

**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**

**OFFICE ADMINISTRATION  
GENERAL PROFICIENCY EXAMINATION**

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## GENERAL COMMENTS

The Office Administration examination is offered in January and May/June of each year. This year, approximately 18,000 candidates registered to sit the June examination. This number represents a decrease from last year when more than 19,600 candidates registered for the examination. Approximately, 78 per cent of the candidates achieved Grades I–III. Last year a similar proportion of candidates obtained these grades.

The Office Administration examination comprises four papers of which candidates are required to sit three:

Paper 01 – Multiple choice

Paper 02 – Short answer

Paper 031 – The School-Based Assessment (SBA).

Paper 032 — The Alternative to the SBA

Paper 032 is normally done by candidates who do not have the supervision needed to carry out the SBA. This year marks the last May/June of this examination, which is based on the 2004 Office Administration syllabus. The revised syllabus will be assessed in June 2014.

The details of each paper along with candidates' performance on the different papers and the specific strengths and weaknesses observed during the marking exercises are addressed in the report below.

## DETAILED COMMENTS

### Paper 01 — Multiple choice

Paper 01 consisted of 60 multiple choice items covering the entire syllabus. The items were set to cover Knowledge of content areas and Application of the knowledge. The overall mean was 32.93 or 65 per cent compared with 34.64 or 58 per cent for May/June 2012. Marks ranged from a minimum of zero to 58.

### Paper 02 — Short Answer

Paper 02 assessed Knowledge of the syllabus content and Application of this knowledge to the procedures and processes associated with specialized office activities and routines. The paper consisted of eight questions which were further arranged in two sections. Section I comprised four compulsory questions covering Modules I-VI and Module XII. Section II consisted of four optional questions taken from Modules VII-XI. Candidates were required to answer **two** questions from Section II. In total, they were required to answer **six** questions from this paper. The mean on this Paper was 42 out of 90 or 47 per cent. Marks ranged from zero to 88. Each question on this paper was worth a maximum of 15 marks.

## Section 1 — Compulsory Questions

### Question 1

This question was designed to test the candidates’

- knowledge of the purposes of equipment that are used in general and specialized office work
- understanding of the importance of the office worker’s word processing and time management skills in the development of an organization
- understanding of the benefits of excellent interpersonal skills in creating a harmonious working environment
- understanding of the types of responses suitable for some questions which are likely to be asked in an interview.

The mean of 9.24 or 62 per cent for this question was the highest in this section. Scores ranged from zero to 15

For Part (a), candidates were required to state the purpose of the guillotine, risograph and computer, in general and specialized office work. Generally, candidates were able to identify the purpose of at least two of the pieces of equipment, and gave responses such as:

- *Guillotine: used to cut/trim paper/cards to required sizes*
- *Risograph: used to scan documents; copy images; high-speed printing*
- *Computer: electronic equipment that accepts raw data and processes into information; stores and displays information when required*

In Part (b) (i), candidates were asked to define the term ‘skill’. This part of the question was satisfactorily done as candidates scored at least one of the maximum two marks.

Part (b) (ii) required candidates to state one reason ‘word processing’ and ‘time management’ skills are important for office workers to develop. Most candidates gave acceptable responses for ‘time management’ such as: *to help office workers to use their time well and to prioritize activities crucial to achieving the organization’s goals*. However, ‘word processing’ posed a challenge to many candidates as expected responses such as: *to create business documents with the use of a computer on a timely basis, and to design or develop documents in a professional, acceptable and legible manner for decision-making and information sharing*, were rarely given.

Part (c) required candidates to outline two ways in which a clerical worker could use interpersonal skills to settle disputes and conflicts, and to help in creating harmonious relationships in the work place. Most candidates were able to score one mark in this part of the question. In many instances, they were able to identify skills that the worker possessed but did not state how the worker could use the skills to settle issues at the workplace.

Part (d) required candidates to write two appropriate responses each for three questions asked in an interview. This part of the question was well done. Some candidates, however, gave responses pertaining to personal goals instead of career goals for one of the questions.

## Question 2

This question tested candidates' knowledge of the work environment of a receptionist and also required them to apply this knowledge to resolve issues which are likely to occur in an office. The mean on this question was 8.37 or 56 per cent.

