



CARIBBEAN  
EXAMINATIONS  
COUNCIL

Caribbean Secondary  
Education Certificate®

# SYLLABUS

# OFFICE ADMINISTRATION

CXC 27/O/SYLL 15

Effective for examinations from May–June 2017

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# Contents

RATIONALE.....	1
AIMS.....	1
GENERAL OBJECTIVES .....	2
SKILLS AND ABILITIES TO BE ASSESSED .....	2
ORGANISATION OF THE SYLLABUS .....	3
SUGGESTED TIMETABLE ALLOCATION.....	3
RECOMMENDATIONS FOR TEACHING .....	3
CERTIFICATION .....	4
DEFINITION OF PROFILE DIMENSIONS .....	4
FORMAT OF THE EXAMINATIONS .....	5
WEIGHTING OF THE EXAMINATION COMPONENTS .....	6
REGULATIONS FOR PRIVATE CANDIDATES .....	6
REGULATIONS FOR RESIT CANDIDATES .....	6
SECTION I: OFFICE ORIENTATION .....	8
SECTION II: COMMUNICATION .....	12
SECTION III: <i>RECRUITMENT AND ORIENTATION</i> .....	19
SECTION IV: RECORDS AND INFORMATION MANAGEMENT.....	22
SECTION V: RECEPTION AND HOSPITALITY.....	26
SECTION VI: MEETINGS.....	28
SECTION VII: TRAVEL ARRANGEMENTS .....	31
SECTION VIII: HUMAN RESOURCES MANAGEMENT.....	33
SECTION IX: ACCOUNTS AND <i>FINANCIAL SERVICES</i> .....	36
SECTION X: <i>PROCUREMENT AND INVENTORY MANAGEMENT</i> .....	40
SECTION XI: SALES, MARKETING AND <i>CUSTOMER SERVICE</i> .....	44

SECTION XII: *OPERATIONS, DISPATCH AND TRANSPORT SERVICES* ..... 48

GUIDELINES TO TEACHERS FOR THE CONDUCT OF SCHOOL-BASED ASSESSMENT..... 52

## NOTE TO TEACHERS AND LEARNERS

The Office Administration Syllabus (CXC 27/0/SYLL 15) was amended in 2015 for first examination in 2017.

Teaching is expected to commence on the amended syllabus in September 2015.

The amendments to the syllabus are indicated by italics.

First issued 2004  
Revised 2011  
Amended 2013  
Amended 2015  
*Amended 2017*  
*Amended 2018*  
*Amended 2023*

Please check the website [www.cxc.org](http://www.cxc.org) for updates on CXC®'s syllabuses.

### 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 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*.

The syllabus seeks to instil tenets of the Ideal Caribbean Person as articulated by the CARICOM Caribbean Education Task Force (CTF) and adopted by the CARICOM Heads of Government at their 18<sup>th</sup> 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. *In addition, in keeping with the UNESCO Pillars of Learning, on completion of this course of study students will learn to know, to be, to do, and to live together.*

## ◆ 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 and management skills necessary for functioning in a modern office environment;
4. provide students with the capability to adapt to changes that impact the business environment;
5. help students appreciate the wide range of attitudes, attributes and behaviours necessary for success and advancement in the world of work; and,
6. 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;
2. develop problem-solving capabilities to function with minimum supervision;
3. develop the confidence and capability to respond effectively to new processes in the office;
4. acquire technological, communicative, problem-solving and attitudinal skills to function effectively in the working environment;
5. acquire interpersonal skills to help foster organisational harmony and customer goodwill;
6. develop the confidence to seek promotional opportunities within the organisation;
7. develop the competency to choose from a wide range of career paths in the business field;
8. acquire knowledge and skills that would allow them to pursue further education in related fields of business;
9. acquire skills to conduct self-directed investigations into alternative procedures and systems that may assist in maximising the output of the office;
10. develop proper work ethics, social responsibility, and integrity that contribute in promoting a positive image of the organisation in which they are employed;
11. 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. *Problem-solving; and,*
5. *Management.*

## ◆ ORGANISATION OF THE SYLLABUS

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

SECTION I	-	OFFICE ORIENTATION
SECTION II	-	COMMUNICATION
SECTION III	-	<i>RECRUITMENT AND ORIENTATION</i>
SECTION IV	-	RECORDS AND INFORMATION MANAGEMENT
SECTION V	-	RECEPTION AND HOSPITALITY
SECTION VI	-	MEETINGS
SECTION VII	-	TRAVEL ARRANGEMENTS
SECTION VIII	-	HUMAN RESOURCES MANAGEMENT
SECTION IX	-	<i>ACCOUNTS AND FINANCIAL SERVICES</i>
SECTION X	-	<i>PROCUREMENT AND INVENTORY MANAGEMENT</i>
SECTION XI	-	<i>SALES, MARKETING AND CUSTOMER SERVICE</i>
SECTION XII	-	<i>OPERATIONS, DESPATCH 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. They should, for example, be able to identify explain the use of equipment 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 used where possible.
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 II);
  - (b) conduct the meeting (SECTION VI);
  - (c) prepare the minutes of the meeting (SECTION VI);
  - (d) Travel Itinerary (SECTION VII); and,
  - (e) Monetary instruments (SECTION IX).

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

## ◆ CERTIFICATION

The Office Administration syllabus will be examined at the General Proficiency at both the January and May/June sittings. Candidates will be awarded an overall grade reported on a six-point scale. In addition to the overall grade, candidates' performance will be reported by a letter grade under profile dimensions of Knowledge and Comprehension, and Application. These profile dimensions are explained below.

## ◆ 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 contexts.

## 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 03/1 (School-Based Assessment). Paper 03/2 (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 – VII of the syllabus.

**Section II:** Three compulsory questions drawn from Sections VIII – XII 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 03/1**  
(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 03/2**  
(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.

## ◆ WEIGHTING OF THE EXAMINATION COMPONENTS

The weighting of the examination components is shown below.

Papers Profiles	Paper 01 Multiple – choice	Paper 02 Essay	Paper 03 SBA	Total	Per cent
Knowledge and Comprehension	40	40	-	80	40
Application	20	50	50	120	60
TOTAL	60	90	50	200	100
PER CENT	30	45	25	-	100

## ◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the local registrar in their respective territories and will be required to sit Paper 01, Paper 02 and Paper 032 (the alternative to the School-Based Assessment).

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 will consist of a case study and related questions.

## ◆ 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 re-using SBA scores should register as "Re-sit candidates" and must provide the previous candidate number when registering.*

*Resit candidates may enter through schools, recognised educational institutions or the Local Registrar's Office.*

Private candidates will be required to resit all components of the examination.

## ◆ SECTION I: OFFICE ORIENTATION

### SPECIFIC OBJECTIVES

Students should be able to:

1. describe the role and functions of the office in business activities;

2. describe how office structure and activity may be organised according to the size and nature of a business;

3. compare different types of office layouts;

### CONTENT

**Role and functions of the Office in keeping with its mission (*commitment*), vision (*the means/the how*) and goals (*measurable objectives*):**

- (a) *productivity*;
- (b) distribution and exchange of goods and services;
- (c) collection, processing and preservation of data (manual);
- (d) collection, processing and storage of data (electronic);
- (e) dissemination of information; and,
- (f) organisational management and legal control.

**Size and nature of a business will *impact*:**

- (a) the multiplicity of positions on staff;
- (b) types and patterns of relationships (use of organisational charts);
- (c) nature of duties and responsibilities;
- (d) deployment of employees;
- (e) decisions regarding decentralisation or centralisation (for example, reprographics, word processing and records management); and,
- (f) extent of computer hardware/software usage.

**Types of office layout:**

- (a) traditional (enclosed or cellular);
- (b) open plan (modular); and,
- (c) virtual office.

## SECTION I: OFFICE ORIENTATION (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

- |    |  |   |
|----|--|---|
| 4. | examine the ergonomics of the office as it relates to comfort, health and safety issues; | <b>Ergonomics as it relates to comfort, health and safety</b> <ul style="list-style-type: none"><li>(a) layout and size;</li><li>(b) furniture and equipment;</li><li>(c) seating, lighting, ventilation, temperature; and,</li><li>(d) related injuries.</li></ul>   |
| 5. | describe the contribution of various types of equipment to office efficiency;            | <b>Types and purpose of equipment used in general and specialised office work, including:</b> <ul style="list-style-type: none"><li>(a) guillotine and shredder;</li><li>(b) photocopier, risograph, scanner, printer-laser, inkjet, impact, plotter;</li><li>(c) computer;</li><li>(d) multimedia devices (digital camera, projector);</li><li>(e) facsimile machine;</li><li>(f) laminator, binding machine; and,</li><li>(g) labelers.</li></ul> |
| 6. | propose desirable skills, attitudes and attributes of office personnel; and,             | <b>(a) Skills:</b> <ul style="list-style-type: none"><li>(i) literacy and numeracy;</li><li>(ii) computer literacy and proficiency in the use of productivity tools;</li><li>(iii) effective communication;</li><li>(iv) time management; and,</li><li>(v) analytical, problem-solving.</li></ul>   |

## SECTION I: OFFICE ORIENTATION (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to :

- (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) ethics, integrity, honesty, confidentiality;
    - (iv) willingness;
    - (v) *deportment*; and,
    - (vi) self-esteem, confidence.
7. 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.

