

**CARIBBEAN EXAMINATIONS COUNCIL**

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

**TYPEWRITING**

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**GENERAL PROFICIENCY EXAMINATION**

**JUNE 2005**

**GENERAL COMMENTS**

The Examining Committee would like to encourage students to prepare themselves adequately before attempting the Examination. The Examination consists of standard business documents with slight variations each year. Application of typing rules and principles and the ability to proofread are tested. While there were a number of good scripts it was evident from the type of errors being made that many candidates were inadequately prepared and should not have been entered for this Examination.

Candidates need to read carefully and follow the instructions given in each question. The performance of some candidates was affected by their inability to make sense of what they were typing. Candidates are encouraged to read a wide variety of material on a regular basis in order to improve spelling, vocabulary, proofreading and basic language skills. The use of a dictionary in the Examination is permitted and candidates should make full use of it. Typewriters must be regularly serviced and in good condition for the Examination. It is also evident that candidates need to develop time management skills.

There was an increase in the number of computerised scripts. Whilst there are obvious advantages in using the computer, centres are reminded that marks are awarded for aspects of the syllabus that cannot readily be produced with the computer, for example, form completion and carbon copies. Those candidates who have access to the computer may want to consider Electronic Document Preparation and Management as an option.

Too many students typed their names on the scripts and, in some cases, their names only and not their registration number.

**DETAILED COMMENTS**

**General Proficiency**

**Paper 02**

Question 1

This was the usual copy typing exercise in which only the Accuracy and Speed profiles were tested. Candidates were advised to spend five minutes on it at the beginning of the Examination. The question was worth 5 marks.

Performance on this question was still not at the standard desired with 51.74 per cent of the candidates gaining full marks. Though this was a straight forward copy test, a number of words in the passage were frequently misspelled. They included: 'mordern' and 'morden' for 'modern'; 'acess' for 'access'; 'chrildren' and 'childeren' for 'children'; 'oversease' for 'overseas' and 'exchangeing' for 'exchanging'.

Other errors included:

- (a) Incorrect word division – typing two letter syllables before the hyphen at the end of the line.
- (b) Failure to allow two spaces after a full stop and one space after a comma.

### Question 2

This question was a memorandum, presented in manuscript, with printer's correction signs and ballooned insertions.

Candidates were required to type the memorandum with the necessary memorandum headings. The question tested candidates' ability to display a memorandum in indented style, to inset text, and type numbered items in an accepted style.

The question was worth 20 marks.

Performance on this question was adequate, over 71.18 per cent of the candidates gained more than 50 per cent of the marks awarded. Five candidates gained full marks for this question.

Weaknesses observed were:

- (a) Inconsistency in display. Students were instructed to use indented paragraphs and therefore should have used the centred style of display and indented paragraphs.
- (b) Failure to type headings TO, FROM, DATE and REF in capitals.
- (c) Failure to block information in heading 2 or 3 character spaces from the longest heading OR to type the information 2 or 3 character spaces from each heading consistently.
- (d) Failure to type the subject heading in closed capitals OR in initial capitals and underscored.
- (e) Failure to leave 2 clear line spaces between the subject heading and the body of the memorandum.
- (f) Failure to inset information, as instructed.
- (g) Failure to leave 2 or 3 character spaces after numbers in enumerated items.
- (h) Misspelling of 'terrorism', 'terriorists', 'vendors' and 'borne'.

### Question 3

This question required candidates to type a two-page letter using the letterhead provided. Candidates were also required to prepare an envelope and a carbon copy.

The question was presented in typescript and manuscript form. It tested candidates' ability to interpret printer's correction signs; to type attention line, shoulder headings and second page headings; to type enumeration consistent with the blocked style layout; to follow instructions and proofread.

The question was worth 35 marks.

Performance on this question was adequate with 50.76 per cent of the candidates gaining more than 50 per cent of the marks awarded.

The major strengths were in typing and positioning of the attention line and subject heading; use of double-line spacing between paragraphs and typing of shoulder headings.

Some weaknesses observed were:

- (a) Failure to type the date in the correct position
- (b) Failure to head up page 2 correctly
- (c) Failure to use appropriate punctuation for style, especially in enumerated items
- (d) Failure to type the attention line on the envelope
- (e) Failure to position properly the address on the envelope – left margin of approximately 4 inches and top margin of approximately 2 inches.
- (f) Missing or untidy carbon copies
- (g) Untidy corrections
- (h) Failure to type the date in the correct position
- (i) Incorrect division of words – leaving only 2 letter syllables at the end of a line AND dividing hyphenated words inappropriately
- (j) Misspelling words such as ‘attract’, ‘assets’, ‘activities’, and ‘alleviate’.

#### Question 4

This was a five-column tabular exercise, which was presented in manuscript form with printer’s correction signs.

