

CARIBBEAN EXAMINATIONS COUNCIL

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

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

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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.