

**CARIBBEAN EXAMINATIONS COUNCIL**

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

**JUNE 2007**

**ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT**

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## **ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT**

### **GENERAL PROFICIENCY EXAMINATION**

**JUNE 2007**

#### **GENERAL COMMENTS**

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

The examination consisted of the following papers:

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

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

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

#### **Paper 01 – Structured Questions**

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

#### **Paper 02 – Production Test**

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

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

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

### **DETAILED COMMENTS**

#### **General Proficiency**

#### **Paper 01 – Structured Questions**

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

### Question 1

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

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

### Question 2

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

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

### Question 3

This question tested candidates' knowledge of:

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

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

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

### Question 4

This question was designed to test candidates' ability to

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

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

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

### Question 5

This question tested candidates' ability to

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

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

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

#### Question 6

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

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

#### Question 7

This question tested candidates' ability to

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

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

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

#### Question 8

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

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

#### Question 9

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

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

#### Question 10

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

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

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

### **Recommendations to Teachers**

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

### **Paper 02 - Production Test**

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

Assessment proved difficult in the following cases:

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

### **Question 1**

This question tested candidates' ability to produce a memorandum

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

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

### Question 2

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

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

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

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

### Question 3

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

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

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

### Question 4

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

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

## **Paper 03/1 – School-Based Assessment**

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

The PowerPoint presentations were too detailed and not properly formatted.

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

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

### **Recommendations**

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

### **Paper 03/2 – Alternative to School-Based Assessment**

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

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

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

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

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

The performance of candidates on this paper was very good.