The question tested candidates’ ability to centre tabular information vertically and horizontally; to centre main and columnar headings; to type footnote; type abbreviations in full, produce neatly ruled display; to follow instructions and proofread carefully.

The question was worth 33 marks.

Performance on this question was adequate with 60.03 per cent of the candidates gaining more than 50 per cent of the marks awarded.

Weaknesses observed were:

- (a) Inability to centre tabulation vertically and horizontally
- (b) Incorrect line spacing between main and sub-headings AND between sub-heading and first horizontal line
- (c) Incorrect spacing before and after vertical and horizontal lines
- (d) Inability to centre column headings over columns
- (e) Failure to type abbreviations in full, as instructed. Many candidates did not know the correct expansion for “Co”
- (f) Incorrect line spacing after last horizontal line before footnote
- (g) Inability to interpret printer’s correction signs, for example, transposition
- (h) Inability to rule table neatly.

#### Question 5

This question was an advertisement presented in manuscript style with printer’s correction signs.

The question tested candidates’ ability to centre text, follow instructions, type abbreviations in full, proof-read and correct errors.

The question was worth 26 marks.

Candidates’ performance on this question was very good with 75.81 per cent obtaining over 50 per cent of the marks awarded.

The main areas of weaknesses observed were:

- (a) Inability to centre text and interpret printer’s correction signs
- (b) Failure to leave 3 spaces between words typed in spaced capitals in headings
- (c) Failure to expand abbreviations OR to expand abbreviations correctly
- (d) Inappropriate use of the ampersand (often the ‘plus’ sign was typed for ‘&’)
- (e) Failure to type email address correctly.

### Question 6

This was a two-page document presented in manuscript form. It contained ballooned insertions, printer's correction signs, main and shoulder headings and enumerated items.

Candidates were asked to type the document as a left-bound manuscript in double line-spacing.

The question tested candidates' ability to interpret printer's correction signs and to demonstrate knowledge of the rules for typing manuscripts. The question was worth 31 marks.

Performance on this question was good with 70.19 per cent of the candidates gaining more than 50 per cent of the marks awarded.

Weaknesses observed were:

- (a) Failure to read and plan before beginning to type
- (b) Failure to allow adequate space for left bound, top and bottom margins
- (c) Failure to allow appropriate line spacing between paragraphs and before and after headings
- (d) Inability to type shoulder headings correctly
- (e) Failure to inset text, as instructed, from both left and right margins
- (f) Overtyping and untidy corrections.

## **SCHOOL-BASED ASSESSMENT**

### **GENERAL COMMENTS**

Candidates were required to type three Production Assignments. Most assignments were well-presented on the appropriate paper. However, there needs to be improvement in accuracy. Students must be encouraged to read carefully and follow instructions.

During the moderation of the samples submitted by teachers, some variations were observed between the marks awarded by the teachers and the marks awarded by the moderators.

Teachers should note the following discrepancies.

- (a) Poor record keeping. Examples are:
  - (i) On a number of scripts submitted, teachers failed to record the marks awarded for the assignment.
  - (ii) Incorrect addition of marks.
  - (iii) Recording of marks under the incorrect profile. In some cases, teachers failed to record detailed scores under each profile.

- (iv) Marks recorded on moderation sheet did not correspond with marks awarded by the teacher on the assignment.
- (vi) In a few cases, Reference Manuals and/or Production Assignments submitted by teachers did not correspond with candidates recorded on the moderation sheet.
- (b) Some teachers made adjustments to the Mark Scheme, resulting in the total marks awarded exceeding the total marks available for the assignment.
- (c) It was evident that, at a few centres, candidates typed the assignment from the key rather than from the production assignment.

### **SPECIFIC COMMENTS**

#### **Production Assignment (Letter)**

There were a few outstanding assignments. Areas well done were typing the 'fitness facilities' in alphabetical order and typing of the envelope.

The following weaknesses were observed during the moderation of samples:

- (a) Failure to differentiate between shoulder and paragraph headings
- (b) Incorrect line spacing before and after shoulder heading
- (c) Incorrect punctuation in date, salutation and complimentary close for style used
- (d) Failure to leave 2 or 3 spaces after asterisk in footnote
- (e) Incorrect use of hyphen (instead of dash)
- (f) Incorrect heading up of continuation page
- (g) Failure to leave the correct line spaces after printed heading before typing letter.

#### **Production Assignment (Display)**

- (a) Failure to centre headings
- (b) Incorrect use of hyphen to type lines
- (c) Failure to leave the correct number of character spaces before and after typing lines
- (d) Incorrect spacing between words typed in spaced capitals

Alignment of lines at right margin was generally well presented.

**Recommendations to Teachers**

- (a) Recording of details on Production Assignments and on Moderation Sheet should be consistent, accurate and complete.
- (b) The Production Assignments and Reference Manuals of the same students should be submitted for moderation.
- (c) Production Assignments and Reference Manuals should be packed separately and clearly labelled on the envelopes.