed in cut-off section. For example if the full assignment is typed but 5 errors are made, the marks to be awarded will be 8.				
	Knowledge and Comprehension	3			
	1 Totalled columns correctly		1		
	2 Designed seven-column table		1		
	3 Used appropriate referencing		1		
	Presentation and Use of Technology	11			
	1 Centre subject heading in appropriate style.		1		
	2 Bolded subject heading.		1		
	3 Allowed at least two spaces between heading and the body of the work.		1		
	4 Centred column heading vertically and horizontally		1		
	5 Centred 'Zebra Land' & 'Solo Island' over columns.		1		
6 Centred content vertically and horizontally with the cells.		1			
7 Bolded all totals.		1			
8 Typed Reference.		1			
9 Allowed equal left and right margins.		1			
10 Allowed at least 2-3 inches at the top of the page.		1			
11 Showed grid lines.		1			
		1			
		1			
		1			
		1			
		1			
		1			
		1			
		1			
		1			
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		1			
		1			
		1			
		1			
		1			
		1			
		1			
		1			
		1			
		1			

26 marks

Question	No.			
1(b)	Accuracy and Speed		6	
	1	Typed full assignment with less than 3 errors*		5
	2	Typed at least to //with less than 3 errors*		3
	3	Typed at least to /with 1 error*		1
	Deduct one mark for every two errors made above the maximum errors allowed in cut-off section. For example, if the full assignment is typed but 5 errors are made, the marks to be awarded will be 8.			
	Knowledge and Comprehension		4	
	1	Composed appropriate heading		1
	2	Composed appropriate axes heading – 1 mark each		2
	3	Used appropriate axes		1
	Presentation and Use of Technology		7	
	1	Prepared chart using an appropriate style		2
	2	Typed Chart heading		1
	3	Centred heading		1
	4	Placed chart on separate sheet		1
	5	Allowed appropriate left and right margins		1
	6	Allowed at least one inch top margin		1
	17 marks			
1(c)	Accuracy and Speed		6	
	1	Typed full assignment with less than 4 errors*		6
	2	Typed at least to //with less than 2 errors*		4
	3	Typed at least to /with 1 error*		2
	Deduct one mark for every two errors made above the maximum errors allowed in cut-off section. For example if the full assignment is typed but 5 errors are made, the marks to be awarded will be 8.			
	Knowledge and Comprehension		4	
	1	Designed appropriate cover page		1
	2	Organised statistics in an appropriate manner		2
	3	Effectively organised information on recommendations		1

Question	No.			
2 (a)	Presentation and Use of Technology	7		
	1 Appropriate layout of cover/introduction (page)		1	
	2 Copied table of statistics OR prepared slide(s) with statistics		1	
	3 Typed slides with recommendations/strategies used to control gun crimes.		1	
	4 Typed appropriate slide(s) to end presentation.		1	
	5 Inserted clip art in the presentation.		1	
	6 Inserted slide numbering.		1	
	7 Print slides on one page.		1	
	17 marks			
	Total 60 marks			
	Accuracy and Speed			
	11			
	1 Typed full assignment with less than 4 errors*		11	
	2 Typed at least to // with less than 3 errors*		8	
	3 Typed at least to / with 1 error*		5	
	* Deduct one mark for every two errors made above the maximum errors allowed in cut-off section. For example, if the full assignment is typed but 7 errors are made, the marks to be awarded will be 9.			
	Knowledge and Comprehension			
	6			
	1 Composed appropriate main heading		1	
	2 Composed appropriate shoulder heading		1	
	3 Composed appropriate content for layout		1	
	4 Composed appropriate content for lighting		1	
	5 Composed appropriate content for furniture: addressed the physically challenged		1	
	6 Composed appropriate content for posture		1	
	Presentation and Use of Technology			
	9			
1 Typed heading in blocked style		1		
2 Typed main heading in all capitals and bold		1		
3 Shoulder headings in correct position		1		
4 Allowed suitable space between main heading and body of the work		1		
5 Typed shoulder heading at the left margins in Initial Caps		1		
6 Typed report in double-line spacing		1		
7 Justified margins		1		
8 Allowed at least a 1 1/2" top margin		1		
9 Used equal left and right margin of 1"		1		
26 marks				

Question	No.			
2 (b)	<p>1 Accuracy and Speed</p> <p>2</p> <p>3 Typed full assignment with less than 1 error* Typed at least to // with 1 error* Typed at least to / with no error</p> <p>* Deduct one mark for every two errors made above the maximum errors allowed in cut-off section. For example, if the full assignment is typed but 5 errors are made, the marks to be awarded will be 3.</p> <p>1 Knowledge and Comprehension</p> <p>2</p> <p>3 Used appropriate language Included name and position Included date</p> <p>1 Presentation and Use of Technology</p> <p>2</p> <p>3 Centred heading</p> <p>4 Sized heading appropriately</p> <p>5 Sized content appropriately</p> <p>6 Inserted border Centred notice horizontally Centred notice vertically</p> <p style="text-align: right;">14 marks Total 40 marks</p>	5	5 3 1	1 1 1 1 1 1

0125032/SPEC/KEY/2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

SECONDARY EDUCATION CERTIFICATE EXAMINATION

**ELECTRONIC DOCUMENT PREPARATION
AND MANAGEMENT**

Paper 03/2 – General Proficiency

SPECIMEN PAPER

KEY

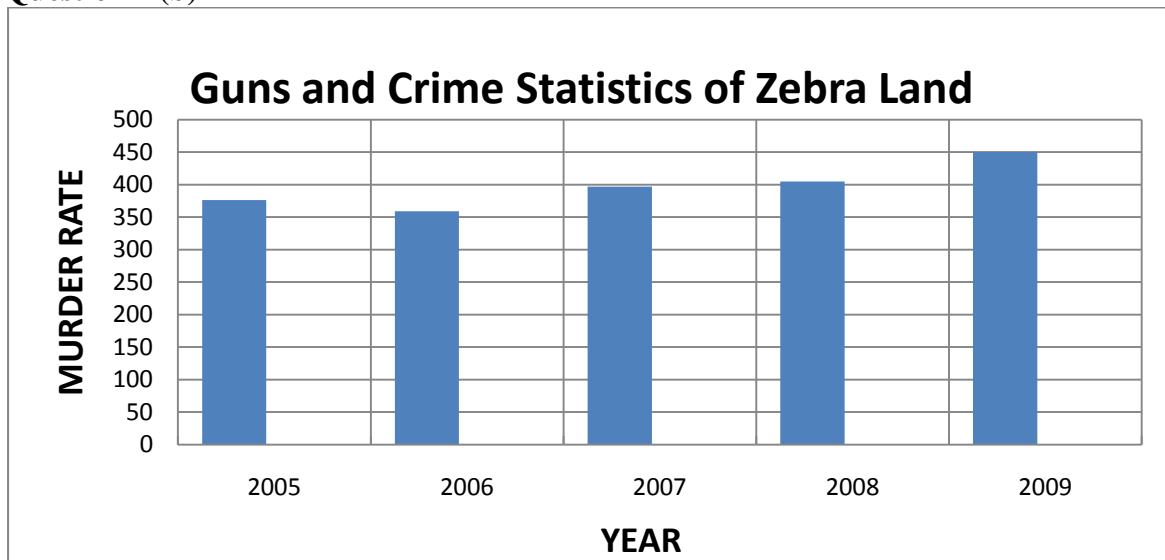
Question 1 (a)

GUNS AND CRIME STATISTICS

YEAR	ZEBRA LAND			SOLO ISLAND		
	MURDER RATES	FIREARM WOUNDING	TOTAL	MURDER RATES	FIREARM WOUNDING	TOTAL
2005	376	397	773	50	114	164
2006	359	389	748	79	152	231
2007	397	413	810	98	167	265
2008	405	403	808	124	180	304
2009	450	450	900	149	201	350
TOTAL	1987	2052	4039	500	814	1314

Extract: Crime in Zebra Land prepared by Sontian Huggins-Capilton, UZL, Zebra Land

Question 1 (b)



- (i) Centred chart
 Correct bars – label + height
 Labelled Axes
 Internal grid lines
 Title

I – Any three completed

II – Any four completed

Question 1(c)

GUNS AND CRIME STATISTICS

TOPAZ COMPOSITE SECONDARY SCHOOL

JUNE 2013

1

GUNS AND CRIME STATISTICS						
YEAR	ZEBRALAND			SOLO ISLAND		
	MURDER RATES	FIREARM WOUNDING	TOTAL	MURDER RATES	FIREARM WOUNDING	TOTAL
2005	376	397	773	50	114	164
2006	359	389	748	79	152	231
2007	397	413	810	98	167	265
2008	405	403	808	124	180	304
2009	450	450	900	149	201	350
TOTAL	1987	2052	4039	500	814	1314

2

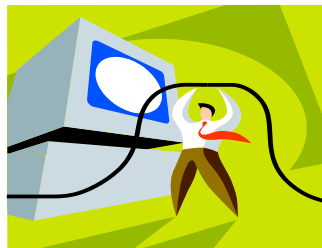
STRATEGIES USED BY SOLO ISLAND TO CONTROL GUN CRIMES

- ▶ Introduction of firearm registries
- ▶ The marking and tracking of guns
- ▶ Increase patrol of ports
- ▶ Call for the implementation of treaties and agreements to fight the smuggling of narcotics and firearms

3

The End

Thank You



4

- I – At least 2 slides completed
- II – At least 3 slides completed

Question 2 (a)

REPORT ON HEALTH AND SAFETY FEATURES REQUIRED FOR THE COMPUTER LABORATORY

This report addresses the health and safety issues to be considered in the setting up of the new computer laboratory. The report will discuss layout, lighting, furniture and posture at the computer.

Layout

The positioning of the electrical outlets will determine the placement of the work-stations. If the outlets are against the wall, work-stations will be placed against the walls to facilitate access to plugs. This would prevent persons falling over the cords.

Lighting

The room although it is located in the centre of the administration building must be adequately lit. Adequate overhead electrical lighting should be placed in the room especially where the computers and office desk are located.

Furniture

In the selection of furniture it is important to consider the size of the room and the number of occupants. You must also select furniture that is built in keeping with ergonomic standards. Consideration must also be given to the comfort of the physically challenged individuals.

Posture

It is important to practise proper posture at workstations. Failure to do so can result in health issues. Poor posture can also impact on productivity and efficiency.

Question 2(b)

NOTICE

THIS IS A COMPUTERISED
ENVIRONMENT.

PLEASE DO NOT EAT IN THIS
ROOM.

The Management
Date

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION
JUNE 2005**

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

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St Michael, Barbados
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ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

GENERAL PROFICIENCY EXAMINATION

JUNE 2005

GENERAL COMMENTS

This is the first year that the CSEC examination in Electronic Document Preparation and Management has been offered. It was offered at the General Proficiency. The subject was well received with nineteen hundred and thirty-two (1 932) candidates registered. The examination consisted of three papers: Paper 01 – Structured Questions; Paper 02 – Production Test; and Paper 03/1 – the School-Based Assessment (SBA).

A satisfactory number of the stated objectives represented all the Units in the syllabus in this examination. The majority of the candidates' responses indicated that they were well prepared for the examination.

The overall performance was good. There were some very good responses, especially in Paper 02. The deficiencies that were seen will be addressed in the detailed comments on the individual questions.

Paper 01 – Structured Questions

This paper tested the knowledge and application of important facts, concepts, and theoretical principles involved in document production and management. Candidates performed satisfactorily.

Paper 02 – Production Test

This paper consisted of four compulsory production questions based on Units III to VIII of the syllabus. In this examination the candidates were required to produce four types of documents.

The performance of candidates on Paper 02 was very good.

Paper 03 – School Based Assessment

The School Based Assessment of the examination consisted of four parts:

- Assignment 1 – These assignments were prepared, administered and marked by the teacher(s) in the respective schools.
- Assignments 2 and 3 – The teachers were given exemplars and they had to design similar projects – the assignments were prepared, administered and marked by the teacher.
- Assignment 4 – A guideline was given in the syllabus, the teachers marked the final assignment.

The performance of the candidates on Paper 03 was very good.

DETAILED COMMENTS

General Proficiency

Paper 01

Question 1

This question was designed to test candidates' ability to:

1. Define the term 'hardware'
2. Identify hardware components of the computer system
3. Describe input devices

This question was done very well with 90 per cent of the candidates providing correct responses.

Question 2

This question was intended to test candidates' ability to distinguish between communication devices and communication media. The majority of candidates had difficulty differentiating between devices and media.

Question 3

This question tested candidates' knowledge of:

1. How to save simple documents
2. The icons on the desktop of Windows Operating System

Candidates performed fairly well in this question. The majority of responses indicated that candidates knew the steps required to save documents and also the name for the objects on the desktop. The weaker candidates were unable to give clear and concise explanations.

Question 4

This question was designed to test candidates' knowledge of how to use the different software, and how to use keyboard techniques to produce effective and creative displays.

Some candidates performed quite well on this question, while others misinterpreted the question and wrote the graphics they would use. The majority, however, lacked knowledge of the application software to be used in presenting financial statements.

Question 5

This question tested candidates' ability to identify types, sizes and layout of paper, appropriate stationery, and types of envelopes.

The majority of the candidates performed poorly on this question. In addition, Part (b), types of envelopes was mostly unanswered. Teachers should focus more attention on this area of the syllabus, especially as this knowledge will significantly impact efficiency in the world of work.

Question 6

This question was designed to test candidates' understanding of the concepts of intellectual property and copyright.

Candidates performed very poorly on this question. Most candidates did not indicate any knowledge or understanding of these concepts. Some candidates, although they were able to discuss the law of copyright, confused copyright with plagiarism. A few candidates however, were able to answer this question with full understanding of the concepts and scored full marks. For example:

Part (a)

“The term ‘intellectual property’ is an organization, which protects the rights of people who produce anything of value. This can be physical as well as non-physical items, such as videos, songs, poems.”

Part (b)

“One of the rights that is protected by intellectual property laws is moral rights – this protects the reputation and image of the person who produces the item.”

Part (c)

“The law that is being breached is Copyright. Copyright is a part of intellectual properties, which protects the works of singers and poets, so that their item will not be copied and used as a means to obtain fame and money. If you have to copy someone else's work and it is registered in the copyright company, you will have to pay a certain amount of money to use it in a certain amount of time. Even if you have to sing someone else's song, for example ‘The Mighty Sparrow’, you have to pay a sum of money and you cannot put in your own words or rewrite the song and call it your work; this is breaking the law.”

It appears that this Module was not given adequate coverage by teachers. It is recommended that teachers give more attention to this Module and also use different methodologies to teach it, such as, case studies and role play.

Question 7

This question tested candidates' ability to design a letterhead using appropriate justification formats.

Candidates' responses indicated that their concept of centering is poor. Teachers should give more attention to this.

Question 8

This question tested candidates' ability to edit documents to produce mailable manuscripts.

Most candidates did not score full marks on this question. Their performance indicated a significant grammatical weakness that caused them to overlook words such as “catalogue”, “destroyed”, “removed”, “useful”, and to introduce corrections that were completely wrong. Punctuation weaknesses were also evident.

Question 9

This question was designed to test candidates' ability to use various punctuation marks.

Performance on this question was average. Although candidates generally performed better on this question than on Question 8, some responses indicated that candidates did not know when to capitalize letters. Teachers of Electronic Document Preparation and Management can work with the language teachers to improve this area.

Question 10

This question tested candidates' knowledge and use of short-cut keys on the toolbar. Candidates performed very poorly on this question. Indications are that candidates were not familiar with short-cut keys. Some candidates wrote the steps to "copy" and to "cut". More practice in the use of short-cut keys is necessary.

Recommendations to Teachers

1. Teachers should attempt to cover the entire syllabus but give specific attention to those areas which prove difficult for students.
2. Teachers should ensure that all students have access to important parts of the syllabus.
3. Teachers should teach the theory before the students do the practical.
4. Information Technology teachers should become familiar with keyboarding and word processing principles.

Paper 02

The majority of questions were attempted. Generally, candidates' weaknesses were seen in the Accuracy and Presentation Profiles and strengths were seen in Speed. In most cases, the typing rules and principles for layout and presentation of production documents were not followed. Candidates were unable to read, interpret and follow basic instructions. Some had difficulty interpreting basic proof-reader's symbols. There were also indications that candidates may have been exposed to Information Technology and not the principles of Typewriting. Accuracy is a main weakness as candidates failed to utilize basic features on the computer to correct this problem.

Assessment proved difficult in the following cases:

1. Two different tasks printed on the same page
2. Identical scripts submitted by a number of candidates from the same school
3. Candidates reproduced other candidates' assignment as their own even with the registration number
4. Selection of appropriate font and Word Art
5. Usage of stationery – inability to prepare documents on one page appropriately or as instructed
6. Margins set outside the printable margins

Question 1

The intention of this question was to test candidates' ability to use appropriate justification formats and to interpret and apply manuscript signs in producing a form.

The performance of some candidates indicated a lack of knowledge of the number of spaces to be left between letters and words for spaced capitals. Solid rulings were not used in many cases and those that appear together were not aligned; instructions beside text boxes were omitted; accuracy was poor. Teachers need to give more time to the production of forms.

Question 2

This question was designed to test candidates' ability to produce a table using a Spreadsheet programme by:

1. Using appropriate justification formats
2. Interpreting and applying manuscript signs
3. Using appropriate line spacing and margins to place table vertically and horizontally

The performance of candidates indicated that some candidates did not know how to use the toolbar to select border styles to show all vertical lines, and horizontal lines where indicated. In many instances, the table placement was incorrect. As in Question 1, candidates did not indicate thorough knowledge of how many spaces were to be left between letters and words for spaced capitals. In many cases, candidates used landscape paper orientation instead of portrait. The typing of words incorrectly was frequently identified indicating that candidates were not accustomed to using the Spelling Check feature on the Menu Bar.

Question 3

The question tested candidates' ability to prepare typescript from manuscripts, interpret and apply manuscript signs, use different types of headings, application of rules governing paragraphing, place text correctly in terms of line spacing and margins.

This question was attempted by the majority of candidates. In most cases the entire question was typed. However, many candidates did not seem to be familiar with proof-readers' marks as most of them either typed back the text as given or did not make the necessary corrections.

Candidates' performance also indicated weaknesses in setting correct line spacing, using correct font size, and setting an appropriate top margin.

Question 4

This question tested the candidates' ability to select types, sizes and layout of paper for various documents; format documents; manipulate simple graphics for insertion into documents; and to use keyboard techniques to produce effective and creative displays.

Many students failed to follow all instructions to complete this task. They used Watermark instead of Clip Art, double-line spacing instead of single-line spacing and vice versa, graphics instead of Word Art, and inappropriate borders.

Candidates had difficulty in distinguishing between graphics and Word Art, manipulating graphics for correct insertion into document, and interpreting proofreaders' marks. Some candidates experienced challenges in producing an effective, creative display, and attractive layout of the document.

SCHOOL-BASED ASSESSMENT

Assignment 1

This assignment was executed by the teacher. Most of the candidates seemed to have an understanding of keyboarding.

Assignments 2 and 3

These were designed, supervised and marked by the teacher. Some schools produced excellent projects, while some were not up to the required standard. Some territories developed 2 projects that the whole country did, that seemed to work better.

Assignment 4

The Reference Manual – this project was done very well by candidates. The standard on some of the Manuals was exceptional.

Recommendations to Teachers

1. Teachers must submit School-Based Assessments complete with Mark Schemes to CXC.
2. Teachers must submit School-Based Assessments in presentation folder and not in loose leaf form.
3. Teachers should liaise with other schools; it is acceptable for two schools in one area to do the same projects.
4. In order to preserve the integrity of Assignment One it is suggested that there be exchange assessment by teachers.

FINAL COMMENTS

The majority of candidates attempted all ten questions in Paper 01 and four questions in Paper 02. Candidates performed significantly well on some questions. For Paper 01, where questions were related to Information Technology, candidates experienced some difficulty in answering the questions. Overall performance indicated a general weakness in questions related to Information Technology.

Overall, Electronic Document Preparation and Management (EDPM) appears to be taught by Information Technology teachers without Typewriting background. The rudiments of Typewriting is essential for improved performance. Teachers with training in Typewriting together with Information Technology should be assigned to EDPM. Information Technology training alone is not sufficient.

RECOMMENDATIONS

1. An exchange of teachers between schools is recommended during assessment times. This will provide more objectivity for production work.
2. There needs to be a forum in which all teachers from a territory come together for standardization in terms of the syllabus. It is evident that consistency is lacking regarding the contents of the syllabus; the assessment process becomes unfair to students when one mark scheme is used for all candidates.
3. It is recommended that teachers teach the theory of Typewriting and Information Technology before the practical is done. This should improve candidates' performance in the subject.

Overall recommendations to Teachers

1. Teachers must give careful attention to production principles ensuring that students apply them frequently.
2. Give students more manuscript assignments with proofreaders' marks.
3. Incorporate different types of headings in assignments.
4. Expose students to more practice in typing spaced capitals.
5. Encourage students to use features of Menu Bar and Toolbar more frequently.
6. Expose students to examination techniques. (In many instances candidates typed back instructions that were given to them to complete the particular task.)
7. Conduct mock examinations that would help to prepare students for the final examination.
8. Give students more integrative practice to select and insert graphics into documents.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JUNE 2006

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

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St Michael, Barbados

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ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

GENERAL PROFICIENCY EXAMINATION

JUNE 2006

GENERAL COMMENTS

This is the second year that the CSEC examination in Electronic Document Preparation and Management has been offered at the General Proficiency. The subject was well received with four thousand one hundred and eighty-two (4182) candidates registered as opposed to one thousand nine hundred and ninety-one (1991) candidates registered in 2005. The examination consisted of three papers: Paper 01 – Structured Questions; Paper 02 – Production test; and Paper 3/1 – the School Based Assessment (SBA).