Part (a) required candidates to identify one use each of bond and parchment paper. Most candidates failed to give an appropriate use of parchment paper. While *bond paper is generally used with letter/memo heads and to type and print the original of most documents, parchment paper is heavy quality paper used for /cards/posters/certificates/ as canvass for paintings.*

In Part (b), candidates were required to state three desirable attributes of a receptionist. Candidates performed well on this part of the question, giving correct responses such as: *punctuality, honesty, good deportment, respectfulness, cooperation and flexibility.*

Part (c) (i) required candidates to outline two guidelines that a receptionist should follow when taking telephone messages. This part of the question was unsatisfactorily done as many candidates gave guidelines for taking telephone calls, or responses relating to telephone etiquette.

For Part (c) (ii), candidates were to indicate the appropriate actions a receptionist should take in each of the different situations. Responses to this part of the question were appropriate in most instances.

In the case of the angry customer, candidates were able to indicate appropriate responses such as: *remain calm and be tactful, offer help or refer caller to someone else who can help, be respectful and exercise patience/empathy.*

In the second scenario, where the receptionist kept getting a busy signal each time a number was dialled, candidates gave unacceptable responses such as:

- wait and try to make the call again
- use the ring-back service until your phone rings and then make connection to person needed
- ask the operator to break in if it is an emergency and ask person if he/she wishes to take your call
- or simply inform the manager of the busy signal

Where the receptionist dialled the wrong number candidates indicated correctly that proper telephone etiquette requires that *the receptionist politely inform the caller of the fact and apologize rather than hang up; verify phone number and re-try.*

Where the receptionist got a recorded message most candidates gave unacceptable responses such as listen to the instructions or information given and act accordingly.

### Question 3

This question tested candidates' knowledge and understanding of:

- paging devices, fax machines and the Internet as a means of telecommunication
- the uses of a postage book
- the importance of time zone differences when trading globally with customers
- modern equipment used in a centralized mail room and how each item of equipment identified, could increase efficiency of outgoing mail

For Part (a), candidates were required to state one use each of a paging device, fax machine and the Internet. The mean was 6.68 or 46 per cent. In this section of the question, marks ranged from zero to three, with many candidates scoring at least two marks.

Some candidates used the same words in stating the use of the machine, for example, the fax machine is used to fax letters and memos.

Part (b) required candidates to state two uses of a postage book. The majority of candidates scored one mark with most giving correct responses such as: to record the value of stamps purchased or used, to find the value of stamps remaining, and to record the number of each category of mail posted daily. Some candidates confused the *postage book* with the *post office guide*.

Part (c) required candidates to state two reasons understanding time zone differences is important to the work of the receptionist when there is the need to make frequent telephone contacts with customers overseas. This part of the question was satisfactorily done by most candidates. They gave correct responses such as: *to place telephone calls to foreign countries at appropriate times and negotiate travel arrangements to make maximum use of time*.

In Part (d) (i), candidates were required to identify four modern pieces of equipment that are suitable for the new centralized mail room. Many candidates identified modern equipment in an office, instead of the mail room or, equipment that originated from the traditional type office instead of mentioning machines such as: *sorter, digital scale; franking; addressing; collating; folding; sealing or fax machine and the computer*.

Part (d) (ii) required candidates to outline how each piece of equipment identified at (d) (i) could increase the efficiency of outgoing mail. This part of the question was satisfactorily done as candidates who gave correct responses in (d) (i) were able to state the correct benefit of each machine identified.

### Question 4

This question was designed to test the candidates' knowledge relating to a records management system. The mean was 5.71 or 38 per cent was the lowest for Section I.

For Part (a), candidates were required to state three classifications of a records management system. This part of the question was done unsatisfactorily. The word 'classifications' was interpreted as 'characteristics' by some candidates. Correct responses such as *alphabetic/geographical/subject/chronological*, as well as *numerical/electronic and alpha-numerical*, were not considered by many candidates.

For Part (b) (i), candidates were required to define the term ‘archiving’. Many candidates gave the definition for the word ‘achieving’. The expected response should have indicated that “*Archiving is the process of moving data that is no longer actively used to a separate data storage device for long-term retention or the transfer of paper records that are not being used to a storage room*”.

Part (b) (ii) required candidates to identify two types of microfilming. Popular among the responses given for this part of the question was ‘microfiche’. It appeared as if candidates were unfamiliar with the other types such as: film, aperture card and microfiche.

For Part (c) (i), candidates were to suggest three factors that should be considered in using a centralized filing system to improve records management. This part of the question was generally well done as correct responses such as: *physical space required, ease in using centralized filing system, cost, easy access for retrieval and modern storage equipment*, were considered.