## SECTION I: OFFICE ORIENTATION (cont'd)

### 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 engage in research on the dos and don'ts of the office. This research should span the course and include aspects such as dress code, office layout, attitude, attributes, work environment, and labour laws. The students should start a scrap book in which they display relevant entries such as artefacts, magazine clippings and articles. Inform/ Remind students that portions of this will be eventually incorporated into the SBA.*
- 2. Develop or identify and study cases which highlight interpersonal relationships. Ensure that aspects such as attitudes, conduct in office, handling issues in the office.*



## ◆ SECTION II: COMMUNICATION

### SPECIFIC OBJECTIVES

Students should be able to:

1. describe the various channels of communication used in the office;

### CONTENT

#### Channels of communication:

(a) **Directional**

- (i) *formal/official; and,*
- (ii) *informal/ unofficial.*

(b) **Oral**

- (i) *interviews;*
- (ii) *meetings and conferences;*
- (iii) *radio and television; and,*
- (iv) *telephone; intercom.*

(c) **Electronic**

- (i) tele-conferencing, video-conferencing;
- (ii) computer, Internet, intranet, world wide web, electronic mail, social media;
- (iii) telephone; 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;

## SECTION II: COMMUNICATION (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

2. identify factors affecting the selection of communication channel;

3. identify factors affecting the flow of communication;

### CONTENT

- (vi) itineraries;
- (vii) notices, press releases; and,
- (viii) advertisements.

#### (e) **Visual**

- (i) pictures, charts, graphs;
- (ii) signals, signs;
- (iii) multi-media presentations; and,
- (iv) body language.

#### **Factors to be considered in selecting 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.*

#### **Communication flows:**

- (a) upward, downward, vertical, horizontal, grapevine;
- (b) Communication Climate
  - (i) closed; and,
  - (ii) open.

## SECTION II: COMMUNICATION (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

4. discuss the barriers to effective communication;
5. Identify the various forms of business structure;
6. select appropriate types and sizes of stationery for a variety of uses;
7. select relevant sources of information;

### CONTENT

#### **Barriers to communication, including:**

- (a) perceptual, cultural and personal bias;
- (b) semantics;
- (c) language;
- (d) literacy skills; and,
- (e) internal and external barriers.

#### **Forms of decision-making business structures:**

- (a) Centralised:  
Entrepreneurial/centralised.
- (b) Decentralised
  - (i) pyramid;
  - (ii) matrix; and,
  - (iii) independent.

#### **(a) Types of stationery, for example:**

- (i) bond;
- (ii) parchment; and,
- (iii) NCR paper (no carbon required).

#### **(b) Sizes of paper, envelopes and label dimensions including:**

Letter, legal, A4, A5, A6, DL, C4, C5

#### **Reference material including:**

- (a) dictionary, thesaurus;
- (b) official gazettes;

## SECTION II: COMMUNICATION (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

8. describe proper techniques for receiving and relaying messages by telephone;
9. assess the communication services offered by telecommunication providers;

### CONTENT

- (c) telephone directory;
- (d) maps;
- (e) schedules;
- (f) post office guide;
- (g) trade journals;
- (h) Hansard; and,
- (i) Internet, *search engines*.

#### Telephone techniques:

- (a) telephone etiquette;
- (b) recording systems;
- (c) receiving and delivering messages;
- (d) use of the telephone directory;
- (e) maintaining a personal and a company directory;
- (f) functions and operations of *automated* switchboards; and,
- (g) paging devices.

#### Telephone services:

- (a) local, long distance and overseas calls;
- (b) station-to-station, person-to-person, collect calls, emergency calls;
- (c) conference calls, video conferencing;
- (d) call waiting, call forwarding, voice mail; speed dialing, caller identification;

## SECTION II: COMMUNICATON (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

10. describe the services available for dispatching mail;
11. outline procedures for sending and receiving parcels; and,
12. outline procedures for dealing with incoming and outgoing mail in large and small offices.

### CONTENT

- (e) phone cards; electronic top-up machines;
  - (f) mobile phones; text messaging; instant messaging;
  - (g) Voice Over Internet Protocol (VoIP); and,
  - (h) Skype.
- (a) **Courier services:**
    - (i) local; and,
    - (ii) overseas.
  - (b) **Postal services:**
    - (i) classification of mail (priority, first class, express, standard);
    - (ii) delivery options (registered, express delivery, recorded delivery, poste restante); and,
    - (iii) *courier services; Skybox.*
- Procedures for sending and receiving parcels:**
- (a) regulations for sending and receiving money and other valuables;
  - (b) parcel post services - nature and use; and,
  - (c) packaging.
- (a) **Procedures for dealing with incoming mail:**
    - (i) receiving;
    - (ii) recording;
    - (iii) stamping;

## SECTION II: COMMUNICATON (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

### CONTENT

- (iv) routing of mail;
  - (v) treatment of remittances and registered mail; and,
  - (vi) archiving.
- (b) **Procedures for dispatching mail:**
- (i) sorting of mail;
  - (ii) preparation of mailing lists; and,
  - (iii) use of postage books.
- (c) **Automation of mailing activities in large offices:**
- (i) *mail merge*;
  - (ii) addressing machines;
  - (iii) franking machines;
  - (iv) letter openers;
  - (v) folding machines;
  - (vi) collating machines; and,
  - (vii) sealing machines.

## SECTION II: COMMUNICATON (cont'd)

### 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 groups of students role play using different communication channels and techniques to send and receive messages. Different aspects should be critiqued by peers.*

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

*Discussions should be used to encourage students to use the correct jargon and to clarify concepts.*

2. *Arrange field trip to a telecommunications facility and have students use relevant data collection instruments to investigate and document the types of communication devices seen there. They should also observe and document aspects such as how these devices 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 this 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, including services provided.*
3. *Arrange field trip to a traditional postal service organization and have students use relevant data collection instruments to investigate and document the postal equipment, supplies, and services provided there. They should also observe and document aspects such as how these devices 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 this 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, including services provided.*
4. *Arrange field trip to a 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. 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 this 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, including services provided.*

## ◆ SECTION III: RECRUITMENT AND ORIENTATION

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

1. identify sources of information on job opportunities;

#### Sources of job information:

- (a) newspapers;
- (b) employment agency;
- (c) *Internet*, for example, Facebook, Twitter, *company websites*;
- (d) personal contact;
- (e) trade journals;
- (f) company newsletters;
- (g) magazines; and,
- (h) guidance counsellor.

2. outline factors to be considered when seeking employment;

#### Factors to consider when seeking a position:

- (a) career interest;
- (b) job descriptions;
- (c) personal taste;
- (d) training and qualifications;
- (e) salary, fringe benefits;
- (f) location;
- (g) image of the firm; and,
- (h) career advancement.

3. prepare applications for a job;

#### Procedures for making applications:

- (i) application forms;
- (ii) letters;



### SECTION III: RECRUITMENT AND ORIENTATION (cont'd)

#### SPECIFIC OBJECTIVES

#### CONTENT

Students should be able to:

- (iii) curriculum vitae;
  - (iv) résumé; and,
  - (v) portfolio.
- (b) **Follow-up letters for each of the following conditions:**
  - (i) no reply received to application;
  - (ii) acceptance of job; and,
  - (iii) non-acceptance of job.
- 4. prepare other types of letters; **Prepare various types of letters**
  - (a) resignation from job;
  - (b) application for leave;
  - (c) application for vacation; and,
  - (d) acknowledgement.
- 5. explain factors to be considered when preparing for a job interview; and, **Factors to be considered:**
  - (a) selection of attire;
  - (b) deportment;
  - (c) research on organization;
  - (d) types of questions that may be asked by the interviewer and the interviewee; and,
  - (e) Portfolio; evidence of qualifications.
- 6. demonstrate knowledge of the requirements of the work environment. **Knowledge of the work environment:**
  - (a) labour laws; and,
  - (b) culture of school vs. organization.

### SECTION III: RECRUITMENT AND ORIENTATION (cont'd)

#### 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 (form groups and) conduct research on sources of job information, and list the features, strengths, and weaknesses of each. The findings should be shared in class and used to guide class discussion.*
- 2. Have students form 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 should then compare the results of the activities and fill in the gaps as necessary.*
- 3. Have students select jobs advertised via newspapers or online, and prepare relevant documents such as application letters/forms, CVs and acceptance letters. These are to be used to create a file using appropriate principles and standards.*

## ◆ SECTION IV: RECORDS AND INFORMATION MANAGEMENT

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

1. describe the characteristics of an information management system;
  - (a) **Characteristics of an information management system:**
    - (i) *data input/data storage;*
    - (ii) *database management system;*
    - (iii) *processing: batch and real time;*
    - (iv) retrieval of information;
    - (v) compressing (zipping) files for storage; and,
    - (vi) archiving.
  - (b) **Characteristics of an effective records management system:**
    - (i) Access protocols;
    - (ii) Security: physical and password;
    - (iii) accountability; and,
    - (iv) expansion.
2. describe the duties of a records management clerk;
  - (a) preparing documents;
  - (b) processing data;
  - (c) managing records; and,
  - (d) retrieving *information/records*.
3. maintain a records management system by electronic and other means;
  - (a) **Classifications of Record Management Systems:**
    - (i) alphabetical;
    - (ii) geographical;
    - (iii) subject;
    - (iv) numerical; and,
    - (v) chronological.

