

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.