A satisfactory number of the stated objectives represented all the Units in the syllabus in this examination. The responses from the candidates indicated that they were knowledgeable about most of the objectives tested.

The overall performance was very good. There were, however, some excellent responses, especially in Paper 02.

Paper 01 – Structured Questions

In this paper the knowledge and application of important facts, concepts, and theoretical principles involved in document production and management were tested. Candidates' performance on this paper was good with 77.62 per cent of them achieving Grades I – III.

Paper 02 – Production Test

This paper consisted of four compulsory production questions based on Units III – VIII of the Syllabus. In this examination the candidates were required to produce four types of documents.

The performance of candidates on Paper 02 was excellent, with 97.23 per cent obtaining Grades I – III.

Paper 03 – Schools Based Assessment

The School Based Assessment of the examination consisted of four parts:

- Assignment 1 – These assignments were prepared, administered and marked by the teacher(s) in the respective schools.
- Assignments 2 and 3 – The teachers were given exemplars and they had to design similar projects – the assignments were prepared, administered and marked by the teacher.
- Assignment 4 – A guideline was given in the syllabus, the teachers marked the final assignment.

The performance of the candidates on Paper 3 was excellent, with 91.67 per cent obtaining Grades I – III.

DETAILED COMMENTS

General Proficiency

Paper 01

Generally, candidates' weaknesses were seen in spelling, grammar and sentence construction. Many candidates were unable to read, interpret and follow basic instructions correctly. Other candidates demonstrated their knowledge but were unable to give clear and concise explanations.

Question 1

This question was designed to test candidates' ability to:

1. define the Operating System Software
2. identify common operating systems
3. identify Icons on the Desktop

The overall performance on this question was fair. Many of the candidates could not distinguish between operating-system programme and application programme; desktop, toolbar and taskbar. However, the majority of candidates gained full marks in naming icons on the Desktop.

Question 2

This question was intended to test candidates' ability to explain the purpose of a scanner and to describe ways of caring for the computer.

The overall performance on this question was not good. Many candidates could not effectively express themselves. They were unaware of how to care for the keyboard and 'covers' were referred to as 'plastic bags,' 'plastics.'

Question 3

This question tested candidates' knowledge of:

1. special keys
2. how to protect the integrity of computer files

Candidates' performance on this question was fair. For the first section of the question, many candidates explained the use of the special keys instead of giving the abbreviations. For the second section, some candidates interpreted the question wrongly and gave responses such as 'copyright law/plagiarism' and 'intellectual property.'

Question 4

This question was designed to test candidates' ability to proofread documents and correct errors.

Of the 98 per cent of candidates who did this question, 70 per cent did very well and 4 per cent gained full marks. Candidates had challenges identifying and correcting the errors especially alignment, and spelling.

Question 5

This question tested candidates' ability to identify types, sizes and layout of paper. Many candidates had problems distinguishing 'paper size' from 'paper orientation.' Measurements given for paper size were incorrect in some cases.

Question 6

This question was intended to test candidates' ability to distinguish between communication devices and communication media.

Seventy-five per cent of the candidates had a clear understanding of electronic communication media while 25 per cent were not familiar with the term.

Eighty-five percent of the candidates were not familiar with the term 'modem' while 15 per cent indicated that they were knowledgeable about it.

Question 7

This question tested candidates' ability to describe the steps in creating an electronic document folder.

Answers given indicated that the candidates used the word 'file' and 'folder' interchangeably and that they were confused with the steps. Twenty-five percent of the responses were excellent, 10 per cent were poor, and a significant number of candidates did not respond. Sixty per cent of the candidates were confused with the steps while 5 per cent did not seem to understand the question.

Question 8

This question tested candidates'

1. ability to identify types of forms
2. knowledge of how to create forms on the computer.

Most candidates did not score full marks on this question. Their performance indicated a significant weakness in ordering the steps sequentially for inserting 'text boxes' on a form. A number of the candidates did not identify specific forms that can be created on the computer but gave answers such as 'letters, reports' which are incorrect.

Question 9

This question was designed to test candidates'

1. knowledge of the concept of plagiarism
2. ability to list guidelines to avoid plagiarism

Performance on the first part of this question indicated that seventy per cent of the answers were correct; 30 per cent of the candidates were unfamiliar with the term 'plagiarism': ten per cent did not answer the question, while 20 per cent had the incorrect answer. Most candidates spelt 'plagiarism' incorrectly.

In the second part of this question, most of the candidates had an idea of what they wanted to say but were not specific in their responses.

Question 10

This question tested candidates' awareness of

1. acceptable work standards
2. desirable habits and work attitudes.

The majority of candidates did not answer the first part of this question correctly. Most candidates could not differentiate between 'acceptable work standards' and 'desirable habits and work attitudes.' A number of candidates did not attempt the question at all.

Recommendations to Teachers

1. Teachers should attempt to cover the entire syllabus but give specific attention to those areas which prove difficult for students.
2. Teachers should ensure that all students have access to important parts of the syllabus.
3. Teachers should teach the theory before the students do the practical.
4. Information Technology teachers should become familiar with keyboarding and word processing principles.
5. Teachers should give students more opportunities to distinguish between forms and other documents.
6. Tests on theory of the syllabus should be given at regular intervals so that students may become better at expressing themselves more effectively. **Also students will fully understand that the subject is examined both in theory and in practical.**
7. Teachers should place more emphasis on Module IX (Planning and Organization).
8. Teachers should administer spelling tests/quizzes, relevant to Electronic Document Preparation and Management, at regular intervals to improve spelling performance.

Paper 02

Most questions were attempted. Generally, candidates' weaknesses were seen in the Accuracy and Presentation Profiles and strengths were seen in Speed. In some cases, the typing rules and principles for layout and presentation of production documents were not followed. Many candidates were unable to read, interpret and follow basic instructions. Some had difficulty interpreting basic proof-reader's symbols. There were also indications that candidates may have been exposed to Information Technology and not the principles of Word Processing/Typewriting. Accuracy is a main weakness as candidates failed to utilize basic features on the computer to correct this problem.

Assessment proved difficult in the following cases:

1. Two different tasks printed on the same page.
2. Identical scripts submitted by a number of candidates from the same school.

3. Candidates reproduced other candidates' assignment as their own even with the registration number.
4. Selection of appropriate font, border and Word Art.
5. Usage of stationery – inability to prepare documents on one page appropriately or as instructed.
6. Margins set outside the printable margins.

Question 1

The intention of this question was to test candidates' ability to produce a letter:

1. with enumerated inset
2. with hanging paragraphs
3. interpreting and applying manuscript signs
4. preparing and printing an envelope

All candidates attempted this question. The performance of some candidates did not indicate a thorough knowledge of formatting, hanging paragraphs, inset and enumerations, margin settings, number of spaces between paragraphs and other sections of letter, positioning of complimentary close and signatory and designation, and types of headings.

Question 2

This question was designed to test candidates' ability to produce a chairman's agenda:

1. typing different types of headings
2. interpreting and applying manuscript signs

This question was attempted by most candidates. The performance of candidates indicated that some candidates did not know the reasons for a wide right-hand margin in a Chairman's Agenda. In many instances, the Agenda placement was incorrect. In most cases, candidates were not clear on spacing after punctuation marks. The typing of words incorrectly was frequently identified indicating that candidates are not accustomed to using the Spelling Check feature on the Menu Bar.

Question 3

This question tested candidates' ability to prepare an invoice from manuscripts, interpret and apply manuscript signs, use different types of headings (oblique), and type figures.

The majority of candidates attempted this question. In most cases candidates used the asterisk as a multiplication sign. Figures were also not properly aligned. Many candidates did not seem to be familiar with proof-readers' marks as most of them either typed back the text as given or did not make the necessary corrections.

Candidates' performance also indicated weakness in the use of 'Excel' for oblique headings.

Question 4

This question tested the candidates' ability to format documents; manipulate simple graphics for insertion into documents; and to use keyboard techniques to produce effective and creative displays.

Many students failed to follow all instructions to complete this task. In most cases candidates' design was impressive but some candidates used inappropriate 'Clip Art' in their designs.

Candidates showed difficulty in distinguishing between graphics and Word Art, in manipulating graphics for correct insertion into document, inserting borders, and interpreting proofreaders' marks. Some candidates experienced challenges in producing an effective, creative display, and attractive layout of the document.

PAPER 03 – SCHOOL-BASED ASSESSMENT

There was clear indication that some candidates worked together on the reference manuals as they submitted the same samples with same errors. They also collaborated to a great extent in completing the assignments; same errors were detected but they used a different Word Art, font size, and lines in the case of tabular work.

Power Point presentations were too detailed and not properly formatted.

There were discrepancies in interpretation between Assignments 2 and 3 mainly in sending via email and the use of Power Point.

There were many variations to the assignments done by candidates and the mark schemes submitted by schools. A number of schools did not submit assignment questions, keys or mark schemes. In some cases, neither assignments nor reference manuals were graded.

In some cases, candidates did not submit the required reference for Assignment 2. There was a minority of candidates who did not submit assignments.

The majority of candidates gained maximum points on all three profiles (Accuracy, Speed, Presentation & Use of Technology). However, there were a few cases where candidates showed weaknesses in Speed and Presentation & Use of Technology.

Assignment 1

This assignment was executed by the teacher; most of the candidates seemed to have an understanding of keyboarding based on what was submitted.

Assignments 2 and 3

This assignment was designed, supervised and marked by the teacher. Some schools produced excellent projects, while some were not up to the expected standard. Some territories developed 2 projects that the whole country did, that seemed to work better.

Assignment 4

The Reference Manual – this project was done very well by most of the candidates. The standard on some of the Manuals was exceptional.

Recommendations to Teachers

1. Teachers **must submit** School Based Assignments in presentation folder packaged with **assignment instructions, keys and mark schemes**. Loose leaf format is not acceptable.
2. Teachers should liaise with other schools; it is acceptable for two schools in one area to do the same projects.
3. In order to preserve the integrity of Assignment One it is suggested that there be exchange assessment by teachers.
4. Students need more practice time especially in the formatting of tables, types of headings in tables (vertical, oblique) in order for them to develop the required skills.

FINAL COMMENTS

The majority of candidates attempted all ten questions in Paper 01 and all four questions in Paper 02. Candidates performed significantly well on some questions while others performed poorly on some questions. For Paper 01, where questions were related to Information Technology, candidates experienced some challenges in answering the questions. Candidates' performance indicated a general weakness in questions related to Information Technology.

Overall, Electronic Document Preparation and Management appears to be taught by Information Technology teachers without Word Processing/Typewriting background. The rudiments of Typewriting are essential for improved performance. Teachers with training in Typewriting together with IT training should be assigned to Electronic Document Preparation and Management. IT training alone is not sufficient.

RECOMMENDATIONS

1. An exchange of teachers between schools is recommended during assessment times. This will provide more objectivity for production work.
2. There needs to be a forum in which all teachers from all territories meet for standardization in terms of the syllabus. It is evident that consistency is lacking regarding the contents of the syllabus; the assessment process becomes unfair to students when one mark scheme is used for all candidates.
3. It is recommended that teachers teach the theory of Typewriting and Information Technology before the practical is done. This should improve candidates' performance in the subject.

Overall recommendations to Teachers

1. Teachers must give careful attention to production principles ensuring that candidates apply them frequently.
2. Give students more manuscript assignments with proofreaders' marks.
3. Incorporate different types of headings in assignments.
4. Expose students to more practice in alignment of figures.

5. Expose students to more practice in formatting of all documents particularly letters and tables.
6. Encourage students to use features of Menu Bar and Toolbar more frequently.
7. Expose students to examination techniques. (In many instances candidates typed back instructions that were given to them to complete the particular task.)
8. Conduct mock examinations that would help to prepare students for the final examination.
9. Give students more integrative practice to select and insert graphics into documents.
10. Give students more practice in typing forms with text boxes.
11. Encourage students to utilize the 'Print Preview' in every class.
12. Students need to be encouraged to use 'Page set up' in every class.
13. Students need to be encouraged to use 'Spell Check' for every task.
14. Students need clearer instructions and practice on spacing after punctuation marks.
15. Teachers must supervise printing of exercises to prevent students from printing their entire pages for their classmates.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JUNE 2007

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

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ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

GENERAL PROFICIENCY EXAMINATION

JUNE 2007

GENERAL COMMENTS

This is the third year that Electronic Document Preparation and Management has been offered at the General Proficiency. Five thousand, seven hundred and twelve candidates registered for the examination compared with 4 182 candidates in 2006.

The examination consisted of the following papers:

Paper 01	–	Structured Questions
Paper 02	–	Production Test
Paper 03/2	–	Alternative to the School Based Assessment

The 03/2 paper was offered for the first time in 2007.

The overall performance was very good. Ninety-five per cent of the candidates achieved Grades I to III, a decrease of two per cent over 2006.

Paper 01 – Structured Questions

This paper consisted of ten compulsory questions which tested the knowledge and application of important concepts and theoretical principles involved in document production and management. The performance of candidates on this paper was very good. The mean mark was 30.54 out of 50. Seventy-eight per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 02 – Production Test

This paper consisted of four compulsory questions which tested the candidates' ability to prepare letters, tables, reports, business forms and creative displays. The performance of candidates on this paper was very good. The mean mark was 68.91 out of 100. Eighty-three per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 03/2 – Alternative to the School-Based Assessment

This paper consisted of two compulsory production questions. The performance of candidates on this paper was very good. The mean mark was 79.86 out of 100. Ninety-five per cent of the candidates scored at least 50 per cent of the available marks for this paper.

DETAILED COMMENTS

General Proficiency

Paper 01 – Structured Questions

Generally, candidates' weaknesses were seen in spelling, punctuation, grammar and sentence construction. Many candidates were unable to read, interpret and follow basic instructions correctly. Some candidates demonstrated their knowledge but were unable to give clear and concise explanations.

Question 1

This question tested candidates' ability to identify input devices. The question was attempted by approximately 94 per cent of the candidates.

The overall performance on this question was fair. The majority of candidates were able to identify the input devices presented. However, many of the candidates could not identify the most recent input device in the evolution of technology. Their responses indicated that they were unaware of the terms "most recent" and "technology".

Question 2

This question tested candidates' ability to describe ways of caring for computer peripherals and the working environment. The question was attempted by approximately 91 per cent of the candidates.

The overall performance on this question was not good. Many candidates could not effectively express themselves. They were unaware of the difference between "computer system" and "peripherals". However, the majority of candidates knew how to care for the computer's working environment.

Question 3

This question tested candidates' knowledge of:

- (i) Special keys used to move around within documents
- (ii) Protecting the integrity of computer files.

The question was attempted by approximately 92 per cent of the candidates.

Candidates' performance on this question was fair. For the first section of the question, many candidates did not know the meaning of the word "integrity". The majority of candidates were knowledgeable about the special keys and gained maximum marks for this section.

Question 4

This question was designed to test candidates' ability to

- (i) Describe the functions of various hardware devices
- (ii) Select appropriate software to create documents.

The question was attempted by approximately 92 per cent of the candidates.

The question presented challenges for most of the candidates who had difficulty differentiating between operating system software and application software. In addition, candidates were unaware of the features offered by any specific application software.

Question 5

This question tested candidates' ability to

- (i) Identify types, sizes and layout of paper
- (ii) Edit various types of documents.

The question was attempted by approximately 94 per cent of the candidates.

Many candidates could not distinguish 'paper size' from 'paper orientation' and also demonstrated weaknesses in identifying manuscript signs.

Question 6

This question was intended to test candidates' knowledge of various storage devices. The question was attempted by approximately 93 per cent of the candidates.

The majority of the candidates were knowledgeable about the different storage devices that may be used. However, many of the candidates had problems spelling the names of the devices.

Question 7

This question tested candidates' ability to

- (i) Prepare advanced tabulation using oblique headings
- (ii) Edit various types of documents.

This question was attempted by approximately 93 per cent of the candidates.

The candidates correctly identified the software needed to format the headings. However, a few candidates did not correctly produce the document with the format indicated.

Question 8

This question tested candidates' ability to edit various types of documents. The question was attempted by approximately 88 per cent of the candidates.

The majority of the candidates completed the question competently. However, many of the candidates had difficulty with spelling and interpretation of the instructions.

Question 9

This question tested candidates' knowledge of punctuation marks and grammar. The question was attempted by 92 per cent of the candidates.

The responses to this question indicated that quite a few candidates had challenges using punctuation marks, capitalization and grammar competently.

Question 10

This question tested candidates' ability to define terms associated with the editing of documents. The question was attempted by 89 per cent of the candidates.

The majority of the candidates correctly defined the term 'format and edit'.

However, the word "proofread" was misinterpreted to be proofreaders' marks by many of the candidates.

Recommendations to Teachers

1. Teachers should attempt to cover the entire syllabus but give specific attention to those areas that prove difficult for students.
2. Teachers should ensure that the theoretical components are mastered before attempting the practical components of the syllabus.
3. Teachers should give students more opportunities to use manuscript signs.
4. Teachers should devise more strategies to reinforce concepts, terms and frequently used phrases.
5. Tests on theoretical aspects of the syllabus should be given at regular intervals to ensure that students become better at expressing themselves effectively.
6. Teachers should administer spelling tests or quizzes, relevant to Electronic Document Preparation and Management, at regular intervals to improve spelling performance.
7. Teachers should place more emphasis on reading and interpreting instructions.

Paper 02 - Production Test

The performance on this paper was fairly good overall. However, many candidates demonstrated a poor understanding of the typing rules, principles for layout and presentation of production documents and basic proof-reader's symbols. There were also indications that candidates may have been exposed to Information Technology and not the principles of Word Processing and Typewriting. Accuracy continues to be a concern, as candidates failed to utilize the basic features of the wordprocessor to correct simple errors.

Assessment proved difficult in the following cases:

1. Two different tasks printed on the same page.
2. Identical scripts submitted by a number of candidates from the same centre.
3. Selection of appropriate font, border and Word Art.
4. Usage of stationery – inability to prepare documents on one page appropriately or as instructed.
5. Margins set outside the printable margins.

Question 1

This question tested candidates' ability to produce a memorandum

- (i) With blocked style
- (ii) Interpreting and applying manuscript signs.

The question was attempted by approximately 94 per cent of the candidates. Most candidates were knowledgeable about blocked style paragraphs. The performance of some candidates did not indicate a thorough knowledge of formatting, number of spaces between paragraphs and the layout of a memorandum head.

Question 2

This question tested candidates' ability to produce a two-page letter:

- (i) With a letterhead
- (ii) Inserting graphics
- (iii) Integrating a spreadsheet
- (iv) Interpreting and applying manuscript signs

The question was attempted by approximately 95 per cent of the candidates.

The responses indicated that while the majority of candidates were confident about the layout of a letter, some had difficulty with the layout of a two-page letter. The use of gridlines and placement of a logo presented difficulty for some candidates.

Question 3

This question tested candidates' ability to prepare an advanced tabulation from manuscripts, interpret and apply manuscript signs, use different types of headings and type figures.

The question was attempted by 89 per cent of the candidates.

In most cases candidates did not know how to sort names in alphabetical order using the last name. Many candidates did not seem to be familiar with proof-readers' marks as most of them either typed back the text as given or did not make the necessary corrections. Some candidates did know how to centre headings in columns.

Question 4

This question tested the candidates' ability to prepare an organizational chart from manuscript, using advanced creative display techniques.

The question was attempted by 80 per cent of the candidates. Many candidates failed to follow all instructions needed to complete this task. Some candidates experienced challenges interpreting the manuscript signs. However, in most cases candidates' designs were impressive.

Paper 03/1 – School-Based Assessment

There was a clear indication that some candidates worked together on the reference manuals since the same samples were submitted with the same errors. There was also collaboration in completing the assignments as the same errors were detected, but different Word Art, font size, and lines in the case of tabular work, were used.

The PowerPoint presentations were too detailed and not properly formatted.

A number of schools did not submit assignment questions, keys or mark schemes. In some cases, neither assignments nor reference manuals were graded. In some cases, candidates did not submit the required reference for Assignment 2.

The majority of candidates gained maximum points on all three profiles (Accuracy, Speed and Presentation & Use of Technology). However, there were a few cases where candidates showed weaknesses in Speed and Presentation & Use of Technology.

Recommendations

1. Teachers **must submit** School Based Assignments in the presentation folder packaged with **assignment instructions, keys and mark schemes**. Loose leaf format is not acceptable.
2. Teachers should liaise with other schools since it is acceptable for two schools in one area to do the same projects.
3. Teachers **must** submit mark schemes, keys and copies of production assignments.
4. Students need more practice time especially in the formatting of tables, types of headings in tables (vertical, oblique), formatting of bibliography, proofreading, alignment of figures and centering of documents vertically and horizontally, in order for them to develop the required skills.
5. Students need to pay close attention to the rules governing document preparation.
6. Teachers should expose students to examination techniques. (In many instances candidates typed back instructions that were given to them to complete the particular task.)
7. An exchange of teachers between schools is recommended during assessment times. This will provide more objectivity for the marking of production work.
8. Students should be given ample practice using the tools and features of the various software packages, necessary for the production of accurate professional documents.