Part (c) (ii), required candidates to suggest one disadvantage of implementing a centralized filing system. This part of the question was also done satisfactorily. Popular among the correct responses were: *time factor in retrieving documents, misplaced files can take a longer time to retrieve, confidentiality may be breached, and total loss in case of disaster, such as fire*.

## **Section II – Optional Questions**

Candidates were required to attempt any two of four questions from this section.

### Question 5

This question tested candidates’ knowledge of the principles and processes used in the accounts office. This question was one of the two most popular in the section. The mean was 6.39 or 43 per cent.

For Part (a), candidates were required to list three functions of the accounts office. This part of the question was done satisfactorily, with candidates giving correct responses such as: *preparation of payroll, collection of accounts, preparation of audit, and dealing with departments’ procedures for making and receiving payment through different types of bank accounts*. The weaker candidates listed accounting terms rather than functions of the accounts office.

Part (b) required candidates to define the different types of cheques. This part of the question was unsatisfactorily done. The majority of candidates failed to correctly define ‘counter’ and ‘certified’ cheques, hence, most earned the mark for only the post-dated cheque. They correctly stated that this type of cheque is *made payable for some time in the future* or, not until the date written on it materializes.

On the other hand, the counter cheque seemed unfamiliar to most candidates. This cheque is *made out to the payee who must present some form of identification for payment. This cheque must be endorsed in front of the teller before it is honoured*.

The certified or manager’s cheque is *(guaranteed and honoured by the bank. This cheque is signed by the manager and a charge is made by the bank.)*

Part (c) (i) required the candidates to calculate a discount and prepare a cheque for the amount calculated.

This part of the question was fairly well done. The weaker candidates calculated only the total amount due on the invoice, but failed to calculate the ten per cent settlement discount if the amount on the invoice was paid in seven days. Hence, they earned only one of two marks for this part of the question.

Many candidates used the incorrect date and not the one specified in the question for writing up the cheque. In many instances, candidates could not differentiate between the payee and the drawer. Some candidates failed to write the correct amount in both words and figures on the cheque.

Part (c) (ii) required the candidates to state two consequences if the amount on a cheque did not agree in words and figures. This part of the question was done satisfactorily by most candidates, as they gave common responses such as: *cheque would be dishonoured/bounced or returned, cheque would have to be re-written/replaced, and an additional bank charge would incur to the drawer.*

### Question 6

This question was designed to test the candidates' knowledge of principles and processes which apply in the operations of the purchasing department. The mean of 5.52 or 37 per cent for this question was the lowest in this section.

For Part (a), candidates were required to state three duties of a purchasing clerk. For the most part, candidates gave correct responses such as: *preparing and processing purchase requisitions; filing of purchase orders and records; and maintaining stock records and database of suppliers.*

For Part (b), candidates were required to define the terms: tender, enquiry and quotation, as used in the purchasing department. Most candidates failed to define the terms correctly. An expected definition of tender was: *'a formal offer such as a bid, a notice from a seller to offer money or goods for settlement of a contract'*. The weaker candidates gave the definition of tender to be 'a person who works in a bar or restaurant', or literally, 'not tough or hard, delicate'.

Many candidates attempted to give the correct responses for 'enquiry', which is: *the first stage in a transaction, the enquiry serves to inform the prospective supplier of what is required and specifies delivery and any packaging requirements.* The quotation on the other hand, *is sent to the potential buyer by firms interested in supplying the goods required; it specifies prices, discounts and delivery of carriage terms.*

For Part (c) (i), candidates were to record given transactions in the petty cash book at the end of the month, and restore the imprest to the beginning balance of \$120.00. In this part of the question, many candidates did not demonstrate a clear understanding of the required steps to be taken to balance the petty cash book. Hence, they encountered difficulty in restoring the imprest to the beginning balance of \$120.00.

For Part (c) (ii), candidates were required to state two consequences of abusing the petty cash fund. The majority of candidates were able to score at least one mark in this part of the question as they gave correct responses such as: *one would be liable to face disciplinary measures, no records would be provided of money spent, shortage of fund to purchase small items, accounting practices would be violated, or person responsible for the fund would be held culpable.*

### Question 7

This question tested candidates' ability to apply knowledge relating to the procedures and processes used in stock management. This was the least popular question in the section. The mean of 7.59 or 51 per cent was the highest for the questions in this section.

