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COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

OFFICE ADMINISTRATION

CXC 27/O/SYLL 24

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NOTE TO TEACHERS AND LEARNERS

The amendments to the syllabus are indicated by italics.

First issued 2004
Revised 2011
Amended 2013
Amended 2015
Amended 2017
Amended 2018
Revised 2024

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For access to short courses, training opportunities and teacher orientation webinars and workshops go to our Professional Learning Institute at <https://pli.cxc.org/>.

PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

Office Administration Syllabus

◆ RATIONALE

Office Administration is a Business Education subject concerned with the study of administrative principles, policies, procedures and technological competencies governing the modern office environment. The content and teaching strategies used should therefore reflect current *and emerging* trends in the office.

This Office Administration syllabus is designed to provide students with the knowledge, skills and attitudes to function effectively within a modern office environment. The syllabus adopts a practical approach, aimed at equipping students with the technical and professional skills to perform effectively, as clerical and administrative support personnel within an organisation. It also provides the foundation for students desirous of furthering their education in a range of disciplines including Events Management, Human Resources Management, Office Administration, Chartered Accounting, Procurement and Projects Management, *and Logistics and Supply Chains Operations*.

*Through the use of learner-centered teaching and assessment approaches, students are offered the opportunity to acquire a variety of experiences in the fundamentals of office management and its associated behaviours. Learners are also engaged in practical experiences in developing the skills and competencies necessary to function effectively in a dynamic office environment. The syllabus seeks to instill the tenets of the Ideal Caribbean Person as agreed by CARICOM Heads of Government at their 18th summit. To this end the syllabus contains objectives and content intended to nurture and improve students' social responsibility, personal management skills and positive work ethic. It will *promote and encourage the development of teamwork, collaboration and the sharing of ideas with persons of different ethnic backgrounds, culture and points of view in the region. It will also foster the development of multiple literacies and independent and critical thinking*. Essentially it will support the creative imagination in its various manifestations and nurture its development in the economic and entrepreneurial spheres and in other areas of life. In keeping with the UNESCO Pillars of learning, students will learn to know, to do, to be, to live together and to transform self and society in a sustainable way.*

◆ AIMS

The syllabus aims to:

1. provide students with the knowledge, skills, attitudes and competencies to function in the modern office environment;
2. develop awareness of the principles, policies, procedures and technological competencies involved in office administration;
3. develop technical, human, planning, organising, problem-solving, *communication, research* and management skills necessary for functioning in a modern office environment;
4. provide students with the capability to adapt to *the social, economic, technological and environmental* changes that impact businesses;

5. help students appreciate the range of attitudes, attributes and behaviours necessary for success and advancement in the world of work;
6. *help students appreciate the diversity of the work environment;* and,
7. lay the foundation for career development and further studies in the business field.

◆ GENERAL OBJECTIVES

On completion of the syllabus, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods;*
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the dynamic working environment *and foster organisational harmony and customer goodwill;*
4. *understand the requirements for promotional opportunities within an organisation;*
5. develop the competency to choose from a wide range of career paths in the business field;
6. acquire knowledge and skills that would allow them to pursue *a range of career paths* in related fields of business;
7. acquire skills to conduct investigations into procedures and systems that may assist in maximising the output of the office;
8. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the workplace; and,
9. develop the self-esteem and confidence to make an easy transition from school to the world of work.

◆ SKILLS AND ABILITIES TO BE ASSESSED

1. Technical;
2. Communication;
3. Planning and organising;
4. *Office* Management; and,
5. Problem-solving.

◆ ORGANISATION OF THE SYLLABUS

The syllabus is arranged in *eleven* SECTIONS, sub-divided into specific objectives and corresponding content.

SECTION I	-	OFFICE ORIENTATION
SECTION II	-	<i>RECEPTION AND HOSPITALITY</i>
SECTION III	-	<i>COMMUNICATION</i>
SECTION IV	-	<i>MEETINGS</i>
SECTION V	-	<i>TRAVEL ARRANGEMENTS</i>
SECTION VI	-	<i>RECORDS AND INFORMATION MANAGEMENT</i>
SECTION VII	-	<i>HUMAN RESOURCES MANAGEMENT</i>
SECTION VIII	-	<i>ACCOUNTS AND FINANCIAL SERVICES</i>
SECTION IX	-	<i>PROCUREMENT AND INVENTORY MANAGEMENT</i>
SECTION X	-	<i>SALES, MARKETING AND CUSTOMER SERVICE</i>
SECTION XI	-	<i>OPERATIONS, DISPATCH AND TRANSPORT SERVICES</i>

◆ SUGGESTED TIMETABLE ALLOCATION

It is recommended that a minimum of five 40-minute periods per week or the equivalent be allocated to teaching the syllabus. This time should include at least one double period.

◆ RECOMMENDATIONS FOR TEACHING

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below. These activities are designed to support a learner-centred approach, encourage collaboration, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. Expose students to offices of varying types and sizes to facilitate comparison between offices.
2. Expose students to different types of office equipment/*resources*. They should, for example, be able to identify *and* explain the use of equipment/*resources* found in the modern office.

3. During the delivery of instruction, teachers should highlight those topics that are repeated throughout the syllabus in order to indicate the relevance of the topic to the particular section, for example:
 - (a) attributes;
 - (b) filling out forms; and,
 - (c) office equipment.
4. Use a variety of methodologies, such as role plays, case studies, simulations, field trips, games and presentations by resource personnel. Practical assignments should be *completed utilising electronic and manual methods*.
5. Develop lessons using themes that encompass topics from different sections of the syllabus. For example, the following themes could be taught as one extended lesson:
 - (a) plan the agenda for a meeting (SECTION IV);
 - (b) conduct the meeting (SECTION IV);
 - (c) prepare the minutes of the meeting (SECTION IV);
 - (d) Travel Itinerary (SECTION V); and,
 - (e) Monetary instruments (SECTION V).

Where physical examples are not feasible, teachers are advised to utilise the resources of the Internet and other electronic technologies.

Teachers should ensure that electronic methods are explored where possible.



◆ CERTIFICATION

The Office Administration syllabus will be examined for *certification* at the General Proficiency at both the January and May/June sittings. *For this examination candidates' performance will be indicated on the certificate by an overall numerical grade reported on a six-point scale. In addition to the overall grade, candidates' performance will be reported by a letter grade under the profile dimensions of Knowledge and Comprehension, and Application. These profile dimensions are explained below. The School-Based Assessment component for this syllabus is aligned to selected units within the regional qualification of the Caribbean Vocational Qualification (CVQ*). Through this integration, once all requirements for issuing the CVQ* are met, every student with acceptable grades will receive a Statement of Competence to recognize their competencies in selected units from the Level 1 Caribbean Vocational Qualification (CVQ*) in General Office Administration (Office Clerk) (CCBSB10103). The decision to award competencies will be based on the quality and relevance of the pieces of evidence presented for the occupational area.*

◆ DEFINITION OF PROFILE DIMENSIONS

1. Knowledge and Comprehension

The ability to:

- (a) state, list and identify facts, information, principles and procedures;
- (b) explain and interpret procedures, actions and situations related to office administration; and,
- (c) use knowledge in familiar context.

2. Application

The ability to:

- (a) use knowledge in unfamiliar circumstances;
- (b) design and complete business documents;
- (c) formulate plans for given activities;
- (d) develop strategies to solve problems; and,
- (e) compose various types of communicative materials and make inferences.

◆ FORMAT OF THE EXAMINATIONS

This examination is offered at the General Proficiency. The examination consists of Paper 01, Paper 02 and Paper 031 (School-Based Assessment). Paper 032 (Alternative to the School-Based Assessment) is offered to Private candidates as an alternative to the School-Based Assessment.

Paper 01

(1 hour 15 minutes)
(60 marks)

A multiple-choice test consisting of 60 items.

The items will test knowledge and application of important facts, concepts, principles, processes and procedures involved in office work and the application of these. Items in the paper can come from all Sections of the syllabus. The Knowledge and Comprehension profile and the Application profile will be tested in a ratio of 2:1.

Paper 02

(2 hours)
(90 marks)

An essay paper divided into two sections:

Section I: Three compulsory questions drawn from Sections I – VI of the syllabus.

Section II: Three compulsory questions drawn from Sections VII – XI of the syllabus and will focus on specialised departments in the modern organisation.

Each question on this paper will be worth 15 marks to be distributed as follows:

(i) Section I:

Question 1 -	Knowledge and Comprehension	8 marks
	Application	7 marks
Questions 2 and 3 -	Knowledge and Comprehension	7 marks
	Application	8 marks

(ii) Section II:

Knowledge and Comprehension	6 marks
Application	9 marks

Paper 031
(SBA)
(50 marks)

A set of assignments set and marked by the teacher using guidelines and criteria provided in the syllabus. This Paper will be worth 25 per cent of the final grade.

Students are encouraged to work in groups and submit one report.

Paper 032
(50 marks)
(1 hour 30 minutes)

Paper 032 is a written examination designed for candidates whose research projects cannot be monitored by tutors in a recognised educational institution and who have been assigned by the Local Registrar to write Paper 032 at a designated examination centre. *It is designed to assess skills similar to those assessed in the Paper 031.*

◆ WEIGHTING OF THE EXAMINATION COMPONENTS

The weighting of the examination components is shown below.

Papers Profiles	Paper 01 Multiple – choice	Paper 02 Essay	Paper 031 SBA	Total	Per cent
Knowledge and Comprehension	40	40	-	80	40
Application	20	50	50	120	60
TOTAL RAW [WEIGHTED] MARKS	60	90	50	200	100
TOTAL %	30	45	25	-	100

◆ REGULATIONS FOR PRIVATE CANDIDATES



1. *Private candidates must be entered for examination through the Local Registrar or private institutions in their respective territories and will be required to sit Papers 01, 02, and EITHER Paper 031 OR Paper 032.*
2. *Paper 032 is designed for candidates whose work cannot be monitored by tutors in recognised educational and private institutions. The Paper will be of one-and-a-half-hour duration and will consist of a case study and related questions designed to assess skills similar to those assessed in the Paper 031.*
3. *Candidates entered for the examination through private institutions and who opt to sit the SBA component, Paper 031 must note the following:*
 - (a) *Candidates' work must be monitored by tutors in the institution and given feedback before the final assessment of that component. Tutors must also monitor candidates' projects to determine the veracity of work submitted. Tutors should not accept projects which were not monitored during development. The marks recorded in the two components will be collated to form the final SBA mark for submission by April 30, in the year of the examination.*
 - (b) *Marks must be submitted to the Caribbean Examinations Council on the School-Based Assessment forms provided online. The forms should be submitted electronically via the SBA data capture module on the Online Registration System (ORS) on the Council's website. Candidates who do not fulfil the requirements for the School-Based Assessment will be reported as "ungraded".*
 - (c) *Candidates as well as tutors must retain a copy of the completed component as part of their portfolio.*

◆ REGULATIONS FOR RESIT CANDIDATES



For CSEC® candidates, SBA scores can be carried forward only ONCE and only during the year immediately following the first sitting. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50% in a particular subject. Candidates reusing SBA scores should register as "Resit candidates" and must provide the previous candidate number when registering.

◆ SECTION I: OFFICE ORIENTATION

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. *acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment and foster organisational harmony and customer goodwill*;
4. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the *workplace*; and,
5. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|--|
| <ol style="list-style-type: none">1. describe the role and functions of the office in business activities; | <p>Role and functions of the Office in keeping with its mission (commitment), vision (the means/the how) and goals (measurable objectives):</p> <ol style="list-style-type: none">(a) <i>production</i>, distribution and exchange of goods and services;(b) collection, processing, storage and preservation of data;(c) dissemination of information; and,(d) organisational management and legal control. |
| <ol style="list-style-type: none">2. describe how office structure and activity may be organised according to the <i>characteristics</i> of a business; | <p>Size and nature of a business will <i>impact</i>:</p> <ol style="list-style-type: none">(a) the multiplicity of positions on staff;(b) types and patterns of relationships (use of organisational charts);(c) nature of duties and responsibilities; |

SECTION I: OFFICE ORIENTATION (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

- | SPECIFIC OBJECTIVES | CONTENT |
|--|---|
| Students should be able to: | (d) deployment of employees;
(e) decisions regarding decentralisation or centralisation (for example, reprographics, word processing, records management <i>communication and location</i>); and,
(f) extent of computer hardware/software usage. |
| 3. compare different types of office arrangements; | Types of office <i>arrangements</i>:
(a) traditional (enclosed or cellular);
(b) open plan (modular); and,
(c) virtual office. |
| 4. examine the ergonomics of the office as it relates to comfort, health and safety issues; | Ergonomics as it relates to comfort, health and safety:
(a) layout and size;
(b) furniture and equipment;
(c) seating, lighting, ventilation, temperature; and,
(d) <i>health and safety issues</i> . |
| 5. describe the contribution of various types of <i>resources</i> to the office environment; | Types, purpose and use of <i>resources</i> in general and specialized office work, including:
(a) guillotine and shredder;
(b) <i>multi-function</i> printer, risograph, scanner and plotter;
(c) computer <i>and supporting technological devices, for example, digital camera, projector and smartboard</i> ;
(d) laminator, binding machine <i>and labelers</i> ; and,
(e) productivity tools. |

SECTION I: OFFICE ORIENTATION (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

6. *discuss the factors to consider when selecting different types of resources for the office environment;*
- Factors:**
- (a) *efficiency;*
 - (b) *effectiveness;*
 - (c) *cost; and,*
 - (d) *feasibility (purchasing vs renting).*
7. propose desirable skills, attitudes and attributes of office personnel; and,
- (a) **Skills:**
- (i) literacy and numeracy;
 - (ii) computer literacy and proficiency in the use of *productivity* tools;
 - (iii) *the use of technological tools;*
 - (iv) effective communication;
 - (v) time management; and,
 - (vi) analytical, problem-solving.
- (b) **Attitudes:**
- (i) team-spirit, group dynamics, cooperation;
 - (ii) tolerance, appreciation of diversity;
 - (iii) safety consciousness;
 - (iv) environmental awareness; and,
 - (v) social responsibility.
- (c) **Attributes:**
- (i) regularity, punctuality;
 - (ii) positive work ethic;
 - (iii) ethical behaviour (integrity, honesty, confidentiality, *equity, respect*);
 - (iv) willingness; *and,*
 - (v) self-esteem, confidence.

SECTION I: OFFICE ORIENTATION (cont'd)

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
8. assess the value of good human relationships to office efficiency.	The importance of good relationships with: (a) supervisors; (b) colleagues; and, (c) internal and external customers.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the *Section*, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have students engage in research on the do's and don'ts of the office. This research should include aspects such as dress code, office layout, office equipment, attitude, attributes, work environment and safety. The students should start a portfolio in which they display relevant entries such as artefacts, magazine clippings and articles. Portions of the content of the portfolio will eventually be incorporated into the SBA.*
2. *Have students study cases which highlight interpersonal relationships. Ensure that aspects such as attitudes, conduct in office and handling of issues in the office are explored.*
3. *Engage students in scenario based role play in which they collaborate to create models of the office layout. They will then display best practices of the attributes, attitudes and dress code of a clerk and his/her role in business activities.*
4. *Have students use available technologies to display office equipment and showcase their purpose and functions.*
5. *Allow students to work in teams to examine ergonomics in the classroom as it relates to comfort, health and safety issues. They will research and present guidelines for selecting ergonomically appropriate office furniture.*

Resources

- Finisterre, S. et.al. *Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F. *Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A. *Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

SECTION I: OFFICE ORIENTATION (cont'd)

Websites

Office layout: <https://content.wisestep.com/advantages-disadvantages-open-office-layout/>

Resources for Office Administration teachers:

https://slubusinessteachers.blogspot.com/p/office-layouts_19.html

https://www.progressio.org.uk/sites/progressio.org.uk/files/7_Officeadministration.pdf

◆ SECTION II: RECEPTION AND HOSPITALITY

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment *and foster organisational harmony and customer goodwill*;
4. acquire knowledge and skills that would allow them to pursue further education in related fields of business;
5. develop proper work ethics, social responsibility, and integrity that contribute *to promoting a positive image of the workplace*; and,
6. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| <ol style="list-style-type: none">1. assess the contribution of the reception desk to the welfare of the organisation; | <p>Contribution of the reception desk:</p> <ol style="list-style-type: none">(a) maintaining effective inter-personal relationships between the organisation and <i>internal and external customers</i>; and,(b) promoting goodwill and a positive image of the business. |
| <ol style="list-style-type: none">2. identify the duties, <i>responsibilities</i> and attributes of a receptionist; | <ol style="list-style-type: none">(a) Duties and responsibilities of a receptionist:<ol style="list-style-type: none">(i) receiving and screening visitors;(ii) introducing visitors using appropriate protocol;(iii) maintaining the reception register (manual, electronic); |

SECTION II: RECEPTION AND HOSPITALITY (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

CONTENT

- (iv) operating a *manual or automated telephone system*;
 - (v) receiving letters and parcels; *and*,
 - (vi) maintaining the *ambiance of the reception area*.
- (b) **Attributes of a receptionist:**
 - (i) appropriate personal appearance and grooming;
 - (ii) good temperament;
 - (iii) willingness to use initiative;
 - (iv) tact; *and*,
 - (v) articulate/*good communicator*.
- 3. *describe proper techniques for receiving and relaying messages by telephone;* **Telephone techniques:**
 - (a) *telephone etiquette*;
 - (b) *receiving and delivering messages*;
 - (c) *maintaining a personal and a company directory; and*,
 - (d) *functions and operations of automated switchboards*.
- 4. manage appointments for an executive using electronic or manual systems; *and*, **Managing appointments:**
 - (a) procedures for making, cancelling *and rescheduling* appointments on behalf of an executive; *and*,
 - (b) *creating and maintaining an appointment system (diary or schedule)*.

SECTION II: RECEPTION AND HOSPITALITY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|---|---|
| 5. | explain the importance and use of electronic and manual reminder systems. | Importance and use of reminder systems:
(a) tickler files;
(b) diaries; and,
(c) calendars. |
|----|---|---|

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the *Section*, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. Assign individual students to the Administrative Office of the school for viable periods of time, during which they act in roles such as receptionists or secretaries, operating *an automated or manual telephone system*. They should document and reflect on their experiences.
2. *Have students form small groups and simulate an interview. One person will be the interviewee and the others will play different roles such as receptionist, and interview panel member. *Each student should provide feedback to one member of the team on the strengths and weaknesses and make recommendations for improvement.*

Attention should be paid to relevant areas such as deportment, appropriate list of questions prepared and asked by panel, and criteria or rubrics used to rate the applicant.

3. *Have students work in groups to prepare a presentation simulating the duties and responsibilities of a receptionist. Each group will focus on a particular duty or responsibility of the receptionist such as receiving and screening visitors, introducing visitors using appropriate protocol, operating the telephone, receiving/handling letters and parcels, and maintaining the ambiance of the reception area.*

One person will be the receptionist and others will play the role of visitors. The participants will also be assessed based on the attributes displayed as they portray each role.