## SECTION IV: RECORDS AND INFORMATION MANAGEMENT (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

- |    |  |  |
|----|--|--|
| 4. | outline the procedures for dealing with inactive files;                              | <ul style="list-style-type: none"><li>(b) <b>Indexing: Methods and procedures for cross-referencing:</b><ul style="list-style-type: none"><li>(i) out sheets;</li><li>(ii) tickler file;</li><li>(iii) card indicators;</li><li>(iv) colour coding; and,</li><li>(v) searches, shared database.</li></ul></li></ul>  |
| 5. | describe the main legal stipulations governing access to and retention of documents; | <p><b>Methods and procedures for dealing with inactive files:</b></p> <ul style="list-style-type: none"><li>(a) use of microfilming;</li><li>(b) retention periods;</li><li>(c) disposal of files;</li><li>(d) archiving;</li><li>(e) <i>backing up to external storage media; and,</i></li><li>(f) <i>Electronic Documents and Records Management System.</i></li></ul> <p><b>Regulations related to:</b></p> <ul style="list-style-type: none"><li>(a) the right of access;</li><li>(b) limitations on the right of access;</li><li>(c) infringement of copyright;</li><li>(d) defamation;</li><li>(e) breach of confidence;</li><li>(f) secrecy provisions; and,</li><li>(g) <i>Freedom of Information Act.</i></li></ul> |

## SECTION IV: RECORDS AND INFORMATION MANAGEMENT (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

6. explain the use of filing equipment and supplies in records and information management; and,

#### Filing equipment and supplies:

- (a) filing cabinets and folders; index cards;
- (b) minute sheets;
- (c) charge-out cards;
- (d) dividers;
- (e) treasury tags;
- (f) fasteners;
- (g) microfilm, *microfiche*; and,
- (h) external *storage media*.

7. differentiate between centralised and departmental records management systems.

- (a) Centralised and departmental/decentralised records management systems, advantages and disadvantages.
- (b) Organisation and operation of records management systems for small and large-scale businesses.

## SECTION IV: RECORDS AND INFORMATION MANAGEMENT (cont'd)

### 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. *Divide class into groups and have each conduct research on regulations related to access to and retention of documents. Their work is to be presented to the class and supported by relevant examples especially of cases in their territories.*
2. *Arrange field trips for students to visit a warehouse and a records office, and 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, as well as the extent to which each complied with established standards.*
3. *Divide students into groups and assign them to departments in the school, such as administrative office where they engage in hands-on activities including filing, batching, and other relevant activities for short periods of time. Ask personnel in these departments to provide on-the-job training to support what would have been covered theoretically in class, then grade students' performance and give narrative feedback to justify the ratings given.*

## ◆ SECTION V: RECEPTION AND HOSPITALITY

### SPECIFIC OBJECTIVES

Students should be able to:

1. assess the contribution of the reception desk to the welfare of the organisation;
  
2. identify the duties and attributes of a receptionist;

### CONTENT

#### **Contribution of reception desk:**

- (a) maintaining effective inter-personal relationships between the organisation and members of the public; and,
- (b) promoting goodwill and a positive image of the business.

#### **(a) Duties and responsibilities of a receptionist:**

- (i) receiving and screening visitors;
- (ii) introducing visitors using appropriate protocol;
- (iii) maintaining the reception register (manual, electronic);
- (iv) operating a switchboard;
- (v) receiving letters and parcels;
- (vi) managing and maintaining the reception area; and,
- (vii) receiving and filing business cards.

#### **(b) Attributes:**

- (i) appropriate personal appearance and grooming;
- (ii) good temperament;
- (iii) willingness to use initiative;
- (iv) tact; and,
- (v) articulate.

## SECTION V: RECEPTION AND HOSPITALITY (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

- |    |   |  |
|----|---|--|
| 3. | manage appointments for an executive using electronic or manual systems; and, | <b>Managing appointments:</b><br>(a) procedures for making and cancelling appointments on behalf of an executive;<br>(b) maintaining a diary;<br>(c) rescheduling; and,<br>(d) online schedules. |
| 4. | explain the importance and use of electronic and manual reminder systems.     | <b>Importance and use of the following reminder systems:</b><br>(a) tickler files;<br>(b) diaries; and,<br>(c) calendars ( <i>electronic/manual</i> ).   |

### 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. *Assign individual students to the Administrative Office of the school for viable periods of time, during which they act in roles such as receptionists, secretaries, operating switchboard, and answering telephones. 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.*

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

3. *\* Design various forms, for example, appraisal.*
4. *\* Students prepare a portfolio to include resumes, letter of application; application forms; job specification; related advertisement; related documents (proof of qualification), follow-up letters; letters of application; resignation.*

*\*Also appropriate for Section 8*



## ◆ SECTION VI: MEETINGS

### SPECIFIC OBJECTIVES

Students should be able to:

1. define terms associated with business meetings;

2. *prepare documents associated with meetings;*

3. *discuss the roles of personnel associated with meetings;*

### CONTENT

**Familiarity with terms *associated with business meetings, including:***

- (a) ad hoc;
- (b) verbatim;
- (c) quorum;
- (d) casting vote;
- (e) adjourn;
- (f) postpone;
- (g) cancel;
- (h) proposal;
- (i) motion; and,
- (j) resolution.

**Preparation of various documents used at meetings**

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

**Roles and function of personnel associated with meetings**

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

## SECTION VI: MEETINGS (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

4. list the various types of meetings;

5. organise different types of meetings;

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

### CONTENT

#### Types of meetings:

- (a) **Formal**
- (i) General Meeting;
  - (ii) Annual General Meeting;
  - (iii) Extraordinary General Meeting;
  - (iv) Board and Committee meeting; and,
  - (v) Statutory Meetings.
- (b) **Informal**
- (i) Staff Meeting; and,
  - (ii) Departmental Meeting.

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

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

- (i) supplies and equipment for different meetings;
- (ii) Meeting Protocol, for example, seating arrangements; and,
- (iii) Robert's Rule of Order governing meetings.

#### Knowledge of the following Acts and terms:

- (a) Company's Act of relevant country;
- (b) management *structure* of companies;
- (c) officers, shareholders of companies;
- (d) meeting proxies;
- (e) corporate records; and,
- (f) Articles of Incorporation.

## SECTION VI: MEETINGS (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

7. outline the follow-up procedures related to decisions made at meetings.
  - (a) **Importance of minutes.**
  - (b) **Follow-up procedures related to decisions:**
    - (i) filing and indexing of minutes;
    - (ii) acting on decisions taken at the meeting;
    - (iii) circulation of action sheet; and,
    - (iv) circulation of minutes.

### 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 individual students attend a meeting, collect related documents (within legal and ethical parameters), and observe the proceedings in order 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.*
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 as is convenient to your setting).*

## ◆ SECTION VII: TRAVEL ARRANGEMENTS

### SPECIFIC OBJECTIVES

Students should be able to:

1. outline the types of information and services required for travel;
2. calculate time based on knowledge of time differences between two or more countries;
3. outline procedure for making travel arrangements;
4. interpret schedules;
5. explain the necessity for various travel documents; and,

### CONTENT

#### **Information and services required for travel:**

- (a) tickets, e-tickets;
  - (b) preparation of itineraries;
  - (c) scheduling of appointments;
  - (d) making hotel reservations; and,
  - (e) preparing travel folders.
- (a) Time zones and their significance.
  - (b) Expression of time in 12-hour, 24-hour format.

#### *Procedures for making travel arrangements:*

- (a) *Preferred dates of travel;*
- (b) *Preferred time of travel;*
- (c) *Selecting the appropriate carrier for the destination;*
- (d) *Ascertaining health and visa requirements;*
- (e) *Restrictions for entering destination;*
- (f) *Alternative travel routes and cost; and,*
- (g) *Other services such as accommodation, travel, tours that may be made.*

Air, sea and land travel schedules.

#### **Documents *that may be* required for travel:**

- (a) passport;
- (b) visa;
- (c) entry permit; and,
- (d) health certificate.

## SECTION VII: TRAVEL ARRANGEMENTS (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

- |    |   |   |
|----|---|---|
| 6. | determine monetary instruments for use during travel. | <b>Monetary instruments:</b><br><br>(a) travellers cheques;<br><br>(b) debit/credit cards;<br><br>(c) letters of credit;<br><br>(d) bank draft; and,<br><br>(e) cash. |
|----|---|---|

### 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.*

- Engage students in a research activity to collect travel documents 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 and incorporated into their SBA as appropriate.*
- Write the positions of some travelling officers as well as some international and local destinations on strips of paper and drop them in a box. Have students each pick a strip of paper from the box and work in random pairs as formed by the first person with the position of an officer/public figure matched with the first destination, until everyone has a partner.*

*Each pair is responsible for preparing a travel itinerary for seven days for this 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 what would be finally given to the person for whom the preparations were made.*

## ◆ SECTION VIII: HUMAN RESOURCES MANAGEMENT

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

1. describe the functions of the Human Resource Management office;
  - (a) **Role and functions of the Human Resource Management office:**
    - (i) recruitment;
    - (ii) induction;
    - (iii) deployment;
    - (iv) appraisal;
    - (v) training;
    - (vi) staff welfare;
    - (vii) disciplinary procedures; and,
    - (viii) job description.
  - (b) **Relationship with other departments and importance of the Human Resource Management office.**
  
2. identify the duties and attributes of a clerk in the *Human Resource Management* office;
  - (a) **Duties and attributes of a clerk in the Human Resource Management office:**
    - (i) *maintain database of personnel records;*
    - (ii) *prepare for interviews;*
    - (iii) *attend to staff welfare; and,*
    - (iv) *assist with the functions of the Human Resource Management Office.*
  - (b) **Attributes**
    - (i) *confidentiality;*
    - (ii) *patience; and,*
    - (iii) *tact.*

## SECTION VIII: HUMAN RESOURCE MANAGEMENT (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

3. identify the benefits of legislation related to workers' welfare;

#### **Benefits as outlined in:**

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

4. maintain records used in a human resources office; and,

#### **Maintenance of Records:**

- (a) contracts of employment, service records;
- (b) types of leave;
- (c) personal history/records;
- (d) appraisal forms;
- (e) job specification; and,
- (f) job description.