In Part (a), candidates were required to state the acronyms for LIFO and FIFO in full and explain their meanings. Candidates performed satisfactorily on this part of the question, giving desired responses for LIFO, that is, *Last In, First Out: Materials/Stocks received last are issued first and unit cost will be based on the most recent price.* FIFO – *First In, First Out: Materials/Stocks received first are issued first and unit cost will be based on the first price.*

Part (b) required candidates to identify two reasons for the importance of monitoring stock levels. Candidates who scored full marks on this part of the question gave correct responses such as: *not having capital tied up in excess stock; to avoid spoilage, goods becoming obsolete; to prevent pilferage; and to control insurance costs especially if premium is based on average volume in stock over a period.*

For Part (c), candidates were required to use the information given to draft a quotation in letter format to a named person. This part of the question presented a challenge to many candidates who failed to present the information given in an appropriate letter format to include:

- name of the document
- return address
- quotation number and date
- inside address
- salutation relating to the complimentary close
- body of letter divided into paragraphs based on contents
- signature, followed by job position

### Question 8

This question was designed to test candidates' knowledge of: the functions of the staff in the factory office and how to complete the documents used in this office. This question was the most popular in the section and the mean was 6.88 or 46 per cent.

For Part (a), candidates were to state three functions of the staff in the factory office. For the most part, candidates stated functions common to other offices instead of specific to the factory office. The candidates who responded favourably to this part of the question gave answers such as:

- *monitor quality control*
- *coordinate and organize production*
- *maintain stock control*
- *maintain records/preparation of job cards*
- *enforce health and safety regulations*
- *inspecting samples of products to ensure they conform to high standards and specifications*

Part (b) required candidates to list three documents that are used in the factory office. Many candidates listed just about any document, except those unique to the factory office. Favourable responses to this part of the question included:

- *planning master*
- *job/cost/quality control cards*
- *time/clock cards*
- *progress advice*
- *accident report*
- *production order*

For Part (c) (i), candidates were required to complete the advice note, sign and date it. Most candidates responded favourably to this part of the question by completing the document satisfactorily from the data given.

For Part (c) (ii), candidates were to state two consequences to the purchaser in the event that goods are dispatched and the advice note is omitted. Few candidates were able to state the consequences and submitted responses such as:

- advice note is needed to complete the invoice which is important for making payment
- no identity to match corresponding invoice
- the purchaser would not be aware of the arrival of goods and no arrangements
- would be made to collect them

### **Recommendations**

The examining committee would like to recommend the following approaches to teachers.

- Place greater emphasis on the correct format for letters and other documents.
- Vary teaching methodology to include the integrated approach to learning Office Administration. Cross-disciplinary collaboration and teaching involving teachers of English Language, Principles of Accounts, Electronic Document Preparation and Management and Office Administration could lead to greater articulation and reinforcement of concepts, procedures and processes.
- Demonstrate the use of types of paper/equipment/documents used in the various departments/offices.
- Emphasize the use of the postage book, petty cash book, types of cheques, and key terms/jargons used in the various offices and banks.
- Pay keen attention to the syllabus and to textbook content written by a variety of authors.
- Invite guest speakers and plan field trips to reinforce understanding of key areas, functions of workers in the different departments and documents and equipment used to enhance efficiency.

The committee wishes to recommend the following to candidates.

- Visit the CXC websites and read reports posted, join small study groups and network with teachers and peers.
- Make study schedules or timetables and sticks to them consistently and conscientiously, to help in preparing for the examination.

### **Paper 032 – Alternative to the SBA**

This paper targeted private individuals who would not have the opportunity to complete SBA projects as school candidates. It took the form of a written examination designed to test the candidates' ability to use their personal experiences of routine office activities acquired through observation or from performing the actual office tasks as real employees.

The paper consisted of ten short, structured essay-type questions, based on an office case entitled, 'The Golden Anniversary'. Question 8 contained sub-sections – Parts (a) and (b). For this examination, the case focused mainly on Module VI of the syllabus which covers Travel Arrangements and to a lesser extent, on Modules II and X which deal with Communication, and Sales and Marketing, respectively.

It was noted in this paper that some areas continued to challenge candidates and affected their overall performance. The overall mean for this paper was 22.13 or 44 per cent, compared with 30.69 or 61 per cent in 2012. Marks ranged from 28 to 44 out of a maximum of 50.

The case entitled: *The Golden Anniversary*, summarized the following main points:

The Caribbean School of Excellence which is located in Antigua will celebrate its 50<sup>th</sup> Anniversary in November 2013.