4. *Have students observe the receptionist at work for a stipulated period and produce an evaluation of the receptionist's performance of duties. They should also make recommendations for improvement in the conduct of his/her duties. (This activity should only be done with the permission of the receptionist). This activity could also be done using videos.*

SECTION II: RECEPTION AND HOSPITALITY (cont'd)

5. *Have students manage appointments and diaries for an executive using either electronic or manual methods. Students may be provided with case studies to include scheduling new appointments, cancelling and rescheduling appointments.*

Simulated cases may be used to assess the student's knowledge on managing executive appointments and schedules. Students may role play with peers to demonstrate their skill of managing appointments. A checklist of procedures that students are expected to follow should be created to assess their performance.

6. *Have students collaborate to conduct research on the types of reminder systems used in modern offices. Students may interview receptionists (Face to Face or virtually) at different organisations about the importance of the reminder systems. They should document their findings and present their report to the class.*
7. *Have students utilise one of the reminder systems to track their school activities such as homework assignments/test/club meetings, trips and other personal appointments.*
8. *In groups students will design a story strip or animated dialogue to simulate proper telephone etiquette between the receptionist and a customer. Have students assess the designs and suggest ways to improve the conversations. Students may utilise popular animation websites to assist in the creation of their story strips or animated dialogues.*

***Also appropriate for Section VII.**



RESOURCES

- | | |
|-----------------------|---|
| Finisterre, S. et.al. | <i>Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.</i> |
| Ramtahal, F. | <i>Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.</i> |
| Whitcomb, A. | <i>Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.</i> |

Websites

https://www.progressio.org.uk/sites/progressio.org.uk/files/7_Officeadministration.pdf

<https://asauk.org.uk/wp-content/uploads/2013/09/Advice-Service-Receptionist-workbook.pdf>

◆ SECTION III: COMMUNICATION

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment *and foster organisational harmony and customer goodwill*;
4. acquire knowledge and skills that would allow them to pursue further education in related fields of business;
5. acquire skills to conduct investigations into procedures and systems that may assist in maximising the output of the office; and,
6. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

1. describe the various channels of communication used in the office;
Channels of communication:
 - (a) **Directional** (*upward, downward; diagonal, horizontal and grapevine*):
 - (i) formal/official; and,
 - (ii) informal/unofficial.
 - (b) **Oral:**
 - (i) interviews;
 - (ii) meetings and conferences;
 - (iii) radio and television; and,
 - (iv) telephone; intercom.

SECTION III: COMMUNICATION (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

CONTENT

- (c) **Electronic:**
 - (i) tele-conferencing, video conferencing, *webinars, collaborative tools*;
 - (ii) computer, internet, intranet, electronic mail social media, *websites*;
 - (iii) telephone/*mobile phone*, facsimile;
 - (iv) scanning, scan to email, scan to file; and,
 - (v) telecommuting, telemarketing.
- (d) **Written:**
 - (i) letters;
 - (ii) memoranda;
 - (iii) agendas, notices of meetings;
 - (iv) reports, minutes;
 - (v) questionnaires;
 - (vi) itineraries;
 - (vii) notices, press releases; and,
 - (viii) advertisements.
- (e) **Visual:**
 - (i) pictures, charts, graphs;
 - (ii) signals, signs, and;
 - (iii) multi-media presentations.
- (f) **Non-verbal:**
 - (i) *body language*;
 - (ii) *proxemics*; and,
 - (iii) *para language*.

SECTION III: COMMUNICATION (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

2. *discuss* factors affecting the selection of communication channel;
 - (a) degree of urgency;
 - (b) genre (oral, written, electronic, visual);
 - (c) level of confidentiality, privacy;
 - (d) location and distance, time zones;
 - (e) cost, efficiency, effectiveness; and,
 - (f) audience size.

3. discuss the barriers to effective communication;
 - (a) perceptual, cultural and personal bias;
 - (b) semantics;
 - (c) language;
 - (d) literacy skills;
 - (e) internal and external barriers; and,
 - (f) *communication climate*:
 - (i) *closed*; and,
 - (ii) *open*.

4. select appropriate types and sizes of stationery for a variety of uses;
 - (a) Types of *office* stationery.
 - (b) Sizes of paper, envelopes and *mailing* labels including:
 - *sizes of paper*:
 - letter, legal, A4, A5 and A6;
 - *sizes of envelopes*:
 - DL, C4, C5, C6 and window;
and,
 - *sizes of labels*.
 - (c) Uses of stationery, for example, business cards, letters, flyers.

SECTION III: COMMUNICATION (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

5. *select relevant sources of information;*
- Reference material including:**
- (a) dictionary, thesaurus;
 - (b) official gazettes;
 - (c) telephone directory (manual and electronic);
 - (d) maps/ Google maps;
 - (e) schedules (manual and electronic);
 - (f) Hansard; and,
 - (g) Internet, search engines.
6. *assess the importance of services offered by telecommunication providers;*
- Telephone services:**
- (a) local, *regional* and *international* calls;
 - (b) emergency calls;
 - (c) conference calls, video conferencing;
 - (d) call waiting, call forwarding, voice mail; speed dialling, caller identification;
 - (e) phone cards; electronic top-up machines;
 - (f) mobile phones; text messaging; instant messaging; and,
 - (g) Voice Over Internet Protocol (VoIP).
7. *describe the services available for dispatching mail;*
- (a) **Courier services:**
 - (i) local; and,
 - (ii) overseas.
 - (b) **Postal services:**
 - (i) classification of mail (priority, first class, express, standard); and,
 - (ii) delivery options (registered, express delivery, recorded delivery, poste restante).

SECTION III: COMMUNICATION (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

8. outline procedures for sending and receiving parcels; and,
9. *examine* procedures for dealing with incoming and outgoing mail in large and small offices.
- Procedures for sending and receiving parcels:**
- (a) regulations for sending and receiving money and other valuables;
 - (b) parcel post services – nature, use *and packaging*; and,
 - (c) *courier services*.
- Procedures for dealing with incoming mail:**
- (i) receiving, *recording, stamping*;
 - (ii) routing of mail;
 - (iii) *treatment of junk, spam, malicious mail*;
 - (iv) *organizing electronic mails (creating folders and drives)*;
 - (v) treatment of remittances and registered mail; and,
 - (vi) *storing, filing and archiving*.
- Procedures for dispatching mail:**
- (i) sorting of mail;
 - (ii) preparation of mailing lists (*mail merge*);
 - (iii) use of postage books; and,
 - (iv) *sending electronic mail with attachments*.
- Equipment for preparing mails for dispatch:**
- (i) franking machines;
 - (ii) folding machines;
 - (iii) collating machines; and,
 - (iv) sealing machines.

SECTION III: COMMUNICATON (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the *Section*, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. Have groups of students' role play using different communication channels and techniques to send and receive messages. Different aspects should be critiqued by their peers *and feedback provided*.

These activities may be recorded and played back where possible so that students can hear and/or see nuances such as the sound of their voice on a recording, and body language due to involuntary actions and posture.

Engage students in discussions to encourage them to use the correct jargon and to clarify concepts.

2. *Have students engage in one or more of the following activities. A field trip to a:*
 - (a) *telecommunications facility and have students use relevant data collection instruments to investigate and document the types of communication devices seen there;*
 - (b) *traditional postal service organisation and have students use relevant data collection instruments to investigate and document the postal equipment, supplies, and services provided there; and,*
 - (c) *courier service company and have students use relevant data collection instruments to investigate and document the types of equipment, supplies, communication devices seen, and services provided there.*

For each field trip activity, they should also observe and document aspects such as how the devices and equipment are used, and the manners of the operators and other personnel. Where possible, arrangements should be made for students to get hands-on experiences during each field trip. Trips should be followed by class discussions and/or written activities which require students to report their findings and assess the situations observed, and services provided.

3. *Have students create a scrap book or video/photo story to showcase the different types of stationery and explain when each type is best used.*
4. *Have students work in groups and respond to a given scenario. The scenario will require them to role play a situation in an office in which the flow of communication is affected. Students will determine the factors/ barriers that affected the communication and determine a possible solution to the problem. They will also explain the importance of selecting an appropriate communication channel.*
5. *Have students simulate the processes and procedures for dealing with incoming and outgoing mail in large and small offices.*

SECTION III: COMMUNICATON (cont'd)

RESOURCES

- Finisterre, S. et.al. Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F. Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A. Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

Websites

https://www.progressio.org.uk/sites/progressio.org.uk/files/7_Officeadministration.pdf

HOSEBEG: <https://hosbeg.com/channels-of-communication/>

EDUCUBA: <https://www.educba.com/types-of-communication/?source=leftnav>

◆ SECTION IV: MEETINGS

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment *and foster organisational harmony and customer goodwill*;
3. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the *workplace*; and,
4. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| <ol style="list-style-type: none">1. define terms associated with business meetings; | <p>Terms associated with business meetings, including:</p> <ol style="list-style-type: none">(a) ad hoc;(b) verbatim;(c) quorum;(d) casting vote;(e) adjourn;(f) proposal;(g) motion;(h) <i>by-laws</i>; and,(i) resolution. |
|--|---|

SECTION IV: MEETINGS (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

2. prepare documents associated with meetings;
3. discuss the roles and *functions* of personnel associated with meetings;
4. *differentiate among* the various types of meetings;

CONTENT

Preparation of various documents used at meetings:

- (a) notice;
- (b) agenda;
- (c) minutes; and,
- (d) *reports*.

Roles and functions of personnel associated with meetings:

- (a) *chairperson*;
- (b) secretary;
- (c) treasurer;
- (d) proxy; and,
- (e) ex-officio.

Types of meetings:

- (a) **Formal**
 - (i) General Meeting;
 - (ii) Annual General Meeting;
 - (iii) Extraordinary General Meeting;
 - (iv) Board and Committee Meeting;
 - (v) Statutory Meetings;
 - (vi) *Conferences; and,*
 - (vii) *Workshops/Webinars.*
- (b) **Informal**
 - (i) Staff Meeting; and,
 - (ii) Departmental Meeting.

SECTION IV: MEETINGS (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

5. organise different types of meetings *virtually and face to face*;

6. discuss basic legal requirements of Annual General Meetings; and,

7. outline the follow-up procedures related to decisions made at meetings.

CONTENT

- (a) **The purpose and importance of meetings.**

- (b) **Requirements before, during and after meetings:**

(i) supplies and equipment for different meetings;

(ii) *meeting protocol*, for example, seating arrangements;

(iii) *utilising General Standing Orders and Robert's Rule of Order to govern meeting procedures*;

(iv) *circulating of meeting credentials and documents; and,*

(v) *meeting etiquette.*

Basic legal requirements for AGM:

(a) *requirements outlined in the Company's Act of relevant country*;

(b) *quorum*;

(c) corporate records; and,

(d) Articles of Incorporation.

Follow-up procedures related to decisions:

(a) *completing, filing and indexing of minutes*;

(b) acting on decisions taken at the meeting;

(c) circulation of action sheet; and,

(d) circulation of minutes.

SECTION IV: MEETINGS (cont'd)

Suggested teaching and Learning Activities

To facilitate students' attainment of the objectives of the Section, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. Have students work individually *or in groups* to attend a meeting, collect related documents (within legal and ethical parameters), and observe the proceedings to facilitate a critique based on the principles and concepts related to meetings. Their presentations should include the identification of the strengths and weaknesses as well as a list of recommendations as necessary. *(Alternatively, students could view a video of a meeting and complete the activity).*
2. Each member of the class should arrange at least one meeting for an in-school or out-of-school club or group of which they are a member. All relevant documents should be prepared and included in a portfolio. (This may be a hard copy or an e-portfolio).
3. *Have students work in small groups to conduct research on the rules governing the 'Robert Rules of Order' for formal meetings. Each group will be asked to make a 10-minute presentation using relevant technological tools to present their findings. After each presentation, the major findings of each group will be discussed.*
4. *Have students play the game of jeopardy. The different categories and questions for the game of jeopardy will be extracted from the terminologies associated with different types of meetings. (A moderator will be selected for the game show.)*
5. *Have students organise themselves into two groups. Each group will be responsible for role playing one of the formal meetings outlined in the syllabus. Specimen of documents prepared before the meeting and during the meeting will be presented to peers for review and grading guided by relevant rubrics. The teacher will then provide feedback on the exercise.*
6. *Have students research the basic legal requirements of Annual General Meetings, and the follow-up procedures related to decisions made at meetings. They will creatively present their findings using a relevant resource.*

RESOURCES

- Finisterre, S. et.al. *Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F. *Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A. *Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

Websites

<https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/main>

<https://www.idiqbio.org/content/virtual-meeting-resources>

◆ SECTION V: TRAVEL ARRANGEMENTS

GENERAL OBJECTIVES

On completion of the syllabus, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment;
4. acquire interpersonal skills to help foster organisational harmony and customer goodwill; and,
5. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the *workplace*.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

1. *outline procedures for making travel arrangements;*
 - (a) *determining preferred dates of travel;*
 - (b) *determining preferred time of travel;*
 - (c) *selecting the appropriate mode of transportation for the destination (air, land, sea);*
 - (d) *ascertaining health requirements;*
 - (e) *ascertaining visa requirements;*
 - (f) *restrictions for entering destination;*
 - (g) *determining alternative travel routes and costs;*
 - (h) *finding accommodation; and,*
 - (i) *ascertaining other services such as tours that may be required.*

SECTION V: TRAVEL ARRANGEMENTS (cont'd)

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
2. <i>discuss the importance of various travel documents;</i>	Documents that are required for travel: (a) <i>passport;</i> (b) <i>travel permit;</i> (c) <i>visa;</i> (d) <i>entry permit; and,</i> (e) <i>health certificate.</i>
3. <i>outline the types of information and services required for travel;</i>	Information and services required for travel: (a) <i>obtaining tickets, e-tickets;</i> (b) <i>interpret schedules (air, sea and land);</i> (c) <i>preparing travel itineraries;</i> (d) <i>scheduling of appointments;</i> (e) <i>making hotel reservations; and,</i> (f) <i>preparing travel folders.</i>
4. <i>explain the importance of time zones; and,</i>	Calculation of time: (a) <i>using the 12-hour or 24-hour clock format;</i> (b) <i>between two or more events; and,</i> (c) <i>based on different time zones.</i>
5. <i>determine monetary instruments for use during travel.</i>	Monetary instruments: (a) <i>debit/credit cards;</i> (b) <i>letters of credit;</i> (c) <i>bank drafts;</i> (d) <i>cash; and,</i> (e) <i>mobile currency.</i>

SECTION V: TRAVEL ARRANGEMENTS (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the Section, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have students engage in a research activity to collect travel documents needed for international and regional travel such as e-tickets, traditional/ hard copies of tickets, schedules/itineraries, passports, visas, cheques, banking cards and drafts. These are to be included in their scrapbooks/portfolios and incorporated into their SBA as appropriate.*
2. *Engage students in a scenario-based role play where they will be encouraged to dramatise the types of services required for travelling.*
3. *Have students work in small groups to prepare a video clip advertising the documents and procedures for travel. The advertisement should also include the importance of the documents advertised. Have each group use the agreed rubric to peer review the video clip and provide feedback to another group. The teacher will also give feedback.*
4. *Have students select from a box containing strips of paper with the name and the positions of some travelling officers as well as some international and local destinations. Each student will work with a randomly selected partner as formed by the first person with the position of an officer/public figure matched with the first destination. Each pair is responsible for preparing a travel itinerary for seven days for the selected person. As far as is possible, the process should be authentic, and include the use of different media and strategies such as online searches, telephone calls, and e-mails. The results should include information such as flight numbers, times and dates, bus, train and ferry schedules, as well as available and suitable accommodation, and meal arrangements for the person and entourage where appropriate.*

Each pair should prepare and submit a hard or soft copy of the itinerary for the person for whom the preparations were made.

RESOURCES

- Finisterre, S. et.al. Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F. Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A. Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

Websites

<https://opentextbc.ca/introtourism2e/chapter/components-of-travel-services/>

◆ SECTION VI: RECORDS AND INFORMATION MANAGEMENT

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment;
4. acquire knowledge and skills that would allow them to pursue further education in related fields of business;
5. acquire skills to conduct investigations into procedures and systems that may assist in maximising the output of the office;
6. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the *workplace*; and,
7. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|--|
| 1. <i>describe the duties of a records and information management clerk</i> ; | <i>Duties of a records and information management clerk:</i>
(a) <i>preparing documents</i> ;
(b) <i>processing data</i> ;
(c) <i>managing manual and electronic records</i> ; and,
(d) <i>retrieving information/records</i> . |
| 2. describe the characteristics of a records and information management system; | (a) Characteristics of a records and information management system:
(i) data input/data storage;
(ii) database management system;
(iii) processing: batch and real time; |

SECTION VI: RECORDS AND INFORMATION MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
	(iv) retrieval of information;
	(v) compressing (zipping) files for storage; and,
	(vi) archiving.
	(b) Characteristics of an effective records and information management system:
	(i) access protocols;
	(ii) security: physical and password;
	(iii) accountability; and,
	(iv) expansion.
3. analyse the different types of records and information management systems;	(a) Classifications of manual and electronic record and information management Systems:
	(i) alphabetical;
	(ii) geographical;
	(iii) subject;
	(iv) numerical;
	(v) alpha-numeric; and,
	(vi) chronological.
	(b) Advantages and disadvantages of Record and Information Management Systems.
4. maintain a record and information management system;	(a) Maintenance of Record and Information Management Systems:
	(i) selection of appropriate filing method; and,
	(ii) rules of filing.

SECTION VI: RECORDS AND INFORMATION MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (b) **Indexing: *Manual and electronic methods and procedures for cross-referencing:***

 - (i) out sheets/ *cards*;
 - (ii) tickler/ *reminder*;
 - (iii) card indicators;
 - (iv) colour coding; and,
 - (v) searches, shared database.