5. describe the factors that contribute to employee/labour turnover in an organisation.

#### (a) **Internal factors:**

- (i) working conditions;
- (ii) low salary;
- (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;

## SECTION VIII: HUMAN RESOURCE MANAGEMENT (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

- (iii) competition for job placement;
- (iv) migration; and,
- (v) globalisation.

### 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. *Invite HR manager to explain different aspects of this field. Have students prepare questions based on the topics in the Section as they prepare for the Question and Answer session.*
2. *Students prepare a portfolio to include resumes, letter of application; job specification; related advertisement; related documents (proof of qualification). Engage students in activities for them to continue to build on their portfolio, scrapbook and SBA. For example, they can go on site visits to continue research and for them to obtain and discuss documents such as contracts, appraisal forms, job specifications, job descriptions, and Acts/laws/resolutions regarding workers' welfare.*
3. *Teacher should identify cases in their countries and immediate environment where possible, where there has been staff turnover and have students identify and discuss the internal and external factors that contributed to this turnover.*

*Using these cases as the subject of discussion students will 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 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 are adequate and show a good understanding of the roles and functions of Human Resource Management.*

*\* See Section 5 for other related activities.*



## ◆ SECTION IX: ACCOUNTS AND FINANCIAL SERVICES

### 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) different types of bank accounts, for example, current, savings, fixed deposit.

2. identify 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 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.

## SECTION IX: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

3. *prepare* simple documents in the *accounts* office;
  - (a) *pay slip or payroll*;
  - (b) currency memorandum;
  - (c) debit and credit notes;
  - (d) simple statements of account; and,
  - (e) cheques.
  
4. identify resources used in the accounts office;
  - (a) **Hardware resources:**
    - (i) calculators;
    - (ii) adding machines;
    - (iii) computers; and,
    - (iv) printers; scanners; copiers.
  - (b) **Software resources**
    - (i) accounting packages; and,
    - (ii) spreadsheet packages.
  
5. identify 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.

## SECTION IX: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

6. outline the procedures for making and receiving different types of payments;

#### **Payment through Financial Institutions:**

- (a) cash, cheques;
- (b) credit cards;
- (c) money orders, postal orders;
- (d) electronic transfers, credit transfers;
- (e) standing orders;
- (f) bank drafts; and,
- (g) letters of credit.

7. interpret the information on cheques;

#### **Types of cheques:**

- (a) open cheques;
- (b) certified/managers cheques;
- (c) counter cheques;
- (d) crossed cheques; and,
- (e) post-dated cheques/stale-dated cheques.

8. interpret entries in a bank statement;

#### **Identification and interpretation of entries in a bank statement:**

- (a) debit and credit entries;
- (b) service charges;
- (c) outstanding cheques;
- (d) outstanding deposits;
- (e) standing orders;
- (f) credit transfers;

## SECTION IX: ACCOUNTS AND FINANCIAL SERVICES (cont'd)

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	(g) interest paid and received; and, (h) (NSF) Insufficient funds/Refer to Drawer.
9. reconcile bank and cash book balances; and,	<b>Procedures for reconciling:</b> (a) bank statements with cash book balances; and, (b) cash book balances with bank statements.
10. prepare petty cash records.	<b>Procedures for the payment and control of petty cash using the imprest system:</b> (a) vouchers; (b) cash disbursements sheets; and, (c) summarising expenses.

### 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. Students should continue research and collect different artefacts for their scrap books. These should include types of cheques, bank drafts, pay slips, money orders, cards, payment vouchers, and bank statements.*
- 2. Students should visit different institutions from which they will collect, and prepare complete business forms.*
- 3. Students could visit an organization and observe their accounting and financial operations and relevant documents (to the extent that confidentiality and integrity would permit).*
- 4. In collaboration with the teacher(s) of Principles of Accounts and Principles of Business students could engage in accounting and financial services activities. For example, have students perform the role of payroll clerk. Identify the number of employees. Give criteria for staff members. Have students calculate basic pay, overtime pay and gross pay. Using fixed percentage students should be able to calculate Statutory Deductions, ITAX, NIS, prepare Currency Memorandum, write cheques, make entries in ledgers and cash books.*

## ◆ SECTION X: *PROCUREMENT AND INVENTORY MANAGEMENT*

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

1. describe the functions of the *procurement and inventory management* office;
  - (a) **Role and functions of the *procurement* office:**
    - (i) determine items to purchase;
    - (ii) liaise with other departments; and,
    - (iii) manage inventory.
  - (b) **Terminology and abbreviations used in purchasing documents and literature:**
    - (i) free on board (F.O.B.);
    - (ii) cost, insurance and freight (C.I.F.);
    - (iii) errors and omissions excepted (E & O.E);
    - (iv) cash on delivery (c.o.d.);
    - (v) excluding works (ex works); and,
    - (vi) discounts.
2. identify 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; and
    - (v) verifying orders received.

## SECTION X: PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

- |    |   |  |
|----|---|--|
| 3. | outline procedures for purchasing goods and acquiring services; | (b) <b>Attributes</b><br><br>(i) <i>integrity</i> ;<br><br>(ii) <i>honesty</i> ;<br><br>(iii) <i>initiative; and</i> ,<br><br>(iv) <i>detail oriented</i> .  |
| 3. | outline procedures for purchasing goods and acquiring services; | (a) <b>Factors influencing procedures:</b><br><br>(i) <i>urgency</i> ;<br><br>(ii) <i>cost</i> ;<br><br>(iii) <i>incentives; and</i> ,<br><br>(iv) <i>availability</i> .<br><br>(b) <b>Procedures for purchasing:</b><br><br>(i) <i>catalogues and price lists</i> ;<br><br>(ii) <i>tenders/inquiries</i> ;<br><br>(iii) <i>quotations</i> ;<br><br>(iv) <i>e-commerce</i> ;<br><br>(v) <i>order placement; and</i> ,<br><br>(vi) <i>shipment/delivery</i> . |
| 4. | prepare documents used in the purchase of goods and services;   | <b>Preparation and interpretation of:</b><br><br>(a) <i>requisition forms (purchase and stock); and</i> ,<br><br>(b) <i>order forms</i> .  |

## SECTION X: *PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)*

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

5. explain the importance of *inventory management*; and,

#### **Importance of *inventory management*:**

- (a) prevention of pilferage;
- (b) control of inventory;
- (c) signalling of market trends;
- (d) availability of capital;
- (e) optimization of storage space; and,
- (f) Just-in-Time (JIT).

6. maintain stock records (manual and electronic).

#### **Stock records:**

- (a) stock requisition forms and stock cards;
- (b) storage of office supplies;
- (c) reporting on stock levels; - Last-in-First-Out (LIFO), First-in-First-Out (FIFO); Average Cost (AVCO); and,
- (d) use of software and electronic devices in stock control, including inventory software, bar code scanners.

## SECTION X: PROCUREMENT AND INVENTORY MANAGEMENT (cont'd)

### 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. Students could visit businesses to note 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.
2. Students should continue research and collection of different artefacts for their scrap books. These should include stock card, stock requisition forms, and order forms.
3. In collaboration with the teacher(s) of Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, students could 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.
4. Invite resource persons, for example, from supermarket, the wharf, or airport, to discuss inventory management.



## ◆ SECTION XI: SALES, MARKETING AND CUSTOMER SERVICE

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

1. explain the functions of staff involved in Sales, *marketing and Customer service*;
  - (a) **Functions of the sales office:**
    - (i) maintenance of sales records;
    - (ii) calculation of commissions *and discount*;
    - (iii) stock control;
    - (iv) liaising with other departments; and,
    - (v) customer follow-up.
  - (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 Department**
    - (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.

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

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

2. identify duties of a clerk in the sales office;
  - (a) **Duties of a clerk in the Sales office:**
    - (i) preparing sales documents;
    - (ii) filing of sales records; and,
    - (iii) maintaining mailing lists.
  - (b) **Duties of a marketing clerk:**
    - (i) Assist in preparing advertising material;
    - (ii) assisting with promotional activities;
    - (iii) maintaining mailing lists and records; and,
    - (iv) assist in preparing press releases.
  - (c) **Duties of a clerk in the customer services department:**
    - (i) interface with customer;
    - (ii) liaise between customer and company;
    - (iii) inform customers on promotions and offers; and,
    - (iv) answer customer queries.
  
3. identify skills required by a clerk in the sales marketing and customer services *offices*;
  - (a) **Skills required of a clerk in the Sales office:**
    - (i) basic information technology;
    - (ii) *proficiency in the use of* productivity tools;
    - (iii) data entry;
    - (iv) *proficiency in the use of* organizational tools;
    - (v) filing; and,
    - (vi) literacy/numeracy.

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

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

4. prepare *documents used in sales and marketing*;

#### **Preparation of documents, including:**

- (a) quotations;
- (b) invoices; and,
- (c) proforma invoices.