To celebrate this golden anniversary, the school organized a week-long series of events by a special committee who will engage its past students to ensure a memorable and successful celebration.

An administrative clerk has been hired in the Alumni Office to market the week of activities, manage event registration, organize travel plans, provide information to past students and maintain the 50<sup>th</sup> Anniversary Alumni website.

The committee has been meeting over nine months to plan the schedule of activities and at the last meeting, has agreed to sensitize the general public and past students through newspaper advertisements about the upcoming week of events

### Question 1

Based on given information, candidates were required to draft a newspaper advertisement that could be used to highlight the week of activities. A school logo/emblem should be included in the advertisement. Marks ranged from 0 to 6 and the mean was 5.14 or 86 per cent.

Candidates performed well on this question. They transferred successfully key information presented in the stimulus material to the advertisement and created suitable logos/school emblems. Marks were awarded for acceptable responses such as

- *name of school and event being celebrated*
- *dates for week of events*
- *participants to celebrate at designated venue*
- *early bird bookings to receive discount*
- *contact information*
- *design of appropriate logo.*

### Question 2

From the finalized list of activities, candidates were required to design a programme to be featured on the alumni website to promote the week of activities. Marks ranged from 0 to 3 and the mean was 1.85 or 62 per cent

The candidates who performed favourably on this question gave the three main areas of information, which included: school, event and place of celebration; week/date of activities, and listed activities. The weaker candidates were unable to transfer the information in a systematic manner to resemble a programme.

### Question 3

This question required candidates to state four items of information that the administrative clerk should be prepared to provide to past students requesting travel information. Marks ranged from 0 to 4 and the mean was 1.76 or 44 per cent.

The responses to this question were fair, as some candidates failed to provide information relating specifically to travel arrangements. The candidates who performed well at this question submitted responses such as:

- *passport/visa requirements/health certificate*
- *time zone information*
- *airline schedule*
- *hotel information*
- *transportation arrangement*
- *cost/discount.*

#### Question 4

Candidates were required to identify four pieces of information the administrative clerk would need to get in order to make suitable hotel reservation for them. Marks ranged from 0 to 4 and the mean was 2.08 or 52 per cent.

Most candidates were able to give two correct responses to include:

- *special physical needs*
- *special dietary needs*
- *rooming preferences, for example, single, double*
- *rooming list*
- *length of stay/arrival/departure dates*
- *payment options.*

#### Question 5

Candidates were required to calculate and show working for the total cost of the rooms for the group. Marks ranged from 0 to 7 and the mean was 2.10 or 30 per cent.

Candidates who received full marks for this question were in the minority as most candidates were not able to calculate parts of the question and show their working in a logical manner.

#### Question 6

Candidates were required to draft a letter to the manager of Paradise Suites to confirm telephone reservation for twenty double rooms and ten single rooms for three nights, given arrival and departure dates. Marks ranged from 0 to 8 and the mean was 4.20 or 51 per cent.

Candidates performed satisfactorily on this question. The main areas of weakness were in the formatting of the letter – placement of return and inside addresses, date, use of salutation and matching complimentary close, use of signatory and post of job, and errors in the body of contents.

#### Question 7

For this question, candidates were required to state four pieces of information to include on the label for participants' travel folders. This was worth 4 marks. Marks ranged from 0 to 4 and the mean was 0.96 or 24 per cent.

Generally, the responses to this question were unsatisfactory, as many candidates stated information relevant to the travel folder, but not for the label of the travel folder. Those who performed well on this question submitted responses such as: *logo, date of event, name of event, venue, and name of individual.*

### Question 8

This question tested candidates' understanding of time at places in different time zones. Marks ranged from 0 to 5 and the mean was 0.72 or 14 per cent. Part (a) required candidates to calculate the departure time for a participant who was travelling from London at 7:00 a.m. to Miami, given that London is five hours ahead of the time in Miami, Florida. This part of the question was satisfactorily done as many candidates were able to give the correct response as 2:00 a.m.

Part (b) required candidates to use information given to prepare an itinerary and express the times given using the 24-hour clock. This question presented a challenge to most candidates, who were unable to convert times to the 24-hour clock and to present an appropriate format of an itinerary.

### Question 9

For this question, candidates were to give three items which must be included in the programme for the evening's proceedings of the awards ceremony. Marks ranged from 0 to 3 and the mean was 1.55 or 52 per cent.