- 5. outline the *methods* and procedures for dealing with inactive files;

Methods and procedures for dealing with inactive files:

 - (a) use of microfilming;
 - (b) retention periods;
 - (c) disposal of files;
 - (d) archiving; and,
 - (e) *backing up to off-site or cloud storage.*

- 6. describe the main legal stipulations governing access to and retention of documents;

Regulations related to:

 - (a) the right of access *and limitations*;
 - (b) infringement of copyright;
 - (c) defamation;
 - (d) breach of confidence;
 - (e) secrecy provisions;
 - (f) *legislation relating to freedom of information*; and,
 - (g) *document retention policies.*

SECTION VI: RECORDS AND INFORMATION MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

7. *discuss the use of manual and electronic resources required for records and information management; and,*
- Resources:**
- (a) *filing cabinets and related equipment;*
 - (b) *internal and external storage media;*
 - (c) *supplies, to include (minute sheets, dividers, treasury tags, fasteners, folders and index cards, thumb drives); and,*
 - (d) *comparison of manual and electronic resources used in records and information management systems.*
8. *differentiate between centralised and decentralised records and information management systems.*
- (a) *Definition of centralised and decentralized records and information management systems.*
 - (b) *Centralised and decentralised records and information management systems: similarities, differences, advantages and disadvantages.*
 - (c) *Organisation and operation of records and information management systems for small and large-scale businesses.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the Syllabus, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have students work in two groups to conduct research on regulations associated with the legal stipulations for a records management system. Each group will creatively present their findings using appropriate technology. Their findings should be supported by the relevant principles/examples of stipulated practices in their territory.*
2. *Have students participate in viewing an interactive video lesson on the duties of a records and information management clerk and the characteristics of a records and information management system. Assess learning outcomes using a paper-based test or online quiz.*

SECTION VI: RECORDS AND INFORMATION MANAGEMENT (cont'd)

3. *Have students participate in a field trip to a warehouse, records office, or different businesses which have established filing systems. They should use relevant instruments and techniques to investigate and document their findings on the information management systems found there. Their findings should guide class discussions as they compare strategies/ methodologies used in each type of organisation, the benefits of these as well as the extent to which each complied with established standards.*
4. *Invite a Stores Clerk, Librarian or Cafeteria Manager to make a presentation on the characteristics of the record and information management system which they utilise. Students should be prepared to ask questions about the types of records and information management systems utilised and explore the duties of the records management Clerk. Teachers are encouraged to utilise case studies or past paper questions to assess learning outcomes.*
5. *In small groups of 3-4 persons, have students go to different departments in the school, such as the administrative office where they will engage in hands-on activities including filing, indexing, coding batching, and other relevant records management activities for short periods of time. Ask personnel in these departments to provide students with on-the-job training to support what would have been covered theoretically in class. They should grade students' performance guided by the rubric provided and give narrative feedback to justify the ratings given.*
6. *Have students develop an electronic filing system individually or as part of a team utilising the sections of the syllabus. Student must demonstrate their ability to maintain an information management system and outline methods and procedures for dealing with inactive files. The teacher should utilise a rubric or checklist to assist students in achieving learning outcomes.*
7. *Have students engage in the development of a manual and/or an electronic filing system. Students can utilise a manila folder, shoe box or appropriate electronic database. Students must demonstrate their ability to maintain an information management system and outline methods and procedures for dealing with inactive files. The system should reflect individual rules for each filing classification as well as indexing methods. The teacher should utilise a rubric or checklist to assist students in achieving learning outcomes.*
8. *Have students engage in game-based learning activities (for example, using quizlet, jeopardy) to explore the main legal stipulations governing the access to and retention of documents and the manual and electronic resources required for records and information management. Teams will be required to acquaint themselves with the content of the section and then engage in a battle for bragging rights. Learning outcomes can be assessed with a paper-based test.*
9. *Have students visit the administrative office or library to expose students to the manual and electronic filing methods utilised. Alternatively, the Office Clerk or librarian may be invited to speak to students about the principles of an effective filing system.*
10. *Have students utilise mind mapping tools to differentiate between centralized and decentralised filing systems. Teachers are encouraged to supplement this activity with the use of case studies to allow students to apply their knowledge to real world scenarios.*

SECTION VI: RECORDS AND INFORMATION MANAGEMENT (cont'd)

11. *Utilise a flipped or blended classroom approach of instruction using online collaborative tools and have students work in small groups to research and disseminate theoretical information about different classifications of records and information management systems using various web 2.0 tools.*

RESOURCES

- Finisterre, S. et.al. *Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
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◆ SECTION VII: HUMAN RESOURCES MANAGEMENT

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. *acquire technological, communicative, problem-solving, attitudinal and interpersonal skills to function effectively in the dynamic working environment and foster organisation harmony and customer goodwill*;
3. *understand the requirements for promotional opportunities within an organisation*;
4. acquire knowledge and skills that would allow them to *pursue a range of career paths* in related fields of business;
5. *acquire knowledge and skills to conduct investigations into procedures and systems that may assist in maximising the output of the office*;
6. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the workplace; and,
7. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|--|
| 1. describe the functions <i>and importance</i> of the Human Resource Management office; | Functions <i>and Importance</i> of the Human Resource Management office in:

(a) recruitment;

(b) induction;

(c) deployment;

(d) appraisal;

(e) training <i>and development</i> ;

(f) staff welfare;

(g) <i>maintaining a safe work environment</i> ;

(h) disciplinary procedures; |
|--|--|

SECTION VII: HUMAN RESOURCE MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (i) job description; and,
 - (j) *maintain relationship with other departments.*
2. *examine* the duties and attributes of a clerk in the Human Resource Management office;
- (a) **Duties of a clerk in the Human Resource Management office:**
 - (i) maintain a database of personnel records:
 - *contracts of employment, service records;*
 - *application for leave;*
 - *personal history;*
 - *appraisal forms;*
 - *job specification; and,*
 - *job description.*
 - (ii) *assist with preparation for interviews;*
 - (iii) *facilitate staff welfare; and,*
 - (iv) *assist with any other duties related to the functions of the Human Resource Management Office.*
 - (b) **Attributes**
 - (i) confidentiality;
 - (ii) patience;
 - (iii) *ability to communicate effectively;* and,
 - (iv) tact.

SECTION VII: HUMAN RESOURCE MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
3. <i>identify sources of information on job opportunities;</i>	Sources of job information: <ul style="list-style-type: none">(a) <i>newspapers;</i>(b) <i>employment agencies;</i>(c) <i>Internet, for example, social media platforms, company websites;</i>(d) <i>personal contact;</i>(e) <i>company newsletters;</i>(f) <i>guidance counsellor/advisor; and,</i>(g) <i>job attachment/internship.</i>
4. <i>outline factors to be considered when seeking employment;</i>	Factors to be considered for employment: <ul style="list-style-type: none">(a) <i>career interest;</i>(b) <i>job description;</i>(c) <i>job specification;</i>(d) <i>qualifications, training and experience;</i>(e) <i>salary, fringe benefits;</i>(f) <i>location/logistics;</i>(g) <i>image of the firm; and,</i>(h) <i>opportunities for career advancement.</i>
5. <i>prepare documents required for employment;</i>	(a) Preparation of documents for employment (manual, electronic): <ul style="list-style-type: none">(i) <i>application forms;</i>(ii) <i>letters;</i>(iii) <i>curriculum vitae/résumé;</i>(iv) <i>obtaining references; and,</i>(v) <i>portfolio.</i>

SECTION VII: HUMAN RESOURCE MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (b) ***Follow-up communication for each of the following conditions:***
- (i) *no reply received to application; and,*
 - (ii) *acceptance of job.*
6. *prepare other types of documents;* ***Prepare various types of documents (manual, electronic):***
- (a) *resignation letter;*
 - (b) *application for leave (for example sick, business, vacation, and special leave); and,*
 - (c) *acknowledgement letter.*
7. *explain factors to be considered when preparing for a job interview;* ***Factors to be considered:***
- (a) *selection of attire;*
 - (b) *deportment;*
 - (c) *research of organisation;*
 - (d) *types of questions that may be asked by the interviewer and the interviewee;*
 - (e) *portfolio; evidence of qualifications; and,*
 - (f) *requirements for a virtual interview.*
8. *demonstrate knowledge of the requirements of the work environment;* ***Knowledge of the work environment:***
- (a) *labour laws;*
 - (b) *organisational culture; and,*
 - (c) *organisational policies.*

SECTION VII: HUMAN RESOURCE MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

9. *discuss* the benefits of legislation related to workers' welfare; *and*,

Benefits as outlined in:

- (a) statutory provisions for employee protection;
- (b) *International Labour Organisation (ILO)* conventions (Factories Act - protective clothing and gear, workmen's compensation);
- (c) Occupational Safety and Health Act (OSHA); and,
- (d) *Collective Bargaining Agreements*.

10. *discuss* the factors that contribute to employee/ labour turnover in an organisation.

(a) **Internal factors:**

- (i) working conditions;
- (ii) low salary/*inadequate fringe benefits*;
- (iii) lack of job satisfaction;
- (iv) lack of training opportunities;
- (v) redundancy; and,
- (vi) resignation.

(b) **External factors:**

- (i) state of the economy;
- (ii) better opportunities;
- (iii) competition for job placement;
- (iv) migration; and,
- (v) globalisation.

SECTION VII: HUMAN RESOURCE MANAGEMENT (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the *Section*, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have students prepare a presentation, role play, video or podcast, which explains the functions of the HR in:*
 - (a) *preparing induction programmes for new staff;*
 - (b) *preparing staff development seminars;*
 - (c) *conducting appraisals; and,*
 - (d) *training new and existing staff.*

Alternately, students could utilise mind mapping tools to capture the functions of the HR office and the duties and responsibilities of an HR Clerk to stimulate thoughtful discussion on these objectives. Teachers are encouraged to supplement this activity with the use of case studies to allow students to apply their knowledge to real world scenarios.

2. *Have students collect samples of job advertisements and descriptions for HR assistants from sources such as newspapers, e-papers websites and social media platforms. Students will then analyse their content, giving consideration to whether the duties and attributes of the HR assistant are adequately reflected. Using the samples collected, students will prepare a checklist of the factors to consider when preparing for an interview for one of the jobs advertised.*
3. *Have students prepare an e-portfolio utilising a collaborative space to include samples of documents required for employment. For example, resumes/CV's, letter of application; job specification; related advertisement; other types of documents (acceptance letters, resignation letter, application for leave, acknowledgement letter). Allow students to engage in a WebQuest individually or as a team to obtain samples of these documents online.*
4. *Have students engage in research to obtain and discuss documents such as contracts, appraisal forms, job specifications, job descriptions, and Acts/laws/resolutions regarding workers' welfare.*
5. *Have students work in small groups and brainstorm factors that should be considered when a person is seeking a job. This should be followed up by sharing using the jigsaw method and general class discussion. Students could then compare the results of the activities and fill in the gaps as necessary.*
6. *Have students work in groups to conduct a virtual job interview utilising a virtual meeting space or room (for example, Zoom, Google meet, Microsoft teams). Utilise a checklist and peer to peer evaluation to assess learning outcomes.*

SECTION VII: HUMAN RESOURCE MANAGEMENT (cont'd)

7. *Have students explore selected cases in their countries and immediate environment where there has been high staff turnover and discuss possible internal and external factors that contributed to this turnover.*

Using these cases as the subject of discussion students will either role play a Radio or TV Talk Show in which the contributing factors are highlighted, and recommendations made. Students should be guided to ensure that the discussions show a clear understanding of concepts and content. That is, questions and answers should be based on the content, the jargon should be appropriately used, and recommendations *should be* adequate and show a good understanding of the roles and functions of Human Resource Management.

8. *Have students work individually or in teams to collect articles published in the media about unfair dismissal of workers and other work-related matters. They will then act as consultants by applying their knowledge of legislations related to workers' welfare and make ruling on these matters. Alternately, students may engage in a debate to discuss the benefits of legislation related to workers' welfare and possible internal and external factors that contribute to employee/labour turnover. Students should be guided using a rubric to ensure that the discussions show a clear understanding of concepts and content.*
9. *Have students individually or in teams utilise interactive presentation software (for example, google slides; Nearpod, Ed puzzle) or create animations and videos to present on the requirements of the work environment including benefits of legislations related to workers' welfare. Presentations must include a question-and-answer segment to allow for discussion of the issues presented. Teachers are encouraged to utilise game-based learning to assess learning outcomes.*
10. *Have students form small groups and simulate an interview. One person will be the interviewee and the others will play different roles such as receptionist, and interview panel member. Each student should provide feedback to one member of the team on the strengths and weaknesses and make recommendations for improvement.*
11. *Have students prepare a portfolio to include resumes, letter of application; application forms; job specification; related advertisement; related documents (proof of qualification), follow-up letters; resignation letter.*
12. *Have students work individually or in teams to engage in research and design various forms, for example, appraisal. The forms should reflect current practices in the field and should be shared with another individual or team for review and feedback.*

* See Section 2 for other related activities.



SECTION VII: HUMAN RESOURCE MANAGEMENT (cont'd)

RESOURCES

- Finisterre, S. et.al.* *Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F.* *Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A.* *Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

Websites

<https://www.bizmove.com/books/complete-guide-to-human-resource-management.pdf>

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<https://www.ilo.org/caribbean/areas-of-work/social-dialogue/labour-law/lang--en/index.htm>

<https://www.websitetooltester.com/en/blog/best-free-website-builders/>

<https://www.mentimeter.com/>

<https://www.bookwidgets.com/blog/2017/08/30-creative-ways-to-use-padlet-for-teachers-and-students>

<https://www.kialo-edu.com/>

<https://webquest.org/>

<https://www.mindmup.com/>

◆ SECTION VIII: ACCOUNTS AND FINANCIAL SERVICES

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment;
3. develop the competency to choose from a wide range of career paths in the business field;
4. acquire knowledge and skills that would allow them to pursue further education in related fields of business;
5. acquire skills to conduct investigations into procedures and systems that may assist in maximising the output of the office;
6. develop proper work ethics, social responsibility, and integrity that contribute *to* promoting a positive image of the *workplace*; and,
7. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| 1. describe the role and functions of the accounts office; | Role and functions of the accounts office: |
| | (a) preparation of payroll; |
| | (b) credit control; |
| | (c) collection of accounts; |
| | (d) treatment of debit and credit notes; |
| | (e) preparation of audit; and, |
| | (f) <i>manage</i> different types of bank accounts, for example, current, savings, fixed deposit. |

SECTION VIII: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

2. *describe* the duties and attributes of a clerk in the accounts office;
- (a) **Duties of a clerk in the accounts office:**
- (i) preparing payroll;
 - (ii) *writing/printing* cheques;
 - (iii) reconciling accounts;
 - (iv) making ledger entries;
 - (v) preparing statement of accounts;
 - (vi) writing up the cash book; and,
 - (vii) preparing final accounts.
- (b) **Attributes:**
- (i) integrity;
 - (ii) confidentiality; and,
 - (iii) reliability.
3. prepare simple documents in the accounts office;
- Documents:**
- (a) pay slip or payroll;
 - (b) currency memorandum;
 - (c) debit and credit notes;
 - (d) simple statements of account; and,
 - (e) cheques.
4. *use hardware and software resources applicable to the accounts office;*
- (a) **Hardware resources:**
- (i) calculators;
 - (ii) *point of sale terminal*;
 - (iii) computers; and,
 - (iv) printers; scanners; copiers.

SECTION VIII: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (b) **Software resources**

 - (i) accounting packages; and,
 - (ii) spreadsheet packages.

- 5. *differentiate among* types of Financial Institutions;
- Types of Financial Institutions:**
 - (a) Credit Unions;
 - (b) Commercial Banks;
 - (c) Central Banks;
 - (d) Insurance Companies;
 - (e) Offshore Institutions;
 - (f) Investment Companies;
 - (g) Cambios/Bureaux de Change; *and*,
 - (h) *Mortgage Companies*.

- 6. outline the procedures for making and receiving different types of payments;
- Procedures for making and receiving payment through manual and electronic methods:**
 - (a) cash, cheques;
 - (b) credit/ *debit cards (chip and pin technology)*;
 - (c) money orders, postal orders;
 - (d) electronic transfers, credit transfers;
 - (e) standing orders;
 - (f) bank drafts;
 - (g) letters of credit; *and*,
 - (h) *mobile money*.

SECTION VIII: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

7. *differentiate among types of cheques;*
- Types of cheques:**
- (a) *open;*
 - (b) *certified/manager's;*
 - (c) *counter;*
 - (d) *crossed;*
 - (e) *post-dated;*
 - (f) *stale-dated; and,*
 - (g) *cancelled.*
8. *interpret entries in a bank statement and a cash book;*
- Interpretation of entries in a bank statement and a cash book:**
- (a) debit and credit entries;
 - (b) *running balance;*
 - (c) *cash book balances;*
 - (d) *bank/ service charges;*
 - (e) outstanding cheques;
 - (f) outstanding deposits;
 - (g) standing orders;
 - (h) credit transfers;
 - (i) interest paid and received; and,
 - (j) (NSF) *Non-sufficient funds/Refer to Drawer.*
9. *reconcile bank and cash book entries and balances; and,*
- Procedures for reconciling:**
- (a) *reasons for differences between a cash book and a bank statement;*

SECTION VIII: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
	(b) <i>check entries in a cash book against entries in a bank statement;</i>
	(c) <i>update a cash book with missing entries; and,</i>
	(d) <i>draw up a reconciliation statement.</i>
10. prepare petty cash records.	Procedures for the payment and control of petty cash using the imprest system:
	(a) vouchers;
	(b) cash disbursements sheets; and,
	(c) summarising expenses.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the Section, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have students continue to engage in research and collect different artefacts for their scrap books/portfolios. These should include types of cheques, bank drafts, pay slips, money orders, credit and debit cards, payment vouchers, statements of accounts, cash books and bank statements.*
2. *Have students research the emerging trends in mobile and internet banking.*
3. *Have students research the methods of making and receiving payment electronically (cashless). For example, Chip and Pin bank cards, PayPal, mobile money, Google Pay.*
4. *Have students visit different institutions from which they will collect and prepare complete business forms. Samples of these should be included in their portfolio.*
5. *Have students visit an organisation and observe their accounting and financial operations and collect relevant documents (to the extent that confidentiality and integrity would permit).*

SECTION VIII: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

6. In collaboration with the teacher(s) of Principles of Accounts and Principles of Business, have students engage in accounting and financial services activities. For example, have students perform the role of payroll clerk and given the criteria for staff members, have them calculate basic pay, overtime pay and gross pay, then using fixed percentage calculate Statutory Deductions, ITAX, NIS, prepare Currency Memorandum, write cheques, and make entries in ledgers and cash books.
7. Have students engage in discussion about accounting to include allocation of their *weekly allowance to understand the importance of budgeting*. Students will then research and identify the similarities *between personal budgeting and budgeting in a business*.

RESOURCES

- Finisterre, S. et.al.* *Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F.* *Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A.* *Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

◆ SECTION IX: PROCUREMENT AND INVENTORY MANAGEMENT

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment;
4. acquire interpersonal skills to help foster organisational harmony and customer goodwill;
5. acquire skills to conduct investigations into procedures and systems that may assist in maximising the output of the office;
6. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the *workplace*; and,
7. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

1. describe the functions of the procurement and inventory management office;
Functions of the procurement and inventory management office:
 - (a) determine items to purchase;
 - (b) *evaluate vendors' suitability*;
 - (c) liaise with other departments;
 - (d) *place orders for goods and services*;
 - (e) *maintain purchasing records*; and,
 - (f) manage inventory.

SECTION IX: PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

2. *interpret terms and abbreviations used in purchasing documents and literature;*
Terminology and abbreviations used in purchasing documents and literature:
 - (a) free on board (F.O.B.);
 - (b) cost, insurance and freight (C.I.F.);
 - (c) errors and omissions excepted (E & O.E);
 - (d) cash on delivery (c.o.d.);
 - (e) *cash with order (c.w.o.);*
 - (f) excluding works (ex works);
 - (g) *Value Added tax (VAT);*
 - (h) discounts; and,
 - (i) *terms of sales, for example 2/10, n/30.*

3. *describe the duties and attributes of a clerk in the purchasing department;*
 - (a) **Duties of a purchasing clerk:**
 - (i) preparing and processing purchase and stock requisitions;
 - (ii) filing of purchasing records;
 - (iii) maintaining stock records;
 - (iv) maintaining database of supplier records;
 - (v) *liaising with other departments;* and,
 - (vi) verifying orders received.
 - (b) **Attributes:**
 - (i) integrity;
 - (ii) honesty;
 - (iii) initiative;
 - (iv) *effective communication skills;* and,
 - (v) detail oriented.