Paper 03/2 – Alternative to School-Based Assessment

Paper 03/2 is the alternative paper to the School Based Assessment (SBA) and attempts to assess the same skills that would have been tested in the SBA.

The paper consisted of two questions. Question 1 was designed to test the candidates' ability to:

- (i) select and use appropriate stationery
- (ii) apply correct formatting to a document
- (iii) use appropriate justification formats
- (iv) interpret and apply manuscript signs.

Question 2 was designed to test the candidates' ability to:

- (i) complete forms on the computer using specific instructions
- (ii) prepare different types of documents using appropriate formatting
- (iii) integrate information to produce complete documents.

The performance of candidates on this paper was very good.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON THE CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2008

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

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ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

GENERAL PROFICIENCY EXAMINATION

JUNE 2008

GENERAL COMMENTS

The number of candidates sitting the Electronic Document Preparation and Management examination continues to increase annually. In 2008, 7439 candidates sat the examination an increase of 1,727 candidates over 2007.

The examination consisted of three papers:

Paper 01	-	Structured Questions
Paper 02	-	Production Test
Paper 03	-	Alternative to the School Based Assessment

The overall performance was very good with 95 per cent of the candidates achieving Grades I to III.

Paper 01 – Structured Questions

Paper 01 consisted of ten compulsory questions that tested the knowledge and application of important concepts and theoretical principles involved in document production and management. Candidates' performance on this paper was very good. The paper was marked out of 50 and the mean mark was 31.91. Eighty-eight per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 02 – Production Test

Paper 02 consisted of four compulsory questions that tested the candidates' ability to prepare business forms, business letters, creative displays and spreadsheets while applying a variety of production principles. The performance of candidates on this paper was very good. The paper was marked out of 100 and the mean mark was 58.24. Seventy per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 03/2 – Alternative to the School-Based Assessment

Paper 03/2 consisted of two compulsory questions that tested the candidates' ability to prepare letters with mail merge, advanced creative displays, Power Point presentations, organizational charts, and spreadsheets using a variety of production principles. The performance of candidates on this paper was very good. The mean mark was 58.45 out of 100. Sixty-six per cent of the candidates scored at least 50 per cent of the available marks for this paper.

DETAILED COMMENTS

General Proficiency

Paper 01 – Structured Questions

Candidates' performance indicated areas of strength and areas of weakness. The areas of weakness were seen in centering, spelling, punctuation, sentence construction, expressing themselves effectively and following instructions.

Question 1

This question tested candidates' ability to identify software applications and the uses of hardware devices. The question was attempted by approximately 91 per cent of the candidates.

Section (a) of this question was known by most candidates as they were able to identify different software applications. However, in section (b) responses indicated that candidates confused the word "equipment" with "hardware and software."

Question 2

This question was designed to test candidates' ability to identify input devices. The question was attempted by approximately 92 per cent of the candidates.

The overall performance on this question was good. However, this question posed difficult for some candidates particularly in their ability to explain or identify the standard keys on the computer keyboard. Candidates, on the whole, were particularly knowledgeable about the "Home", "Shift", and "Insert" keys.

Question 3

This question tested candidates' ability to identify the steps in saving a **new** document. The question was attempted by approximately 91 per cent of the candidates.

Most candidates misinterpreted this question in that they named the steps in saving a folder instead of a new document created. A possible cause of this weakness could be that candidates did not read the question carefully.

Question 4

This question was designed to test candidates' ability to move or delete text in a document. The question was attempted by approximately 90 per cent of the candidates.

Some of the candidates could not differentiate between cutting text to move it and copying the text. Some of the candidates were unable to explain the process, instead they said "cut and paste." Other candidates were aware of the process involved in deleting information and not moving information.

Question 5

This question was designed to test candidates' knowledge of

- (i) sizes and layout of paper
- (ii) sizes of envelopes.

The question was attempted by approximately 91 per cent of candidates.

Most candidates were able to match the paper size with the document. However, many candidates could not differentiate between 'types of stationery' and 'paper size.' Candidates also had difficulty in matching the correct type of envelope with the document.

Question 6

This question was designed to test candidates' ability to

- (i) differentiate between operating software and application software
- (ii) identify types of secondary storage devices.

This question was attempted by approximately 91 per cent of the candidates.

Section (a) seemed to have posed difficulty for many candidates. They could not differentiate between 'operating software' and 'application software.'

Question 7

This question tested the candidates' knowledge of the concepts 'intellectual property' and 'copyright.' The question was attempted by approximately 88 per cent of the candidates.

The overall performance on this question was poor. Candidates' performance indicated that the majority of the candidates did not understand the term 'concept.' In some cases candidates confused 'plagiarism' with 'intellectual property.' However, many candidates correctly defined the term 'copyright.'

Question 8

This question tested the candidates' ability to create letterheads by following formatting instructions. The question was attempted by approximately 91 per cent of the candidates.

Overall, the performance on this question was good. The majority of candidates were knowledgeable about centering, bolding, and capitalization. However, spacing and punctuation presented difficulty for many candidates.

Question 9

This question was designed to test candidates' ability to edit documents by correcting punctuation and spelling errors. The question was attempted by 91 per cent of the candidates.

The overall performance on this question was very good. The majority of the candidates completed the question competently. However, inserting correct punctuation, especially quotation marks, presented difficulty for many of the candidates.

Question 10

This question tested the candidates' awareness of keyboarding techniques. The question was attempted by 86 per cent of the candidates.

The overall performance on this question was poor. The performance of the majority of candidates indicated that they were not knowledgeable about shortcut keys.

Paper 02 - Production Test

The performance on this paper was fairly good overall. Accuracy continues to be a concern, as candidates failed to utilize the basic features of the word processor to correct simple errors. Another outstanding weakness was that candidates were not knowledgeable about the number of spaces to be left after the various punctuation marks.

Question 1

This question was designed to test candidates' ability to produce a two-page letter with the following features

- (i) creating a letterhead
- (ii) modified block style letter with indented paragraphs
- (iii) interpreting and applying manuscript signs

- (iv) preparing and integrating a spreadsheet.

The question was attempted by approximately 93 per cent of the candidates.

The following areas posed difficulty for many of the candidates:

- (i) Layout of letter in modified block style
- (ii) Positioning date correctly in letter
- (iii) Interpreting manuscript signs correctly
- (iv) Integrating spreadsheet into the body of letter correctly

The overall performance on this question was satisfactory. In many cases it was evident that candidates did not read the entire question before attempting it. A general weakness that was evident was the candidates' inability to leave adequate number of spaces after punctuation marks.

Question 2

This question tested candidates' ability to format a document and to interpret and apply manuscript signs. This question was attempted by approximately 92 per cent of the candidates.

The overall performance on this question was very good. However, many candidates had difficulty in the interpretation of the manuscript signs.

Question 3

This question tested the candidates' ability to produce a form using drawing tools and formatting techniques. The question was attempted by approximately 89 per cent of the candidates.

The overall performance on this question was poor. The majority of candidates had difficulty in

- (i) using drawing tools to produce text boxes
- (ii) interpreting and applying manuscript signs
- (iii) formatting by changing font size, using capitalization and leader dots.

Question 4

This question tested the candidates' ability to prepare a leaflet from manuscript, using advanced creative display techniques. The question was attempted by 75 per cent of the candidates.

Performance on this question was good overall. Candidates who scored highly on this question displayed the ability to insert clipart into the document and use Word Art competently.

The following areas presented difficulty to candidates:

- (i) formatting the document into several columns
- (ii) justifying margins and text
- (iii) using correct paper size and orientation
- (iv) using correct line spacing

Recommendation to Teachers

1. Teachers should ensure that the theoretical components are mastered before attempting the practical components of the syllabus.
2. Teachers should devise more strategies to reinforce concepts, terms (such as, intellectual property, copyright, application software, operating software, input devices, etc.) and frequently used phrases.
3. Teachers should place more emphasis on reading and interpreting instructions.
4. Teachers should administer spelling tests or quizzes, at regular intervals to improve spelling performance.
5. Assignments including the following tasks should be given at regular intervals:
 - (a) Two-page letters, letterheads, and layout of continuation sheets
 - (b) Forms designed with tear-off slips
 - (c) Letters with different letter styles and spacing between different parts of the letter
 - (d) Integration of spreadsheets into a document
 - (e) Inserting text boxes, headers and footers
 - (f) Selecting paper sizes and stationery
 - (g) Saving and retrieving documents
6. Teachers should give students more opportunities to use manuscript signs.
7. Tests on theoretical aspects of the syllabus should be given at regular intervals to ensure that students become better at expressing themselves effectively.

Paper 03/1 – School-Based Assessment

Overall, the School-Based Assessment assignments did not meet the required standard. In addition, some assignments were not submitted and a number of schools did not submit assignment questions, keys or mark schemes.

Recommendations

1. Teachers must submit School-Based Assignments in the presentation folder along with the assignment instructions, keys and mark schemes. Loose-leaf format is not acceptable.
2. Assignments must be clearly labelled for identification.
3. Moderation sheets must be completed.
4. The student's registration number must be inserted on the moderation sheet and all assignments.
5. Teachers must submit mark schemes, keys and copies of the production assignments.
6. Students need more practice time especially in the formatting of tables, proofreading and centering of documents vertically and horizontally, in order to develop the required skills.

7. Students need to pay close attention to the rules governing document preparation.
8. An exchange of teachers between schools is recommended during assessment times. This will provide more objectivity for the marking of production work.
9. Students should be given practice using the tools and features of the various software packages necessary for the production of accurate professional documents.

Paper 03/2 – Alternative to School-Based Assessment

This paper is the alternative paper to the School-Based Assessment (SBA) and it attempts to assess the same skills that would have been tested in the SBA.

This paper consisted of two questions.

Question 1

This question tested the candidates' ability to:

- (i) format a letterhead
- (ii) interpret and apply manuscript signs
- (iii) produce letters using the mail merge

The performance of candidates on this question was satisfactory. Many candidates had difficulty completing the mail merge and the footer. However, an area of strength was the preparation of the letterhead.

Question 2

This question tested candidates' ability to:

- (i) prepare different types of documents using appropriate formatting – organizational chart, spreadsheet
- (ii) integrate information to produce a single, complete document in a Power Point presentation.

The performance of candidates on this question was satisfactory. The majority of candidates showed strength in completing the organizational chart. Areas of weakness were seen in calculating percentages and net income in the spreadsheet, and in cutting and pasting to the Power Point.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JUNE 2009

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

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ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

GENERAL PROFICIENCY EXAMINATION

JUNE 2009

GENERAL COMMENTS

Eight thousand nine hundred and seventy-six candidates wrote the examination in 2009, an increase of 1,537 candidates over 2008.

The contents of the written examination were as follows:

Paper 01	-	Structured Questions
Paper 02	-	Production Test
Paper 03/2	-	Alternative to the School Based Assessment

The overall performance was excellent, with 90 per cent of the candidates achieving Grades I to III.

Paper 01 - Structured Questions

Paper 01 consisted of ten compulsory questions that tested the knowledge and application of important concepts and theoretical principles involved in document production and management. Candidates' performance on this paper was generally weak. The paper was marked out of 50 and the mean mark was 19.86. Twenty-nine per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 02 - Production Test

Paper 02 consisted of four compulsory questions that tested the candidates' ability to apply a variety of production principles to prepare business letters, creative displays and spreadsheets, format documents and interpret manuscript signs. The performance of the candidates on this paper was very good. The paper was marked out of 100 and the mean mark was 56.89. Sixty-four per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 03/2 - Alternative to the School-Based Assessment

Paper 03/2 consisted of two compulsory questions that tested the candidates' ability to use a variety of production principles to prepare letters with mail merge, forms, and Power Point presentations. The performance of candidates on this paper was very good. The mean mark was 64.93 and the paper was marked out of 100. Seventy-eight per cent of the candidates scored at least 50 per cent of the available marks for this paper.

DETAILED COMMENTS

General Proficiency

Paper 01 - Structured Questions

Candidates' performance on this paper indicated significant weakness in areas such as grammar, spelling, punctuation, sentence construction and expression.

Paper 01 is a theory paper covering all aspects of the syllabus. It is therefore mandatory that the theory in each module be taught in its entirety. Since candidates must write their answers, it is important that emphasis be placed on grammar, spelling, punctuation, sentence construction and the importance of reading and following instructions carefully. Many candidates lacked knowledge in some areas of the content tested.

Question 1

This question was designed to test candidates' ability to define and identify output devices. The question was attempted by approximately 92 per cent of the candidates. Seventy-one per cent of the candidates scored at least 50 per cent of the available marks for this question.

Although the overall performance on this question was good, Part (a) of this question posed challenges for most candidates. They were not able to properly define the term "output device." Part (b), however, was less challenging as most candidates were able to list examples of output devices.

Question 2

This question tested the candidates' ability to identify the two types of computer software, state their major function and give examples of each type of software.

This question was attempted by approximately 91 per cent of the candidates. Forty-five per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was good. The correct answer to Part (a) was known by many candidates. However, some candidates were not knowledgeable about the types of computer software, which are "operating software" and "application software." They named, for example, "Microsoft Word," which was one of the correct answers to Part (c). In Part (b), some candidates experienced difficulty stating the function of each type of software. For Part (c), many candidates could not give an accurate example of each type of software mainly because they had already given the answer in Part (a).

Question 3

This question was designed to test candidates' ability to set up and maintain an electronic filing system and name specific file extensions for given file types.

The question was attempted by approximately 82 per cent of the candidates. Six per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was poor. Part (a) posed difficulties for most candidates. They responded to the question by explaining how they would set up and maintain a manual filing system and made reference to filing cabinets, paper folders, dog ears, feather dusters, dust free, and so on. Consequently, they also had difficulty naming file extensions for the file types given in Part (b).

It was obvious that the majority of candidates had no knowledge of an electronic filing system (EFS).

Question 4

This question was designed to test candidates' knowledge of punctuation marks and manuscript signs.

The question was attempted by approximately 92 per cent of the candidates. Fifty-three per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was good. In Part (a), responses indicated that the topic was widely known by candidates. However, their weakness in spelling the punctuation marks was evident. Many spelt the word "comma" as "common" or "commer" and spelt "colon" as "quolon."

In Part (b), responses indicated that many candidates had limited knowledge of the manuscript signs. Many could not write the manuscript signs for the words given. A reason for this could be that candidates did not get enough practice in typing from documents with manuscript signs.

Question 5

This question was designed to test candidates' knowledge of different documents used in meetings. The question was attempted by approximately 89 per cent of candidates. Sixty-four per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this section was very good. However, many candidates felt that "memorandum" and "memo" were two different documents.

Question 6

This question was designed to test candidates' ability to display an organizational chart. This question was attempted by approximately 91 per cent of the candidates. Forty-three per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was satisfactory. Candidates' responses indicated that they recognised that the "president" should be placed in the first position. However, placing the other positions posed some difficulty.

It was very clear that some candidates could not differentiate between an organizational chart and other charts. Many candidates displayed bar charts, flow charts and column charts.

Question 7

This question tested the candidates' knowledge of types of software used to do tabulations, financial statements and types of headings used in advanced tabulations.

This question was attempted by approximately 88 per cent of the candidates. Twenty per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was quite poor. Part (a) appeared not to pose any difficulty for candidates. Most candidates, however, stated "Excel" as the software. They seemed not to be familiar with other software used to do tabulations. Part (b) posed some difficulty for some candidates as they were unable to name the types of financial statements. Part (c) also posed some difficulty for candidates as their responses

indicated that they were not familiar with the different types of headings used in advanced tabulations. One type of heading is “oblique” and many candidates spelled it incorrectly as “oblick” or “obleke.”

Question 8

This question was designed to test candidates’ knowledge of the concept of “plagiarism”. This question was attempted by approximately 86 per cent of the candidates. Thirty-seven per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was poor and Part (a) was not very well answered. Candidates did not have a clear understanding of the concepts “intellectual property” and “copyright.”

Responses to Part (b)(i) indicated that although candidates understood the term “plagiarism”, they were unable to express themselves clearly. Part (b)(ii) presented difficulty for most candidates. They could not accurately state the two guidelines that could be used to avoid plagiarism. An example of an incorrect answer was “put them in prison.”

Question 9

This question was intended to test candidates’ knowledge of keyboard navigation keys. This question was attempted by 88 per cent of the candidates. Thirty-one per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was poor. A number of candidates experienced difficulty with this question and their responses indicated that they did not know the meaning of the word “navigate.”

Question 10

This question was designed to test candidates’ knowledge of the steps to create a shortcut. This question was attempted by 84 per cent of the candidates. Twenty-nine per cent of the candidates scored at least 50 per cent of the available marks.

The overall performance on this question was poor. The performance of the majority of candidates indicated that they were not knowledgeable about creating the necessary shortcut. They could not differentiate between “creating a folder” and “creating a shortcut.”

Paper 02 - Production Test

The performance on this paper was good overall. Once again, accuracy continues to be a concern. Candidates failed to utilize the basic features of the word processor to correct simple errors. Another outstanding weakness was that candidates were not knowledgeable about the number of spaces to be left after punctuation marks.

Question 1

This question was designed to test candidates’ ability to produce a one-page letter with the following features:

- (i) Creating a letterhead using header

- (ii) Block style letter
- (iii) Interpreting and applying manuscript signs
- (iv) Integrating a logo and a watermark

The question was attempted by approximately 93 per cent of the candidates. Eighty-three per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was good.

The following areas created challenges for many of the candidates:

- (i) Use of correct spacing between lines, punctuation marks and parts of a letter
- (ii) Use of a header
- (iii) Interpreting manuscript signs
- (iv) Integrating a logo in a letterhead
- (v) Integrating a watermark into the body of a letter

Question 2

This question tested candidates' ability to format a document and to interpret and apply manuscript signs. This question was attempted by approximately 92 per cent of the candidates. Eighty-seven per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was good. A strong area of performance was in the centring of headings. However, many candidates had difficulty:

- (i) Ending a page and starting a continuation page
- (ii) Typing enumerated paragraphs in block format
- (iii) Following given instructions
- (iv) Using correct line spacing

Question 3

This question tested candidates' ability to produce a bar or column chart using a spreadsheet. This question was attempted by approximately 82 per cent of the candidates. Forty-six per cent of the candidates scored at least 50 per cent of the available marks for this question.

The overall performance on this question was unsatisfactory. The majority of candidates had difficulty in labelling the axis and arranging the legend for the chart. A possible cause of these weaknesses could be lack of practice and reinforcement.

Question 4

This question tested candidates' ability to use advanced creative display techniques to prepare a three-page brochure from manuscript. This question was attempted by 83 per cent of the candidates. Forty-three per cent of the candidates scored at least 50 per cent of the available marks for this question.

Performance on this question was satisfactory. The majority of candidates seemed comfortable with formatting the different fonts, inserting graphics correctly and using correct paper orientation.

The following areas presented difficulty to candidates:

- (i) Using headers and footers
- (ii) Placing a border on the first page
- (iii) Using correct line spacing
- (iv) Interpreting instructions
- (v) Aligning numbers

Possible causes of these weaknesses could be that candidates did not read instructions carefully before starting the question and unfamiliarity in preparing this type of document.

Recommendations

1. Teachers should place more emphasis on the importance of students reading and interpreting instructions before they begin each exercise.
2. Teachers should ensure that more in-depth focus be given to all theoretical aspects of the syllabus before attempting the practical components.
3. While teachers should attempt to cover the entire syllabus, specific attention should be given to those areas that traditionally prove difficult for students.
4. Teachers should devise more strategies to reinforce concepts and terms (such as plagiarism, intellectual property, copyright, application software, operating software, input devices, output devices) and frequently used phrases.
5. Teachers should administer spelling tests or quizzes, relevant to Electronic Document Preparation and Management, at regular intervals to improve spelling performance.
6. A list of all short-cut keys should be made available to students and their use should be reinforced.
7. Students are to be reminded constantly of how to type headings in all capitals and in initial capitals and to use the spellcheck after preparing each document.
8. Assignments including the following tasks should be given at regular intervals:
 - (a) Letterheads within a header
 - (b) Letters with different letter styles and correct spacing between different parts of the letter
 - (c) Correct integration of watermarks into documents

- (d) Headers and footers
 - (e) Selection and integration of logos into documents
9. Teachers should give students more opportunities to practise displaying different types of charts, including organizational charts.
 10. Teachers should give students more opportunities to use manuscript signs and to type from manuscripts in different handwritings.
 11. Teachers should give more revision of letter formatting and styles.

PAPER 03/1 – SCHOOL-BASED ASSESSMENT

Overall, the School-Based Assessments were satisfactory. Some SBAs were not complete as the required assignments were not submitted. It was also evident that some of the work submitted was photocopied. In addition, some schools did not submit assignment questions, keys or mark schemes.

However, overall, the quality of teachers' marking was acceptable.

The SBAs were marked out of 100 and the mean mark was 76.69. Ninety-two per cent of the candidates scored at least 50 per cent of the available marks.

PAPER 03/2 – ALTERNATIVE TO SCHOOL-BASED ASSESSMENT

This paper is the alternative paper to the School-Based Assessment (SBA). It attempts to assess the same skills that would have been tested in the SBA and consisted of two questions.

Question 1

This question was intended to test candidates' ability to format a letterhead, interpret and apply manuscript signs, produce letters using mail merge and create forms.

The performance of candidates on this question was very good. However, many candidates had difficulty completing the mail merge correctly.

Question 2

This question was intended to test candidates' ability to prepare a PowerPoint Presentation.

The performance of candidates on this question was satisfactory. The majority of candidates showed strength in completing the PowerPoint.