5. distinguish among the different types of discounts; *and*,

#### **Types of Discounts:**

- (a) trade;
- (b) cash;
- (c) special/loyalty cards;
- (d) quantity; and,
- (e) goods on consignment.

6. outline the functions of the Corporate Communications Clerk.

#### **Functions of the Corporate Communications Clerk:**

Assists in:

- (a) promoting and enhancing the corporate image of the company;
- (b) interfacing with media houses, advertising agencies;
- (c) producing company newsletter/magazine/calendar;
- (d) upkeep of company's website;
- (e) *planning* family day activities; and,
- (f) coordinating and sponsoring events that show the company's corporate social responsibility.

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

### 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. Students should continue research and collection of different artefacts for their scrap books. These should include sales, marketing and customer service strategies used by organizations.
2. Invite resource persons from organisations to give presentations/ have discussions with students.
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 for different scenarios (for example, pleasant/unpleasant customer). Have the class make notes and give feedback based on the principles and concepts outlined in the syllabus.

## ◆ SECTION XII: OPERATIONS, DISPATCH AND TRANSPORT SERVICES

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

1. explain the functions of the *operations, despatch and transport* office;

- (a) **Functions of the *operations* office:**
  - (i) coordinating activities related to production;
  - (ii) protecting workers and the environment;
  - (iii) *maintenance* of factory records;
  - (iv) *quality assurance; awareness of standards, ISO;*
  - (v) costing of finished products; and,
  - (vi) liaising with other departments.
- (b) **Functions of the *despatch* office:**
  - (i) maintain documents for despatch of goods;
  - (ii) maintain database of couriers/contractors/agents;
  - (iii) work in collaboration with the sales office;
  - (iv) adhere to statutory requirements; and,
  - (v) coordination of delivery of goods.
- (c) **Functions of the *transport* office:**
  - (i) maintain transportation records;
  - (ii) maintain destination sheets;
  - (iii) liaising with customers; and,
  - (iv) maintenance of vehicles.

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

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

2. explain the duties of a clerk in a operations, dispatch and transport office; and,
  - (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 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) storage of information of couriers employed;
    - (iii) maintaining database of couriers, transport contractors and agents;
    - (iv) liaising with sales, customer services and marketing departments;
    - (v) adhering to statutory requirements; and,
    - (vi) coordination of delivery of goods.
  - (c) **Duties of a clerk in the transport office:**
    - (i) maintain transportation records;
    - (ii) *maintain destination sheets;*
    - (iii) *liaise with customers; and,*
    - (iv) *schedule maintenance of vehicles.*

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

### SPECIFIC OBJECTIVES

### CONTENT

Students should be able to:

3. *interpret* information on prepare documents used in *operations, despatch and transport.*

#### 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 XII: OPERATIONS, DISPATCH AND TRANSPORT SERVICES (cont'd)

### 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. *Student tours to manufacturing or transportation enterprises to view operations, dispatch and transport services. Examine roles and functions of different departments or individuals in these organizations, and compare with notes from source books.*
2. *In collaboration with the teacher(s) of Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, students could visit a manufacturing enterprise or a similar organization which forms part of a supply chain. They will use appropriate instruments and techniques to collect and document relevant data on the operation, despatch and transport services provided, and the way in which the organisation carries out its operations.*
3. *After students would have researched and been guided through discussion of relevant concepts, approaches and jargon, teacher should identify video presentations of companies' operations, and have students watch these with the main purpose of critiquing them to show their understanding of what they found during their research as well as what was shared during the in-class discussions.*
4. *In small groups, students should be asked to p Plan an activity and calculate the total cost of the activity. Different items should be listed. For example, the cost of labour and material. Students should prepare documents for different costs. 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.*



## ◆ 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**<sup>®</sup> standards, the Council undertakes the moderation of a sample of 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

Every candidate who enters for the Office Administration examination must submit an individual project. Students may work individually or in groups to investigate a specific problem. However, each candidate must produce an individual project. No two projects from the same group should be identical. The project should not exceed **1,000** words in length and should include charts, graphs, tables 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

A candidate's project should be presented in a folder bearing the candidate's number, 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 will include:

- (a) title page should be repeated for each section;
- (b) table of contents should be relevant to each section;
- (c) aims and objectives must be stated;
- (d) methodology employed;
- (e) letter, schedule, regulations, forms, graphics, charts; and,
- (f) report (500-750 words), discussing:
  - (i) findings;
  - (ii) limitations; and,
  - (iii) recommendations.

## TOPICS FOR SCHOOL-BASED ASSESSMENT

The project **MUST** be drawn from one or more aspects of the 12 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
2024	<i>Procurement and Inventory Management; Operations Dispatch and Transport Services</i>	<i>X and XII</i>
2025	<i>Human Resources Management and Meetings</i>	<i>VIII and VI</i>
2026	<i>Accounts and Financial Services and Reception and Hospitality</i>	<i>IX and V</i>
2027	<i>Communication, Office Orientation and Procurement and Inventory Management</i>	<i>II, I and X</i>

Year	Themes	Sections
2028	<i>Operations, Dispatch and Transport Services and Travel Arrangements</i>	<i>XII and VII</i>
2029	<i>Sales, Marketing and Customer Service and Records and Information Management</i>	<i>XI and IV</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. AIM

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

#### 3. 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.

#### 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, 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 objectives*);
- (b) limitations of the research; and,
- (c) recommendations on how the efficiency of the office can be improved using technology.

##### 2. OFFICE EQUIPMENT

The focus here will be on the development of candidates' competence and also the efficiency of equipment used in the office and the suitability of the equipment for the tasks for which they are used. This information must be recorded in a table format under the headings DATE, EQUIPMENT USED, PURPOSE, and SUITABILITY FOR TASK.

**Candidates without access to equipment should make a statement about the improvement of efficiency in the completion of tasks with the use of different types of equipment based on their research.**

#### 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 or simulations should 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 are 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](http://www.cxc.org)*

### DETAILED CRITERIA AND MARK SCHEME

CRITERION: 1 Preparation – Total 13 marks	Descriptor	Marks
The candidate has:		
1. included a title page; <b>(maximum 1 mark)</b>	<ul style="list-style-type: none"> <li>• Title page includes project title and names of candidate, school and teacher, territory, candidate number as a header.</li> <li>• Title page is incomplete.</li> </ul>	1  0
2. included a table of contents; <b>(maximum 2 marks)</b>	<ul style="list-style-type: none"> <li>• Table of contents includes:               <ul style="list-style-type: none"> <li>(a) a heading and a list of topics;</li> <li>(b) page numbers.</li> </ul> </li> </ul>	1 1
3. stated the title of the project; <b>(maximum 2 marks)</b>	<ul style="list-style-type: none"> <li>• Title of project is related to the objectives in the syllabus and to the business being studied.</li> <li>• Title of project is outside the scope of the syllabus or not clearly stated.</li> </ul>	2  1
4. listed TWO aims of the project; <b>(maximum 2 marks)</b>	<ul style="list-style-type: none"> <li>• Two Aims of the project are relevant, unambiguous and clearly stated.</li> <li>• One Aim of the project is irrelevant, ambiguous or not clearly stated.</li> </ul>	2  1

CRITERION: 1 Preparation – Total 13 marks	Descriptor	Marks
5. listed TWO functions of the relevant department <i>of the firm chosen for the project; and,</i> <b>(maximum 2 marks)</b>	• 2 functions accurately listed.	2
	• 1 function accurately listed.	1
6. prepared ONE piece of correspondence requesting permission to conduct the project. <b>(maximum 4 marks)</b> <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>	<ul style="list-style-type: none"> <li>• Correspondence incorporates all aspects of a business letter including: <ul style="list-style-type: none"> <li>(a) matching salutation/complimentary close;</li> <li>(b) correct grammar/ spelling (no errors);</li> <li>(c) relevant content;</li> <li>(d) appropriate presentation.</li> </ul> </li> </ul>	 1 1 1 1
<b>TOTAL</b>		<b>13 marks</b>

CRITERION 2 Gathering Data – Total 15 marks	Descriptor	Marks
The candidate has:		
1. described the methodology employed for the project; <b>(maximum 3 marks)</b>	• A specimen of a data gathering instrument is submitted.	1
	• An explanation of why the particular instrument was chosen above all others is given.	1
	• An explanation of how the instrument was used is given.	1
2. listed FIVE questions asked of personnel of the firm selected for the project; <b>(maximum 3 marks)</b> <b>NB. The questions may be taken from the data gathering instrument.</b>	• Five questions are relevant to the aims of the project, clear and unambiguous.	3
	• Three to four questions are relevant to the aims of the project, clear and unambiguous.	2
	• One to two questions are relevant to the aims of the project, clear and unambiguous.	1

<b>CRITERION 2</b> <b>Gathering Data – Total 15 marks</b>	<b>Descriptor</b>	<b>Marks</b>
3. submitted a schedule of activities for conducting the project; and, <b>(maximum 5 marks)</b>	• Table provided with the headings showing ‘Dates’, ‘Activities’ and ‘Comments’ with 10 – 12 activities listed.	1
	• Sequence of activities is relevant to the project and comments support the follow – up actions or the decisions made. – <b>1 mark for every 3 activities</b>	1 -4
4. submitted evidence of regulations and Policies governing the firm selected for the project. <b>(maximum 4 marks)</b>	• ONE piece of legislation governing the work place is referenced.	1
	• ONE piece of legislation governing the work place is referenced.	1
	• An explanation of how the candidate became aware of the legislation is given.	1
	• ONE of the health and safety practices observed when carrying out the Project is stated.	1
	• ONE staff rule with which the candidate had to comply in carrying out the Project is stated.	1
	<b>TOTAL</b>	<b>15 marks</b>