SECTION IX: PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

4. *explain the factors influencing the purchasing of goods and services;*
Factors influencing *purchasing* of goods and services:
 - (a) urgency;
 - (b) cost;
 - (c) incentives;
 - (d) availability; and,
 - (e) *durability*.

5. *discuss the procedures for purchasing goods and acquiring services;*
Procedures for purchasing *goods and services (manual, electronic)*:
 - (a) *evaluate departmental requisitions;*
 - (b) *locate suppliers;*
 - (c) *examine catalogues and price lists;*
 - (d) *invite tenders/make enquiries;*
 - (e) *compare quotations;*
 - (f) *utilise e-commerce;*
 - (g) *identify the source of funding;*
 - (h) *place order; and,*
 - (i) *receive shipment/delivery.*

6. *prepare documents used in the purchase of goods and services;*
Preparation of documents including:
 - (a) requisition forms (purchase and stock); and,
 - (b) order forms.

SECTION IX: PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

7. *discuss* the importance of inventory management; and,
 - (a) prevention of pilferage;
 - (b) control of inventory;
 - (c) signalling of market trends;
 - (d) availability of capital;
 - (e) optimisation of storage space; and,
 - (f) Just-in-Time (JIT).

8. maintain stock records *using* manual and electronic *methods*.
 - (a) stock requisition forms, stock cards *and* stock books;
 - (b) *records of* stock levels; Last-in-First-Out (LIFO), First-in-First-Out (FIFO); Average Cost (AVCO); and,
 - (c) use of software and electronic devices in stock control, including inventory software, bar code scanners.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the *Section*, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have* students visit businesses to *observe* electronic methods of procurement and inventory. (to the extent that confidentiality and integrity would permit). They should make notes which will be used to guide their discussions upon their return to the class. *Alternatively, students could view relevant videos and note the information to be shared in class.*

SECTION IX: PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)

Suggested Teaching and Learning Activities

2. *Utilise quizlet or other game-based learning tools to allow students to answer questions on the functions of the procurement and inventory management office and terms and abbreviations used in purchasing documents and literature. This may be done individually or in teams. Supplement the activity with the use of paper-based tests to assess learning outcomes.*
3. *Have students continue to engage in research and the collection of different artefacts for their scrap books/portfolio. These should include stock cards, stock requisition forms, and order forms.*
4. *Have students work individually or in groups to create interactive PowerPoint presentations exploring the duties and attributes of the clerk in the purchasing department and the factors influencing the purchasing of goods and services. The teacher should utilise a rubric or checklist to guide students in the development of the presentation. Assess learning outcomes utilising formative assessment strategies.*
5. *In collaboration with the teacher(s) of Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, students should be allowed to engage in procurement and inventory management activities. For example, have students simulate businesses where they order items and complete documents. Simulated exercises should include: FIFO – identify perishable items, for example, fruits, dated tin products. LIFO – identify seasonal goods, for example, items used only at certain times. Prepare stock card.*
6. *Have students prepare documents used in the purchase of goods and services. Samples of these should be included in their portfolio.*
7. *Have students participate in an interactive presentation on inventory management. This could be done by a resource person from the supermarket, cafeteria, or any business.*
8. *Have students visit the Stores Clerk Office in the school. They will be exposed to the procedures for recording and requisitioning stock by departments. Alternatively, the Office Clerk or a member of the cafeteria staff may be invited to speak to students about procurement and inventory management. (Students may also conduct research into how different departments in the school procure items/stocks).*
9. *Have students engage in game-based learning to simulate the procedures for purchasing goods and acquiring services. Alternatively, have students create an infographic that outlines the documents used in the purchasing of goods and services. Utilise formative and summative assessment strategies to assess learning outcomes.*

SECTION IX: PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)

RESOURCES

- Finisterre, S. et.al. Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F. Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A. Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

Websites

<https://www.techlearning.com/tl-advisor-blog/4684>

◆ SECTION X: SALES, MARKETING AND CUSTOMER SERVICE

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment;
4. acquire interpersonal skills to help foster organisational harmony and customer goodwill;
5. develop the competency to choose from a wide range of career paths in the business field;
6. acquire knowledge and skills that would allow them to pursue further education in related fields of business;
7. acquire skills to conduct investigations into procedures and systems that may assist in maximising the output of the office;
8. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the *workplace*; and,
9. develop the self-esteem and confidence to make an easy transition from school to the world of work.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| 1. explain the functions of the sales, marketing and customer service <i>offices</i> ; | (a) Functions of the sales office:

(i) maintenance of sales records;

(ii) calculation of commissions and discounts;

(iii) stock control;

(iv) liaising with other departments; and,

(v) customer follow-up. |
|--|---|

SECTION X: SALES, MARKETING AND CUSTOMER SERVICE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (b) **Functions of the marketing office:**
 - (i) organising promotional activities;
 - (ii) designing marketing strategies;
 - (iii) budgeting;
 - (iv) advertising;
 - (v) branding;
 - (vi) liaising with advertising entities internal and external to the office; and,
 - (vii) developing new markets/new products.
 - (c) **Functions of the Customer Services office (*face to face, online*):**
 - (i) ensure customer satisfaction;
 - (ii) handle customer complaints;
 - (iii) advise customer on product offerings;
 - (iv) answer questions/queries; and,
 - (v) liaise between customer and company.
- 2. *analyse the duties of a clerk in the sales, marketing and customer service offices;*
 - (a) **Duties of a clerk in the sales office:**
 - (i) preparing sales documents;
 - (ii) filing of sales records; and,
 - (iii) maintaining mailing lists.

SECTION X: SALES, MARKETING AND CUSTOMER SERVICE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (b) **Duties of a clerk *in the marketing office*:**
 - (i) assist in preparing advertising material;
 - (ii) *assist with market research*;
 - (iii) assist with promotional activities;
 - (iv) maintain mailing lists and records; and,
 - (v) assist in preparing press releases.
 - (c) **Duties of a clerk in the customer services office:**
 - (i) interface with customer;
 - (ii) *respond to or relay customer related issues*;
 - (iii) liaise between customer and company; and,
 - (iv) inform customers on promotions and offers.
3. *describe the skills required by a clerk in the sales, marketing and customer services offices;*
- Skills required of a clerk in the sales, marketing and customer services offices:**
- (a) *literacy/numeracy*;
 - (b) *effective communication skills*;
 - (c) proficiency in the use of productivity tools;
 - (d) data entry;
 - (e) proficiency in the use of organisational tools; and,
 - (f) filing.

SECTION X: SALES, MARKETING AND CUSTOMER SERVICE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

4. prepare documents used in sales and marketing;
- (a) **Preparation of documents used in sales:**
- (i) quotations;
 - (ii) proforma invoices; and,
 - (iii) invoices (e-invoices).
- (b) **Preparation of documents used in marketing:**
- (i) flyers;
 - (ii) advertisements;
 - (iii) press releases; and,
 - (iv) surveys.
5. outline the functions of the Corporate Communications Clerk; and,
- Functions of the Corporate Communications Clerk:**
- Assists in:
- (a) producing company newsletter/magazine/calendar/social media content;
 - (b) upkeep of company's website;
 - (c) planning social activities; and,
 - (d) coordinating and sourcing sponsorship for events that promote the company's corporate social responsibility.
6. distinguish among the different types of incentives.
- Types of Incentives:**
- (a) discounts (trade, cash, quantity);
 - (b) special offers, coupons;
 - (c) loyalty/membership cards;
 - (d) goods on consignment; and,
 - (e) gift with purchase.

SECTION X: SALES, MARKETING AND CUSTOMER SERVICE (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the *Section*, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have students* continue to engage in the research and collection of different artefacts for their scrap books/portfolio. These should include sales, marketing and customer service strategies used by organisations.
2. Invite resource persons from *different* organisations to give presentations/have discussions with students *about the skills required by a clerk in the sales, marketing and customer services offices as well as the functions of the clerk.*
3. In collaboration with teachers in other subject areas such as Visual Arts, English, Music, Information Technology, Physical Education, and Principles of Business, arrange for students to engage in activities where they prepare and or use sales, marketing, advertising and promotional materials such as invoices, calendars, loyalty cards, newsletters, magazines, websites, and press releases. During these activities they should simulate the duties and functions of key persons in sales, marketing and customer service.
4. Arrange for students to participate in role play of different scenarios (for example *providing services to a pleasant/ unpleasant customer*). Have the class make notes and give feedback based on the principles and concepts outlined in the syllabus.
5. *Have students prepare documents used in sales and marketing observing the standard requirements. Samples of these should be included in their portfolio.*
6. *Have students work in teams to promote the sale of selected products. They should be encouraged to prepare flyers, digital media and other creative strategies to market the products. They should also keep accurate records of all sales. Students will also create and administer an instrument to measure customer satisfaction at the end of the activity. They should write a reflection on the activity and how they could use customer feedback as an engine for improvement.*

RESOURCES

- | | |
|-----------------------|---|
| Finisterre, S. et.al. | <i>Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.</i> |
| Ramtahal, F. | <i>Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.</i> |
| Whitcomb, A. | <i>Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.</i> |

◆ SECTION XI: OPERATIONS, DISPATCH AND TRANSPORT SERVICES

GENERAL OBJECTIVES

On completion of this section, students should:

1. acquire the knowledge and skills of office administration to function effectively in a modern office environment *utilising electronic and manual methods*;
2. develop the confidence and capability to respond effectively to *changes* in the office;
3. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment;
4. acquire interpersonal skills to help foster organisational harmony and customer goodwill;
5. acquire knowledge and skills that would allow them to pursue further education in related fields of business;
6. acquire skills to conduct investigations into procedures and systems that may assist in maximising the output of the office; and,
7. develop proper work ethics, social responsibility, and integrity that contribute to promoting a positive image of the *workplace*.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| 1. explain the functions of the operations, dispatch and transport office; | (a) Functions of the operations office:

(i) coordinating activities related to production;

(ii) protecting workers and the environment;

(iii) <i>maintaining</i> factory records <i>and equipment</i> ;

(iv) quality assurance; awareness of standards, ISO;

(v) costing of finished products;

(vi) <i>estimation of cost, labour and machine</i> ; and,

(vii) liaising with other departments. |
|--|---|

SECTION XI: OPERATIONS, DISPATCH AND TRANSPORT SERVICES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (b) **Functions of the dispatch office:**

 - (i) *preparing and maintaining* documents for dispatch of goods;
 - (ii) *maintaining* database of couriers/contractors/agents;
 - (iii) adhering to statutory requirements; and,
 - (iv) *scheduling and tracking* delivery of goods.
- (c) **Functions of the transport office:**

 - (i) *maintaining* transportation records;
 - (ii) *maintaining* destination sheets;
 - (iii) *liaising* with customers; and,
 - (iv) maintenance of vehicles.
- 2. explain the duties of a clerk in *the* operations, dispatch and transport offices;

 - (a) **Duties of a clerk in the operations office:**
 - (i) preparation of shift roster;
 - (ii) preparation of daily production reports;
 - (iii) preparation of documents used in production; and,
 - (iv) completion *and filing* of forms used in factory office. For example, job cards, job cost cards, cost analysis, planning masters, cost cards and time cards.
 - (b) **Duties of a clerk in a dispatch office:**
 - (i) completion of documents for dispatched goods;
 - (ii) maintaining database of couriers, transport contractors and agents;

SECTION XI: OPERATIONS, DISPATCH AND TRANSPORT SERVICES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (iii) liaising with sales, customer services and marketing departments;
 - (iv) *responding to internal and external queries;*
 - (v) adhering to statutory requirements; and,
 - (vi) coordination of delivery of goods.
 - (c) **Duties of a clerk in the transport office:**
 - (i) *maintaining* transportation records;
 - (ii) *maintaining* destination sheets;
 - (iii) *liaising* with customers; and,
 - (iv) *scheduling* maintenance of vehicles.
3. interpret information on documents used in operations, dispatch and transport; and,
- Documents:**
- (a) delivery schedules;
 - (b) destination sheets;
 - (c) delivery notes, bills of lading;
 - (d) customs forms;
 - (e) insurance certificates;
 - (f) airway bills;
 - (g) manifest;
 - (h) export and import license;
 - (i) advice note;
 - (j) certificate of origin; and,
 - (k) freight note.

SECTION XI: OPERATIONS, DISPATCH AND TRANSPORT SERVICES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|--|
| 4. <i>prepare documents used in operations, dispatch and transport.</i> | Documents: <ul style="list-style-type: none">(a) <i>delivery schedules;</i>(b) <i>destination sheets;</i>(c) <i>delivery notes, bills of lading;</i>(d) <i>advice note;</i>(e) <i>accident report form; and,</i>(f) <i>time cards.</i> |
|---|--|

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of the *Section*, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to support a learner-centred, collaborative approach, and incorporate appropriate ICT tools where necessary while catering to students with various learning styles.

1. *Have students participate in face to face or virtual tours to manufacturing or transportation enterprises to view operations, dispatch and transport services. They will examine the roles and functions of different departments or individuals in these organisations and compare their findings with notes from source books.*
2. *Working individually or in teams have students prepare an infographic, brochure or video on the duties of a clerk in the operations, dispatch and transport offices.*
3. In collaboration with the teacher(s) of Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, *have students visit a manufacturing enterprise or a similar organisation which forms part of a supply chain. They will use appropriate instruments and techniques to collect and document relevant data on the operation, dispatch and transport services provided, and the way in which the organisation carries out its operations.*
4. *Have students engage in research on different topics covered in the section then watch selected videos on the topic and critique them to show their understanding of what they found during their research as well as what was shared during the in-class discussions.*
5. *Have students work in teams to plan and cost an activity. For example, create a list of couriers, a roster for the delivery of merchandise and a list of addresses for delivery of merchandise (staffroom and School Administrative Office) Different items should be listed, and students should prepare documents for different costs. They should then calculate the total cost of the activity. As much as is possible, students should be encouraged to engage in meaningful activities which allow them to be completing aspects of their SBAs as they collaborate with the groups to which they are assigned.*

SECTION XI: OPERATIONS, DISPATCH AND TRANSPORT SERVICES (cont'd)

RESOURCES

- Finisterre, S. et.al.* *Longman Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*
- Ramtahal, F.* *Office Administration 2nd Edition. San Fernando: Caribbean Educational Publishers, 2013.*
- Whitcomb, A.* *Heinemann Office Administration for CSEC 2nd Edition. London: Pearson Education Limited, 2013.*

◆ GUIDELINES TO TEACHERS FOR THE CONDUCT OF SCHOOL-BASED ASSESSMENT

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It proposes to assist students with acquiring specific knowledge, skills and attitudes that are critical to the subject. The activities for the Assessment are linked to the specific SECTIONS of the syllabus and should form part of the learning activities enabling the student to achieve the related objectives. It should be based on an investigation into a real or virtual office. **Students are encouraged to work in groups and submit one report.**

During the course of study of this subject, students obtain marks for the competence they develop and demonstrate when undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are expected to assist teachers and students with the selection of assignments that are valid for the purpose of School-Based Assessment. These guidelines should assist teachers with awarding marks according to the degree of achievement of the candidates in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are aligned with CXC® standards, the Council undertakes the moderation of *the* School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment further facilitates the development of essential research skills that allow the student to function more effectively in his or her chosen vocation. School-Based Assessment, therefore, makes a significant and unique contribution to the development of relevant skills in the students. It also provides an instrument for testing them and rewarding them for their achievements.

RATIONALE FOR SCHOOL-BASED ASSESSMENT IN OFFICE ADMINISTRATION

The School-Based Assessment component of the Office Administration Syllabus is a single guided research project consisting of objectives from one or more of the SECTIONS in the syllabus. The project is intended to develop in the candidate an interest in self-directed investigation and the collection of data in a scientific manner. The execution of the SBA project should lead to a sense of accomplishment while facilitating the development of the basic skills of research. Teachers should regard School-Based Assessment as an integral part of teaching the syllabus and not as a separate entity.

The School-Based Assessment should:

1. provide the candidate with an opportunity to investigate an area of special interest within the prescribed syllabus;
2. develop the candidate's ability to conduct an enquiry and present the findings; and,
3. provide an opportunity for the teacher to be involved in the evaluation process.

SBA REQUIREMENTS

For this SBA students will be required to complete a project which focuses on specific sections of the syllabus. Students may work individually or in groups to investigate a specific problem. A group size of no more than 6 members is recommended. The project should not exceed **1,000** words in length and should include charts, tables, documents, and pictures that are relevant to the topic being studied.

The teacher will be required to approve the problem to be investigated, guide the candidate during the process of investigation, mark the completed work according to the guidelines provided by **CXC**[®] and submit the marks to **CXC**[®] by April 30 in the year of the examination.

SBA PROJECT COMPONENTS

The project should be presented in a folder bearing the registration *number(s) of the candidate(s)*, name of subject and the date submitted. The project *may be submitted electronically and* must be set out according to the criteria outlined below. The project report *should* include:

- (a) *cover page;*
- (b) *table of contents;*
- (c) *title of project;*
- (d) *page separator to introduce each section;*
- (e) *aims;*
- (f) *functions of the department;*
- (g) *correspondence;*
- (h) *methodology employed;*
- (i) *questions asked of personnel;*
- (j) *schedule of activities;*
- (k) *regulations and policies governing the business;*
- (l) *report (500-750 words), supported by charts;*
- (m) *documents used in the business;*
- (n) *bibliography; and,*
- (o) *appendix.*

TOPICS FOR SCHOOL-BASED ASSESSMENT

The project MUST be drawn from one or more aspects of the 11 SECTIONS of the syllabus. Teachers are asked to assist candidates with the selection of topics appropriate for research from within the prescribed Sections stated below. Candidates must choose tasks that are relevant to jobs performed by entry-level personnel in the various departments of organisations.

Candidates are to choose from the following combination of topics when attempting the School-Based Assessment:

School-Based Assessment Topics to be tested in the following years:

Year	Themes	Sections
2025	<i>Meetings and Human Resources Management.</i>	<i>IV and VII</i>
2026	<i>Reception and Hospitality and Accounts and Financial Services.</i>	<i>II and VIII</i>
2027	<i>Office Orientation, Communication and Procurement and Inventory Management.</i>	<i>I, III and IX</i>
2028	<i>Travel Arrangements and Operations, Dispatch and Transport Services.</i>	<i>V and XI</i>
2029	<i>Records and Information Management and Sales, Marketing and Customer Service.</i>	<i>VI and X</i>
2030	<i>Meetings and Procurement and Inventory Management.</i>	<i>IV and IX</i>
2031	<i>Office Orientation and Human Resources Management.</i>	<i>I and VII</i>
2032	<i>Reception and Hospitality, Communication and Travel Arrangements.</i>	<i>II, III and V</i>

SPECIFIC GUIDELINES FOR THE SBA

Criterion: Preparation

1. TITLE

Select a suitable topic for the Project and state the title clearly. The project must be appropriate and relevant to the syllabus.