Candidates performed satisfactorily on this question, submitting responses such as: *welcome/introduction; guest speaker's address; dinner; vote of thanks; entertainment; list of awardees, and national anthem/school song*. In some instances, however, the grammar and language were inappropriate.

### Question 10

Candidates were required to recommend two questions each for the headings given, to be included on an evaluation instrument for participants. Marks for this question ranged from 0 to 6 and the mean was 2.80 or 47 per cent.

Many candidates experienced difficulty in expressing the questions they composed in the correct tense, and using correct punctuation. Examples of recommended questions for the three areas are as follows:

Areas to be Evaluated	Questions to be asked
Travel Arrangements	<i>1. Did the travel arrangements meet your expectations? 2. Did you encounter problems with your travel scheduling? 3. Was ground transportation from home to hotel adequate?</i>
Hotel Accommodation	<i>1. Did the room assignment meet your requirements? 2. Were the facilities acceptable? 3. Was your stay at the hotel enjoyable</i>
Awards Dinner and Dance	<i>1. Was the programme too long? 2. Was the dinner enjoyable? 3. Was there adequate space on the dance floor?</i>

### **Recommendations**

Candidates need to:

- Visit the CXC website and read comments presented in the subject reports to assist in identifying strengths and weaknesses.
- Practise filling out forms/documents accurately and calculating discounts, since these are some of the areas of poor performance.
- Note key words in the examination questions which provide guidance in presenting information in a logical and organized manner.

### **Paper 031 — School Based Assessment (SBA)**

The school-based assessment component of the Office Administration course is designed to assist candidates in acquiring specific competencies for application in real-life situations. The research project is intended to develop in candidates the basic skills of research and requires them to collect data in a scientific manner.

The information gathered is compiled in a report and is assessed on three criteria: Preparation, Gathering Data, and Presentation with a weighting of 15, 15 and 20 marks, respectively. This paper was worth 50 marks. The mean was 35.38 or 71 per cent.

#### Criterion 1: Preparation

- Most candidates generated fairly good topics for their projects, but some topics were too wide and not clearly stated. In many instances, the title page lacked requisite elements such as title of the project and teacher's name.
- Candidates provided an appropriate table of contents (TOC), but there were instances where they did not number the pages in the project as indicated in the TOC.
- Some candidates failed to identify a specific department in the firm for their project, while others failed to provide aims that were consistent with the topic under investigation. There were times when aims were confused with functions, and vice versa.
- Most candidates included correspondence requesting permission to conduct the project. Nonetheless, they failed to provide an appropriate salutation which is aligned to an acceptable complimentary close. General layout and signatory were not presented in an acceptable manner.

#### Criterion 2: Gathering Data

- Most candidates provided a suitable specimen of a data-gathering instrument. Notwithstanding this, the explanations of the usage of the instrument were limited and justifications were not forthcoming.
- In many instances, candidates presented the five research questions but they were inconsistent with the aims, functions and topics under investigation.
- On many occasions, candidates failed to identify legislation governing the workplace. However, most were able to provide a health and safety practice they observed and a staff rule they had to comply with in carrying out the project.

#### Criterion 3: Presentation

- Most candidates produced a report consisting of findings, challenges and problem-solving strategies. Rarely did candidates' reports include the relevant charts, tables and graphs.
- Most candidates provided a business document but it was sometimes inconsistent with the topic/department under investigation.
- In some cases the four-column table which included the equipment used in the firm, provided general uses of the equipment identified instead of specific uses of the equipment by the department studied.
- Generally, candidates did not follow the guidelines for preparing the bibliography.
- Most candidates scored satisfactory marks on the overall presentation of the project.

**Major Strengths:** Neat and well arranged, word-processed projects.

**Weaknesses:**

- Failure to attach to the project, a current mark scheme indicating how the projects were marked
- Failure to state how candidates became aware of the legislation regulating the workplace
- Failure to state the department of the organization under study
- Incorrect sources of information
  - Reference for persons interviewed: date, place and job title were not included
  - Incorrect use of publication styles, namely APA or MLA or other approved styles
  - Reference for Internet sites: address on the website, name of authors and organizations were not correct.

**Recommendations to Teachers**

- Encourage students to pay keen attention to detail in order to earn scores close to, or at the maximum marks allocated.
- Monitor students consistently throughout the project to ensure that the project is done correctly, It represents the candidates' own work, and that the stipulated guidelines in the current syllabus are being pursued.