Recommendations

1. More attention needs to be given to the requirements of the syllabus.
2. Some teachers need to become more knowledgeable about the SBA. Some Reference Manuals consisted of definitions of tasks instead of the actual tasks.

3. Teachers must indicate corrections and marks on students' individual pieces of work.
4. Assignments must be labelled for identification.
5. Moderation sheets must be completed in totality.
6. Students' registration numbers must be placed on moderation sheets and assignments.
7. Teachers must submit mark schemes, keys and copies of production assignments.
8. Students need more practice, especially with manuscripts and manuscript signs.
9. Students need to pay closer attention to the rules governing document preparation.
10. An exchange of teachers between schools is recommended during assessment times. This will provide more objectivity for the marking of production work.
11. Students should be given ample practice in using the tools and features of the various software packages necessary for the production of accurate professional documents.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2010

**ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT
GENERAL PROFICIENCY**

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GENERAL COMMENTS

Approximately 10,600 candidates wrote the examination in 2010, an increase of approximately 1,700 candidates over 2009.

The content of the written examinations was as follows:

Paper 01	-	Structured Questions
Paper 02	-	Production Test
Paper 03/2	-	Alternative to School-Based Assessment

Paper 03/1, School-Based Assessment was done by school candidates. Overall performance on the examination was excellent with 90 per cent of the candidates achieving Grades I–III.

Paper 01 – Structured Questions

Paper 01 consisted of ten compulsory questions that tested the knowledge and application of important concepts and theoretical principles involved in document production and management. The performance of candidates on this paper showed marginal improvement compared with 2009. The paper was marked out of 50 and the mean mark was 25.12. Fifty-four per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 02 – Production Test

Paper 02 consisted of four compulsory questions that tested candidates' ability to apply a variety of production principles to prepare business letters, creative displays and spreadsheets, format documents and interpret manuscript signs. The performance of candidates on this paper was good. The paper was marked out of 100 and the mean mark was 59.23. Seventy-five per cent of the candidates scored at least 50 per cent of the available marks for this paper.

Paper 03/2 – Alternative to School-Based Assessment

Paper 03/2 consisted of two compulsory questions that tested candidates' ability to use a variety of production principles to prepare letters with mail merge, forms and PowerPoint presentations. The mean mark on this paper was 49.47. Fifty-one per cent of the candidates scored at least 50 per cent of the available marks for this paper.

DETAILED COMMENTS

Paper 01 – Structured Questions

Candidates' performance on this paper indicated significant weaknesses in areas such as grammar, spelling, punctuation, sentence construction and expression.

Paper 01 is a theory paper covering all aspects of the syllabus. It is therefore mandatory that the theory in each module be taught in its entirety. It is important that emphasis be placed on grammar, spelling, punctuation, sentence construction and the importance of reading and following instructions carefully.

Question 1

This question was designed to test candidates' knowledge of how to manipulate a computer system to create and edit spreadsheet documents. The question was attempted by 99 per cent of the candidates. The overall performance on the question was good.

Question 2

This question tested candidates' ability to identify two types of application software that can be used to insert graphics into documents, to identify two letter styles and to state two differences between them. The question was attempted by 99 per cent of the candidates. Candidates had difficulty identifying two software applications that could be used to insert graphics. However, most candidates were able to identify the letter styles but could not differentiate between them.

Question 3

This question tested candidates' ability to identify and interpret manuscript signs. The question was attempted by 93 per cent of the candidates. This question was satisfactorily done by the majority of candidates.

Question 4

This question was designed to test candidates' knowledge of desirable work habits. The question was attempted by 94 per cent of the candidates. Overall performance on this question was unsatisfactory. Candidates seemed to have difficulty with the word 'desirable' and the majority of responses were inappropriate.

Question 5

This question was designed to test candidates' knowledge of types of professional documents and forms. The question was attempted by 94 per cent of the candidates. The overall performance on this question was satisfactory. However, some candidates appeared to have challenges with the word "literary".

Question 6

This question tested candidates' ability to display a spreadsheet following a given set of instructions. The question was attempted by 99 per cent of the candidates. The overall performance on this question was fair. Generally, candidates were able to differentiate between left and right alignment. However, consistent formats were not used in displaying the numbers, dates and decimals. Some candidates also had difficulty with the horizontal headings and gave vertical and oblique headings instead.

Question 7

This question was designed to test candidates' knowledge of punctuation marks, editing signs and manuscript signs. The question was attempted by 99 per cent of the candidates. The overall performance on this question was satisfactory, with candidates performing better in Part (b), punctuation, and doing poorly on Part (a) which referred to the techniques used to edit paragraphs.

Question 8

This question tested candidates' knowledge of the different types of printers and their uses. The question was attempted by 99 per cent of the candidates. The overall performance on this question was very good, with over 60 per cent of the candidates earning the maximum available score.

Question 9

This question was designed to test candidates' knowledge of file extensions. The question was attempted by 90 per cent of the candidates. The overall performance on this question was satisfactory.

Question 10

This question tested candidates' knowledge of the types, sizes and layout of paper. The question was attempted by 95 per cent of the candidates. The overall performance on this question was satisfactory. The majority of the candidates were familiar with examples of paper type and size but appeared unfamiliar with the term 'layout'.

Paper 02 – Production Test

Overall, performance on this paper was good although accuracy continues to be a concern. Candidates completed the tasks in the time allocated but did not check the finished documents to ensure that they were free of typographical and formatting errors.

Question 1

This question was designed to test candidates' ability to produce a letter. The following features were required:

- (i) Creating a letterhead using a header
- (ii) Block style letter
- (iii) Inserting a spreadsheet
- (iv) Interpreting and applying manuscript signs
- (v) Integrating a logo

The question was attempted by all candidates. The mean mark was 16.1 out of a possible 27.

Overall, performance on this question was satisfactory. Candidates performed competently in areas such as using the typescript, inserting the table and creating the logo. The following created challenges for some candidates:

- (i) Block style format for dates
- (ii) Alignment of figures
- (iii) Spacing for lines and after punctuation marks
- (v) Interpretation of manuscript signs

Question 2

This question tested candidates' ability to create an invoice and to interpret and apply manuscript signs. The question was attempted by 97 per cent of the candidates. The mean mark was 11.80 out of a possible 21. The overall performance on this question was fair. Candidates performed satisfactorily on the tabulation and creating and formatting the required headings. However, some candidates had difficulty inserting the logo and aligning the figures correctly.

Question 3

This question tested candidates' ability to interpret and apply manuscript signs to produce a document. The question was attempted by 97 per cent of the candidates. The mean mark was 18.18 out of a possible 26. The overall performance of candidates on this question was good. Candidates were able to create the appropriate headings, apply the correct margins and insert the paragraphs as instructed. However, some candidates experienced challenges with the punctuation and applying the appropriate line spacing.

Question 4

This question tested candidates' ability to prepare a flow chart. The question was attempted by 89 per cent of the candidates. The mean mark was 16.66 out of a possible 26. It was extremely well done by the majority of the candidates. The major challenges encountered included inserting the arrows and connecting them to the boxes.

Paper 03/1 – School-Based Assessment

Overall, the work produced by students in the School-Based Assessment (SBA) was satisfactory. However, some SBA samples did not include all the required components. In addition, it was also evident that some of the work submitted was not students' original work, since similar copies were submitted by more than one student.

Recommendations

1. Moderation sheets must be completed in totality.
2. Teachers are reminded to refer to the specifications set out in the syllabus and to advise students accordingly.
3. Students and teachers are reminded that the registration number of students should be included on the moderation sheets as well as on the assignments.
4. Students should be given ample practice using the tools and features of the various software packages. Mastery of these tools is necessary for the production of accurate, professional documents.

Paper 03/2 – Alternative to the School-Based Assessment

This paper attempts to assess the same skills that would have been tested in the SBA and consisted of two questions.

Question 1

This question was intended to test candidates' ability to create and edit a database, perform simple spreadsheet tasks and interpret manuscript signs. The performance of candidates on this question was very good. However, many candidates did not follow the instructions given throughout the document.

Question 2

This question tested candidates' ability to create a letterhead and perform a mail merge. The performance of candidates on this question was satisfactory. The majority of candidates showed strength in completing the mail merge.

GENERAL RECOMMENDATIONS

1. Teachers should place more emphasis on the importance of students reading and interpreting instructions before they begin an exercise.
2. The theoretical aspects of the syllabus must be given the same consideration as the practical during the instructional process.
3. Grammar and spelling should be reinforced and tested continuously by the teacher.
4. Teachers need to give students exposure to a variety of current software applications, as well as ensure that relevant software tools are available for use.
5. Teachers should provide samples of various office documents as a reference for students.
6. Emphasis should be placed on the need for consistency in a finished document.
7. Students should be exposed to up-to-date office equipment and resources through field trips, print media or multimedia presentations.

C A R I B B E A N E X A M I N A T I O N C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2011

**ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

Approximately 12,583 candidates registered for the examination in 2011, an increase of approximately 850 candidates over 2010.

The content of the written examinations was as follows:

Paper 01	-	Structured Questions
Paper 02	-	Production Test
Paper 032	-	Alternative to School-Based Assessment

Paper 031, School-Based Assessment was done by school candidates. Overall performance on the examination was excellent, with 85 per cent of the candidates achieving Grades I–III.

Paper 01 – Structured Questions

Paper 01 consisted of ten compulsory questions that tested the knowledge and application of important concepts and theoretical principles involved in document production and management. The performance of candidates on this paper showed no improvement compared with 2010. The paper was marked out of 50 and the mean mark was 20 (40 per cent).

Paper 02 – Production Test

Paper 02 consisted of four compulsory questions that tested candidates' ability to apply a variety of production principles to prepare business letters, creative displays, spreadsheets, and to format documents and interpret manuscript signs. The performance of candidates on this paper was below expectation. The paper was marked out of 100 and the mean mark was 42.

Paper 032 – Alternative to School-Based Assessment

Paper 032 consisted of two compulsory questions that tested candidates' ability to use a variety of production principles to prepare letters with mail merge, forms and PowerPoint presentations. The maximum mark possible was 100 and the mean mark on this paper was 39.

DETAILED COMMENTS

Paper 01 – Structured Questions

Candidates' performance on this paper indicated significant weaknesses in areas such as knowledge of the computer, grammar, spelling, punctuation, sentence structure and expression. Paper 01 is a theory paper covering all aspects of the syllabus. It is therefore mandatory that the theory in each module be taught in its entirety. It is important that emphasis be placed on grammar, spelling, punctuation, sentence construction and the importance of reading and following instructions carefully.

Question 1

This question was designed to test candidates' knowledge of the essential components of a computer system. The question was attempted by 91 per cent of the candidates. Overall performance on the question was good. Candidates were able to answer Part (a) competently, however, they were unable to clearly define the components.

Question 2

This question tested candidates' ability to set up and maintain electronic filing systems and their knowledge of file types and extensions. The question was attempted by 90 per cent of the candidates. The overall performance of the question was unsatisfactory. Candidates had difficulty expressing the methods used to set up and maintain an electronic filing system and had little knowledge of file types and extensions.

Question 3

This question tested candidates' knowledge of formatting features. It was attempted by 76 per cent of the candidates. The overall performance of the question was unsatisfactory, with the majority of candidates having difficulty listing formatting features.

Question 4

This question was designed to test candidates' knowledge of the modes of transmitting documents electronically and their ability to perform mail merges. The question was attempted by 89 per cent of the candidates. Overall performance on this question was fair.

Question 5

This question tested candidates' knowledge of the types of documents produced in the day-to-day activities of a business. The question was attempted by 83 per cent of the candidates. Overall performance on this question was weak.

Question 6

This question was designed to test candidates' grammar, punctuation and spelling skills. The question was attempted by 91 per cent of the candidates. The overall performance on this question was satisfactory.

Question 7

This question tested candidates' knowledge of the concept of copyright and procedures to avoid plagiarism. It was attempted by 83 per cent of the candidates. The overall performance of the question was fair. Candidates' seemed to have problems identifying stakeholders. However, they seemed to have basic knowledge of the procedures to avoid plagiarism.

Question 8

This question tested candidates' knowledge of the appropriate productivity tools used for creating advanced tabulations. The question was attempted by 84 per cent of the candidates. The overall performance of this question was unsatisfactory, with more than half of the candidates gaining no more than one of the three marks available. The word 'tool' seemed to distract candidates from the true meaning of the question.

Question 9

This question tested candidates' ability to identify shortcut keys. The question was attempted by 82 per cent of the candidates. The overall performance of this question was poor. Candidates seemed to have difficulty identifying shortcut keys. It is necessary for candidates to know all aspects of using the keyboard and not depend solely on the mouse to access the keyboard and the computer.

Question 10

This question tested candidates' ability to create organization charts. It was attempted by 90 per cent of the candidates. The overall performance of this question was excellent.

Paper 02 – Production Test

Overall, performance on this paper was below the standard expected. Accuracy and speed continue to be concerns. Many candidates were unable to complete Question 4 in the time allotted. Most of the documents completed were not checked for typographical and formatting errors.

Question 1

This question was designed to test candidates' ability to produce a letter and then perform a mail merge using the following instructions:

- (i) Create a letterhead with appropriate logo
- (ii) Use a blocked style letter
- (iii) Create a data file
- (iv) Create a main document showing fields
- (v) Interpret and apply manuscript signs
- (vi) Merge documents
- (vii) Produce an envelope

The question was attempted by over 95 per cent of candidates who wrote this paper. The mean mark was 10.01.

Overall, performance on this question was below expectation. Candidates performed competently in creating the letterhead and inserting the logo. The maximum mark available was 24. The following created challenges for some candidates:

- (i) Block style format for letter
- (ii) Date format for block style letter
- (iii) Creating merge fields
- (iv) Creating envelope
- (v) Punctuation and spelling
- (vi) Interpretation of manuscript signs
- (vii) Merging letters

Question 2

This question tested candidates' ability to create a memorandum and insert a spreadsheet, interpret and apply manuscript signs, calculate times and sort. It was attempted by over 95 per cent of the candidates. The mean mark was 14.35 out of a maximum of 26. The overall performance on this question was satisfactory. However, several candidates had difficulty with the following:

- (i) Calculation
- (ii) Blocked layout — to, from, date, Ref and subject line
- (iii) Justification of document
- (iv) Integrating table in memorandum
- (v) Sorting

Question 3

This question tested candidates' ability to interpret and apply manuscript signs to produce a table. It was attempted by 84 per cent of the candidates wrote this paper. The mean mark was 12.21 out of a possible 23. The overall performance of candidates on this question was satisfactory. Candidates were able to:

- (i) Present a table
- (ii) Demonstrate knowledge of manuscript/correction signs
- (iii) Format

However, some candidates experienced challenges with:

- (i) Shading of lines
- (ii) Calculating totals
- (iii) Typing abbreviations in full
- (iv) Vertical and horizontal centering
- (v) Footnotes
- (vi) Inserting symbols

Question 4

This question tested candidates' ability to interpret and apply manuscript signs to produce a flyer with a tear-off. The following features were required:

- (i) Insertions
- (ii) Leader dots
- (iii) Columns and bullets
- (iv) Border and text boxes

The question was attempted by 67 per cent of the candidates. The mean mark was 12.13 out of a possible 27. The overall performance of candidates on this question was below expectation. Candidates were able to complete the document, but interpreting the manuscript and applying manuscript signs seemed to be a problem.

Paper 031 – School-Based Assessment

Overall, the work produced by students in the School-Based Assessment (SBA) was satisfactory. However, some SBA samples did not include the required components. In addition, it was also evident that some of the work submitted was not students' original work, since similar copies were submitted by more than one student. On a positive note, most teachers submitted mark schemes and made comments that the moderators could follow, which is an improvement over the previous years.

Recommendations

1. Moderation sheets must be completed fully.
2. Teachers are reminded to refer to the specifications set out in the syllabus and to advise students accordingly.
3. Students and teachers are reminded that the registration number of students should be included on the moderation sheets as well as on the assignments.
4. Students should be given ample practice using the tools and features of the various software packages. Mastery of these tools is necessary for the production of accurate, professional documents.

Paper 032 – Alternative to School-Based Assessment

This paper attempts to assess the same skills that would have been tested in the SBA and consisted of two questions.

Question 1

This question was intended to test candidates' ability to perform the following:

- (i) Create letterheads
- (ii) Interpret and apply manuscript signs
- (iii) Insert logo and watermark
- (iv) Select and use appropriate stationery
- (v) Format documents

The performance of the candidates on this question was satisfactory with candidates performing competently in inserting watermarks, word art and clip art. However, use of headers and footers, the insertion of shading and left and right alignment presented difficulties for candidates.

Question 2

This question was intended to test candidates' ability to create and produce the following:

- (i) Spreadsheets with advanced tabulations
- (ii) Charts and graphs
- (iii) Effective and creative displays

Candidates were also required to interpret and apply manuscript signs, format, creating PowerPoint presentations and insert information from other documents.

The overall performance of candidates on this question was satisfactory, with the execution of the following presenting difficulty to candidates:

- (i) Slides — the information was not presented as slides
- (ii) Heading — some of these were inappropriate
- (iii) Graph creation
- (iv) Use of auto shapes

GENERAL RECOMMENDATIONS

1. Teachers should emphasize to students the importance of reading and interpreting instructions before they begin an exercise.
2. The theoretical aspects of the syllabus must be given the same consideration as the practical during the instructional process.
3. Grammar and spelling should be reinforced and tested continuously by teachers.
4. Teachers need to expose students to a variety of current software applications, as well as ensure that relevant software tools are available for use.
5. Teachers should provide samples of various office documents as references for students.
6. Emphasis should be placed on the need for consistency in a finished document.
7. Students should be exposed to up-to-date office equipment and resources through field trips, print media or multimedia presentations.
8. Students should be made aware of different letter formats.
9. Students should practise keyboarding skills consistently until they write the examinations.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2013

**ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The General Proficiency Electronic Document Preparation and Management (EDPM) examination is offered in May/June each year. There was a candidate entry of approximately 12 600 and 86 per cent of the candidates earned Grades I–III. The mean score for the examination was 135 out of 250 marks.

This was the final examination based on the syllabus which was released in 2003 and first examined in 2005. The revised syllabus, released for teaching from September 2012, will be examined for the first time in May/June 2014.

DETAILED COMMENTS

Paper 01 – Structured Questions

Paper 01 consisted of ten compulsory short answer questions that tested the knowledge and application of important concepts and theoretical principles involved in document preparation and management. The performance of candidates on this paper showed an improvement compared with 2012. The paper was marked out of 50 and the mean mark was 25. The maximum score earned was 46 marks.

As in previous years, the performance on Paper 01 indicated that the candidates were not adequately prepared in the theory and principles of document preparation. Despite an increase in the mean score compared with the previous year, the performance on this paper continues to be unsatisfactory. The concepts which proved most challenging included a range of topics drawn from Module II such as keyboard shortcuts, maintaining an electronic filing system and manipulating the system to move and delete text.

Paper 01 is a theory paper covering all aspects of the syllabus. It is therefore mandatory that the theory in each module be taught in its entirety. Emphasis should be placed also on grammar, spelling, punctuation, sentence construction and the importance of reading and following instructions carefully.

Question 1

This question tested candidates' ability to

- identify the components of a simple computer system
- describe how a processor (central processing unit) works

The question was attempted by 97 per cent of the candidates, less than 1 per cent of whom earned the maximum available mark. The mean mark was 1.66 out of 6.

The performance of candidates on this question was unsatisfactory. In Part (a) most candidates were unable to correctly identify all the components shown.

In Part (b), the term 'processor' was misunderstood and the majority of the incorrect responses referred to the system unit that houses the motherboard, power supply and other hardware devices. Other responses simply described the processor as 'the brain of the computer that processes data'.

Solutions

- (a) (A) input devices (B) processor (C) memory (D) output devices
- (b) The central processing unit is the component that receives, interprets and carries out the basic instructions and manipulates the data to produce information.

Recommendations

Teachers should be guided by the terminology, content and specific objectives detailed in the syllabus to adequately prepare the students.

Question 2

This question tested candidates' ability to identify techniques used to move and delete files in an electronic filing system.

The question was attempted by 93 per cent of the candidates, 8 per cent of whom earned the maximum available mark. The mean mark was 1.04 out of 3.

The performance of candidates on this question was unsatisfactory. Candidates who provided incorrect responses misinterpreted the question and provided steps to move and delete text within a document instead of the techniques used with files.

Solutions

ANY of the following

- keyboard shortcuts
- use of pull down menu system
- use of pop-up (shortcut) menu system
- use of icons

Recommendations

Teachers are advised to ensure that students are able to distinguish among tasks (such as specific character, paragraph and page formatting tasks), the features of a tool that facilitate the completion of a task and techniques (ways of carrying out a particular task). As an activity, a table can be developed with Tasks, Features and Techniques as column headings.

Question 3

This question tested candidates' ability to

- identify justification formats
- select styles for paragraphing
- view the placement of text on a page

The question was attempted by 91 per cent of the candidates, 1 per cent of whom earned the maximum available mark. The mean mark was 1.63 out of 6.

The performance of candidates on this question was moderate. Most of the candidates were able to give correct responses to Part (a) but had difficulty stating more than one feature for Parts (b) and (c).

Solutions

- (a) Left alignment, right alignment, centre or fully justified
- (b) Blocked, indented or hanging
- (c) Print preview, zoom or print layout, document view

Recommendations

Teachers are advised to include the preparation of a variety of documents in their teaching activities and encourage the students to present these documents using different formats.

Question 4

This question tested candidates' knowledge of

- the production of memoranda in various styles
- transmitting information electronically.