2. AIMS

State the aims of the project. These should indicate what you hope to accomplish/discover/learn more about in carrying out the Project.

3. FUNCTIONS

State the functions of the specific department being studied.

4. CORRESPONDENCE

There should be a copy of a letter that you sent asking for permission to conduct the Project. For example, seeking permission to visit a business place, an institution, an organisation seeking to interview or observe person(s) on the job. It is expected that candidates will use a business format and the language associated with the subject.

Criterion: Gathering Data

1. METHODOLOGY

Give a clear description of how, when and from whom you gathered information and indicate the methods used to gather the information. Indicate if you used telephone interviews, questionnaires or observations *and provide justifications*.

2. QUESTIONS

List the exact wording of questions asked and to whom they were directed. These should be relevant to learning more about the topic of the Project.

3. SCHEDULE

The Schedule should be in a table format with three columns under the headings DATE, ACTIVITY, and COMMENT. The dates should state on what date or over what time period the activity took place. Activities should state exactly what took place. Comments should indicate information such as the problems encountered, the need for repeating an activity, meeting with a person or engaging in any kind of follow-up activity.

4. REGULATIONS

As a 'visitor, 'observer' you would have to be aware of some of the regulations, staff rules and health and safety practices that applied in the work environment where you carried out your project. List ONE and indicate how it was relevant to your project.

Criterion: Presentation

1. REPORT

The written report component should be 500 –750 words of the 1000 words required for the project. The report must include:

- (a) discussion of the findings (*in relation to aims, making reference to primary and secondary sources*);
- (b) limitations of the research;
- (c) recommendations on how the efficiency of the office can be improved using technology; *and*,
- (d) *conclusion*.

2. DOCUMENTS

The focus will be on the development of students' competence in reproducing documents used in the office. This information must be recorded in a table format under the headings DATE, DOCUMENTS USED and PURPOSE OF THE DOCUMENT.

SOURCES OF DATA AND INFORMATION

The Research activity for the SBA must be based on *SECTIONS* in the syllabus that could be combined to investigate a problem or issue drawn from authentic practices in the modern day office. Primary and secondary sources of data can be obtained directly from business organisations, *textbooks and the Internet*. Simulations *could* be created which imitate the conditions in the literature on Office Administration. Regardless of the source, the candidate must observe rules of copyright and intellectual property laws.

MANAGEMENT OF THE PROJECT

The teacher must:

1. assist candidates in delineating suitable titles from the topics suggested for research; the topic must be relevant to entry-level personnel;
2. approve candidates' research topics;
3. advise candidates about the final date for completion and submission of the project;
4. ensure that syllabus content relevant to the project *is* adequately covered;
5. advise candidates about the nature of the task, the scope and depth required to achieve it and the availability of resource material;
6. monitor candidates' progress by advising them of the quality of their work and recommending ways to improve the quality of the project;
7. ensure that the guidelines are closely followed, and the criteria are adequately met;
8. collect and mark candidates' projects; and,
9. keep records of candidates' marks and submit these, together with samples of candidates' work, as requested by **CXC**[®]. *Submission must be made via the SBA Data Capture Module of the Online Registration System (ORS) found on the Council's website www.cxc.org.*

DETAILED CRITERIA AND MARK SCHEME

CRITERION: 1 Preparation – Total 13 marks	Descriptor	Marks
The candidate has:		
1. included a <i>cover page</i> ; (maximum 1 mark)	<ul style="list-style-type: none"> • <i>Cover page</i> includes project title and name(s) of candidate(s), school and teacher, territory, <i>and registration number(s) of candidate(s)</i>. • <i>Cover page</i> is incomplete. 	<p>1</p> <p>0</p>
2. included a table of contents; (maximum 2 marks)	<ul style="list-style-type: none"> • Table of contents includes: <ul style="list-style-type: none"> (a) list of topics; and, (b) page numbers (<i>not banded</i>). 	<p>2</p> <p>1</p> <p>1</p>
3. stated the title of the project; (maximum 2 marks)	<ul style="list-style-type: none"> • Title of project is related to the objectives in <i>the syllabus</i> and to the business being studied. • Title of project is not clearly stated. 	<p>2</p> <p>1</p>
4. listed TWO aims of the project; (maximum 2 marks)	<ul style="list-style-type: none"> • Two aims of the project are relevant, unambiguous and clearly stated. • One aim of the project is relevant, <i>unambiguous and</i> clearly stated. 	<p>2</p> <p>1</p>
5. listed TWO functions of the relevant department <i>of the firm chosen for the project</i> ; (maximum 2 marks)	<ul style="list-style-type: none"> • <i>Two</i> functions accurately listed. • <i>One</i> function accurately listed. 	<p>2</p> <p>1</p>
6. prepared ONE piece of correspondence requesting permission to conduct the investigation/research; (maximum 4 marks) <i>NB. No marks will be awarded for correspondence not composed by the student as evidenced by official circular letter from teacher or principal.</i>	<p>Correspondence incorporates all aspects of a business letter including:</p> <ul style="list-style-type: none"> (a) matching salutation/complimentary close; (b) relevant content; (c) correct grammar/ spelling (no errors); and, (d) appropriate presentation. 	<p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
TOTAL		13 marks

CRITERION 2 Gathering Data – Total 15 marks	Descriptor	Marks
The candidate has:		
1. described the methodology employed for the project; (maximum 3 marks)	<ul style="list-style-type: none"> • <i>An identification of the instrument and an explanation of why the particular instrument was chosen.</i> • An explanation of how the instrument was used is given. • A specimen of a data gathering instrument is submitted (<i>for example interview schedule, questionnaire or observation checklist</i>). 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>
2. listed FIVE questions asked of personnel of the firm selected for the project; (maximum 3 marks) NB. The questions <i>must</i> be taken from the data gathering instrument.	<ul style="list-style-type: none"> • Five questions are relevant to the aims <i>of the project</i>, clear and unambiguous. • Three to four questions are relevant to the aims of the project, clear and unambiguous. • One to two questions are relevant to the aims <i>of the project</i>, clear and unambiguous. 	<p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
3. submitted a schedule of activities for conducting the project; and, (maximum 5 marks)	<ul style="list-style-type: none"> • Table provided with the headings showing 'Dates', 'Activities' and 'Comments' with <i>at least</i> 12 activities listed. • Sequence of activities is relevant to the project <i>and comments</i> support the follow-up actions or the decisions made. (1 mark for every 3 activities) 	<p style="text-align: center;">1</p> <p style="text-align: center;">4</p>
4. submitted evidence of regulations and Policies governing the firm selected for the project. (maximum 4 marks)	<ul style="list-style-type: none"> • ONE piece of legislation governing the workplace is referenced (<i>include name of act and the year</i>). • An explanation of how the candidate became aware of the legislation is given. • ONE of the health and safety practices observed when carrying out the Project is stated. • ONE staff rule with which the candidate had to comply in carrying out the Project is stated. 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>
TOTAL		15 marks

CRITERION 3 Presentation – Total 22 marks	Descriptor	Marks
The candidate has:		
1. presented a written report supported by relevant charts; (maximum 9 marks) NB. Reference must be made to primary and secondary sources.	<ul style="list-style-type: none"> • <i>Two findings relevant and clearly discussed.</i> • <i>Two findings relevant with limited discussion.</i> • <i>Two findings with no discussion.</i> • <i>One finding with relevant discussion.</i> • <i>Limitations relevant and clearly stated.</i> • <i>Limitations relevant but not clearly stated.</i> • <i>Recommendations relevant and clearly discussed.</i> • <i>Recommendations relevant but not clearly discussed.</i> • <i>Conclusion relevant to the project.</i> 	4 3 2 1 2 1 2 1 1
2. assessed the importance of documents used in the business selected for the project; (maximum 3 marks)	<ul style="list-style-type: none"> • A 3-column table with headings “Date”, “Document used” and “Purpose of document.” • Response on purpose and suitability to the department. (4 documents – 1 mark for every 2 documents). 	1 1-2
3. prepared a bibliography (APA style) acknowledging all sources of information in alphabetical order; (maximum 2 marks)	<ul style="list-style-type: none"> • For persons interviewed, list comprises date, place and job title. • For publications list comprises the names of the author, publisher and year published. • For Internet sites list comprises the address of the website, names of authors and organisations and dates accessed. 	2
4. presented information in a logical manner using correct grammar; and, (maximum 4 marks)	<ul style="list-style-type: none"> • Information is well presented and ideas are communicated in a highly effective manner with no spelling or grammatical errors. • Information is presented in a very good and meaningful manner with no more than two spelling or grammatical errors. • Information is fairly well organised and ideas are communicated satisfactorily with no more than two spelling or grammatical errors. • Information showed weaknesses in syntax, spelling, punctuation or the sequencing of ideas. 	4 3 2 1

CRITERION 3 Presentation – Total 22 marks	Descriptor	Marks
The candidate has:		
5. completed project with all required components in an acceptable manner. (maximum 4 marks)	<ul style="list-style-type: none"> • All required components included. • Use of appropriate chart/graphics to compliment project. • Overall appearance of project: <ul style="list-style-type: none"> - very good; and, - adequate. 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
TOTAL		22 marks

WORD	DEFINITION/MEANING
Analyse	Examine in depth, identifying and describing in detail the main characteristics/elements of a process; a situation or a theory and draw conclusion.
Assess	Examine closely, with a view to measuring or 'weighing up' a particular situation. Consider in a balanced way: strengths and weaknesses, points for and against. Present reasons for the importance of particular structures, relationships, processes or approaches.
Calculate	Determine the amount or value of something mathematically. Use formula to derive required information.
Compare	Look for qualities or characteristics that resemble each other. Emphasize similarities but be aware also of points of differences.
Contrast	Stress the dissimilarities and differences between the items in question, but do not ignore points of similarities.
Criticise	Express your balanced judgement about the merit or truth of the material in question. Give the results of your scrutiny, establishing both strengths and weaknesses. Be specific.
Define	Give, concise, clear and authoritative meanings. Provide a precise statement giving the nature or the scope or the meaning of a term; or use the term in one or more sentences so that the meaning is clear and precise. Be sure to state the limits of the definition and show how the thing you are defining differs from things in other categories.
Demonstrate	Provide a practical or oral exhibition of how a behaviour or skill is to be performed; to clearly show how information should be applied in given contexts.
Describe	Recount, characterize, sketch or relate in sequence or story form. Provide a detailed account including significant characteristics or elements of an issue, situation or process.
Differentiate	Explain briefly those differences between or among items or situations which can be used to define them or place them into separate categories.
Discuss	Examine and analyse carefully, giving reasons pros and cons, advantages and disadvantages. Provide details, giving consideration to all sides of the issue and reaching a balanced conclusion.

WORD	DEFINITION/MEANING
Distinguish	Explain briefly the differences/similarities between or among items or situations which can be used to define them or place them into separate categories.
Determine	Establish exactly the outcome or required information by research, observation or calculation. Use evidence or facts to establish something, make conclusions or decisions.
Evaluate	Carefully appraise the matter in hand, citing both advantages and limitations. Emphasise the views of authorities as well as your personal estimation.
Explain	Clarify and interpret the material. Give reasons for important features or developments. Provide statements on what happened, how it happened and why it happened. Provide elaboration of particular terms, concepts, approaches.
Examine	Write an extended answer defining key concepts, stating what is and exploring related concepts and issues.
Identify	Name specific components or features. Point out, indicate without explanation or recognise and select.
Interpret	Translate, give examples of, express in simple terms or comment on a subject, topic or situation, usually giving your judgement about it.
Justify	Prove, make out a case or give reasons for decisions or conclusions, taking pains to be convincing.
List	As in 'enumerate', write an itemised series of concise statements.
Maintain	The process of preserving a situation or context so that it continues to exist in an appropriate condition.
Manage	Be in charge of something. To organise, make decisions, plans or skilfully handle, direct or take care of a situation based on guidelines or standards, so that it continues to exist in an appropriate or desirable manner.
Outline	Provide a framework describing under main point and subordinate points, omitting minor details and stressing the arrangement or classification of the material.
Organise	Make arrangements or preparations for the effective completion of an activity. Involves completing all required documents and activities and arranging these in an organised or structured way.
Prepare	Make something ready for use for a particular purpose/context.

WORD	DEFINITION/MEANING
Propose	Offer or suggest an idea, solution or plan for consideration, acceptance or action.
Relate	Show how things are related to or connected with each other, or how one causes another, correlates with another, or is like another.
Reconcile	Make one account consistent with another. To make compatible different statements or accounts.
Review	Examine a subject critically, analysing and commenting on the important points and stages of development.
Select	Carefully choose from among a variety of options the best or most suitable one for a particular purpose.
State	Present the main points in brief, clear sequences.
Summarise	Give the main points or facts in condensed form, omitting details and illustrations.

Western Zone Office
17 July 2024

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate®
CSEC®



OFFICE ADMINISTRATION

Specimen Papers and Mark Schemes/Keys

Specimen Papers, Mark Schemes and Keys:

Paper 01
Paper 02
Paper 032



TEST CODE **01237010**

SPECIMEN 2024

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

OFFICE ADMINISTRATION

Paper 01 – General Proficiency

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following functions is performed by the human resource management office?

- (A) Distribution of goods
- (B) Preparation of payroll
- (C) Recruitment of employees
- (D) Maintenance of purchasing records

Sample Answer



The best answer to this item is “provide a means of tracing it”, so (C) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. Master Foods is a large supermarket chain with supermarkets located in six different parishes. There is a purchasing manager at each supermarket who is responsible for selecting the foods that should be sold at that location.
- This business structure is BEST described as
- (A) open plan
 - (B) traditional
 - (C) centralized
 - (D) decentralized
2. In an organization where managers use specialized staff to assist them in the daily operation of the business, the organization structure is called a
- (A) matrix
 - (B) network
 - (C) line and staff
 - (D) chain-of-command
3. Which of the following is a disadvantage of a virtual office?
- (A) Less time is spent commuting.
 - (B) Employees can work flexible hours.
 - (C) Operational costs for the business are reduced.
 - (D) Employees have limited access to office resources.
4. Which of the following actions would reduce the occurrence of repetitive stress injuries in the workplace?
- I. Wearing personal protective clothing
 - II. Taking regular breaks from repetitive tasks
 - III. Installing ergonomically designed workstations
- (A) I only
 - (B) I and II only
 - (C) II and III only
 - (D) I, II and III
5. Which of the following types of office equipment should be used to destroy confidential documents which are no longer required?
- (A) Scanner
 - (B) Shredder
 - (C) Guillotine
 - (D) Risograph
6. Mr Cook, the messenger, is in a meeting with the office manager. The office manager leaves the room to attend to another matter. While she is away, her personal mobile phone rings.
- Which of the following is the MOST appropriate action for Mr Cook to take?
- (A) Try to find her.
 - (B) Let the mobile phone ring.
 - (C) Answer the mobile phone promptly.
 - (D) Ask someone to answer the mobile phone.

GO ON TO THE NEXT PAGE

7. A busy receptionist remembers having taken a call for a company executive from a regular client but cannot find a record of the message.

Which of the following is the MOST appropriate action for the receptionist to take?

- (A) Decide not to mention the call.
- (B) Wait for the client to call again.
- (C) Call the client to get the information.
- (D) Apologize to the executive and explain that he/she was busy.

8. Which of the following is NOT proper telephone etiquette in a business environment?

- (A) Thanking the customer for calling
- (B) Answering the phone with a cheery "hello"
- (C) Answering the telephone as soon as it rings
- (D) Allowing the person who called to end the conversation

9. Which of the following are desirable attributes of a receptionist?

- I. Initiative
- II. Courtesy
- III. Influence

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

10. A receptionist forgot to notify an executive of an appointment with a consultant. When the consultant arrives for the appointment, the receptionist should immediately

- (A) send the consultant into the executive's office
- (B) offer to make another appointment for the consultant
- (C) ask the executive if he/she would meet with the consultant
- (D) tell the consultant that there has been a mistake with the date

11. The receptionist has been informed that Mr Bell will be out of the office for the day. She has noticed that he has a number of appointments scheduled for that day.

Which of the following actions should she take?

- (A) Postpone all appointments for that day by letter.
- (B) Explain his absence to clients when they come to the office.
- (C) Notify clients by telephone and offer to make new appointments.
- (D) Remind Mr Bell of his appointments and suggest that he chooses another day to be out of the office.

12. The chairman of Holiday Treats Inc. needs to convene an urgent meeting with the board of directors. However, since some members are overseas on business, the meeting has to be virtual.

Which of the following collaborative tools would be MOST appropriate for hosting the meeting?

- (A) WhatsApp
- (B) PowerPoint
- (C) Google Docs
- (D) Microsoft Teams

13. Matthew wants to send the same email to both John and Susan. Which of the following features should Matthew use?

- (A) CC
- (B) REF
- (C) ENC
- (D) ATT

14. Which of the following technologies is an example of social media?

- (A) Podcast
- (B) Intranet
- (C) Facebook
- (D) Teleconferencing

15. A memorandum is MOST suitable for communicating with

- (A) investors
- (B) suppliers
- (C) customers
- (D) employees

16. Malaika has been asked to advise all employees that the office will close immediately because of an electrical fire. Which of the following channels of communication should she use?

- (A) Telephone
- (B) Electronic mail
- (C) Office intercom
- (D) Company newsletter

17. Which of the following paper sizes is recommended for preparing business letters?

- (A) 5" × 4"
- (B) 8 ½" × 11"
- (C) 8 ½" × 14"
- (D) 11" × 17"

18. There was a debate in parliament on changes to the Education Act. The principal of Union College asked the clerk typist to compile a list of the major decisions taken during the debate.

Which of the following sources should she consult for an accurate report of the debate?