<b>CRITERION 3</b> <b>Presentation – Total 22 marks</b>	<b>Descriptor</b>	<b>Marks</b>
The candidate has:		
1. presented a written report; <b>(maximum 8 marks)</b>	• <i>Limitations relevant and clearly stated.</i>	2
	• <i>Limitations relevant but not clearly stated.</i>	1
	• <i>Findings relevant and clearly discussed.</i>	3-4
	• <i>Findings relevant but not clearly discussed.</i>	1-2
	• <i>Recommendations relevant and clearly discussed.</i>	2
	• <i>Recommendations relevant but not clearly discussed.</i>	1
2. assessed the impact of office equipment used in the business selected for the project; <b>(maximum 4 marks)</b>	• A 4 – column table completed with headings “Date”, “Equipment used”, “Purpose of equipment” and “Suitability for tasks” is completed.	1
	• <i>Accurate response on purpose and suitability of equipment for task.</i>	1-3

<b>CRITERION 3</b> <b>Presentation – Total 22 marks</b>	<b>Descriptor</b>	<b>Marks</b>
3. prepared a bibliography acknowledging all sources of information in alphabetical order; <b>(maximum 2 marks)</b>	<ul style="list-style-type: none"> <li>• For persons interviewed, list comprises date, place and job title.</li> <li>• For publications list comprises the names of the author, publisher and year published.</li> <li>• For Internet sites list comprises the address of the website, names of authors and organizations and dates accessed.</li> </ul>	2
4. presented information in a logical manner using correct grammar; and, <b>(maximum 4 marks)</b>	<ul style="list-style-type: none"> <li>• Information is well presented and ideas are communicated in a highly effective manner with no spelling or grammatical errors.</li> <li>• Information is presented in a very good and meaningful manner with no more than two spelling or grammatical errors.</li> <li>• Information is fairly well organised and ideas are communicated satisfactorily with no more than two spelling or grammatical errors.</li> <li>• Information showed weaknesses in syntax, spelling, punctuation or the sequencing of ideas.</li> </ul>	4  3  2  1
5. completed project with all required components in an acceptable manner. <b>(maximum 4 marks)</b>	<ul style="list-style-type: none"> <li>• All required components included.</li> <li>• Use of appropriate chart/graphics to compliment project.</li> <li>• Overall appearance of project: <ul style="list-style-type: none"> <li>- very good;</li> <li>- adequate.</li> </ul> </li> </ul>	1  1  2 1
	<b>TOTAL</b>	<b>22 marks</b>

**Western Zone Office**  
**20 July 2023**



# CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate  
**CSEC®**



## OFFICE ADMINISTRATION

### Specimen Papers and Mark Schemes/Keys

**Specimen Papers, Mark Schemes and Key:**

Paper 01  
Paper 02  
Paper 032



**CARIBBEAN EXAMINATIONS COUNCIL**

**SECONDARY EDUCATION CERTIFICATE  
EXAMINATION**

**SPECIMEN**

**MULTIPLE CHOICE QUESTIONS  
FOR**

**OFFICE ADMINISTRATION**

**Paper 01**

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

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.

Sample Item

A cheque is usually crossed in order to

- (A) prevent theft
- (B) provide a means of tracing it
- (C) supply a special endorsement
- (D) allow a particular person to cash it

Sample Answer



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

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1. Which of the following organizations will at some time be involved in office activities?

- I. Schools
- II. Recreational centres
- III. Hair-dressing salons
- IV. Departmental stores

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

2. You are a clerk in a small organization. Your supervisor is the secretary, and the head of the organization is the General Manager. You feel that some improvements can be made in the filing system. Which of the following actions should you take?

- (A) Discuss your ideas with the secretary.
- (B) Make the changes you feel are necessary.
- (C) Continue with the old system until you are asked for an opinion.
- (D) Discuss your ideas with the General Manager.

3. Which of the following pieces of equipment would be MOST useful in an office where replicas of original documents are often needed?

- (A) Photocopier
- (B) Ink duplicator
- (C) Spirit duplicator
- (D) Offset litho machine

Item 4 refers to the following list of duties.

- 1. Ascertain value of production
- 2. Conserve time and materials
- 3. Maintain control over the stores
- 4. Provide figures for final accounts
- 5. Keep management informed at all points

4. The duties listed above could BEST be performed by the

- (A) store clerk
- (B) book keeper
- (C) progress chaser
- (D) cost accounts clerk

5. Your regular lunch hour is from 1200 hours to 1300 hours, but you have an appointment between 1300 hours and 1400 hours today. You should request

- (A) the Supervisor to change your lunch hour
- (B) that the Human Resource Manager change your working hours
- (C) that a colleague explains your absence if anyone asks for you
- (D) a switch today with a colleague who has lunch from 1300 hours to 1400 hours

6. Which of the following factors can contribute to repetitive stress injuries?
- I. Poor posture
  - II. Prolonged computer use
  - III. Occasional breaks
- (A) I only  
(B) I and II only  
(C) II and III only  
(D) I, II and III
7. An officer left last night for a three-day business conference in another Caribbean territory. You have just seen on your desk a copy of a short letter which you had prepared for his folder. Which of the following is the MOST appropriate action to take?
- (A) Send the details of the letter to him by electronic mail.  
(B) Send a copy of the letter to him by special delivery.  
(C) Tell him the details of the letter by telephone.  
(D) Assume that he no longer requires the letter and file it.
8. The MOST appropriate purpose of a memorandum is to communicate
- (A) within an organization  
(B) with external business associates  
(C) informal confirmation of business messages received from external callers  
(D) within an organization
9. Which of the following methods can be used for written communication to staff members?
- I. Circulars
  - II. Letters
  - III. Index cards on files
- (A) I only  
(B) II only  
(C) I and II only  
(D) II and III only
10. Which of the following procedures may be used to find a telephone number in the yellow pages for Thompson Electrical Services?
- I. Look for the section headed Services.
  - II. Look for the section headed Electrical.
  - III. Look for Thompson Electrical Services.
- (A) III only  
(B) I and III only  
(C) II and III only  
(D) I, II and III
11. Which of the following is NOT proper telephone etiquette in a business environment?
- (A) Answering the telephone as soon as it rings  
(B) Thanking the customer for calling  
(C) Allowing the person who called to end the conversation  
(D) Answering the phone with a cheery "hello"

GO ON TO THE NEXT PAGE

12. It is your first day at work. The office manager is discussing your duties with you, in her office. During the course of the meeting, she leaves the room to attend to another matter. While she is away, her cell phone which she had placed on the table rings. Which of the following is the MOST appropriate action for you to take?
- (A) Try to find her.
  - (B) Let the cell phone ring.
  - (C) Answer the cell phone.
  - (D) Ask someone to answer the cell phone.
13. A staff member has asked the receptionist to make a person-to-person call to Mr. Wray. Which of the following procedures should the receptionist use?
- (A) Request an appointment for the staff member to see Mr. Wray.
  - (B) Call Mr. Wray and ask him to contact the staff member at his convenience.
  - (C) Dial Mr. Wray's number and connect the staff member when Mr. Wray is on the line.
  - (D) Dial Mr. Wray's number and connect the staff member.
14. The time in England is 5 hours ahead of the time in Barbados. When it is 2:00 pm in Barbados, what time is it in England?
- (A) 0200 hours
  - (B) 1400 hours
  - (C) 1900 hours
  - (D) 2000 hours
15. Which of the following machines is NOT likely to be found in a mailing room?
- (A) Collating
  - (B) Sorting
  - (C) Franking
  - (D) Folding
16. 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) Sales
  - (B) Production
  - (C) General Administration
  - (D) Despatch and Transport
17. At XYZ Company, information from staff files which are currently kept in the general office has been leaked on many occasions. Which of the following actions would MOST likely increase employee data security?
- I. Use the alphabetic filing system for staff files.
  - II. Use the numeric filing system for staff files.
  - III. Ask each staff member to keep his/her file.
  - IV. Store all staff files in the Human Resources department.
- (A) I and III only
  - (B) II and III only
  - (C) II and IV only
  - (D) III and IV only

GO ON TO THE NEXT PAGE

18. 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. Complete an "out" sheet and place it in the file.
  - III. Ask the person receiving the file to sign for it.
  - IV. Send the file with a request for it to be returned in an hour's time.
- (A) I, II and III only
  - (B) I, II and IV only
  - (C) I, III and IV only
  - (D) II, III and IV only
19. In a terminal digit filing system, a folder in position 7 on shelf 4 of bay 36 should be numbered
- (A) 7436
  - (B) 4736
  - (C) 3674
  - (D) 3647
20. Which of the following files would be MOST suitable for filing petty cash vouchers?
- (A) Circular rotary
  - (B) Concertina
  - (C) Visible index
  - (D) Card wheel index
21. Microfilm will be MOST useful when there is limited space for the storage of
- (A) inactive files
  - (B) temporary files
  - (C) documents transferred from inactive files
  - (D) documents transferred between active files
22. 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.
23. Which of the following is/are NOT needed when using microfilming?
- (A) Printer
  - (B) Roll of film
  - (C) Aperture cards
  - (D) Magnetic tape
24. 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