The question was attempted by 97 per cent of the candidates, 42 per cent of whom earned the maximum available marks. The mean mark was 2.19 out of 3.

Part (a) was well done by most candidates who correctly identified the appropriate styles as indented or blocked.

Part (b) was fairly well done. Most candidates were able to suggest at least one way that the memorandum could be sent electronically.

Solutions

- (a) Indented or blocked
- (b) Facsimile, electronic mail attachment, Internet/intranet

Recommendations

Teachers should provide authentic tasks for students to prepare and disseminate electronically, ensuring that they are able to justify their choice of options. Critique of the choices made by others with supporting arguments based on facts will also help to develop the objectives examined by this question.

Question 5

This question tested candidates' knowledge of

- types of legal documents
- intellectual property laws.

The question was attempted by 96 per cent of the candidates, 5 per cent of whom earned the maximum available marks. The mean mark was 2.40 out of 6.

Part (a) was fairly well done. Most candidates were able to name at least two types of legal documents.

Part (b) was poorly done. Most of the responses given did not relate to the scenario given.

Solutions

- (a) Wills, leases, conveyance documents, agreements or contracts
- (b) (i) Intellectual property or copyright law; (ii) Moral and economic rights

Recommendations

Teachers should discuss legal documents, rights and laws using familiar experiences and artistes with whom the students are familiar as a means of generating interest and promoting a better understanding of these concepts.

Question 6

This question tested candidates' ability to identify elements of desirable habits and work attitudes. The question was attempted by 99 per cent of the candidates, 95 per cent of whom earned the maximum available marks. The mean mark was 2.94 out of 3.

The performance on this question was excellent.

In Part (a), candidates were able to correctly identify the pictures that represented the most appropriate attire for working in an office.

In Part (b), candidates were able to correctly identify the picture that represented the most acceptable work environment.

Solutions

- (a) II and III
- (b) III

Recommendations

Teachers should create scenarios and simulations in the classroom to demonstrate acceptable work environments. Additionally, the students could be encouraged to wear office attire on designated days.

Question 7

This question tested candidates' ability to

- use appropriate justification formats
- use correct spacing after punctuation marks
- prepare tabulations using spreadsheets
- complete forms according to specific instructions

The question was attempted by 99 per cent of the candidates, 2 per cent of whom earned the maximum available marks. The mean mark was 10.07 out of 15.

The question was quite well done with even the weaker candidates earning five or more marks.

Most candidates were able to correctly left align the addresses and the account number, right align the due date on same line as the account number, centre the headings and units and correctly place the dollar signs.

Most of the candidates who did not gain full marks neglected to correct all the spelling errors, use horizontal headings or centre the text in the last row.

The most common mistakes included the use of oblique headings instead of horizontal headings and failure to correct the spelling of “arears” to “arrears.”

Solutions

From: St Vincent Power Company
Company Road
Kingstown, St Vincent and the Grenadines

To: Mrs Margot Henry
2 Patten Place
Kingstown, St Vincent and the Grenadines

<u>Account # 6472189</u>		<u>Payment Due: 21-01-2013</u>
Units Used (kWh)	Billing Information	Total Due
2560	\$0.30 per kWh	\$768.00
	Previous Payment	\$572.00
	Arrears	\$225.00
	Current Total	\$768.00
	Total Payment Due	\$993.00

Thank you.

Recommendations

Students should be required to create and format documents which present information in a variety of layouts using combinations of text, tables and graphs.

Question 8

This question tested candidates’ knowledge of the functions performed by short-cut keys on the keyboard.

The question was attempted by 90 per cent of the candidates, 2 per cent of whom earned the maximum available marks. The mean mark was 0.88 out of 3.

The performance on the question was generally unsatisfactory as many candidates could not correctly identify the functions performed by the keys given.

Solutions

- (a) Ctrl X Cut
- (b) Ctrl V Paste
- (c) Ctrl ~ Show formulas in cells (in an electronic spreadsheet)

Recommendations

Teachers should encourage the use of keyboard shortcuts as a means of improving the efficiency with which students use the applications to produce documents.

Question 9

This question tested candidates' ability to identify various paper orientations.

The question was attempted by 92 per cent of the candidates, 29 per cent of whom earned the maximum available marks. The mean mark was 1.77 out of 3.

The question was generally well done. However, some candidates did not recognize the term 'orientation' and did not relate it to the layout of paper used in document production. The term was misinterpreted to mean an activity such as an orientation event at school or at a workplace.

Solutions

- (a) The position or direction in which the paper lies or how the paper is laid out for document production.
- (b) Landscape, portrait

Recommendations

Teachers are advised to be guided by the terminology, content and specific objectives detailed in the syllabus to adequately prepare the students.

Question 10

This question tested candidates' knowledge of file extensions.

The question was attempted by 87 per cent of the candidates, 27 per cent of whom earned the maximum available marks. The mean mark was 0.84 out of 2.

Part (a) was poorly done. Most candidates were unable to identify the extension for a file containing executable codes. However, there were improved responses to Part (b) as most candidates were able to identify a file extension for a file containing pictures.

Solutions

(a) .exe

(b) .gif , .jpg, .png, .bmp or .img

Recommendations

Teachers are encouraged to expose students to the file-naming conventions which should be applied when creating and saving files.

Paper 02 – Production Test

Paper 02 consisted of four compulsory questions that tested candidates' ability to apply a variety of production principles to prepare business letters, spreadsheets, creative displays, and to format documents and interpret manuscript signs.

The performance on Paper 02, the production paper, continues to be satisfactory, recording a very slight improvement over 2012. The paper was marked out of 100 and the mean mark was 42. The maximum score earned was 86 marks. The mean on the profile, Presentation and Use of Technology, whilst higher than the mean in 2011, was lower than the mean in 2012 and was the lowest of the three profile means. The challenges posed related to the interpretation of manuscript signs and generally understanding what the outcome of the tasks should be before attempting to answer the question.

Question 1

This question was designed to test candidates' ability to produce a two-page letter with a letterhead and table and then perform a mail merge. This question tested the candidates' ability to:

- (a) Create a datafile containing nine fields.
- (b) Create a letterhead with a logo.
- (c) Type a letter in blocked style.
- (d) Print a copy of the letter showing the merged fields.
- (e) Merge the datafile with the letter.
- (f) Print letters to two persons whose data appeared in the datafile.

The question was attempted by 99 per cent of candidates who wrote this paper. The mean mark was 13.93 out of 30. The maximum score obtained on this question was 29 marks.

Candidates performed well on the following areas:

- Correctly applying the rules governing blocked paragraphs
- Interpreting manuscript signs for insertions, new paragraphs and use of bullets
- Insertion of the table
- Paragraphing and hyphenation

The following were the areas of weak performance:

- Creation of a letterhead
- Non-inclusion of the enclosure line
- Representing time using a 24-hour clock
- Interpreting the manuscript instruction "trs"
- Incorrect usage of the en dash (–) and hyphen (-)
- Using the appropriate date format to match the letter style
- Use of correct and consistent spacing throughout the document
- Inserting merge fields in the letter and completing the mail merge

Recommendations

Teachers should create tasks that encompass the areas of weak performance noted above and administer these tasks in an effort to provide students with practice, thus improving the areas that are in need of development.

Question 2

This question tested candidates' ability to produce a spreadsheet and a memorandum and insert a portion of the spreadsheet into the memorandum. This question tested the candidates' ability to:

- Apply shading to specified text
- Use a main head and a sub-head
- Produce memoranda in various styles
- Prepare tabulations using a spreadsheet
- Integrate information to produce a document
- Use appropriate justification formats (centre and right alignment)

The question was attempted by 94 per cent of the candidates. The mean mark was 12 out of 26. Only one candidate earned the maximum available mark.

A small percentage of candidates did not use spreadsheet software to prepare the spreadsheet but created the document as a table using a word processor. Most candidates were able to use the formula feature of the spreadsheet to correctly compute the average mark.

Candidates performed well on the following areas:

- Typing the spreadsheet in landscape orientation
- Inserting the main head and sub-head as instructed
- Formatting cell data (labels and values) as instructed
- Inserting a formula to calculate the average
- Inserting text in the footer as instructed

The following were the areas of weak performance:

- Inserting text in the header of the spreadsheet as instructed
- Applying the 'Output' cell style to column headings of the spreadsheet as instructed
- Adhering to all the rules governing the selected memoranda style
- Integrating copy of the table in the spreadsheet
- Aligning spreadsheet table with the paragraphs in the memo
- Insertion of the missing data in the second paragraph of the memo.

Many candidates did not copy the table portion of the spreadsheet but opted to copy the entire spreadsheet. This adversely impacted the presentation of the memorandum, resulting in candidates not gaining some of the available marks.

Recommendations

Teachers should create document integration tasks that encompass the range of areas of weak performance noted above and administer these tasks repeatedly, taking care to provide useful feedback to students that will help them achieve mastery of the objectives being examined.

Question 3

This question tested candidates' ability to produce an organisation chart.

More specifically, the question required the candidates to:

- (a) Display the chart in landscape orientation
- (b) Produce headings and sub headings as specified
- (c) Create boxes with a stipulated width
- (d) Format text as stipulated

The question was attempted by 82 per cent of the candidates. The mean mark was 9.50 out of 20. Three candidates earned the maximum available mark.

The performance of candidates on this question was unsatisfactory. Whilst most candidates were able to produce an organisation chart in landscape orientation, the charts as presented were not presentation-ready as evidenced by mismatched boxes, inconsistent text formatting, spelling errors and incorrect hyphenation. Most candidates were able to gain full marks for the Accuracy and Speed profiles but scored poorly on the Presentation and Use of Technology profile.

Recommendations

Teachers should ensure that students get adequate practice in the creation of flowcharts and organisation charts, taking care to include special formatting instructions, including but not limited to:

- Inclusion of headings and sub-headings
- Text size
- Required box dimensions

Students should be encouraged to use the features provided by a word processor such as the templates in SmartArt to efficiently prepare charts.

Question 4

This question tested candidates' ability to create two identical invitations and print them on the same side of the paper. This question tested the candidates' ability to:

- Interpret manuscript signs
- Manipulate simple graphics
- Use different types of headings
- Apply appropriate formatting features to text

More specifically, the question required candidates to:

- (a) Set margins as specified
- (b) Insert a text box
- (c) Create two identical invitations using the information and layout provided
- (d) Insert an appropriate graphic in a specified location

The question was attempted by 71 per cent of the candidates. The mean mark was 12.11 out of 24. The maximum score obtained was 22 marks.

The performance of candidates on this question was satisfactory. Most candidates were able to apply the range of character formatting, such as font size, caps and embolding, as well as the paragraph

formatting features as instructed. However, the majority of the displays presented were not of a quality that might be deemed 'ready for presentation' and lacked creativity.

The following were the areas of weak performance:

- Setting margins to the stipulated sizes
- Placing a single line border around an inserted graphic
- Paragraphing

Recommendations

Teachers should ensure that students have the opportunity to create a wide range of displays, paying special attention to the presentation of the final document. Displays such as advertisements for job vacancies in local newspapers are a good starting point for this practice. Wedding invitations and other similar displays may also be used.

Paper 031 – School-Based Assessment

Overall, the work produced by students in the School-Based Assessment (SBA) was satisfactory. A wide range of assignments was presented for moderation including a few that were constructed by the teacher or teachers in the school, which closely followed the syllabus guidelines but went beyond mere repetition of assessment of the skills assessed in the exemplars. The mean score after moderation was 69 out of the maximum 100 points available. The maximum score earned was 100 marks.

In only a few cases did teachers submit all the components required for the moderation exercise — assignments, keys and mark schemes alongside the assignments scored by the teacher, accompanied by individual score sheets.

Most packages submitted for moderation had one or more of the required components missing. In addition, it was also evident that some of the work submitted was not the student's original work, since similar copies were submitted by more than one student.

Some candidates presented assignments and manuals that showed evidence of mastery of all three assessed profiles: Accuracy, Speed, and Presentation and Use of Technology. All assignments were properly labelled, neatly presented and free of all correctible errors. Similarly, the Reference Manual contained pieces that showcased the candidates' mastery of the subject matter.

The following were the areas of weak performance as it related to documents included in the portfolio:

- Inconsistent application of style rules governing the preparation of business, legal and committee documents
- Spelling and grammatical errors
- Displays that exhibited very little creativity

Recommendations

1. All assignments and mark schemes should be prepared consistent with the guidelines contained in the current syllabus (CXC 34/G/SYLL 12 pp. 19–30).
2. All teachers should ensure that they are familiar with the *Guidelines For Submitting School-Based Assessment For Electronic Document Preparation And Management (FORM EDPM-2)*, a copy of which may be downloaded from www.cxc.org.
3. Students should be given ample practice using the tools and features of the various software packages as mastery of these tools is necessary for the production of accurate, professional documents.
4. The *Record of Marks for School-Based Assessment (FORM EDPM-1)* and *Moderation of School-Based Assessment (FORM EDPM-3)* should be completed fully and accurately and submitted in accordance with the instructions provided in the Guidelines (FORM EDPM-2).

Paper 032 – Alternative to School-Based Assessment

Paper 032 tested candidates' ability to use a variety of production principles to prepare a six-column newsletter. The maximum mark possible was 100 and the mean mark on this paper was 42.59. The maximum score achieved was 67 marks.

The question tested candidates' ability to:

- (i) Produce various styles of documents
- (ii) Interpret and apply manuscript signs
- (iii) Manipulate the system to move and delete files
- (iv) Manipulate simple graphics for insertion into a document

More specifically, the question required the candidates to:

- (a) Format a two-page document as a six-column newsletter
- (b) Type the text provided
- (c) Insert a page border as specified
- (d) Insert WordArt and SmartArt
- (e) Format text as specified
- (f) Insert page numbers
- (g) Insert shapes
- (h) Insert a picture
- (i) Interpret and apply manuscript signs

The performance of the candidates on this question was unsatisfactory.

However, the following tasks were well done by most candidates:

- Centre the heading in specified font size
- Align body text as instructed
- Insertion of a ClipArt
- Display text and objects using specified line spacing
- Use bullets appropriately

A large percentage of candidates did not use a SmartArt object as instructed and some of the candidates who used a SmartArt object did so incorrectly. At least five candidates presented the instructions (such as “Type article in single line spacing”) as a part of the newsletter.

The following were the areas of weak performance:

- Layout document as a 6-column newsletter
- Insertion of a border around a specified column only
- Selecting an appropriate ClipArt
- Use of specified shape (rectangle with rounded corner)
- Interpretation and application of the instruction to emphasize a specific item of text
- Presenting a document that is free of spelling errors

Recommendations

Teachers should ensure that students have the opportunity to create a wide range of displays, paying special attention to the presentation of the final document. Newsletters produced by organisations such as service clubs, community groups and business entities can be used as materials for in-class activities geared at developing the skill required to produce effective and creative displays.

GENERAL RECOMMENDATIONS

1. Teachers should ensure that they are using the current syllabus and should check CXC’s website (<http://www.cxc.org/>) occasionally for syllabus amendments.
2. Teachers should ensure that they have access to a wide range of computer-generated documents (including displays) for use as exemplars and for task-based practice. Some good sources of documents include:
 - (a) The career section of Sunday newspapers;
 - (b) Restaurant menus;
 - (c) Annual reports produced by companies such as financial institutions;
 - (d) Websites maintained by publishers of EDPM textbooks; and
 - (e) Other teachers.
3. Teachers should ensure that they teach the fundamentals of the software applications such as document creation, editing, formatting and dissemination — rather than simply teaching how to manipulate a named application. A good strategy is to expose students to a variety of current software applications.
4. The theoretical aspects of the syllabus are important and, as such, strategies should be employed that will ensure that adequate time and cognitive effort are expended on these aspects during the instructional process.
5. Teachers should ensure that adequate emphasis is placed on the development of the skills examined under Profile 3 (Presentation and Use of Technology) and that all documents produced are professionally completed.
6. In relation to examination preparation, students should be provided with adequate opportunities to develop test-taking skills. Teachers must emphasize to students the importance of reading and interpreting instructions before a question/task is attempted.
7. Students should practise keyboarding skills consistently to ensure that they attain, maintain and even exceed the minimum accuracy and speed threshold required by the syllabus.

8. This was the last examination based on the syllabus which was first examined in 2005; consequently, the new syllabus (CXC 34/G/SYLL) will be examined in May/June 2014. Teachers and candidates are encouraged to pay attention to the:
- (a) revised profiles;
 - (b) new modules;
 - (c) new objectives and content that will be examined; and
 - (d) revised guidelines for the conduct of the school-based assessment.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2014

**ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The General Proficiency Electronic Document Preparation and Management (EDPM) examination is offered in May/June each year. There was a candidate entry of approximately 13 350 this year and 87 per cent of the candidates earned Grades I–III. The mean score for the examination was 131 out of 250 marks.

This was the first examination based on the revised syllabus, released for teaching with effect from September 2012.

DETAILED COMMENTS

Paper 01 – Structured Questions

Paper 01 consisted of ten compulsory short answer questions that tested the knowledge and application of important concepts and theoretical principles involved in document preparation and management. The paper was marked out of 50 and the mean mark was 24.51. The maximum score earned was 48 marks.

As in previous years, the performance on Paper 01 indicated that many candidates were not adequately prepared in the theory and principles of document preparation. The concepts which proved most challenging included the types of application software, electronic filing systems, document management and intellectual property laws.

Paper 01 is a theory paper covering all aspects of the syllabus. It is therefore mandatory that the theory in each module be taught in its entirety. Emphasis should be placed also on grammar, spelling, punctuation, sentence construction and the importance of reading and following instructions carefully.

Question 1

This question tested candidates' ability to

- identify input devices
- identify output devices
- identify devices that can perform both input and output roles.

The question was attempted by 100 per cent of the candidates, 53.3 per cent of whom earned the maximum available mark. The mean mark was 4.23 out of 5.

The performance of candidates on this question was good. A large number of candidates were able to identify the input devices from the list given. In Part (a) and Part (b) candidates did very well in differentiating between input and output devices. Only a few candidates were unable to identify devices which performed both tasks. However, some candidates identified the scanner and microphone as output devices.

Solutions

- (a) Touch screen, scanner, barcode reader, microphone, cellular phone, tablet
- (b) Projector, headphone, speaker, touch screen, cellular phone, tablet
- (c) Cellular phone, tablet, touch screen

Recommendations

- Teachers should be guided by the terminology, content and specific objectives detailed in the syllabus to adequately prepare the students. Students should be exposed to devices that have both input and output capabilities with emphasis on emerging technologies.

Question 2

This question tested candidates' ability to

- define application software
- identify various types of application software.

The question was attempted by 98 per cent of the candidates, 2 per cent of whom earned the maximum available mark. The mean mark was 0.61 out of 4.

The performance of candidates on this question was unsatisfactory. In Part (a), candidates were unable to adequately define application software as performing specific tasks for the **user**. Many responses suggested that application software performed specific tasks for the computer.

In Part (b), candidates were unable to identify the types of software but rather named brands of software, for example Microsoft Windows.

Solutions

- (a) Programmes or a set of instructions that perform specific tasks for users or meet the needs of users.
- (b) Word processing, spreadsheet, database, presentation, games, antivirus software.

Recommendations

Teachers should ensure that students can distinguish between operating system software and application software. Students should also be able to make a clear distinction between types of software and the names of manufacturers.

Question 3

This question tested candidates' ability to

- identify types of legal documents
- identify types of technical documents.

The question was attempted by 96 per cent of the candidates, 2.48 per cent of who earned the maximum available mark. The mean mark was 1.43 out of 4.

The performance of candidates on this question was moderate. Most candidates were able to identify wills, leases or contracts of employment as legal documents for Part (a). However, very few candidates were able to identify the technical documents for Part (b). Many indicated "specifications" as a response but this response was too general.

Solutions

- (a) Wills, leases, conveyance documents, agreements, endorsements, contracts
- (b) Builder or Architect Specifications, Bills of Quantity and Scope of Works

Recommendations

Teachers are advised to expose students to the various types of documents which may be produced within an administrative setting.

Question 4

This question tested candidates' knowledge of desirable work habits and attitudes. The question was attempted by 94 per cent of the candidates, 29.3 per cent of whom earned the maximum available marks. The mean mark was 2.25 out of 4.

This question was generally well done. Most candidates were able to identify four elements of desirable work habits. However, some candidates were unable to differentiate between ergonomics, health and safety issues and desirable work habits and attitudes. Additionally, some candidates phrased their responses in the negative, which reflected negative work habits instead of what was required.

Solutions

Individual responsibility, working without supervision, willingness, meeting deadlines, team spirit, cooperation, respect, personal integrity, recognition of diversity, courtesy, punctuality, good grooming, honesty, team work, tidy work area, diligence, regularity.

Recommendations

To further highlight this content, teachers should incorporate teaching aids and methods such as role play and simulations to allow for discussion on what is normally observed in the work place and strategies for improvement.

Question 5

This question tested candidates' knowledge of documents used in or prepared for meetings.

The question was attempted by 98 per cent of the candidates, 61.9 per cent of whom earned the maximum available marks. The mean mark was 1.44 out of 2.

The majority of candidates were able to identify one meeting document correctly, specifically the agenda. A significant number, however, identified "Notice" rather than "Notice of a Meeting" as a document. Others identified "letter", "memorandum" and other unrelated documents as meeting documents. Some candidates were unable to differentiate between legal or technical documents and those used for meetings.