- (A) Hansard
- (B) Internet
- (C) Thesaurus
- (D) Official Gazette

GO ON TO THE NEXT PAGE

19. Mrs Lu asked the receptionist to make a person-to-person call to Mr Wray. Which of the following procedures should the receptionist use?
- (A) Dial Mr Wray's number and transfer the call to Mrs Lu.
 - (B) Request an appointment for Mrs Lu to see Mr Wray.
 - (C) Call Mr Wray and ask him to contact Mrs Lu at his convenience.
 - (D) Dial Mr Wray's number and connect Mrs Lu when Mr Wray is on the line.
20. Mr Walsh will be attending a conference in another country but needs to have access to electronic mail while he is away from the office. Which of the following devices should the office provide him with while he is overseas?
- (A) Printer
 - (B) Phone card
 - (C) Smart phone
 - (D) External hard drive
21. The local postman delivered mail to the office for the urgent attention of the financial manager who is overseas on a business trip.
- What action should be taken by the administrative clerk?
- (A) Return it to the mailroom until the manager returns.
 - (B) Leave it on the manager's desk until he returns to the office.
 - (C) Open the mail as soon as possible and take the necessary action yourself.
 - (D) Contact the manager to determine which member of staff should respond to the mail.
22. A file which is added to an electronic mail is referred to as
- (A) a directory
 - (B) a download
 - (C) a manuscript
 - (D) an attachment
23. When sending electronic mail, the BCC feature is MOST appropriate for
- (A) sending mail to more than one person
 - (B) copying mail to other persons who are not the primary recipients
 - (C) allowing persons to receive the mail without the primary recipients knowing
 - (D) sending mail outside the organization to persons whose addresses are not known
24. Which of the following gives the CORRECT sequence of items on an agenda?
- I. Matters arising
 - II. New business
 - III. Approval of the minutes
 - IV. Any other business
- (A) III, I, II, IV
 - (B) III, I, IV, II
 - (C) II, III, I, IV
 - (D) I, II, III, IV
25. An agenda is BEST described as a
- (A) notice of an upcoming meeting
 - (B) list of items to be discussed at a meeting
 - (C) list of the decisions taken at a meeting
 - (D) summary of what has taken place at a meeting

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26. Which of the following is the MOST appropriate time for correcting the minutes of a meeting?
- (A) Anytime the secretary or chairman detects an error
 - (B) At a subsequent meeting following the adoption of the minutes
 - (C) At a meeting at which the minutes are presented but before they are adopted
 - (D) At the meeting at which the minutes are presented but only after they are adopted
27. Which of the following members of the board is entitled to a casting vote?
- (A) Director
 - (B) Secretary
 - (C) Treasurer
 - (D) Chairperson
28. The time in England is 5 hours ahead of the time in St Lucia. When it is 6:00 p.m. in St Lucia, what time is it in England?
- (A) 2300 hours
 - (B) 1300 hours
 - (C) 1100 hours
 - (D) 0100 hours
29. Which of the following documents is required for travel from Grenada to Miami?
- (A) Flight itinerary
 - (B) Birth certificate
 - (C) Proof of income
 - (D) United States visa
30. An officer travelled this morning to a three-day business conference in another Caribbean territory. You have just seen, on your desk, the conference schedule which you had printed for his folder.
- Which of the following is the MOST appropriate action to take?
- (A) Tell him the details of the schedule by telephone.
 - (B) Send the schedule to him by electronic mail.
 - (C) Send a copy of the schedule to him by registered mail.
 - (D) Assume that he no longer requires the schedule and file it.
31. From which of the following institutions should a person who is travelling overseas obtain foreign currency?
- (A) Credit union
 - (B) Travel agency
 - (C) Commercial bank
 - (D) Central Bank/Treasury
32. The accounts department has requested a file from the central filing department. Which of the following actions should the file clerk take?
- I. Make a record of the written request.
 - II. Ask the person receiving the file to sign for it.
 - III. Send the file with a request for it to be returned in an hour's time.
- (A) I only
 - (B) I and II only
 - (C) II and III only
 - (D) I, II and III

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33. At XYZ Company, confidential information from personnel files has been leaked on many occasions. Which of the following actions would MOST likely improve employee data security?
- (A) Archive the files on a regular basis.
 - (B) Implement file encryption for personnel files.
 - (C) Ask each staff member to keep his/her file at home.
 - (D) Store personnel files in the human resource department.
34. Mr Searles, an insurance agent, is planning a seminar for staff at Luke's Academy. He asked the human resource clerk to provide him with the medical history of all employees to enable him to design appropriate activities.
- If the clerk provides this information, which of the following stipulations would she be breaching?
- (A) Defamation
 - (B) Right of access
 - (C) Breach of confidence
 - (D) Infringement of copyright
35. Records that have been preserved permanently because of their historical value are known as
- (A) active
 - (B) dormant
 - (C) archival
 - (D) classified
36. Which of the following situations would MOST likely result in a supplier's file being classified as inactive?
- (A) A supplier now sells a wider range of goods.
 - (B) The organization has stopped buying from a particular supplier.
 - (C) The supplier with which the organization does business has changed its name.
 - (D) The supplier with which the organization does business has changed its business address.
37. Which of the following media is MOST appropriate for the storage of inactive files?
- (A) Microfilm
 - (B) Flash drive
 - (C) Floppy drive
 - (D) Compact disc
38. Which of the following systems would be MOST suitable for the storage of active files in a large organization?
- (A) Microfilm
 - (B) Electronic
 - (C) Paper-based
 - (D) Image-based
39. Which of the following items should NOT be discussed during an appraisal interview?
- (A) Participation in social activities
 - (B) Attainment of previous targets
 - (C) Areas of good performance
 - (D) Training opportunities

GO ON TO THE NEXT PAGE

40. Which of the following is the MOST appropriate action to take if you are offered a job which you do not wish to accept?

- (A) Email the human resource officer and apologize for not taking the job.
- (B) Write a letter thanking the human resource officer but declining the job offer.
- (C) Telephone the human resource officer, thank him/her and advise that you will not be taking the job.
- (D) Decide that if the company does not hear from you, they will know that you will not be taking the job.

41. Miles is preparing for a job interview as a graphic artist at an advertising company. Which of the following strategies would assist him in preparing for the interview?

- I. Researching the operations of the company
 - II. Designing a new logo to market the company
 - III. Compiling a portfolio of his recent designs
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

42. Which of the following factors is likely to contribute to a high employee turnover?

- (A) Lack of recognition
- (B) Competitive remuneration
- (C) Regular on-the-job training
- (D) Comfortable working conditions

43. Mrs John has an agreed credit limit of \$500 at Trendy Clothing Store. She submits an order to the store for 10 shirts, each costing \$90.

Which of the following actions should the store's credit clerk take?

- (A) Adjust the order within the limit and supply the goods.
- (B) Return the order to the customer and request prior payment.
- (C) Send the goods to the customer and request the overdue amount.
- (D) Request permission from the credit manager to process the order.

44. Mrs Thomas is paid an annual salary of \$90 000. Her monthly deductions for income tax and social security are \$370 and \$130, respectively. What is her net annual income?

- (A) \$84 000
- (B) \$89 500
- (C) \$90 500
- (D) \$96 000

Item 45 refers to the following information which was extracted from a statement of account.

Balance B/F \$60 (Dr)
2 March, Invoice \$150
4 March, Invoice \$78
20 March, Debit Note \$11.60

45. The amount outstanding on 21 March is

- (A) \$156.40
- (B) \$179.60
- (C) \$276.40
- (D) \$299.60

GO ON TO THE NEXT PAGE

46. Dimitri is enrolled in an online course and is required to pay a monthly tuition of \$1250 for the next three years.

Which of the following services is MOST appropriate to process the payments?

- (A) Voucher
- (B) Bank draft
- (C) Standing order
- (D) Letter of credit

47. Mrs Singh's cash book shows a balance of \$ 3 310. She received a bank statement which shows a balance of \$3 370.

Which of the following actions should be taken to correct this?

- (A) Reconcile the bank statement with the cash book.
- (B) Regard the \$60.00 as interest on the current account.
- (C) Inform the bank that an error has been made on the account.
- (D) Write a cheque for \$60.00 to balance the statement with the bank.

Items 48 and 49 refer to the following information.

KJ Company Limited receives an invoice dated 6 May for goods valued at \$1 500. The terms written on the invoice are 2/10, N/30.

48. What do the terms 2/10, N/30 on the invoice mean?

- (A) 2% trade discount and 10% cash discount, payable within 30 days
- (B) 2% cash discount and 10% trade discount, payable within 30 days
- (C) 2% trade discount if paid within 10 days, full amount if paid within 30 days
- (D) 2% cash discount if paid within 10 days, full amount if paid within 30 days

49. If the invoice is paid on 11 May, how much must be paid?

- (A) \$1 320
- (B) \$1 350
- (C) \$1 470
- (D) \$1 650

50. Which of the following would be the MOST economical purchase price?

- (A) \$20 per 50 kg CIF
- (B) \$22 per 50 kg FOB
- (C) \$24 per 50 kg less 5% trade discount
- (D) \$24 per 50 kg less 10% cash discount

51. There are over 500 students attending Regents High School. The principal asked the parent teacher association to select a new fabric for the school uniform.

Which of the following factors would be MOST important in selecting the fabric?

- (A) Incentives
- (B) Durability
- (C) Urgency
- (D) Colour

52. St Joseph's High School wants to build a new cafeteria. In order to select the most suitable firm for the job, the school should invite competing firms to submit

- (A) tenders
- (B) proposals
- (C) price lists
- (D) catalogues

53. On the morning of 20 April the stock card for leather bags showed that the stock in hand was 650 bags. Later that day, 150 bags were received from the factory and 90 bags were sold.

Which of the following would show the entries in the order that they would have been completed on the stock card on 20 April?

- (A) Issues 90, Balance 710
- (B) Receipts 150, Balance 800
- (C) Receipts 800, Issues 90, Balance 710
- (D) Receipts 150, Issues 90, Balance 710

Item 54 refers to the stock card shown below.

Stock Record				
Description: Tabloid Paper		Supplier: Getfers Ltd		
Stock Ref: 8/12		Max: 100 reams		
		Min: 10 reams		
		Reorder level: 15 reams		
Date	Order No.	In	Out	Balance
2024				
Jan 01				22
Jan 02	40/21	78		100
Jan 03	5c/8		14	86
Jan 04	BE/10		20	66
Jan 05	Tec/4		35	31
Jan 07	A/20		24	7
Jan 08	So/4		2	5
Jan 10	Ag/2		4	1

54. On which of the following dates should the stock clerk have placed an order for paper?
- (A) 5 January
 - (B) 7 January
 - (C) 8 January
 - (D) 10 January

GO ON TO THE NEXT PAGE

55. To which of the following departments should the mail clerk in a large company send a letter which is addressed to the general manager and which outlines a complaint about the non-delivery of an assignment of goods?
- (A) Production
 - (B) Customer services
 - (C) General administration
 - (D) Despatch and transport
56. Which of the following activities are normally carried out by the sales department of a wholesale grocery?
- I. Preparation of invoices
 - II. Completion of order forms
 - III. Submission of purchase requisitions
- (A) I only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II, and III
57. Which of the following pieces of information should be used in preparing a sales quotation?
- (A) Terms, quantity, condition, goods available
 - (B) Price, goods available, delivery dates, terms
 - (C) Quantity, discounts, description, delivery dates
 - (D) Quality of goods, catalogue reference, method of delivery, price
58. Which of the following actions does NOT represent corporate social responsibility?
- (A) Donating books to a school
 - (B) Sponsoring a community steel band
 - (C) Employing environmentally-friendly policies
 - (D) Distributing trophies at a corporate function
59. Which of the following documents originates from the carrier as a contract between the carrier and the supplier when goods are to be shipped?
- (A) Bill of lading
 - (B) Delivery note
 - (C) Despatch note
 - (D) Consignment note
60. Which of the following documents should be prepared when exporting goods by air?
- I. Invoice
 - II. Airway bill
 - III. Destination sheet
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

**DO NOT
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CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE

- 1. Fill in all the information requested clearly in capital letters.**

TEST CODE

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SUBJECT OFFICE ADMINISTRATION – Paper 01

PROFICIENCY GENERAL

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

FULL NAME _____
(BLOCK LETTERS)

SIGNATURE _____

DATE _____

- 2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.**
- 3. Keep it in a safe place until you have received your results.**

INSTRUCTION TO SUPERVISOR/INVIGILATOR

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature _____
Supervisor/Invigilator

Date _____

**MASTER DATA SHEET
PAPER 010**

Item No.	Specific Objective	Key	Profile	Item No.	Specific Objective	Key	Profile
1	I.2	D	1	31	V.5(d)	C	1
2	I.2(b)	C	1	32	VI.1(c)	B	2
3	I.3(c)	D	1	33	VI.2(b)	B	1
4	I.4	C	2	34	VI.6	C	1
5	I.5	B	1	35	VI.5	C	1
6	I.7(c)	B	2	36	VI.5	B	1
7	II.3(b)	C	2	37	VI.5(a)	A	1
8	II.3(a)	B	1	38	VI.4	B	1
9	II.2	A	1	39	VII.1	A	1
10	II.4(a)	C	2	40	VII.5(b)	B	2
11	II.4(a)	C	2	41	VII.7	B	2
12	III.1(c)	D	1	42	VII.10	A	1
13	III.1(c)	A	1	43	VIII.1(b)	D	2
14	III.1(c)	C	1	44	VIII.3(a)	A	2
15	III.1(d)	D	1	45	VIII.3(d)	D	2
16	III.2(a)	C	2	46	VIII.6(e)	C	1
17	III.4(b)	B	1	47	VIII.9(a)	A	1
18	III.5	A	1	48	IX.2	D	1
19	III.6(a)	D	2	49	X.1	C	2
20	III.6(f)	C	1	50	IX.2	A	2
21	III.9(a)	D	2	51	IX.4	B	1
22	III.9(b)	D	1	52	IX.5	A	1
23	III.9(b)	C	1	53	IX.6	D	2
24	IV.2(b)	A	1	54	IX.8	B	2
25	IV.2(b)	B	1	55	X.1	D	1
26	IV.2(c)	C	1	56	X.1	A	1
27	IV.1(d)	D	1	57	X.4	B	1
28	V.4(c)	A	2	58	X.5	D	1
29	V.2	D	1	59	XI.3	A	1
30	V.3	B	2	60	XI.3/4	C	1

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

OFFICE ADMINISTRATION

PAPER 020

SPECIMEN PAPER

TABLE OF SPECIFICATIONS

QUESTION	SPECIFIC OBJECTIVE(S)	KC	APP
1	I.3: Comparison of different types of office arrangement I.5: Contribution of various types of resources to the office environment I.7: Desirable skills, attitudes and attributes of office personnel	8	7
2	III.1(d): Written communication – letter of acknowledgement III.2: Selection of communication channel III.3: Barriers to communication	7	8
3	IV.1: Terms associated with meetings IV.2: Documents associated with meetings IV.3: Roles and functions of personnel associated with meetings	7	8
4	VII.1: Disciplinary procedures VII.4: Factors to consider when seeking employment - job specification VII.10 Employee turnover	6	9
5	IX.2: Terms used in purchasing documents IX.7: Inventory management IX.8: Maintenance of stock records	6	9
6	X.2(c): Duties of a clerk in the customer service office X.3: Skills of a clerk in the sales office XI.1: Functions of the operations office – quality assurance and ISO	6	9
	TOTAL	40	50

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“*”Barcode Area”*”
Front Page Bar Code

SPECIMEN PAPER

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

TEST CODE

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SUBJECT OFFICE ADMINISTRATION – Paper 02

PROFICIENCY GENERAL

REGISTRATION NUMBER

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SCHOOL/CENTRE NUMBER

--	--	--	--	--	--

NAME OF SCHOOL/CENTRE

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CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

--

DATE OF BIRTH

D	D	M	M	Y	Y	Y	Y
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SIGNATURE _____

“*”Barcode Area”*”
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“*”Barcode Area”*”
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SPECIMEN 2024

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

OFFICE ADMINISTRATION

Paper 02 – General Proficiency

2 hours

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions: THREE in SECTION I and THREE in SECTION II.
2. Answer ALL questions.
3. Write your answers in the spaces provided in this answer booklet.
4. Do NOT write in the margins.
5. You may use a silent, non-programmable calculator to answer questions.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s), you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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01237020/CSEC/SPEC 2024

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SECTION I

Answer ALL questions in this section.

1. (a) Identify TWO attributes that an administrative clerk should possess.

1.

.....

2.

.....

(2 marks)

(b) Outline TWO benefits of EACH of the following office arrangements.

Open plan

1.

.....

2.

.....

Cellular

1.

.....

2.

.....

Virtual

1.

.....

2.

.....

(6 marks)

GO ON TO THE NEXT PAGE

2. (a) List THREE barriers to communication that may interfere with the effective transfer of information in an organization.

- 1.
.....
- 2.
.....
- 3.
.....

(3 marks)

(b) Luna is opening a nail salon and wants to print flyers to advertise the business. However, her business partner suggested that it would be more economical to create a website for the business.

Explain TWO benefits of creating a website to advertise the business.

- 1.
.....
.....
.....
.....
- 2.
.....
.....
.....
.....

(4 marks)



3. (a) Define EACH of the following terms as they relate to business meetings.

Casting vote

.....
.....

By-laws

.....
.....

Verbatim

.....
.....

(3 marks)

(b) State FOUR functions that should be performed by the secretary in preparation for a virtual meeting.

1.
.....

2.
.....

3.
.....

4.
.....

(4 marks)

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- (c) Mrs Cruz has reminded her secretary, Adam Clarke, that the annual general meeting of XYZ Credit Union will be held on 15 November 2024.

The meeting will start at 3 p.m. and will be held in the conference room at the credit union’s headquarters in Castries, St Lucia.

Assume that you are Mr Clarke. Prepare the notice of the meeting, including the agenda and the main purpose of the meeting.

XYZ Credit Union

Friars Hill Road

Castries

St. Lucia

Telephone: 1(758) 400-0390/91

Email: xyzcu758@gmail.com

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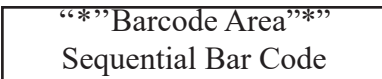
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SECTION II

Answer ALL questions in this section.

- 4. (a) One of the functions of the human resource department is to administer disciplinary procedures.

State TWO reasons why employees might face disciplinary procedures.

- 1.
- 2.

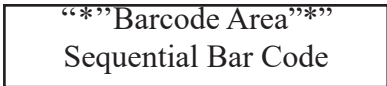
(2 marks)

- (b) Describe TWO internal factors that might contribute to a high employee turnover within an organization.

- 1.
- 2.

(4 marks)

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- (c) Plumbers Market is expanding its operations and has decided to hire an additional clerk to assist the human resource manager. On the form provided below, complete the job specification for the post of human resource clerk.

JOB SPECIFICATION

POSITION: Human Resource Clerk
 DEPARTMENT: Human Resource
 REPORTING TO: Human Resource Manager

Job Summary

.....

Duties and Responsibilities

- 1.
- 2.

Skills

- 1.
- 2.

Qualifications

.....

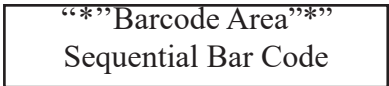
Attributes

- 1.
- 2.

(9 marks)

Total 15 marks

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5. (a) State the meaning of EACH of the following terms as they relate to purchasing.

Ex works

.....
.....

5/10

.....
.....

(2 marks)

(b) Describe TWO reasons why an organization would utilize Just-in-Time (JIT) inventory management in the conduct of its day-to-day operations.

1.

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.....
.....

2.

.....
.....
.....

(4 marks)

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- (c) JC Miller is a supplier of electrical components. Assume you are Calvin Kin, the inventory clerk at JC Miller. Use the average cost (AVCO) method of stock valuation to insert the missing entries labelled (i) to (v) in the following table.

Received	Issued	Average Cost Per Unit of Stock (\$)	Total Number of Units in Stock (\$)	Total Value of Stock (\$)
January: @ \$35		35.00	(i)	875.00
March: @ \$36		(iii)	35	(ii)
	June: 8 @ \$35.40	35.40	(iv)	(v)

(9 marks)

Total 15 marks

6. (a) List THREE skills required by a sales clerk.

- 1.
- 2.
- 3.

(3 marks)

(b) One of the conditions to qualify as a member of the International Standards Organization (ISO) is to maintain a high quality of goods and services.