GO ON TO THE NEXT PAGE

25. 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) Hope that the client calls again.
  - (C) Call the client to get the information.
  - (D) Apologize to the executive and explain that he/she was busy.
26. 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) ask the executive if he/she would meet with the consultant
  - (B) send the consultant into the executive's office
  - (C) offer to make another appointment for the consultant
  - (D) tell the consultant that she made a mistake about the date
27. 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. What action should she take?
- (A) Explain his absence to clients when they come to the office.
  - (B) Notify clients by telephone and offer to make new appointments.
  - (C) Postpone all appointments for that day by letter.
  - (D) Remind Mr. Bell of his appointments and suggest that he uses another day to be out of the office.
28. From which of the following can a person who is travelling overseas obtain foreign currency?
- I. Commercial Bank
  - II. Central Bank/Treasury
  - III. Travel agent
  - IV. Embassy of the overseas country
- (A) I only
  - (B) I and II only
  - (C) I, II and III only
  - (D) I, II, III and IV
29. Assume that you have been elected to be secretary of your school's Thrift Society. One of your duties will be the preparation of meeting agendas. 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) I, II, III, IV
  - (B) II, III, I, IV
  - (C) III, I, II, IV
  - (D) III, I, IV, II
30. 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 meeting at which the minutes are presented but before they are adopted
  - (C) At the meeting at which the minutes are presented but only after they are adopted
  - (D) At a subsequent meeting following the adoption of the minutes

GO ON TO THE NEXT PAGE

31. Which of the following duties are performed by a secretary prior to meetings?
- I. Circulate minutes of last meeting
  - II. Arrange seating accommodation
  - III. Circulate notice and agenda
  - IV. Obtain Chairman's signature on minutes of last meeting
- (A) I only  
(B) II and III only  
(C) I, II and III only  
(D) I, III and IV only
32. Two staff members and a consultant were invited to a management committee meeting to discuss a particular item on the agenda. Which of the following persons should receive copies of the minutes of this meeting?
- I. Members of the management committee who were present
  - II. Members of the management committee who were absent
  - III. The two staff members
  - IV. The consultant
- (A) I only  
(B) I and II only  
(C) I, II and III only  
(D) I, II, III and IV
33. The Annual General Meeting for Info Tech Ltd is being planned. Which of the following MUST be circulated before this meeting?
- I. Notice of the meeting and agenda
  - II. Minutes of the last annual general meeting
  - III. Minutes of the regular meeting
  - IV. Copy of the firm's memoranda of association
- (A) I and II only  
(B) II and III only  
(C) II and IV only  
(D) III and IV only
34. Which of the following is the MOST appropriate sequence to be used when writing a letter of application for a job?
- I. Qualifications
  - II. List of references
  - III. Interest in the position
  - IV. Request for an interview
- (A) I, II, III and IV  
(B) II, IV, I and III  
(C) III, I, II and IV  
(D) III, I, IV and II
35. The document which outlines the details for a business trip for an executive is referred to as
- (A) a schedule  
(B) a programme  
(C) an itinerary  
(D) a travelogue



36. Which of the following documents must a Caribbean citizen ALWAYS submit at a port of entry before he/she can enter into a foreign country?
- I. Passport or travel permit
  - II. Vaccination certificate
  - III. Visitors' visa
  - IV. Travellers cheques or bank draft
- (A) I only  
(B) I and II only  
(C) I, II and III only  
(D) I, II, III and IV
37. Sweet Lime Bottling Company is ISO-certified. Which of the following is the correct meaning of the acronym ISO?
- (A) Information Service Organization
  - (B) Industrial Systems Operation
  - (C) International Organization for Standardization
  - (D) Internal Sales Office
38. Which of the following functions are performed by the Human Resource office?
- I. Preparing job cards
  - II. Shortlisting job applications
  - III. Preparing wages and salaries for staff
  - IV. Arranging training and providing welfare facilities for staff
- (A) I and IV only  
(B) II and IV only  
(C) I, II and III only  
(D) II, III and IV only
39. Which of the following contributions is NOT a fringe benefit for employees?
- (A) Pension plan
  - (B) Training grant
  - (C) National insurance
  - (D) Medical insurance
40. An employee became ill while on holiday and will therefore be late in returning to work. Which of the following persons should the employee notify?
- (A) Office clerk
  - (B) Receptionist
  - (C) General Manager
  - (D) Human Resource Manager
41. A company receives an invoice for goods purchased on May 6, costing \$1 350. The terms written on the invoice are 2/10, N/30. If the invoice is paid on May 8 how much must be paid?
- (A) \$ 945
  - (B) \$1 215
  - (C) \$1 323
  - (D) \$1 350
42. The term "By Returns" and a corresponding credit of \$80 on a statement of account mean that a sum of \$80 was
- (A) paid to the seller
  - (B) paid to the buyer
  - (C) added to the amount owing
  - (D) deducted from the amount owing
43. Mr. Jones has an agreed credit limit of \$250 at Trendy Clothing Store. He submits an order for 5 school shirts each costing \$60 to the store. Which of the following actions should the store's credit clerk take?
- (A) Adjust the order and supply the goods.
  - (B) Show the order to the Credit Manager.
  - (C) Send a statement to the customer showing overdue amount.
  - (D) Return the order to the customer and request prior payment.

GO ON TO THE NEXT PAGE

Item 44 refers to the following information which was extracted from a statement of account.

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

44. The amount outstanding on March 21 is
- (A) \$299.60
  - (B) \$276.40
  - (C) \$179.60
  - (D) \$156.40
45. What should Mr Jones do if his cash book and bank statement show a difference of \$20.00?
- (A) Reconcile his bank statement with his cash book.
  - (B) Regard the \$20.00 as interest on his current account.
  - (C) Inform the bank that an error has been made on his account.
  - (D) Write a cheque for \$20.00 to balance his statement with the bank.
46. The cancelled cheques that one receives with a bank statement are those cheques which
- (A) the bank dishonoured
  - (B) the bank exchanged for cash
  - (C) are more than 3 months old
  - (D) the account holder did not negotiate
47. Mr Parker is trying to prepare a bank reconciliation statement but is unable to complete it because a cheque paid to the utility company for \$60 is unaccounted for. In order to reconcile the bank statement with the cash book, the \$60 should be
- (A) added to the cash book balance
  - (B) deducted from the cash book balance
  - (C) added to the bank statement balance
  - (D) deducted from the bank statement balance
48. 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
49. The Joy High School wants to build a new canteen. In order to select the most suitable firm for the job, the school should invite competing firms to submit
- (A) price lists
  - (B) catalogues
  - (C) statements
  - (D) tenders
50. Assuming a similar quality and quantity of goods and the same rate of insurance coverage, which of the following shipping terms will give the greatest benefit to a company purchasing goods?
- (A) F.O.B.
  - (B) C.I.F.
  - (C) Ex works
  - (D) E & OE

GO ON TO THE NEXT PAGE

- 51.** On the morning of April 20, 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 April 20?
- I. Issues 90, Balance 710
  - II. Receipts 150, Issues 90, Balance 710
  - III. Receipts 150, Balance 800
  - IV. Receipt 800, Issues 90, Balance 710
- (A) II only
  - (B) IV only
  - (C) I and II only
  - (D) I and III only
- 52.** 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
  - IV. Preparation of credit notes
- (A) I and II only
  - (B) I and III only
  - (C) II and IV only
  - (D) II, III and IV only
- 53.** Which of the following functions is NOT typically performed by a sales clerk?
- (A) Filing correspondence
  - (B) Despatching quotations
  - (C) Preparing the index of suppliers
  - (D) Dealing with telephone enquiries
- 54.** 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) Trade price, quality, catalogue no., method of delivery

GO ON TO THE NEXT PAGE

Item 55 refers to the stock card shown below.

Stock Record				
<b>Description:</b> Broad paper		<b>Supplier:</b> Getfers Ltd.		
<b>Stock Ref:</b> 8/12		<b>Max:</b> 100 reams		
		<b>Min:</b> 20 reams		
Date	Order No.	In	Out	Balance
2012				
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		15	51
Jan 07	A/20		30	21
Jan 08	So/4		2	19
Jan 10	Ag/2		4	15

55. Which of the following is the date on which the stock clerk should have placed an order for paper?
- (A) Jan 05
  - (B) Jan 07
  - (C) Jan 08
  - (D) Jan 10

56. 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

57. Which of the following documents must be prepared when exporting goods by air?
- I. Airway bill
  - II. Bill of lading
  - III. Invoice
  - IV. Destination sheet
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) III and IV only

58. Which of the following actions does NOT represent corporate social responsibility?
- (A) Donating books to a school
  - (B) Sponsoring a local steel band
  - (C) Employing environmentally-friendly policies
  - (D) Distributing vouchers at a corporate function
59. Which of the following items usually appears first on a resumé?
- (A) Name
  - (B) Address
  - (C) Date of birth
  - (D) Telephone number
60. 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) Visit the human resource officer and apologize for not taking the job.
  - (B) Telephone the human resource officer, thank him/her and advise that you will not be taking the job.
  - (C) Write a letter thanking the human resource officer but declining the job offer.
  - (D) Decide that if the company does not hear from you, they will know you are not taking the job.