Solutions

Notice of a meeting, agenda, minutes, chairman's agenda

Recommendations

Teachers should ensure that students are able to identify all documents that are directly related to meetings. As an activity, students should be encouraged to hold meetings and prepare all the documents required for that meeting, placing great emphasis on the correct terminology.

Question 6

This question tested candidates' ability to

- identify common proof reading errors
- expand abbreviations used in business
- state the meanings of manuscript signs.

The question was attempted by 99 per cent of the candidates, 1.7 per cent of whom earned the maximum available marks. The mean mark was 2.42 out of 6.

The performance of candidates in Part (a) was good with most candidates able to correctly identify two errors found in proof reading. In Part (b) a significant number of candidates had difficulty expanding the abbreviation “ffly”, while a number of possible responses was given for the ‘th’. In Part (c), fewer than half the candidates were able to recognize the sign for new paragraph but referred to it as “back slash” or the “beginning of a website address”. Additionally, candidates were unable to give the meaning for the “#” symbol and frequently referred to it as “number sign” or “hashtag”.

Solutions

- (a) Typographical, grammatical, spelling, omission, insertion, punctuation, incorrect insertion, inappropriate capitalization, uninterrupted abbreviations, non-standard abbreviations, spacing, transposition
- (b) (i) faithfully, (ii) that
- (c) (i) new paragraph, (ii) insert space

Recommendations

Students should be given regular practice exercises in both reading and typing from a manuscript, incorporating as many manuscript signs as possible. Teachers should also allow students to correct documents which include these symbols.

Question 7

This question tested candidates' ability to identify and correct formatting errors in a spreadsheet. The question was attempted by 100 per cent of the candidates, 44.5 per cent of whom earned the maximum available marks. The mean mark was 8.66 out of 10.

The question was well done with even the weaker candidates earning three or more marks. Most candidates were able to correct the errors presented. However, some candidates changed the order of the information presented and in some cases, reproduced the document without correcting any errors.

Solutions

	FIRST NAME	LAST NAME	SCHOOL	FEES
1	<i>Kim</i>	<i>Spencer</i>	<i>St John's College</i>	<i>\$2,500.00</i>
2	Sheldon	Blair	Mark's Academy	\$2,150.00
3	Rosina	Amjad	St John's College	\$1,660.75
4	Vineta	Juman	Bart's Academy	\$3,100.00

Recommendations

Practice exercises must include the identification and correction of errors in all forms, namely, spelling, grammar, punctuation and formatting.

Question 8

This question tested candidates' knowledge of current communication technologies. The question was attempted by 99 per cent of the candidates, 9.22 per cent of whom earned the maximum available marks. The mean mark was 2.33 out of 6.

The performance on the question was satisfactory. The majority of candidates were able to identify the current communication technologies in Part (a). However, in Part (b) some candidates were unable to differentiate between advantages and functions. This was evident where candidates stated how the technology is used rather than how using the technology could be beneficial.

Solutions

- (a) Telecommuting, electronic mail/email, the Internet, World Wide Web, social media (e.g. Internet forums: weblogs, podcasts), social networking services (e.g. Facebook, Twitter), facsimile, multifunction devices, scan to mail, scan to file and any other current electronic communication
- (b) Speed of delivery, cost, sending to multiple recipients simultaneously, real time communication, portability, ease of use

Recommendations

Students should be made more aware of current and emerging technologies. Additionally, while students may use these technologies, the advantages of using them should also be highlighted. A suggested strategy is organising a debate to examine the advantages and disadvantages of technologies.

Question 9

This question tested candidates' knowledge of maintaining an electronic filing system (EFS). The question was attempted by 83 per cent of the candidates, less than 1 per cent of whom earned the maximum available marks. The mean mark was 0.73 out of 6.

The question was very poorly done. Most candidates' responses related to a manual filing system and not an electronic filing system. In addition, candidates had difficulty expressing themselves in that their answers reflected what would happen if an action was not done, without identifying the action. For example, in stating an activity critical to the maintenance of an EFS, some candidates wrote, "the computer would get a virus" instead of "installation of anti-virus software". No candidate made reference to "document tracing" as a possible activity.

Solutions

- (a) Ensuring security; ensuring integrity; document tracing
- (b) Ensuring security/Protecting files: firewall, passwords, disaster recovery, backup systems, fireproof and waterproof storage
Ensuring integrity: overwrite protection, restricted access, virus protection, encryption, read only access
Document tracing: versioning, legal permission, metadata, date created, date modified, owner, access privileges.

Recommendations

More attention needs to be paid to the main categories of an electronic filing system (Retention, Data Integrity, Document Tracing) and the associated activities. Teachers should develop exercises to assist students in matching activities to the appropriate category (e.g. matching exercises and cloze questions). Included should be definitions of terms and discussion on why the activity is suitable for this particular category.

Question 10

This question tested candidates' knowledge of intellectual property laws. The question was attempted by 98 per cent of the candidates, 9.6 per cent of whom earned the maximum available marks. The mean mark was 0.83 out of 3.

Part (a) was poorly done. Some candidates were able to identify at least one right that is protected (moral or economic). However, too many candidates offered "copyright" and/or "plagiarism" as possible answers.

There was an improved performance on Part (b) since most candidates were able to identify "copyright" or "copyright protection" as the correct response. However, some responses (patent, trademark) reflected the candidates' inability to differentiate between the different ways to protect intellectual property and when each method is used.

Solutions

- (a) Moral rights; economic rights
- (b) Copyright or copyright protection

Recommendations

Teachers should emphasize the different methods of protecting intellectual property and the purposes for which each is used. Scenarios and opportunities for role play could be created to assist in this activity.

Paper 02 – Production Test

Paper 02 consisted of four compulsory questions that tested candidates' ability to apply a variety of production principles to prepare business letters, spreadsheets, creative displays, and to format documents and interpret manuscript signs. The paper was restructured this year to include Question 1, a speed test. The other three questions were the usual production exercises.

The performance on Paper 02, the production paper, continues to be satisfactory, and was consistent with the performance in 2013. The paper was marked out of 100 and the mean mark was 38.75. The maximum score earned was 85 marks. The challenges posed related to the interpretation of manuscript signs and generally understanding what the outcome of the tasks should be before attempting to answer the question.

Question 1

This question was designed to test candidates' speed and accuracy and ability to meet the standard of 35 words per minute with little or no errors. The question was attempted by 96 per cent of candidates who wrote this paper. The mean mark was 4.21 out of 10. The maximum score obtained on this question was 10 marks, but less than 1 per cent of the candidates scored the maximum marks available.

The following were the areas of weak performance:

- Candidates' inability to perform the formatting features (specifically setting margins, line spacing, font style and font size)
- Incorrect spacing before and after the punctuation marks
- Challenges typing homophones – “practice” instead of “practise”
- Omission of an entire section or sentence within a paragraph

Recommendations

Teachers should have regular accuracy and speed drills as students are omitting sections of the document or typing words that are not given. They should also ensure that students are able to demonstrate correct keyboarding techniques and encourage students to practise these skills outside of class time to improve their accuracy.

Question 2

This question tested candidates' ability to follow the procedures to prepare a letter using the mail merge feature. This question tested the candidates' ability to

- prepare typescript from manuscript
- apply formatting features
- produce a letter using semi-blocked style
- perform a mail merge
- prepare an envelope
- insert a graphic
- print selected documents.

The question was attempted by 97 per cent of the candidates. The mean mark was 12.5 out of 32. No candidate earned the maximum available mark.

This question was very poorly done. Very few candidates were able to produce the document using the mail merge feature or were able to print the documents as required. Many candidates printed all four documents instead of the first and the last as instructed.

The following were the areas of weak performance:

- The letters submitted did not conform to the semi-blocked style format.
- In creating the letterhead, some candidates produced a slogan instead of a logo.
- Candidates produced the final document, but did not do this using the mail merge feature. This was evident in the number of responses that did not include the merge codes.
- Candidates did not print the data file.
- Candidate submissions did not conform to the standard defined for a letterhead since many letterheads took up more than a quarter of the page.
- Many candidates did not format the line spacing adequately, and the submissions were on the default setting.

Recommendations

Teachers should place more emphasis on exposing students to the correct letter styles using displays in the classroom with the various styles. Lessons should be dedicated to the creation of letterheads which incorporate logos. Students may also be asked to review existing letterheads to critique what is appropriate or how they may be improved. In addition, more time should be spent on the mail merge and printing specific letters from those merged.

Question 3

This question tested candidates' ability to produce a spreadsheet and a column chart using specific data. This question tested the candidates' ability to:

- Enter data in a spreadsheet
- Prepare tabulations using a spreadsheet
- Use functions and formulae
- Use borders and shading
- Generate a column chart
- Format in landscape orientation
- Use appropriate justification formats.

The question was attempted by 87 per cent of the candidates. The mean mark was 13.3 out of 33. No candidate earned the maximum available mark.

The preparation of the table in the spreadsheet was well done. However, a small percentage of candidates did not use spreadsheet software to prepare the document but created it as a table using a word processor. Most candidates were able to use the formula feature of the spreadsheet to correctly compute the balance owed and average, as required.

Candidates performed well on the following areas:

- Typing the spreadsheet in landscape orientation
- Inserting the main head and sub-head
- Formatting cell data (labels and values)
- Inserting a formula to calculate the average
- Inserting text in the footer.

The following were the areas of weak performance:

- Using the correct formulae to calculate the balance owed
- Using the correct function to calculate the average
- Creating the chart from the data in the spreadsheet
- Sorting the data by first name
- Centring the spreadsheet vertically and horizontally
- Creating the column chart with only the totals, instead of all the data in the table.

Recommendations

Special attention must be paid to the formatting features available in spreadsheet software, namely, gridlines, document layout, inserting headers and footers. Teachers should spend more time on the use of formulae and the structure of functions through the use of practical exercises. Activities such as calculating a grocery bill, or recreating accounting documents should be included in the practical activities.

Question 4

This question tested candidates' ability to create a circular letter and a registration form. This question tested the candidates' ability to:

- Interpret manuscript signs.
- Apply appropriate formatting features to text.
- Use tabular features.

More specifically, the question required candidates to:

- (a) Set margins as specified.
- (b) Insert a text box.
- (c) Copy and paste the letterhead created for Question 2.
- (d) Insert a tear-off slip.

The question was attempted by 92 per cent of the candidates. The mean mark was 11.9 out of 25. Only one candidate scored the maximum marks available.

The performance of candidates on this question was satisfactory. The majority of candidates were able to prepare the registration form appropriately.

The following were the areas of weak performance:

- Copying the letterhead which was created for a previous question.
- Incorrect spacing used after punctuation.
- Recognizing and performing the tasks outlined by the transposition and manuscript signs.
- Inserting the table as required. Many either drew a table or typed the information not using the table feature.
- Format the line spacing as instructed instead of maintaining the default setting of 1.5 line spacing.
- Manipulation of font types and sizes within the document.

Recommendations

Teachers should reinforce the correct format for the various types of letters, especially the semi-blocked letter as well as the importance of typing the candidate registration number at the top right corner of the page for each document prepared. Practice in inserting headers and footers is therefore essential. Students should also be given more exercises on setting tabs.

Paper 031 – School-Based Assessment

The School-Based Assessment (SBA) consisted of a portfolio and three assignments which were developed by the teacher. The portfolio is a new requirement and replaces the Reference Manual. Approximately 2550 samples were moderated. The following are some general comments on aspects of the SBA that emerged from the moderation exercise this year.

A wide range of assignments was presented for moderation, including a few that were constructed by the teacher(s) in the school which closely followed the syllabus guidelines with appropriate enhancements and modifications. However, in many instances, the work submitted was not unique. It was evident that some samples comprised the work of a single candidate which was reproduced by other candidates or was produced from a template, with the insertion of minor changes. This is completely unacceptable.

The syllabus states clearly that an SBA assignment should be the candidate's original work.

The majority of the teachers who submitted the SBAs also submitted mark schemes but too many samples were not accompanied by the tasks as set by the teacher, the mark schemes and keys.

The portfolio is a new component of the SBA and allows the candidate to choose the pieces to be included, unlike the reference manual where all the prescribed pieces were submitted. The syllabus provides very specific guidelines on the criteria to be applied to determine the *mailability* of the pieces. Documents should not be included in the portfolio if they do not satisfy these criteria. However, most of the documents presented in the portfolio had one or more of the following:

- Typographical errors
- Spelling errors

- Grammatical errors
- Error in content

Additionally, many of the documents were not produced in compliance with the rules regarding punctuation, capitalisation, word-division and the typing of numbers in figure or word form.

Teachers are reminded that, under Profile 1 (Accuracy and Speed), one mark per document should be awarded if the document is free of **all** errors of the type listed and described above. Similarly, under Profile 3 (Presentation and Use of Technology), a mark should be awarded if the document is constructed and presented in a manner that is (i) consistent with the style for the particular document type and (ii) constructed to facilitate easy reading and/or efficient use.

Most teachers awarded full marks under Profile 2 (Knowledge and Comprehension) even though there was no evidence to support the marks awarded. To receive the full five marks allocated under this profile, the candidate must:

- Describe **all** components included in the portfolio.
- Include a title/cover page containing the subject, candidate's name, candidate's registration number and the year of the examination.
- Include a table of contents in which each entry has a corresponding page number which actually references the correct document.
- Include a proper bibliography using a format such as APA or MLA.

Two examples of a description follows:

- *Manuscript: A two-page Architect's Specification on letter-sized paper with one-inch margins showing shoulder headings, footnotes, a page ending and a continuation page.*
- *Tabular Work: A five-column price list displayed using ruled tabulation with a main heading and vertical columnar headings, displayed on letter-sized paper horizontally and vertically centred.*

An entry in a table of contents such as "Letter" or "Two-page letter" does not include a description and, as such, no marks should be awarded.

TABLE OF CONTENTS

Introduction

A. Letters

- (i) A blocked style letter
- (ii) A circular letter with a tear-off slip

B. Manuscript
A manuscript with a Main heading, Sub-heading, Shoulder heading, Paragraph-heading and Marginal heading.

C. Tabular Work
An example of ruled tabulation with main heading and multiple columnar heading applying vertical heading; sorting.

D. Committee Documents


- (i) A notice of a meeting with an agenda for a meeting.
- (ii) A chairman's agenda

E. Display

- (i) An invitation with a Menu
- (ii) A Flow Chart

F. Legal Work

- (i) A lease
- (ii) A Contract of Employment



In the figure above, only two of the 10 components are described and as such the candidate should **not** be awarded any marks for 'Description of components'. The mark allocated for 'Table of Contents' should not be awarded either as the page numbers are missing. For Item D (i), a description that would count towards the award of a mark would be "*a Chairman's agenda on letter-size paper with 2.5 cm margins*".

Assignment 1

For Assignment 1, candidates were expected to correct text from the author's original work and respond to printer's correction signs. This assignment was generally well done by the candidates. Most candidates presented documents that demonstrated their ability to present documents in a style consistent with universally accepted standards. Teachers are reminded that candidates are only required to "*correct text from the author's original work*". Hence, the assignment shown below is NOT suitable for Assignment 1.

PRODUCTION ASSIGNMENT # 1

ELECTRONIC DOCUMENT PREPARATION & MANAGEMENT

SCHOOL BASED ASSESSMENT MAY/JUNE 2013 – 2014

ASSIGNMENT I

Time: 25 minutes

- a) Produce the main document and the data file.
- b) Create the letter in blocked style, using the following margins: 1” top and bottom, 1” and right.
- c) Save the main document as **application letter**
- d) Save the data file as **addresses**.
- e) Merge the documents and print ALL four letters, the main document and the data file
- f) Print an envelope for Ms Carlene Chapter.

Assignment 2

For Assignment 2, candidates were expected to conduct research and present findings electronically. Teachers presented a range of assessment tasks, most of which focused on using the facilities provided by the World Wide Web to research information and present the findings in the body of an email or as a document attached to an email. In quite a few cases, the mark scheme did not adequately make provisions for the assessment of Profile 2 (Knowledge and Comprehension).

This component of the SBA was generally well done. Most candidates demonstrated mastery of the skills assessed.

Assignment 3

For Assignment 3, candidates were expected to undertake a project that would require the use of various applications to design documents. This component of the SBA was satisfactorily done. However, in most of the samples moderated very little creativity was demonstrated.

Recommendations

1. Teachers should start planning for the SBA early in the school year to ensure that adequate time is allocated for the design, preparation, administration and marking of each student's work and for the selection, packaging and submission of the required samples.
2. Students should be given ample practice using the tools and features of the various software packages as mastery of these tools is necessary for the production of accurate, professional documents.
3. Teachers should ensure that the guidelines for marking the portfolio, as detailed in the syllabus, are strictly adhered to. Students should also be made aware of these guidelines.
4. Teachers are reminded that students should be provided with feedback on their work and given the opportunity to amend and improve their initial drafts.
5. While teachers are encouraged to instruct the students and provide the necessary guidance, the work submitted must show some degree of originality.

Paper 032 – Alternative to School-Based Assessment

Paper 032 tested candidates' ability to use a variety of production principles to prepare a six-column newsletter. The maximum mark possible was 100 and the mean mark on this paper was 42.59. The maximum score achieved was 67 marks. This paper was restructured with the revision of the syllabus to allow candidates to present responses which are unique and more creative.

Question 1

Part (a) of this question was designed to test candidates' ability to complete a spreadsheet (including formulae) based on information given.

The following were the areas of good performance:

- Budget prepared appropriately using a spreadsheet
- Contingency fee calculated correctly
- Figures correctly formatted to 2 decimal places
- The cost of one ticket and expense per person calculated correctly.

The following were the areas of weak performance:

- Insertion of a double line in the document
- Formatting the figures as currency.

Recommendations

Teachers should expose students to practical exercises which require the use of more of the formatting features found in accounting documents, such as single line (not underline) and double line.

Part (b) required candidates to draft a proposal following the instructions given and to prepare a cover letter to accompany the proposal.

The following were the areas of good performance:

- Candidates were able to lay out the proposal with the suggested headings.
- Correct insertion of the addressee of the letter.

The following were the areas of weak performance:

- Limited knowledge of the use of tab keys to navigate around the page.
- Insertion of double lines under the total figures.
- Correct layout of the letter.
- Appropriate composition of the content required for the proposal and the letter. Based on the scenario, the letter was to request permission to use the venue to hold the event, attaching the proposal. However, very few candidates requested permission to use the venue.
- Use of the appropriate abbreviation at the end of the letter to indicate that a document was enclosed or attached.

Recommendations

Teachers should expose students to composing correspondence (letters, memos and reports) based on scenarios given, with emphasis on the required details.

Part (c) of the question required candidates to design an appropriate flyer for the event described in the scenario.

The following were the areas of good performance:

- Insertion of a clip art image as well use of the WordArt function
- Insertion of a border.

The following were the areas of weak performance:

- Use of a text box for the borders instead of the border feature in the programme
- Inappropriate layout of the flyer on the page
- Inadequate line spacing in presenting the flyer
- Transfer of the information prepared in Part (a) and Part (b) was not done. Some submissions were of an event that had nothing at all to do with the scenario given.

Recommendations

Teachers should give students more practical exercises in preparing documents such as flyers, invitations and tickets using appropriate and suitable application software. Emphasis should be placed on the guidelines on how to prepare presentable display documents.

Question 2

Part (a) required candidates to create an organisational chart based on a given scenario. This question tested the candidates' ability to:

- Create an organisation chart.
- Use and insert SmartArt.

This question was moderately done. It was evident, however, that candidates had little or no exposure to creating organisational charts using the various support tools in the application software.

The following were the areas of good performance:

- Insertion of text boxes to create the chart
- Addition of text to most of the boxes in the chart.

The following were the areas of weak performance:

- Information not centred in each box
- Limited use of the SmartArt feature
- Use of arrows instead of lines to connect the boxes
- Amending the chart to include the changes to the information.

Recommendations

Teachers should provide more opportunities for students to create organisational charts and flow charts, utilising the features in SmartArt.

In Part (b), candidates were required to prepare an email to staff using the information provided in Part (a). This question tested the candidates' ability to:

- Format of an email appropriately.
- Compose an email using information provided.

This question was moderately done. Candidates demonstrated knowledge of the basic components of an email and were able to transfer the information from the scenario to prepare the email. Some candidates showed initiative and incorporated a copy of the organization chart into the body of the email.

The following were the areas of weak performance:

- Correct layout of the email. The 'To:', 'From:', 'Date:' and 'Subject:' were mostly either missing or out of order.
- Creation of the email address from the information given.
- Composition of appropriate content for the email.

Recommendations

Teachers should reinforce content such as the structure of an email, providing students with exercises which require them to draft or compose documents from given information.

GENERAL RECOMMENDATIONS

1. Teachers should ensure that they are using the current syllabus and should check CXC's website (<http://www.cxc.org/>) occasionally for syllabus amendments.
2. Effort must be made to reduce the number of errors in the presentation of work. One of the aims of the EDPM course is to "equip students with the requisite skills to perform clerical and administrative roles" and as such, the level of work produced must be acceptable for someone expected to perform such a role. Documents should be error free and presentation ready and students should be encouraged to produce work to an acceptable standard.
3. Attention must also be paid to the use of correct spelling and grammar in the preparation of documents as this affects the production of work to an acceptable standard.
4. Teachers should ensure that they have access to a wide range of computer-generated documents (including displays) for use as exemplars and for task-based practice. Some good sources of documents include:
 - (a) The career section of reputable newspapers
 - (b) Restaurant menus
 - (c) Annual reports produced by companies such as financial institutions
 - (d) Websites maintained by publishers of EDPM textbooks
5. Teachers should ensure that they teach the fundamentals of the software applications such as document creation, editing, formatting and dissemination, rather than simply teaching how to manipulate a named application. A good strategy is to expose students to a variety of current software applications.
6. The theoretical aspects of the syllabus are important and, as such, strategies should be employed that will ensure that adequate time and cognitive effort are expended on these aspects during the instructional process.
7. Teachers should ensure that adequate emphasis is placed on the development of the skills examined under Profile 3 (Presentation and Use of Technology) and that all documents produced are professionally completed.
8. In relation to examination preparation, students should be provided with adequate opportunities to develop test-taking skills. Teachers must emphasize to students the importance of reading and interpreting instructions before a question/task is attempted.