State THREE **other** conditions that are required by a company to qualify as a member of the ISO.

- 1.
- 2.
- 3.

(3 marks)

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Sequential Bar Code

- (c) Green’s Computing had a back-to-school promotion and offered laptops for sale. Robyn purchased a laptop but found that the battery was dying after 30 minutes of use. Hence, she returned the laptop the next day.

Suggest THREE actions that should be taken by the customer service agent when dealing with Robyn.

1.
.....
2.
.....
3.
.....

(3 marks)

- (d) Green’s Computing informed the sales department that all computers must be thoroughly checked before being sold. Assume you are a clerk in the sales department.

- (i) Suggest THREE tasks that should be included in a checklist used to verify the quality of the computer equipment. **(3 marks)**
- (ii) Justify the importance of EACH of the tasks given in (i). **(3 marks)**

Task 1

.....

Justification

.....

GO ON TO THE NEXT PAGE

Task 2

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Justification

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Task 3

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Justification

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(3 marks)

Total 15 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

“*”Barcode Area*”
Sequential Bar Code

DO NOT WRITE IN THIS AREA

**DO NOT
WRITE ON
THIS PAGE**

CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE

1. **Fill in all the information requested clearly in capital letters.**

TEST CODE

0	1	2	3	7	0	2	0
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SUBJECT OFFICE ADMINISTRATION – Paper 02

PROFICIENCY GENERAL

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

FULL NAME _____
(BLOCK LETTERS)

Signature _____

Date _____

2. **Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.**
3. **Keep it in a safe place until you have received your results.**
-

INSTRUCTION TO SUPERVISOR/INVIGILATOR

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature _____
Supervisor/Invigilator

Date _____

01237020/KMS/SPEC 2024

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

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

OFFICE ADMINISTRATION

Paper 020 - GENERAL PROFICIENCY

KEY & MARK SCHEME

SPECIMEN PAPER

2024

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question		Key	KC	APP
1.	(a)	<p>TWO attributes that an administrative clerk should possess</p> <ul style="list-style-type: none"> • Regularity • Punctuality • Positive work ethic • Confidentiality • Willingness • Confidence <p>Award marks as follows:</p> <p>One mark each for any TWO correct responses</p>	2	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
(b)	<p>TWO benefits of EACH of the following office arrangements</p> <p>Open plan</p> <ol style="list-style-type: none"> 1. Accommodates a greater number of staff in the same space. 2. Equipment and resources can be readily shared among the staff members. 3. Interpersonal skills are enhanced and team building skills are developed. 4. Encourages shared tasks and responsibilities. 5. Promotes easier supervision of work and employees. 6. Provides more flexibility for arrangement of workstation and equipment. <p>Award marks as follows:</p> <p>One mark each for any TWO correct responses</p> <p>Cellular</p> <ol style="list-style-type: none"> 1. Suitable for top-level officials because of the privacy it provides. 2. Creates an atmosphere for greater productivity because of fewer distractions and disturbances. 3. Provides more security for the placement of documents / hardware/ software /personal belongings. <p>Award marks as follows:</p> <p>One mark each for any TWO correct responses</p> <p>Virtual</p> <ol style="list-style-type: none"> 1. Less time is spent commuting/travelling from the office to work and back. 2. Decrease in operational cost for the business. 3. Employees can work flexible hours. <p>Award marks as follows:</p> <p>One mark each for any TWO correct responses</p>	6	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
2.	<p>(a) THREE barriers to communication that may interfere with the effective transfer of information in an organization</p> <ul style="list-style-type: none"> • Perceptual bias • Cultural bias • Personal bias • Language and semantics • Literacy skills • Time constraints <p>Award marks as follows:</p> <p>One mark each for any THREE correct responses</p>	3	
	<p>(b) TWO benefits of creating a website to advertise the business.</p> <ul style="list-style-type: none"> • The information on the business will always be relevant. As the information on the business needs to be revised, the website could easily be updated without having to reprint material or discard flyers that are outdated. • The website will reach the intended target audience, not only in the same city or country, but globally. In this way more persons will be informed of the services which are offered. • The website could provide information on the operation of the business as well as other related information such as available products and nail care. The site might even allow for booking of appointments online. • The developer of the website could ensure that key words are included in the coding so that the website would be visible to users of sites offering similar products and services. This would increase the traffic to the site. <p>Award marks as follows:</p> <p>Two marks each for any TWO clear explanations 2 x 2 marks 1 mark for a partial response 2 x 1 marks</p>	4	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
(c)	<p>Draft a letter to Mr Wales acknowledging his application and interest in employment at the company.</p> <p>Megabytes Limited 19 Palmer's Crescent The Valley Anguilla</p> <p><i>(Current date)</i></p> <p>Mr Derek Wales 10 Highway Drive The Valley Anguilla</p> <p>Dear Mr Wales</p> <p>I hereby acknowledge receipt of your application for the post of receptionist at Megabytes Limited. We are in the process of reviewing all applications sent to our company and will certainly communicate with you within the next two weeks.</p> <p>Thank you for the interest shown in employment with our company.</p> <p>Your sincerely</p> <p>Amber Black Human Resource Manager</p> <p>Award marks as follows:</p> <ul style="list-style-type: none"> - Company's address/return address in correct position 1 mark - Date in correct position according to style used 1 mark - Applicant's address in correct position 1 mark - Matching salutation and complimentary close 1 mark - Acknowledging receipt of application for post of receptionist 1 mark - Action/s taken by company 1 mark - Appropriate closing paragraph 1 mark - Correct name/position for signature 1 mark 		8
		7	8

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
3.	<p>(a) Meaning of terms as they relate to business meetings</p> <p>Casting vote: A vote that the chairperson is authorized to make when there is an equal number of votes for and against a motion.</p> <p>By-laws: A company's internal rules which provide guidelines on how the organization should operate.</p> <p>Verbatim: Using exactly the same words - a word-for-word report of a speech.</p> <p>Award marks as follows:</p> <p>One mark for each correct response</p>	3	
	<p>(b) Functions that should be performed by the secretary in preparation for a virtual meeting</p> <ul style="list-style-type: none"> • Send the meeting invitation and credentials • Email all documents required for the meeting • Confirm the availability of the participants • Remind participants to identify an appropriate location where they will sign in to the meeting • Advise the participants to ensure that there is access to Internet connectivity as well as the required software to participate in the meeting <p>Award marks as follows:</p> <p>One mark each for any FOUR correct responses</p>	4	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP																
(c)	<p style="text-align: center;">NOTICE OF MEETING</p> <p>The Annual General Meeting will be held on 15 November 2024 in the conference room at the credit union's headquarters in Castries, St Lucia. The meeting will commence at 3 p.m.</p> <p>The new board of directors will be elected at this meeting. The financial report will also be presented.</p> <p>AGENDA</p> <ol style="list-style-type: none"> 1. Welcome and opening remarks 2. Apologies for absence 3. Minutes of previous meeting 4. Matters arising 5. Reports 6. Any other business 7. Date and time of next meeting 8. Adjournment <p><i>Adam Clarke</i> Adam Clarke Secretary</p> <p>Award marks as follows:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Heading: Notice of meeting</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Introductory sentence</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Sentence stating main purpose</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Date and Time</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Venue</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Agenda items in correct order, with 7-8 items listed</td> <td style="text-align: right;">2 marks</td> </tr> <tr> <td>[4-6 items listed, 1 mark]</td> <td></td> </tr> <tr> <td>Appropriate signature</td> <td style="text-align: right;">1 mark</td> </tr> </table>	Heading: Notice of meeting	1 mark	Introductory sentence	1 mark	Sentence stating main purpose	1 mark	Date and Time	1 mark	Venue	1 mark	Agenda items in correct order, with 7-8 items listed	2 marks	[4-6 items listed, 1 mark]		Appropriate signature	1 mark		8
Heading: Notice of meeting	1 mark																		
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Agenda items in correct order, with 7-8 items listed	2 marks																		
[4-6 items listed, 1 mark]																			
Appropriate signature	1 mark																		
		7	8																

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
4.	<p>(a) TWO reasons why employees might face disciplinary procedures</p> <ul style="list-style-type: none"> • Failure to comply with rules of the organization • Frequent absence • Habitual lateness • Drug abuse or drunkenness on the job • Theft from the organization • Harassment of co-workers • Misuse of company tools, equipment or property <p>Award marks as follows:</p> <p>One mark each for any TWO correct responses</p>	2	
	<p>(b) TWO internal factors that might contribute to a high employee turnover within an organization</p> <ul style="list-style-type: none"> • <u>Working conditions</u> - If the physical environment is not satisfactory the employees would not feel comfortable. There needs to be adequate workspace, ventilation and consideration for the health and safety of the workers. • <u>Low salary</u> - The rate at which the employees are paid should be comparable to the pay offered by other companies for similar jobs or positions. If the salary is the same or higher than the average rate, staff will be want to remain with the organization. • <u>Inadequate fringe benefits</u> - In addition to the basic equipment required to perform their tasks, employees could be provided with benefits such as health insurance, use of laptops and cell phones and, where appropriate, company vehicles. • <u>Lack of training opportunities</u> - Employees should be provided with opportunities to further their studies and improve their knowledge / skills required to perform the job. This could be provided as on-the-job training or professional development with recognized institutions. <p>Award marks as follows:</p> <p>Two marks each for a clear description of any TWO factors 2 x 2 marks</p> <p>One mark for a partial description</p>	4	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
(c)	<p>Job specification for the post of human resource clerk</p> <p><u>Job Summary</u></p> <p>Will assist with compiling and maintaining employee records and other daily operations of the department.</p> <p><u>Duties and responsibilities</u></p> <ol style="list-style-type: none"> 1. Preparing/maintaining employees' files with personnel records 2. Processing personnel records/storing them in appropriate file format 3. Processing applications for leave 4. Drafting routine letters 5. Responding to requests for information on vacancies 6. Preparing for interviews 7. Assisting with the functions of the human resource office <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Computer literacy 2. Proficiency in the use of productivity tools 3. Effective communication 4. Time management 5. Analytical 6. Problem-solving 7. Literacy 8. Numeracy 9. Filing <p><u>Qualifications</u></p> <p>Four passes at CSEC General Proficiency level: English A, EDPM, Office Administration and one other subject</p> <p><u>Attributes</u></p> <ol style="list-style-type: none"> 1. Confidentiality 2. Tolerance 3. Patience 4. Initiative 5. Tact 		9

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
	<p>Award marks as follows:</p> <p>Appropriate Job Summary 1 mark 1 mark each for any TWO items under Duties and Responsibilities 2 marks 1 mark each for any TWO items under Skills 2 marks 1 mark each for any TWO items under Qualifications 2 marks <i>(Should include at least one subject from the business cognate)</i> 1 mark each for any TWO items under Attributes 2 marks</p>		

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question		Key	KC	APP
			6	9
5.	(a)	<p>Meaning of EACH of the following terms as they relate to purchasing</p> <p><u>Ex Works</u> - the cost of the goods only; the purchaser must arrange and pay for the transport and delivery.</p> <p><u>5/10</u> - represents a 5 percent discount when payment is made to the supplier within 10 days of the credit sale.</p> <p>Award marks as follows:</p> <p>One mark for each correct response</p>	2	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
	<p>(b) TWO reasons why an organization would utilize Just-in-Time (JIT) inventory management in the conduct of its day-to-day operations</p> <p><u>Improves Efficiency</u> - The JIT model reduces the costs of procuring, managing and storing excess raw materials and inventory. This results in a higher inventory turnover which in turn prevents inventory from sitting in the warehouse for too long and becoming obsolete.</p> <p><u>Increases Productivity</u> - JIT inventory management increases productivity by reducing the time and resources required for manufacturing. This ensures faster production and shorter production runs.</p> <p><u>Optimizes Production</u> - JIT inventory management can eliminate bottlenecks and delays across the entire production cycle, by reducing product defects and automating processes. Shorter production cycles enable on-time deliveries and increased customer satisfaction.</p> <p><u>Reduces Costs</u> - As it requires very low inventory levels, JIT inventory reduces the working capital required for inventory purchases as well as storage costs. The business can purchase raw material only when needed so that any available cash can be better utilized.</p> <p><u>Improves Quality</u> - JIT inventory management involves having fewer items moving on the shop floor at any given time. This allows management to focus on optimizing processes and building high-quality products. High-quality products with fewer defects improve customer satisfaction and reduce wastage.</p> <p>Award marks as follows:</p> <p>Two marks each for any TWO reasons clearly described 2 x 2 marks</p> <p>One mark each for a partial description</p>	4	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP																				
(c)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Received</th> <th style="width: 20%;">Issued</th> <th style="width: 20%;">Average Cost Per Unit of Stock (\$)</th> <th style="width: 20%;">Number of Units in Stock</th> <th style="width: 20%;">Total Value of Stock (\$)</th> </tr> </thead> <tbody> <tr> <td>January ... @ \$35</td> <td></td> <td>35.00</td> <td>(i) 25</td> <td>875.00</td> </tr> <tr> <td>March ... @ \$36</td> <td></td> <td>(iii) 35.29</td> <td>35</td> <td>(ii) 1235.00</td> </tr> <tr> <td></td> <td>June: 8 @ \$35.40</td> <td>35.40</td> <td>(iv) 27</td> <td>(v) 955.80</td> </tr> </tbody> </table> <p>(i) Number of units in stock January</p> <p style="text-align: right;">$\\$875.00 \div \\$35 = 25$ (2 marks)</p> <p style="text-align: center;">[1 mark for division; 1 mark for correct answer]</p> <p>(ii) and (iii)</p> <p>The average cost per unit of stock held in March</p> <p>Stock: $\\$875 + \text{stock received } (10 \times \\$36) = \\$1235$</p> <p>Knowing that 10 was received: $35 - 25$ (1 mark)</p> <p>Multiplying $10 \times \\$36$ (1 mark)</p> <p>Adding to $\\$875$ (1 mark)</p> <p>(ii) Total value of stock: $\\$1235$ (1 mark)</p> <p>(iii) Average cost: $\\$1235 \div 35 = \\35.29 (1 mark)</p> <p style="text-align: right;">(5 marks)</p> <p>(iv) and (v)</p> <p>(iv) Units in stock: $35 - 8 = 27$ (1 mark)</p> <p>(v) Total value of stock: $27 \times \\$35.40 = \\955.80 (1 mark)</p> <p style="text-align: right;">(2 marks)</p>	Received	Issued	Average Cost Per Unit of Stock (\$)	Number of Units in Stock	Total Value of Stock (\$)	January ... @ \$35		35.00	(i) 25	875.00	March ... @ \$36		(iii) 35.29	35	(ii) 1235.00		June: 8 @ \$35.40	35.40	(iv) 27	(v) 955.80		9
Received	Issued	Average Cost Per Unit of Stock (\$)	Number of Units in Stock	Total Value of Stock (\$)																			
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OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question		Key	KC	APP
			6	9
6.	(a)	<p>THREE skills required by a sales clerk</p> <ul style="list-style-type: none"> • Literacy and numeracy • Effective communication • Proficiency in the use of productivity tools • Proficiency in the use of organizational tools • Proficiency in the use of reference tools • Filing • Data entry <p>Award marks as follows:</p> <p>One mark each for any THREE correct responses</p>	3	
	(b)	<p>THREE other conditions that are required by a company to qualify as a member of the ISO:</p> <ul style="list-style-type: none"> • High quality management systems • Waste and errors kept at a minimum • Safe environment for employees • High level of productivity • Cost of production controlled • Frequent internal audits • Production process open for continued improvement • Safe products guaranteed • Fair business practices conducted • Free and fair global trading practices • Trusted brand • Legal requirements for trading observed <p>Award marks as follows:</p> <p>One mark each for any THREE correct responses</p>	3	

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
(c)	<p>Suggest THREE actions that should be taken by the customer service agent when dealing with Robyn.</p> <ul style="list-style-type: none"> • Request proof of purchase from Green's Computing • Document the issue being experienced • Check that the laptop has not been tampered with • Advise the customer that the issue will be addressed in a timely manner • Ask the technician to check the laptop • Provide the customer with a signed note to indicate that the laptop has been returned • Liaise with the supervisor to determine the appropriate compensation <p>Award marks as follows:</p> <p>One mark each for any THREE correct responses</p>		3

OFFICE ADMINISTRATION
Paper 020 - General Proficiency
KEY AND MARK SCHEME

Question	Key	KC	APP
	<p>(d)</p> <p>(i) THREE tasks that should be included in the checklist used to verify the quality of the equipment</p> <p>(ii) Justify the importance of EACH of the tasks given in (i).</p> <ul style="list-style-type: none"> • Test hardware components of the computer to ensure that they are functioning as they should and meet the required market specifications. <p><u>Justification:</u> This would ensure that any system defects can be identified early before the equipment is offered for sale. The customer would purchase a product that is of a high standard.</p> <ul style="list-style-type: none"> • Ensure that all required accessories are included in the package. <p><u>Justification:</u> The customer would receive all the components needed for the computer to function optimally.</p> <ul style="list-style-type: none"> • Verify that the system software has been installed, as well as any additional software requested by the client. <p><u>Justification:</u> The customer would receive a computer that is ready to use and perform the necessary functions.</p> <ul style="list-style-type: none"> • Conduct performance tests on the computer by completing simple tasks. <p><u>Justification:</u> The technician would be aware of how the computer performs and whether the time taken to complete given tasks is satisfactory.</p> <ul style="list-style-type: none"> • Examine the product to remove external flaws or marks. <p><u>Justification:</u> The customer would receive a product that looks new and in good condition.</p> <p>Award marks as follows:</p> <p>One mark each for any THREE checks listed 3 x 1 = 3 marks One mark each for any THREE reasons given 3 x 1 = 3 marks</p>		6
		6	9

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

OFFICE ADMINISTRATION

PAPER 032

SPECIMEN PAPER

TABLE OF SPECIFICATIONS

QUESTION	SPECIFIC OBJECTIVE(S)	APP
1	I.6: Factors to consider when selecting different types of resources for the office environment	6
2	I.3: Different types of office arrangements	7
3	II.2(a): Duties, responsibilities and attributes of a receptionist – maintaining the reception register	7
4	I.7: Desirable skills, attitudes and attributes of office personnel II.2(b): Duties, responsibilities and attributes of a receptionist – attributes	6
5	VIII.3: Prepare simple document in the Accounts Office – preparation of payroll	10
6	VIII.6: Procedures for making and receiving different types of payments	4
7	III:1(d): Channels of communication used in the office X:2, 3: Duties, skills of a clerk in the sales and marketing office	10
TOTAL		50

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

“*”Barcode Area”*”
Front Page Bar Code

SPECIMEN PAPER

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

TEST CODE

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SUBJECT OFFICE ADMINISTRATION – Paper 032

PROFICIENCY GENERAL

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

SCHOOL/CENTRE NUMBER

--	--	--	--	--	--

NAME OF SCHOOL/CENTRE

--

CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

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DATE OF BIRTH

D	D	M	M	Y	Y	Y	Y
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SIGNATURE _____

“*”Barcode Area”*”
Current Bar Code

“*”Barcode Area”*”
Sequential Bar Code

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TEST CODE **01237032**

SPECIMEN 2024

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

OFFICE ADMINISTRATION

Paper 032 – General Proficiency

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. You **MUST** use this answer booklet when responding to the questions. For **EACH** question, write your answer in the space provided.
2. Use the **CASE STUDY** to answer the questions.
3. Do **NOT** write in the margins.
4. You are advised to take some time to read through the paper and plan your answers.
5. You may use a silent, non-programmable calculator to answer questions.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s), you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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01237032/CSEC/SPEC 2024

“*”Barcode Area”
Sequential Bar Code

2. The Christies must decide on a suitable arrangement for the office.

(a) Explain why an open plan would be most appropriate for this business.