9. Students should practise keyboarding skills consistently to ensure that they attain, maintain and even exceed the minimum accuracy and speed threshold required by the syllabus.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2015

**ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The General Proficiency Electronic Document Preparation and Management (EDPM) examination is offered in May/June each year. There was a candidate entry of approximately 14 282 and 86 per cent of the candidates earned Grades I–III. The mean score for the examination was 137 out of 250 marks.

This was the second examination based on the revised syllabus, released for teaching from September 2012.

DETAILED COMMENTS

Paper 01 – Structured Questions

Paper 01 consisted of ten compulsory short-answer questions that tested the knowledge and application of important concepts and theoretical principles involved in document preparation and management. The performance of candidates on this paper was consistent with 2014. The paper was marked out of 50 and the mean mark was 22.25. The maximum score earned was 47 marks.

As in previous years, the performance on Paper 01 indicated that candidates were not adequately prepared in the theory and principles of document preparation and the performance on this paper continues to be unsatisfactory. The concepts which proved most challenging included a range of topics drawn from Section I such as the advantages and disadvantages of computer usage; Section III, types of application software and Section IX, specifically as it relates to rights protected by intellectual property laws.

Paper 01 is a theory paper covering all aspects of the syllabus. It is therefore mandatory that the theory in each module be taught in its entirety. Emphasis should also be placed on grammar, spelling, punctuation, sentence construction and the importance of reading and following instructions carefully.

Question 1

This question tested candidates' ability to suggest the most appropriate type of software to perform each of the following tasks:

- Design flyers and brochures
- Prepare letters and memos
- Create receipts and invoices

The question was attempted by 98 per cent of the candidates, 24.6 per cent of whom earned the maximum available mark. The mean mark was 1.79 out of 3.

The performance of candidates on this question was satisfactory. Most candidates were able to identify the most appropriate software to prepare letters and brochures. However, most candidates gave the brand of the software (Microsoft) rather than the type of software (word processing). Also, most candidates indicated word processing software for Part (a) as this is the software used for these activities, but this is not the *most appropriate* to perform the task.

Solutions

- (a) Desktop publishing software
- (b) Word processing software
- (c) Spreadsheet software

Recommendations

Teachers should be guided by the terminology, content and specific objectives detailed in the syllabus to adequately prepare students. They should also ensure that candidates can clearly distinguish between the types of software and their use in specific tasks.

Question 2

This question tested candidates' ability to explain two main purposes of an electronic database management system.

The question was attempted by 93 per cent of the candidates, less than 1 per cent of whom earned the maximum available mark. The mean mark was 0.60 out of 4.

The performance of candidates on this question was unsatisfactory. Some candidates interpreted an electronic database management system as an electronic filing system and responses included references to the use of retention periods and archiving.

Solutions

The main purposes of a DBMS are to

- store data in an organised format to allow data to be easily manipulated, summarized or sorted
- allow the user to produce reports quickly and easily
- allow the user to search large amounts of data, selecting data that match specific criteria.

Recommendations

Emphasis should be placed on the theoretical aspects of the topic by highlighting the purpose of a database management system and using real-world examples to facilitate the understanding of data storage, report production and searching capabilities.

Question 3

This question tested candidates' ability to explain two advantages and two disadvantages of increased computer use.

The question was attempted by 98 per cent of the candidates, less than 1 per cent of whom earned the maximum available mark. The mean mark was 2.07 out of 8.

The performance of candidates on this question was very poor. Very few candidates were able to identify advantages and disadvantages specific to the general use of the computer. Some candidates were able to identify an advantage or disadvantage, but were unable to explain their selection.

Solutions

Term	Advantage	Disadvantage
Storage	<ul style="list-style-type: none"> • Computers can store large volumes of information taking up less space than a filing cabinet. 	<ul style="list-style-type: none"> • Damage to the hard drive can make all the data on the drive inaccessible • If there is no electricity, the user cannot access the information on the storage medium.
Accuracy/ Less errors	<ul style="list-style-type: none"> • Computer processing eliminates the human errors since many software packages have a built-in spellcheck and grammar check. 	<ul style="list-style-type: none"> • If the data is entered incorrectly, the output would not be accurate. • Programmes that include spellcheck and grammar tools may cause persons to

Term	Advantage	Disadvantage
		become lazy and/or complacent and not check their work.
Speed/Less time/ Quickly	<ul style="list-style-type: none"> Processing large amounts of data is faster than processing using strictly human methods. 	<ul style="list-style-type: none"> Due to the speed of processing, the pace of business has increased which may cause increased stress levels.
Reliability	<ul style="list-style-type: none"> Security features incorporated in the computer systems ensure that information stored is safe and accessible. The ability to back up information ensures that should data be compromised, a duplicate is available 	<ul style="list-style-type: none"> Increased threats of attacks by hackers and/or viruses may cause data to become unreliable If data is not backed up, all information could be lost in the event of a system crash.

Recommendations

Teachers are advised to place emphasis on not only the terms used, but to pair the explanations, advantages and disadvantages with the terms when the concept is being taught.

Question 4

This question tested candidates' ability to, from a given list, select the most appropriate stationery for each task as follows:

- Preparing a one-page letter advising new clients of the company's products
- Notifying staff of an upcoming meeting
- Addressing envelopes for the mass mailing of correspondence to customers
- Designing a standard layout for the company's new website

The question was attempted by 100 per cent of the candidates, 11.3 per cent of whom earned the maximum available mark. The mean mark was 1.89 out of 4.

The performance of candidates on this question was unsatisfactory. Most candidates were able to identify letterheads for Part (a) and memos for Part (b). However, some candidates had difficulty in selecting the correct stationery for Parts (c) and (d). Some candidates identified stationery that was not provided in the list.

Solutions

- Letterheads
- Memos
- Labels
- Templates

Recommendations

Teachers should not only teach the theoretical concepts of stationery use for document preparation but also incorporate practical demonstrations in the lesson. For example, they should allow students to see real examples of each type of stationery and how they are used.

Additionally, teachers should give students the content for the correspondence and ask them to prepare the correspondence using the most appropriate stationery. That way, students are able to pair the stationery to be used with the most appropriate task.

Question 5

This question tested candidates' knowledge of intellectual property concepts, specifically plagiarism. Candidates were required to

- explain the term *plagiarism*
- suggest two ways in which plagiarism may be avoided.

The question was attempted by 91 per cent of the candidates, 9.1 per cent of whom earned the maximum available mark. The mean mark was 1.81 out of 4.

Candidates demonstrated some level of understanding of the term, but were unable to produce an appropriate definition. Most of the definitions were incomplete in that candidates were able to state the use of someone else's work, but did not indicate the passing of or use of that work by another person as his/her own. Some candidates did not know what the term meant and, therefore, were unable to make any suggestions as to how it may be avoided. Some candidates confused the terms *plagiarism* and *copyright* and used them interchangeably. Some candidates were able to define the term *plagiarism* but were unable to provide any suitable suggestions as to how plagiarism may be avoided.

Solutions

- (a) Plagiarism is taking/stealing another person's ideas and passing them off as your own.
- (b) Reference your quotes and sources and put the information in your own words.

Recommendations

Teachers can create scenarios which allow for the differentiation between plagiarism and copyright so that this distinction is clearly made.

Question 6

This question tested candidates' ability to

- identify health and safety issues associated with computer use as shown in a picture of an office setting
- suggest ways in which the work environment in the picture could be made more suitable in the office.

The question was attempted by 100 per cent of the candidates, 8.6 per cent of whom earned the maximum available mark. The mean mark was 5.43 out of 8.

The performance on this question was moderate. Most candidates were able to identify five health and safety issues as required by the question. However, in identifying the health issues, some candidates could not state how to make the work environment more suitable.

Solutions

- Any five of the following:
 - Inappropriate furniture (stool, desk)
 - Open drawers of filing cabinet
 - Position of work station by the door
 - Location of extension cord
 - Location of printer by the window
 - Location of system unit next to plant
 - Location of monitor on the filing cabinet

- Any three of the following:
 - Change furniture to appropriate desk and chair.
 - Close filing cabinet drawers.
 - Relocate the workstation from behind the door.
 - Ensure the extension cords do not run across the walk area.
 - Place all computer equipment in closer proximity.
 - Move monitor, printer or CPU to a more appropriate location.
 - Install more outlets/switches.

Recommendations

Health and safety issues relating to computer use are important and cover not only the repetitive stress injuries but include placement of furniture and ergonomics. Providing students with opportunities to identify various health and safety issues from graphics or photographs or from reading scenarios will assist in providing them with richer learning experiences.

Question 7

This question tested candidates' ability to

- select the correct words (grammatically and phonetically similar) to complete a paragraph
- insert appropriate punctuation marks.

The question was attempted by 100 per cent of the candidates, less than 1 per cent of whom earned the maximum available mark. The mean mark was 6.03 out of 10.

The question was moderately done with even the weaker candidates earning three or more marks. Grammar and spelling are important in producing mailable work and candidates must be able to identify common grammatical and spelling errors in documentation to improve their accuracy.

Candidates performed poorly in selecting the correct word (homonym) based on the context of the passage. They also performed poorly in inserting the correct punctuation marks (double vs single quotation marks, commas, full stops).

Solutions

- (a) advice; inclement; It's; buys; allowed
- (b) The principal shared important advice about the inclement weather. "It's important that each of you buys a raincoat, umbrella or hat," he stated. He also noted that no parents would be allowed to go on the tour.

Recommendations

More attention must be paid to the correction of errors in all forms — spelling, grammar, punctuation, formatting etc. Practice exercises must include the identification and correction of errors in all forms

Question 8

This question tested candidates' knowledge of communications media.

The question was attempted by 96 per cent of the candidates, 18.7 per cent of whom earned the maximum available mark. The mean mark was 1.18 out of 3.

Performance on the question was unsatisfactory as the majority of candidates was unable to identify factors to be considered when selecting a medium for communication. Several candidates mentioned 'email', 'telecommuting', 'broadband connection' or 'mobile' without delving deeper and indicating why these methods would be suitable. Candidates seem to be repeating the current technologies available for communication without knowing why these technologies are used. Many responses were superficial.

Solutions

Any three of the following: Degree of urgency; genre of communication (oral, written, visual); level of confidentiality/ privacy; location/time zone; cost; efficiency; effectiveness.

Recommendations

Students should be assessed on not only being able to identify the technologies, but also on being able to explore the reasons why the technologies are fit for the purpose for which they are being used.

Question 9

This question tested candidates' knowledge of desirable work habits.

The question was attempted by 95 per cent of the candidates, 6.2 per cent of whom earned the maximum available marks. The mean mark was 1.58 out of 4.

The question was generally satisfactorily done. Most candidates were able to identify desirable work habits. However, some candidates were unable to explain the benefits of the habits to the organization.

Solutions

Team spirit: Working in teams helps the employees to get some tasks done more efficiently and in a shorter time.

Good grooming: Employees should always be tidy and suitably dressed. This projects a good image of the employee and the organization.

Punctuality: It is important to be on time especially when meetings have been scheduled. This ensures a full work day and avoids having others awaiting your arrival.

Other habits

- Meeting deadlines
- Courtesy
- Personal integrity
- Honesty
- Respect for others
- Willingness
- Working without supervision
- Patience

Recommendations

Teachers are encouraged to provide role playing activities for students, demonstrating what they consider to be a desirable work habit. A game could also be used where students select a habit at random and dramatize it for their peers, who would be required to guess what that habit is. The student who guesses correctly would then be required to define the habit and explain how it is exhibited in the workplace.

Question 10

This question tested candidates' knowledge of manuscript signs.

The question was attempted by 80 per cent of the candidates, 4.1 per cent of whom earned the maximum available marks. The mean mark was 0.37 out of 2.

Candidates were unable to give the meaning for the ‘|||’ symbol, with several candidates providing no response. Additionally, candidates were unable to give the meaning for the ‘°’ symbol.

Solutions

Align; Delete

Recommendations

Students should be given regular practice exercises on both reading and typing from manuscripts (rough drafts) incorporating as many manuscript signs as possible.

Paper 02 – Production Test

Paper 02 consisted of four compulsory questions that tested candidates’ ability to apply a variety of production principles to prepare business letters, spreadsheets, creative displays, and to format documents and interpret manuscript signs.

The performance on Paper 02, the production paper, continues to be satisfactory. The paper was marked out of 100 and the mean mark was 38.54. The maximum score earned was 83 marks. The challenges posed related to the interpretation of manuscript signs and generally understanding what the outcome of the tasks should be before attempting to answer the question.

Question 1

This question was designed to test candidates’ speed and accuracy and the ability to meet the standard set of 35 words per minute with little or no errors.

The question was attempted by 94 per cent of candidates who wrote this paper. The mean mark was 1.82 out of 10. The maximum score obtained on this question was 10 marks, but less than 1 per cent of the candidates scored the maximum mark available.

Most candidates attempted the question, typing at a speed of approximately 15 words per minute.

The following were the areas of weak performance:

- Candidates’ inability to perform the formatting features specifically setting margins, line spacing, font style and font size
- Incorrect spacing before and after the punctuation mark
- Omitting an entire section or an entire sentence within the paragraph

Recommendations

Teachers should

- have regular accuracy and speed drills as students are omitting sections of the document or typing something different
- ensure that students are able to demonstrate correct keyboarding techniques
- encourage students to practise their keyboarding skills outside of class time to improve their accuracy
- emphasise correct formatting techniques
- engage students in activities where they correct their peers’ work in keyboarding techniques in order to develop full mastery.

Question 2

This question tested candidates' ability to follow the procedures to prepare a letter using the mail merge feature. It required candidates to

- create a letterhead
- prepare typescript from manuscript
- apply formatting features
- produce a letter in semi-blocked style
- produce a contract of employment
- produce tabular work
- print selected documents.

The question was attempted by 100 per cent of the candidates. The mean mark was 17.0 out of 38. No candidate earned the maximum available mark.

This question was moderately done. Most candidates attempted both the letter and contract of employment. However, candidate errors as a result of not following the instructions given on the manuscript contributed to low performance.

The following were the areas of weak performance

- Most candidates performed poorly on preparing the letter. The errors related to
 - presentation and placement of the letterhead
 - accuracy
 - knowledge of semi-blocked style layout
 - no greeting line in the letter.
- Errors in the preparation of the employment contract related to
 - knowledge of the format of a contract for employment
 - formatting using the features of the software such as alignment, numbering, effective use of the border feature, that is, creating a table and then removing the lines for improved alignment.

The overall presentation of the documents was not in keeping with the requirement of producing mailable work and there was poor interpretation of manuscript signs.

- Inaccuracies in typing included:
 - 'Your Sincerely' instead of *Yours sincerely*
 - 'Supervision' instead of *Supervisor*
 - 'Direction' instead of *Director*
 - 'Administration' instead of *Administrative*

Recommendations

Teachers should place more emphasis on exposing students to the correct letter styles and have displays in the classroom with the various styles. They should also dedicate lessons to the creation of a letterhead incorporating a logo and the correct format/layout of a letterhead and its placement. Students can review various designs of letterheads to critique what is a suitable letterhead. There should also be regular review of the different types of legal documents which can be prepared.

Question 3

This question tested candidates' ability to produce a spreadsheet and a column chart using specific data. It required candidates to

- enter data in a spreadsheet
- prepare tabulations using a spreadsheet
- use functions and formulae
- use borders and shading
- generate a pie chart
- use appropriate justification formats.

The question was attempted by 81 per cent of the candidates. The mean mark was 13.1 out of 29. No candidate earned the maximum available mark.

The preparation of the table in the spreadsheet was moderately done. A small percentage of candidates did not use spreadsheet software to prepare the spreadsheet but created the document as a table using a word processor. Most candidates did not present the balance sheet appropriately. However, they were generally able to create the spreadsheet using the spreadsheet software.

The following were the areas of weak performance:

- Generating the pie chart with the correct data
- Placing a title on the pie chart or adding the legend
- Adjusting the columns to show indented text under column headings
- Formatting the figures as currency

Recommendations

- Special attention must be paid to the formatting features available in spreadsheet software, namely, gridlines, document layout, inserting headers and footers.
- Teachers should spend more time on the construction of formulae and the structure of functions through the use of practical exercises. Activities such as calculating a grocery bill or recreating accounting documents should be included in the practical exercises.
- Teachers should also provide students with activities which include creating accounting documents using spreadsheet software, such as balance sheets, income and expenditure statements.

Question 4

This question tested candidates' ability to create business cards and a flyer, use appropriate software to manipulate graphics and text and apply appropriate formatting features to text.

More specifically, the question required candidates to

- design a business card for the new employee (Mr Bright)
- print 8–0 business cards on 1 sheet of paper
- reproduce a flyer
- insert the relevant information into both the business card and flyer.

The question was attempted by 88 per cent of the candidates. The mean mark was 10.5 out of 23. No candidate scored the maximum available mark.

The performance of candidates on this question was satisfactory. Candidates were able to prepare the business card and flyer appropriately.

The following were the areas of weak performance

- Candidates did not show a level of creativity in designing the business card.
- Some candidates did not create the business card with the information provided but inserted their own information.

- Some business cards created were not the appropriate size for a business card.
- Some candidates frequently omitted punctuation marks on both the business card and flyer

Recommendations

Teachers should:

- Give students more opportunities to prepare presentation items such as flyers, brochures, business cards using the most appropriate software available.
- Provide linkages between documents. For example, in creating a letter of employment, a contract for employment and a business card for a new employee. Another example could be that of creating a screenplay and an advertisement for the play to be performed.

Paper 031 – School-Based Assessment (SBA)

The SBA consists of a portfolio and three assignments which were developed by the teacher. The portfolio was introduced with the new syllabus replacing the Reference Manual. Approximately 2845 samples were moderated. The following are some general comments on aspects for the SBA that emerged from the moderation exercise.

Performance on the submissions showed improvement over 2014. The assignments set were quite adequate in assessing the areas needed. However, there continue to be areas for improvement. In Assignment 2, there was little evidence of research and the sending of the email, yet full marks were sometimes awarded by teachers.

Students are reminded to pay attention to the mailability of the work being included in the portfolio. Documents in the portfolio had one or more of the following:

- Typographical errors
- Spelling errors
- Grammatical errors
- Errors in content

Recommendations

Teachers should:

- Ensure that the assignments given to students are submitted along with the samples so that moderation can be done fairly.
- Pay attention to accuracy in totalling the marks awarded for the profiles in each assignment.
- Ensure that the samples requested are submitted along with the moderation sheet which shows the allocation of marks as outlined in the current syllabus.
- Start planning for the SBA early in the school year to ensure that adequate time is allocated for the design, preparation, administration and marking of each student's work and for the selection, packaging and submission of the required samples.
- Ensure students are given ample practice using the tools and features of the various software packages as mastery of these tools is necessary for the production of accurate, professional documents.
- Ensure that the guidelines for marking the portfolio, as detailed in the syllabus, are strictly adhered to. Students should also be made aware of these guidelines.
- Provide students with feedback on their work and allow them to amend and improve their initial drafts

Paper 032 – Alternative to School-Based Assessment

Paper 032 tested candidates' ability to use a variety of production principles to prepare a six-column newsletter. The maximum mark possible was 100 and the mean mark on this paper was 29.8. The maximum score achieved was 66 marks.

Question 1

This question was designed to test candidates' ability to prepare (a) a notice of a meeting, (b) an agenda for a meeting and (c) a memorandum.

For Parts (a) and (b) the majority of the candidates was able to prepare the meeting documents in the correct format. However, the following areas of weak performance were noted. Candidates showed limited knowledge of where to place the signature line and therefore omitted it. In addition, they did not effectively organize the information and as a result unnecessary details were included. Some candidates were unaware of how to identify and prepare a notice and agenda distinctly from a memorandum and lacked the ability to interpret manuscript signs.

Recommendations

Teachers should:

- Emphasize manuscript signs and their meanings.
- Give more simulated exercises to help students to differentiate between a notice of a meeting and an agenda.
- Emphasize the correction of errors prior to the submission of work.

In Part (c), while candidates were able to insert the date in the memorandum, it was often not in the correct format and many candidates made simple typographical errors. In addition, some candidates did not insert the "carbon copy" notation or typist initials at the end of the document. While most candidates did create the memorandum, there was evidence of confusion between the fully blocked style and the indented style. In some cases, the memorandum submitted was a combination of the two styles.

Recommendations

Teachers should encourage the preparation of memoranda of all styles paying close attention to the similarities and differences between the various styles of presentation.

Question 2

In Part (a), candidates were asked to create a PowerPoint presentation based on the agenda provided in Question 1. This question tested candidates' ability to create a PowerPoint presentation of 4–6 slides using the information provided. This question was moderately done. It was evident, however, that candidates had little or no exposure in using PowerPoint to develop slides.

The following were the areas of good performance

- Candidates were able to create 4–6 slides, including a title slide with the correct orientation.
- Professional and appropriate backgrounds were used on the slides.
- Printed slides with three slides per page.