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(2 marks)

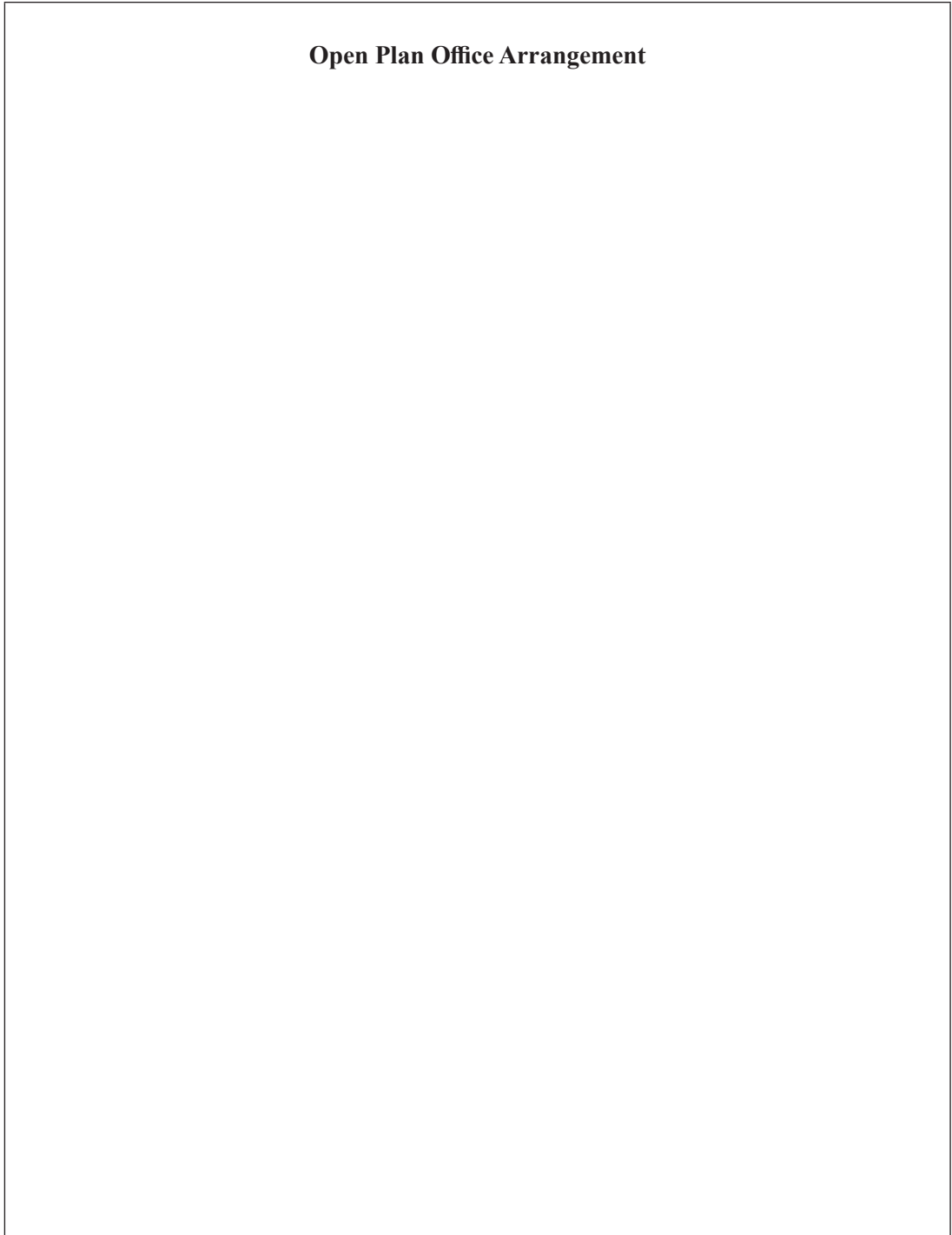
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“*”Barcode Area”
Sequential Bar Code

- (b) In the space provided below, draw an open plan office arrangement for the business.

The arrangement should show the office spaces for three employees as well as the placement of the hardware mentioned in Question 1.

Open Plan Office Arrangement



(5 marks)

3. On Thursday, Konrad and Khalia were away from the office visiting prospective clients. During this time, there were several visitors to the office. Mr Frost created the notes below.

Mr Alfred Singh came to see Mr Konrad Christie Call him at 754-2300. Arrived at 1:00 pm. He works at Nature's Foods Inc

CEO of Woo's Wholesale, Ms Joan Woo, email jwoo@foods.org Wanted to see Miss khalia at 1430 hours. Send a note to set a new appt

Call back Hugh Sealy. Came in at 10 am. Khalia call him at 259-9008. He owns First Stop Supermarket

KHALIA, Spencer Cross (Mr) came about 3:10. Contact him at his workplace - Vintage Car sales - scross@cars.com

Use the reception register below to transfer the information from the notes, arranging the entries in chronological order.

Christie Fruits and Vegetables Limited RECEPTION REGISTER				
<i>*All times in 24-hour clock format</i>				
Time of Arrival	Name	Organization	Contact Details	To See

(7 marks)

GO ON TO THE NEXT PAGE

DO NOT WRITE IN THIS AREA

4. Although Mr Frost is a skilled employee, he often arrives late after his daily fitness activities, remains in his athletic wear throughout the day and appears reluctant to complete some tasks.

Explain ONE way in which EACH of the following attributes might contribute to the success of the business.

Punctuality

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Depoartment

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Willingness

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(6 marks)

5. Miss Khalia Christie has responsibility for the payroll. Each week she must calculate wages for the employees on the farm. The employees work a basic week of 40 hours at a rate of \$10.00 an hour. Overtime is paid at time and a half.

Complete the table below to determine the gross weekly pay for EACH employee.

Name	Total Hours Worked	Basic Pay \$	Overtime Hours	Overtime Pay \$	Deductions \$	Gross Pay \$
Sarah Evans	45				35	
Grabriel Maughn	50				30	
Tajah Braham	40				20	
Asha Mohammed	48				30	

(10 marks)

6. Each Friday, the employees receive their weekly pay in a sealed envelope. However, Mr Konrad Christie has informed the staff that the business is considering paying wages using a direct debit to their bank accounts.

Explain TWO advantages of using a direct debit to pay wages.

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(4 marks)

GO ON TO THE NEXT PAGE



DO NOT WRITE IN THIS AREA

7. As the business expands, it has become necessary to hire an employee to assist with sales and marketing.

Draft an advertisement for the post of sales and marketing clerk using the following guidelines.

- Passes in at least four CSEC subjects including Mathematics, Principles of Accounts and English A.
- The starting salary is \$1500.
- All applications must be submitted to KChristie@cfvl.org and must be received by 15 May 2025.
- The advertisement should include THREE duties that would be performed by the sales and marketing clerk.
- The advertisement should include THREE skills required by the sales and marketing clerk.

ADVERTISEMENT FOR THE POST OF SALES AND MARKETING CLERK

Introduction

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Qualifications

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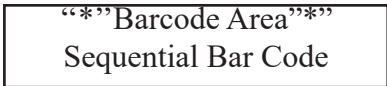
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Salary

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GO ON TO THE NEXT PAGE



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Duties

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Skills

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Closing

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(10 marks)

Total 50 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

01237032/CSEC/SPEC 2024

“*”Barcode Area”
Sequential Bar Code

DO NOT WRITE IN THIS AREA

**DO NOT
WRITE ON
THIS PAGE**

CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE

1. Fill in all the information requested clearly in capital letters.

TEST CODE

0	1	2	3	7	0	3	2
---	---	---	---	---	---	---	---

SUBJECT OFFICE ADMINISTRATION – Paper 032

PROFICIENCY GENERAL

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

FULL NAME _____
(BLOCK LETTERS)

SIGNATURE _____

DATE _____

2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.
3. Keep it in a safe place until you have received your results.

INSTRUCTION TO SUPERVISOR/INVIGILATOR

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature _____
Supervisor/Invigilator

Date _____

01237032/KMS/SPEC 2024

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

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

OFFICE ADMINISTRATION

Paper 032 - GENERAL PROFICIENCY

KEY & MARK SCHEME

SPECIMEN PAPER

2024

OFFICE ADMINISTRATION
Paper 032 - General Proficiency
KEY AND MARK SCHEME

KEY	APP
<p>2. (a) Explain why an open plan would be most appropriate for the business.</p> <p>Since it is a new business, the open plan would be economical to set up for the small staff of only three persons. The open plan would allow them to share office equipment and resources and also encourage greater teamwork and collaboration.</p> <p>Award marks as follows:</p> <p>Two marks for complete response One mark for a partial response</p>	2
<p>(b) Open Plan Office Arrangement</p> <div style="text-align: center;"> </div> <p>One mark for 3 desks - 2 employees and reception 1 One mark <u>each</u> for any TWO types of hardware seen 2 One mark for suitable arrangement of all components 1 One mark for appropriate labels 1</p>	5

OFFICE ADMINISTRATION
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KEY AND MARK SCHEME

	KEY	APP																									
3.	<p>Use the reception register below to transfer the information from the notes, arranging the entries in chronological order.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Christie Fruits and Vegetables Limited RECEPTION REGISTER</p> <p><i>*All times in 24-hour clock format</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Time of Arrival</th> <th style="width: 20%;">Name</th> <th style="width: 25%;">Organization</th> <th style="width: 20%;">Contact Details</th> <th style="width: 20%;">To See</th> </tr> </thead> <tbody> <tr> <td>10:00</td> <td>Mr Hugh Sealy</td> <td>First Stop Supermarket</td> <td>259-9008</td> <td>Miss Khalia Christie</td> </tr> <tr> <td>13:00</td> <td>Mr Alfred Singh</td> <td>Nature's Foods Inc</td> <td>754-2300</td> <td>Mr Konrad Christie</td> </tr> <tr> <td>14:30</td> <td>Ms Joan Woo</td> <td>Woo's Wholesale</td> <td>jwoo@foods.org</td> <td>Miss Khalia Christie</td> </tr> <tr> <td>15:10</td> <td>Mr Spencer Cross</td> <td>Vintage Car Sales</td> <td>scross@cars.com</td> <td>Miss Khalia Christie</td> </tr> </tbody> </table> </div> <p>Award marks as follows:</p> <p>Each row completed accurately 4 marks 24 hour clock conversions correct 2 marks [1:00 pm and 3:10 pm] Entries arranged in chronological order 1 mark</p>	Time of Arrival	Name	Organization	Contact Details	To See	10:00	Mr Hugh Sealy	First Stop Supermarket	259-9008	Miss Khalia Christie	13:00	Mr Alfred Singh	Nature's Foods Inc	754-2300	Mr Konrad Christie	14:30	Ms Joan Woo	Woo's Wholesale	jwoo@foods.org	Miss Khalia Christie	15:10	Mr Spencer Cross	Vintage Car Sales	scross@cars.com	Miss Khalia Christie	7
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OFFICE ADMINISTRATION
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<p>4. Explain ONE way in which EACH of the following attributes can contribute to the success of the business.</p> <p><u>Punctuality</u>: The receptionist is often the first person that clients interact with. It is, therefore, important for the receptionist/office clerk to be punctual for work since clients may visit or call the office as soon as it is open for business. The business will be considered reliable since clients will be assured that they can conduct business at the start of the regular workday.</p> <p><u>Deportment</u>: The appearance of the receptionist/office clerk has an impact on how the clients view the operations of the business. A well-groomed receptionist is an indication that the business operates professionally and will treat its clients with respect. A receptionist who dresses appropriately is also likely to keep the reception area tidy, making clients feel welcome and comfortable.</p> <p><u>Willingness</u>: If the receptionist demonstrates that he is willing to assist customers, address issues that arise or provide solutions to queries, the business will be seen as one which will deal promptly with the requests of customers. Persons will be encouraged to conduct business with the organization because they know their needs will be met.</p> <p>Award marks as follows: Two marks for EACH complete response One mark for a partial response</p>	6

OFFICE ADMINISTRATION
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	KEY	APP																																																							
5.	<p>Complete the table below to determine the gross weekly pay for each employee.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 25%;">Name</th> <th style="width: 10%;">Total Hours Worked</th> <th style="width: 10%;">Basic Pay \$</th> <th style="width: 10%;">Overtime Hours</th> <th style="width: 10%;">Overtime Pay \$</th> <th style="width: 10%;">Deductions \$</th> <th style="width: 10%;">Gross Pay \$</th> </tr> </thead> <tbody> <tr> <td>Sarah Evans</td> <td style="text-align: center;">45</td> <td style="text-align: center;">400</td> <td style="text-align: center;">5</td> <td style="text-align: center;">75</td> <td style="text-align: center;">35</td> <td style="text-align: center;">440</td> </tr> <tr> <td>Grabriel Maughn</td> <td style="text-align: center;">50</td> <td style="text-align: center;">400</td> <td style="text-align: center;">10</td> <td style="text-align: center;">150</td> <td style="text-align: center;">30</td> <td style="text-align: center;">520</td> </tr> <tr> <td>Tajah Braham</td> <td style="text-align: center;">40</td> <td style="text-align: center;">400</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">20</td> <td style="text-align: center;">380</td> </tr> <tr> <td>Asha Mohammed</td> <td style="text-align: center;">48</td> <td style="text-align: center;">400</td> <td style="text-align: center;">8</td> <td style="text-align: center;">120</td> <td style="text-align: center;">30</td> <td style="text-align: center;">490</td> </tr> </tbody> </table> <p>Overtime pay per hour: $1.5 \times \\$10 = \\15</p> <p><u>Overtime pay:</u></p> <p>Evans: $5 \times \\$15 = \\75 Braham: $10 \times \\$15 = \\150 Mohammed: $8 \times \\$15 = \\120</p> <p><u>Gross pay:</u></p> <p>Evans: $\\$400 + \\$75 - \\$35 = \\440 Maughn: $\\$400 + 150 - \\$30 = \\$520$ Braham: $\\$400 - \\$20 = \\$380$ Mohammed: $\\$400 + \\$120 - \\$30 = \\490</p> <p>Award marks as follows:</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td>Repeating basic pay</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Knowing that time and a half is 1.5×10</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Correct overtime <u>hours</u> for 3-4 employees</td> <td style="text-align: right;">2 marks</td> </tr> <tr> <td style="padding-left: 20px;">[Correct for 2 employees, 1 mark]</td> <td></td> </tr> <tr> <td>Correct overtime <u>pay</u> for 3-4 employees</td> <td style="text-align: right;">2 marks</td> </tr> <tr> <td style="padding-left: 20px;">[Correct for 2 employees, 1 mark]</td> <td></td> </tr> <tr> <td>Correct calculation of gross pay</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td style="padding-left: 20px;">[Basic + Overtime - Deduction]</td> <td></td> </tr> <tr> <td>Gross pay for 4 employees</td> <td style="text-align: right;">3 marks</td> </tr> <tr> <td style="padding-left: 20px;">[3 employees - 2 marks; 2 employees, 1 mark]</td> <td></td> </tr> </table>	Name	Total Hours Worked	Basic Pay \$	Overtime Hours	Overtime Pay \$	Deductions \$	Gross Pay \$	Sarah Evans	45	400	5	75	35	440	Grabriel Maughn	50	400	10	150	30	520	Tajah Braham	40	400	0	0	20	380	Asha Mohammed	48	400	8	120	30	490	Repeating basic pay	1 mark	Knowing that time and a half is 1.5×10	1 mark	Correct overtime <u>hours</u> for 3-4 employees	2 marks	[Correct for 2 employees, 1 mark]		Correct overtime <u>pay</u> for 3-4 employees	2 marks	[Correct for 2 employees, 1 mark]		Correct calculation of gross pay	1 mark	[Basic + Overtime - Deduction]		Gross pay for 4 employees	3 marks	[3 employees - 2 marks; 2 employees, 1 mark]		10
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<p>6. Explain TWO advantages of using a direct debit to pay wages.</p> <ol style="list-style-type: none"> 1. Direct debit is more convenient for the business since the cash does not have to be collected from the bank. If the business is paying wages using cash, there is the need to have the payment in the correct denominations. This can prove tedious for the person preparing the pay packages. 2. Direct debit is safer and more secure for both the business and the employee since neither party has to secure sums of money. This reduces the likelihood of theft. 3. The business saves money on resources. There is no need to complete tasks such as preparing the wages, writing individual cheques, labelling envelopes and distributing to the respective employees. 4. Since the funds are already at the bank, the employees can easily pay bills and withdraw only the cash needed. This might provide an opportunity to save more since the money is not in hand but has to be withdrawn from the bank. 5. The business has better control over the disbursement of funds since it is able to determine exactly when the money will be paid into the accounts of the employees. This would also allow different employees to be paid at different times without making multiple trips to the bank to collect cash. <p>Award marks as follows:</p> <p>Two marks each for any TWO advantages 2 x 2 marks 1 mark for a partial response</p>	4

OFFICE ADMINISTRATION
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KEY	APP
<p>7. Draft an advertisement for the position of sales and marketing clerk using the following guidelines.</p> <p style="text-align: center;">ADVERTISEMENT FOR THE POST OF SALES AND MARKETING CLERK</p> <p><u>Introduction:</u></p> <p>Christie Fruits and Vegetables Limited invites applications for the post of Sales and Marketing Clerk.</p> <p><u>Qualifications:</u></p> <p>Applicants should possess passes in at least four CSEC subjects including Principles of Accounts, Mathematics and English A.</p> <p><u>Salary:</u> \$1500 monthly</p> <p><u>Duties:</u></p> <ul style="list-style-type: none"> • Maintain sales records • Calculate commissions and discounts • Manage stock control • Prepare sales documents • Maintain mailing lists • Prepare advertising material • Assist in preparing press releases • Assist with promotional activities <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Proficiency in the use of productivity tools • Data entry • Effective communication • Knowledge of filing • Proficiency in the use of organizational tools <p><u>Closing:</u></p> <p>All applications should be submitted to KChristie@cfvl.org on or before 15 May 2025. Unsuitable applications will not be acknowledged.</p>	10

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<p>Award marks as follows:</p> <p>Introduction 1 mark Stated any three duties, [1 mark each] 3 marks Stated any three skills [1 mark each] 3 marks Appropriate use of language 1 mark Closing 2 marks [Date: 1 mark; Email address: 1 mark]</p> <p style="text-align: right;">[10 marks]</p>	
	50



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St Michael BB11091
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Email: cxceo@cx.org