The following were the areas of weak performance

- Inappropriate titles on slides.
- Most candidates included two topics but the information included had no relevance to the topic.
- Slides were not numbered.

Recommendations

Instead of providing all the information, teachers should provide candidates with a template and give them the opportunity to develop the ideas in a creative way. Students should also be given the opportunity to prepare presentations based on articles where they are required to identify the salient points.

In Part (b), candidates were asked to prepare a table using spreadsheet software. They were also asked to include a footer and centre the table vertically and horizontally on the page.

This question was moderately done. Candidates were able to create a table using the most appropriate software. Generally, they were also able to follow the instructions given.

The following were the areas of weak performance.

- Some candidates were unable to calculate the figures required to complete the table.
- The footer was not inserted using the software feature but rather typed at the bottom of the spreadsheet.
- There were errors of omission and inclusion as well as typographical and grammatical errors.

Recommendations

Teachers should provide opportunities for students to use functions and formulae in the development of spreadsheet documents.

In Part (c), candidates were asked to prepare a vote of thanks based on the information given for production of the items on the paper. Candidates were therefore required to consolidate information and produce a piece of work of their own construction. In addition, the question tested candidates' ability to change paper size, line spacing and alignment. This question was moderately done and candidates were generally able to produce the document as required.

Recommendations

Teachers should provide opportunities for students to pull together a document based on skeleton information.

GENERAL RECOMMENDATIONS

- Teachers should ensure that they are using the current syllabus and should check CXC's website (<http://www.cxc.org/>) occasionally for syllabus amendments.
- Accuracy and speed continue to be a challenge. Every effort must be made to reduce the number of errors in the presentation of work. One of the aims of the EDPM course is to *equip students with the requisite skills to perform clerical and administrative roles* and as such, the level of work being produced is not acceptable for someone expected to perform such a role. Documents should be error free and presentation ready and students should be encouraged to produce work of an acceptable standard.
- Attention must also be paid to the use of spelling and grammar in the preparation of documents as this affects the production of work to an acceptable standard.
- Teachers should ensure that they have access to a wide range of computer-generated documents (including displays) for use as exemplars and for task-based practice. Some good sources of documents include:
 - The career section of Sunday newspapers
 - Restaurant menus
 - Annual reports produced by companies such as financial institutions

- Websites maintained by publishers of EDPM textbooks
 - Other teachers
-
- Teachers should ensure that they teach the fundamentals of the software applications such as document creation, editing, formatting and dissemination — rather than simply teaching how to manipulate a named application. A good strategy is to expose students to a variety of current software applications.
 - The theoretical aspects of the syllabus are important and, as such, strategies should be employed that will ensure that adequate time and cognitive effort are expended on these aspects during the instructional process.
 - Teachers should ensure that adequate emphasis is placed on the development of the skills examined under Profile 3 (Presentation and Use of Technology) and that all documents produced are professionally completed.
 - In relation to examination preparation, students should be provided with adequate opportunities to develop test-taking skills. Teachers must emphasize to students the importance of reading and interpreting instructions before a question/task is attempted.
 - Students should practise keyboarding skills consistently to ensure that they attain, maintain and even exceed the minimum accuracy and speed threshold required by the syllabus.

CARIBBEAN EXAMINATIONS COUNCIL

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**ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT
GENERAL PROFICIENCY**

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GENERAL COMMENTS

The General Proficiency Electronic Document Preparation and Management (EDPM) examination is offered in May/June each year. This was the seventh examination based on the revised syllabus, released for teaching from September 2012, and the third time that Paper 01 was administered in the form of an objective examination. There was a candidate entry of approximately 16099 and 95 per cent of candidates earned Grades I–III.

DETAILED COMMENTS

Paper 01 — Theory

Paper 01 is a theory examination covering all aspects of the syllabus. It consisted of 60 multiple-choice items that tested the knowledge and application of important concepts and theoretical principles involved in document preparation and management. Therefore, it is mandatory that this aspect of the examination is taught in its entirety.

The performance of candidates on this paper remained comparable with that of 2018. The paper was marked out of 60 and the mean mark was 31.31. The maximum score earned was 48 marks.

Paper 02 — Production Test

Paper 02 consisted of four compulsory questions. This included a speed test and three questions that tested candidates' ability to apply a variety of production principles to prepare a business letter, a business form, and a legal document. Candidates were also required to use various software and formatting features and to correctly interpret manuscript signs.

Performance on Paper 02 continues to be satisfactory and was consistent with performance in 2018. The paper was marked out of 100 and the mean mark was 35.09. The maximum score earned was 84 marks. The challenges candidates faced related to their interpretation of manuscript signs and their general understanding of what the outcome of tasks should be before attempting to answer questions.

Question 1 — Speed Test

This question was designed to test candidates' speed and accuracy and their ability to meet the standard of 35 words per minute, with little or no error.

The question was attempted by 98 per cent of candidates. The mean mark was 1.32 out of 10. The highest score obtained on this question was 10 marks and 0.007 per cent of candidates scored the maximum marks possible.

Most candidates attempted the question; however, their speed was below the 35 words per minute, as indicated in the syllabus.

The following were the areas of good performance:

- Correct paragraphing
- Correct spacing between paragraphs

The following were the areas of weak performance:

- Inability to type at the required speed per minute and demonstrate accuracy. Most candidates failed to type beyond the second paragraph. Hence, they could not be awarded the maximum score.
- Work containing all the possible errors. This contributed to candidates losing marks which could have been awarded.
- Inability to perform the formatting features (specifically setting margins, line spacing, correct justification, font style and size). Candidates failed to justify the passage, using the default 'left alignment' in its place.
- Incorrect spacing before and after punctuation marks. Although most candidates demonstrated the ability to include punctuation marks at the appropriate places, the majority failed to use the correct spacing before and after these marks.
- Omitting an entire section or an entire sentence within the paragraph with similar words. Candidates started a paragraph and ended that paragraph with the content of a subsequent one whilst excluding the rightful ending altogether.
- Inability to apply correct paragraphing and spacing. The spacing between paragraphs was excessive or non-existent. These extremes were a frequent occurrence.
- Capitalizing words. Candidates appeared oblivious to the existence of the 'change case' feature in Microsoft Word (as this was the dominant word processor used) and typed in block letters where *capitalize each word* or *sentence case* was required.
- Incorrect spelling. Most candidates had several spelling errors. Some candidates had difficulty typing *models* in the last paragraph of the passage, typing 'modes' instead.

Recommendations

Teachers are encouraged to do the following:

- Encourage students to demonstrate correct keyboarding techniques.
- Engage students in regular drilling practices to help improve their accuracy and speed; this could be timed practice sessions at the beginning of each session, where possible.
- Implement a system of rewards or privileges for students who are always improving with respect to their typing speed and/or accuracy.
- Emphasize correct formatting techniques and encourage students to set up their formatting before they begin to enter text.
- Encourage students to improve their speed and accuracy by utilizing online resources such as online typing tutor.
- Emphasize proper keyboarding techniques in order to reduce the occurrence of spelling errors, and the inclusion or omission of text.

Question 2

The question was attempted by 100 per cent of candidates. The mean mark was 16.89 out of 35. The highest score obtained on this question was 35 marks; no candidate scored the maximum mark.

Creating a Letterhead and Preparing a Letter

Part (a) tested candidates' ability to follow the standard procedures to design a letterhead and type a letter on the letterhead using the blocked style format. It tested candidates' ability to

- create a letterhead with an appropriate logo
- produce a letter using the blocked style
- interpret manuscript signs correctly
- prepare typescript from a manuscript
- apply formatting features.

Candidates' performance on this question was generally satisfactory. Most candidates attempted both the letter and the form. Notably, candidates experienced challenges in preparing the letter, specifically using the blocked style format.

The following were the areas of good performance:

- Creating the letterhead appropriately
- Typing the letter using the blocked style format
- Correctly interpreting the manuscript signs
- Demonstrating alignment and using appropriate margins

The following were the areas of poor performance:

- Creating letterheads that did not conform to the standards for creating a letterhead
- Not inserting a picture. While some candidates inserted a picture, it was not appropriate neither was it inserted in the correct position.
- Confusing the semi-blocked and fully blocked style
- Not inserting the date correctly as defined in the blocked-style format. Most candidates included the word *Date* in the letter as part of the date and some typed the date as '6/5/2019'.
- Difficulty demonstrating the correct interpretation of the manuscript signs that were included in the question. Most candidates did not know the meaning of common signs such as //, *np*, *mgr.*, *mtg.*, *lc*, *uc* and *sinc*.
- Applying incorrect line spacing (specifically between recipient's name and address, paragraph and, most significantly, in the signature block)
- Inappropriate formatting features

Generally, the overall presentation of the documents was not in keeping with the requirement of producing mailable work.

Recommendations

Teachers should

- place more emphasis on exposing students to the various letter styles
- provide students with activities which enable them to design letterheads with appropriate logos
- engage students in activities that require them to use the letterheads created to prepare letters in various styles
- emphasize manuscript signs and their meanings
- have students demonstrate their skills in preparing envelopes
- set up a display board in the classroom or a central location to display error-free work
- use available online resources to support the teaching of the content areas.

Creating an Invoice

Part (b) examined candidates' ability to follow the procedures to create an invoice. It tested candidates' ability to

- create an invoice from illustrated design
- use specific information to design the invoice
- apply appropriate formatting features (bold, italicize, centre and shade)
- interpret manuscript signs
- use formulae to calculate and insert total figures.

Candidates' performance on this question was generally satisfactory. Most candidates attempted to design the form. Notably, candidates experienced challenges in preparing the form correctly. There was evidence of confusion relating to the most suitable software to be used in completing the task.

The following were the areas of good performance:

- Preparing the invoice using the correct layout
- Conforming to the standards for preparing financial documents using a spreadsheet application
- Correctly inserting the total figures
- Using appropriate formatting features specifically bold, centre and italicize

The following were the areas of weak performance:

- Failing to use an appropriate spreadsheet application for creating the form. This contributed significantly to candidates losing marks, especially in calculating the subtotal, tax total and final total.
- Difficulty calculating the extended and total figures correctly. Some students used Microsoft Word and had challenges performing the calculations.
- Inability to insert the textbox with specific information, where indicated. Some students who used the spreadsheet were unable to insert the textbox.

- Inability to use the @sum function correctly as well as to format the figures to two decimal places. While some students opted to use a spreadsheet application, they had difficulty formatting the figures and using the @sum function.
- Omitting the currency sign, in most cases, or typing it beside the figure instead of in the column heading as indicated in the question.
- Producing scripts that were devoid of any shading and, in some cases, where shading was present, a colour other than grey was used.

Generally, the overall presentation of the documents was not in keeping with the requirement of producing a mailable document. Most of the invoices created did not meet the required standards for creating business forms and were not formatted correctly.

Recommendations

Teachers should

- provide students with activities which expose them to various form designs
- have students demonstrate their skills in preparing forms, using the appropriate software for specific tasks
- use available online resources to support the teaching/learning of the content areas.

Question 3 — Preparing a Legal Document (Contract)

The question was attempted by 96.5 per cent of candidates. The mean mark was 9.83 out of 32. The highest score obtained was 31 marks; no candidate scored the maximum mark.

Candidates' performance on this question was generally satisfactory. Most candidates attempted to design the form.

The question tested candidates' ability to draft a contract using specific data. It tested candidates' ability to

- prepare a contract in acceptable format
- type headings in sequential order
- type bulleted information
- insert a signature block, as specified in the question
- insert data where indicated
- use appropriate formatting features (centre and capitalization, as instructed)
- interpret manuscript signs.

The following were the areas of good performance:

- Demonstrating the ability to type headings in sequential order
- Demonstrating the ability to insert numbered bullets

The following were the areas of weak performance:

- Not following the manuscript instruction to insert specific data where indicated
- Typing the headings in all caps but not centring them, hence losing significant marks because the task required them to use all caps and to centre.
- Inability to insert the figures where indicated. The few candidates who inserted the figures inserted the incorrect ones. This was as a result of the incorrect calculation in Question 2 (b).
- Not typing the signatory block correctly. There was uncertainty regarding how to type the closed brackets.

Recommendations

Teachers should

- expose students to various types of legal documents so that are able to produce acceptable documents such as wills, contracts, agreements, leases, deeds, endorsements and conveyances
- provide more practice to students in which they are exposed to a wide variety of manuscript signs, so that mastery can be achieved
- provide exercises that allow students to practise typing documents which include attestation clauses (using right brackets).

Question 4 — Display (Creating a Menu)

The question was attempted by 90 per cent of candidates. The mean mark was 7.04 out of 23. It tested candidates' ability to choose and utilize the appropriate software to complete given tasks.

The question specifically tested candidates' ability to produce a menu using specific data. It examined candidates' ability to

- create a menu, insert word art and a decorative border
- insert specific data in the menu created
- bold and centre main headings
- use double-line spacing in specific areas
- use appropriate formatting features (centre, bold and all caps)
- correctly interpret manuscript signs.

The following were the areas of good performance:

- Ability to design the menu using appropriate software
- Ability to utilize word art
- Ability to insert page borders
- Ability to insert main and subheadings

The following were the areas of weak performance:

- Inability to type specific data using word art

- Excluding the logo
- Not following the instruction to apply a page border
- Not following the instruction to centre all information on the page
- Omitting the manuscript sign to expand the abbreviation
- Not following the instruction to use superscript where indicated
- Inability to format the menu on a one-page layout

Recommendations

Teachers should

- encourage students to pay special attention to the required formatting features in questions (bold, all caps and centring)
- engage students in practical activities to develop or further enhance their ability to prepare attractive displays
- create and use exercises that give students continuous practice in using special features to design creative displays.

Paper 031 – School-Based Assessment (SBA)

The SBA consists of a portfolio and three assignments developed by teachers. With the new syllabus, the portfolio was introduced, replacing the reference manual. The following are some general comments on aspects of the SBA based on the moderation exercise.

There was improvement in the quality of the submissions over the previous year. The assignments set were adequate in assessing the necessary areas. However, there continues to be areas which require improvement. In Assignment 2, there was little evidence of research and the sending of the email, yet full marks were sometimes awarded.

Students must pay attention to the mailability of the work being included in the portfolio. Documents in the portfolio had one or more of the following:

- Typographical errors
- Spelling errors
- Grammatical errors
- Errors in content

Recommendations

Teachers should

- ensure that the assignments given to students are submitted along with the samples so that moderation can be done fairly
- pay attention to accuracy in totalling the marks awarded for the profiles in each assignment

- ensure that the samples requested are submitted along with the moderation sheet which shows the allocation of marks as outlined in the current syllabus
- start planning for the SBA early in the school year to ensure that adequate time is allocated for the design, preparation, administration and marking of each student's work and for the selection, packaging and submission of the required samples
- ensure students are given ample practice using the tools and features of the various software packages as mastery of these tools is necessary for the production of accurate, professional documents
- ensure that the guidelines for marking the portfolio, as detailed in the syllabus, are strictly adhered to and that students are also made aware of these guidelines
- provide students with feedback on their work and give them the opportunity to amend and improve their initial drafts
- ensure that students check their work for errors before submissions are printed and handed over
- teach the format required for each document, for example, margins, date format and paragraph formatting for each type of letter.

Paper 032 – Alternative to School-Based Assessment

Paper 032 consisted of two compulsory questions which tested candidates' ability to use a variety of production principles to prepare a letter, report, budget and menu from skeleton notes provided. The maximum mark possible was 100 and the mean mark on this paper was 44.12. The maximum score achieved was 87 marks.

Question 1 (a) — Creating a Letterhead and Preparing a Letter

This question was designed to test candidates' ability to create a letter and prepare a report from information provided.

The question required candidates to

- correctly position the letterhead (within the top 1.5" to 2" of the paper)
- correctly use the indented style format to type the letter
- insert the date in an acceptable format
- insert the greeting line or salutation
- type the subject heading
- allow one clear line space before and after the subject heading
- correctly use spacing in the letter (between reference, date, paragraphs, salutation, closing)
- insert documents to be enclosed in the letter
- create a letterhead with an appropriate logo
- correctly use spacing between the letterhead and start of the letter.

The following were the areas of weak performance:

- Creating letterheads that did not conform to the standards for creating a letterhead

- Inability to include an appropriate logo
- A lack of understanding of letter formatting. While most candidates typed the letter, it was evident that they lacked understanding of formatting letters.
- Not inserting the date correctly, based on the indented style format
- Inaccurate line spacing (specifically between recipient's name and address, paragraph, complimentary close and signature block)
- Using inappropriate formatting features throughout the letter
- Not producing the letter in the indented style format
- Included the word Date in the letter as part of the date
- Incorrect spacing, as the address was typed in double line spacing

Generally, the overall presentation of the documents was not in keeping with the requirement of producing mailable work.

Recommendations

Teachers should

- place more emphasis on exposing students to the various letter styles
- provide students with activities which enable them to design letterheads with appropriate logos
- engage students in activities that require them to use the letterheads created to prepare letters in various formats
- utilize available online resources to support the teaching of the content areas
- use display boards in the classroom or place them in a central location, to enhance student learning. Only error-free work should be placed on the display board. This will motivate students to strive for mastery.

Question 1 (b) — Preparing a Report

This question was designed to test candidates' ability to prepare a report from information given. It also required them to insert appropriate content under specific sub-headings.

The question required candidates to

- prepare a report from given information
- prepare a company overview from given information
- insert relevant content
- use indented style paragraphs.

The following were the areas of good performance:

- Preparing the report as instructed
- Correctly using indented style paragraphs
- Inserting main headings.

The following were the areas of weak performance:

- Inability to insert appropriate content for the introduction and financing
- Inability to type subheadings in the correct position
- Inability to type paragraphs using the indented style

Recommendations

Teachers should

- engage students who are preparing for the Paper 032 exam in activities which require them to compose mailable document(s) from skeletal notes
- expose students to CXC past paper questions to give them a better understanding of what is expected
- reinforce formatting features, specifically paragraph indentations.

Question 2 (a) — Creating a Spreadsheet

The question required candidates to

- create a five-column spreadsheet using information provided
- create relevant headings for the spreadsheet
- insert an additional column for Year 4
- calculate total expenses for the years
- create a column chart and move it to a new page
- label the chart appropriately.

The following were the areas of good performance:

- Preparing the table as indicated
- Inserting data in the table as instructed
- Inserting the column for Year 4
- Calculating the expense figures for the year as instructed

The following were the areas of weak performance:

- Inability to effectively create a table, using an appropriate title, from the information given
- Inability to insert an additional column within which to place the expense for Year 4
- Inability to move the chart to a new page

Recommendations

Teachers should:

- encourage the preparation of spreadsheets using different styles, paying close attention to inserting additional columns

- engage students in more simulated exercises to create tables with various specifications (for example, shading, formatting figures to currency and two decimal places)
- engage students in activities that require them to apply formulae correctly.

Question 2 (b) — Creating a Menu

This question was designed to test candidates' ability to create a menu from information given. It required candidates to

- design a menu, following the template provided
- insert the appropriate logo where indicated
- insert the company name where indicated
- insert the company information where indicated
- insert graphics suitable for the menu
- select appropriate borders.

The following were the areas of good performance:

- Preparing the table as indicated
- Inserting an appropriate logo
- Inserting a decorative border

The following were the areas of weak performance:

- Inability to prepare the table as indicated
- Inability to insert an appropriate logo
- Inability to insert a decorative border

Recommendations

Teachers should

- engage students in more practice exercises where they are required to prepare simple documents such as notices, menus, programmes, flyers and invitations
- engage students in more tasks where they are required to prepare advance displays for specific tasks such as flow charts and organizational charts
- encourage students to become more familiar with working with graphics and inserting borders.

Further Recommendations

- Teachers should ensure that they are using the current syllabus and should check CXC's website (www.cxc.org) occasionally for syllabus amendments.
- Accuracy and speed continue to be a challenge. Candidates must be able to type at least 35 words per minute and an effort must be made to improve their speed. Additionally, an effort must be made to reduce the number of errors in work presented. One of the aims of the EDPM course is to equip students with the requisite skills to perform clerical and

administrative roles and, as such, the level of work being produced is not acceptable for someone expected to perform such a role. Documents should be error-free and presentation ready and candidates are encouraged to produce work to an acceptable standard.

- Attention must also be paid to the use of spelling and grammar in the preparation of documents as these affect the production of acceptable work.
- Teachers should ensure that they have access to a wide range of computer-generated documents (including displays) for use as exemplars and for task-based practice. Some good sources of documents include
 - the career section of Sunday newspapers
 - restaurant menus
 - annual reports produced by companies such as financial institutions
 - websites maintained by publishers of EDPM textbooks
 - other teachers.
- Teachers should ensure that they teach the fundamentals of the software applications such as document creation, editing, formatting and dissemination — rather than simply teaching how to manipulate a named application. A good strategy is to expose students to a variety of current software applications.
- The theoretical aspects of the syllabus are important and, as such, strategies should be employed that ensure that adequate time and cognitive effort are expended on these aspects during the instructional process.
- Teachers should ensure that adequate emphasis is placed on the development of the skills examined under Profile 3 (Presentation and Use of Technology) and that all documents produced are professionally completed.
- In relation to examination preparation, students should be provided with adequate opportunities to develop test-taking skills. Teachers must emphasize to students the importance of reading and interpreting instructions before a question/task is attempted.
- Candidates should practise keyboarding skills consistently to ensure that they attain, maintain and even exceed the minimum accuracy and speed threshold required by the syllabus.