**END OF TEST**

**CARIBBEAN EXAMINATIONS COUNCIL**

**SECONDARY EDUCATION CERTIFICATE  
EXAMINATION**

**OFFICE ADMINISTRATION**

**SPECIMEN PAPER 01**

**KEY**

**CARIBBEAN EXAMINATIONS COUNCIL**

**SECONDARY EDUCATION CERTIFICATE  
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**OFFICE ADMINISTRATION**

**SPECIMEN PAPER 2011**

<b>Item No.</b>	<b>Key</b>
1	D
2	A
3	A
4	D
5	D
6	B
7	C
8	A
9	C
10	D
11	D
12	B
13	C
14	C
15	A
16	A
17	C
18	A
19	D
20	B
21	A
22	B
23	D
24	A
25	C
26	A
27	B
28	A
29	C
30	B

<b>Item No.</b>	<b>Key</b>
31	C
32	D
33	A
34	C
35	C
36	A
37	C
38	B
39	C
40	D
41	C
42	D
43	B
44	A
45	A
46	B
47	D
48	A
49	D
50	B
51	A
52	B
53	C
54	B
55	B
56	A
57	B
58	D
59	A
60	C



TEST CODE **01237020**

**SPEC 2015/01237020**

**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**

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E X A M I N A T I O N**

**OFFICE ADMINISTRATION**

**SPECIMEN PAPER**

**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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**SECTION I**

**Answer ALL questions in this section.**

1. (a) State TWO items of information that job applicants can obtain from the mission statement of an organization.

.....  
.....

**(2 marks)**

- (b) Businesses are expected to offer excellent customer service. Give TWO reasons why excellent customer service is important to every business.

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.....  
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.....

**(2 marks)**

- (c) Explain TWO reasons why it would **not** be wise to use the photocopying machine at your school to reproduce more than 500 copies of a program for graduation.

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.....  
.....

**(4 marks)**

- (d) It is the aim of Caribbean countries to develop literacy skills in school leavers in order to ensure efficiency at the workplace.

Briefly describe TWO functions performed by EACH of the following clerks which require the use of literacy skills.

- (i) Human Resource Clerk

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

**(2 marks)**

**GO ON TO THE NEXT PAGE**

(ii) Records Management Clerk

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

**(2 marks)**

(e) Sasha Rae operates a small but well patronized beauty parlour in town. Since the opening of a new housing scheme recently, her clientele has increased significantly. She is now considering the following factors: size, layout, and furniture, as they relate to the comfort, health and safety of her staff.

For EACH factor indicated above, identify ONE problem Sasha may experience as a result of the increase in her clientele.

Size .....

.....

Layout .....

.....

Furniture .....

.....

**(3 marks)**

**Total 15 marks**

2. (a) Elvis Jordon has been working as a bank teller for the past two years. He has been selected for promotion to a position at another branch and is required to present a portfolio at the interview.

List THREE items of information which he would need to include in his portfolio.

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

**(3 marks)**

- (b) State TWO ways in which the receptionist can assist in maintaining a good interpersonal relationship between the organization and members of the public.

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

**(2 marks)**

- (c) Your friend Dahlia wants to become a receptionist. Identify TWO attributes that she should possess to carry out the job effectively.

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

**(2 marks)**

- (d) Mid-Island Software Co. Ltd is a new computer firm which is located at 19 Palmer's Crescent, Castries, Saint Lucia. Recently, the firm advertised to fill a number of new positions, including the post of receptionist.

Mr Ram Webb of 10 Highway Drive, Castries, Saint Lucia has applied for the post of receptionist. Assume that you are Mrs Iris Field, assistant to the HR manager, draft a letter for the HR manager's signature to Mr Ram Webb, **in the space provided below**. Acknowledge his application and interest in employment at the company.

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**(8 marks)**

**Total 15 marks**

3. (a) Provide the meaning of any TWO of the following terms as they relate to business meetings:

Cancel

.....  
.....

Proposal

.....  
.....

Motion

.....  
.....

(2 marks)

(b) State TWO functions of the treasurer of an organization.

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

(2 marks)

(c) Meetings usually follow the rules of Parliamentary Procedure, also known as Robert's Rules of Order, or norms for conducting meetings.

Study the items in Column 1 and rearrange any THREE of them in the order they would appear on a meeting agenda. Write your response in Column 2.

Column 1
Items
Other business
Apologies for absence
Chairman's report
Matters arising

Column 2
Order of appearance on agenda
(1) .....
(2) .....
(3) .....

(3 marks)

GO ON TO THE NEXT PAGE

(d) Minutes of meetings are usually followed up with an action sheet.

Explain how the circulation of an action sheet could assist the chairman in ensuring a successful meeting.

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

**(2 marks)**

(e) Explain how business persons' knowledge of time zones can assist them in conducting meetings internationally.

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

**(2 marks)**

(f) The following is part of a bus schedule for the Mercedes Bus Company.

{Route 2 – Weekend Morning Service Saturday–Sunday Service starts at 8:00 a.m.} (1)				
{Santa Cruz Bus Station	8:00 a.m.	9:00 a.m.	10:00 a.m.	11:00 a.m.} (2)
{Beadle’s Boulevard	8:10	9:10	10:10	{11:10
Leeds Street	8:20	9:20	10:20	11:20
Park Mountain Drive	8:30	9:30	10:30	11:30
Longwood Road} (3)	8:40	9:40	10:40	11:40} (4)

Write an interpretation, in sentence form, of the bracketed parts labelled (1), (2), (3) and (4) on the bus schedule above.

(1) .....  
.....  
(2) .....  
.....

**GO ON TO THE NEXT PAGE**

(3) .....

.....

(4) .....

.....

**(4 marks)**

**Total 15 marks**

**SECTION II**

**Answer ALL questions in this section.**

4. (a) Actions taken by the Human Resource Department include carrying out disciplinary procedures.

Identify TWO reasons for which employees may face disciplinary procedures.

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

**(2 marks)**

- (b) One of the statutory provisions for employee protection includes 'equality'. What does this law mean in relation to the employee?

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

**(2 marks)**

- (c) Identify ONE compulsory deduction and ONE voluntary deduction that are taken from an employee's gross pay.

Compulsory: .....

Voluntary: .....

**(2 marks)**



(d) Use the following information to complete the crossed cheque provided below.

Crossing:	cheque to be paid only in the account of the payee
Drawee:	Bank of Surety, College Crescent, Mainland
Drawer:	Shirley Waite
Payee:	Joe Marj
Cheque No.	101; A/c No. 2468
Amount:	\$2 005.50
Date:	(Current)

Pay to .....	
The sum of .....	
.....	

**(9 marks)**

**Total 15 marks**

5. (a) Identify TWO attributes that a clerk in the purchasing department should possess.

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

**(2 marks)**

(b) State TWO reasons why it is important to manage stock of all items used in a business.

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

**(2 marks)**

(c) A customer's bank statement shows an opening debit balance of \$500. Explain what this balance means in the customer's account.

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

**(2 marks)**

- (d) On the stationery stock card provided on page 13, record the following information, to show the correct balance on 20 December 2014.

Name of stationery:	White Banker Envelopes
Item no:	10
Bin no:	7
Maximum level:	20 boxes
Minimum level:	8 boxes
Reorder level:	5 boxes
October 1:	Balance in stock 12 boxes
October 15:	Issued 5 boxes to HRM office, req. no. 2
November 5:	Purchased 13 boxes from Quality Stationery, Invoice no. 9
November 25:	Issued 6 boxes to admin. office, req. no. 4
December 10:	Issued 9 boxes to typing pool, req. no. 6
December 20:	Purchased 15 boxes from Quality Stationery, Invoice no. 11
The envelopes are stored in drawer no. 3.	

<b>STATIONERY STOCK CARD</b>							
Item name/number: White Banker Envelopes, 10				Maximum level:			
Stock location: Drawer #3				Minimum level:			
Bin number: 7				Reorder level:			
Date 2014	Receipts			Issues			Balance
	Quantity	Inv. No.	Supplier	Quantity	Req. No.	Department	

**(9 marks)**

**Total 15 marks**

6. (a) (i) List THREE duties of a marketing clerk.

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

**(3 marks)**

- (ii) Identify THREE skills required by a sales clerk.

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

**(3 marks)**

- (b) Barbados is a member of the International Organization for Standards (ISO). Green and Stewart Company Limited is a medium-sized business in Barbados.

Outline FIVE conditions that Green and Stewart Co. Ltd would have to maintain before it seeks to qualify as a member of the ISO.

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

**(5 marks)**

- (c) Ryan and Reid Co. Ltd failed to pay attention to the important details in coordinating its production activities and so did not make a profit.

Assume you are a member of staff in the operations department at this company. Recommend FOUR actions the company could take/enforce to create an environment of profitability.

.....

.....

.....

.....

.....

.....

.....

.....

**(4 marks)**

**Total 15 marks**

**END OF TEST**

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



01237020/MS/SPEC 2015

C A R I B B E A N   E X A M I N A T I O N S   C O N C I L

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®  
EXAMINATION

OFFICE ADMINISTRATION

SPECIMEN PAPER

Paper 02 - GENERAL PROFICIENCY

KEY & MARK SCHEME





OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
1 cont'd			
(d) (i)	<p>Functions performed by the clerks requiring the use of literacy skills:</p> <p>Human Resource Clerk:</p> <ul style="list-style-type: none"><li>- keeps accurate database of HR records</li><li>- processes records, e.g. contracts of employment, medical/leave records</li><li>- stores records in a systematic format</li><li>- makes adequate preparation for interviews/suitable room/adequate furniture</li><li>- short-lists applicants/invites short-listed applicants for interview</li><li>- attends to staff welfare appropriately/refers employees with personal/work related problems to relevant persons for assistance/counseling</li><li>- prepares leave roster/job letters for employees</li></ul> <p><b>1 mark each for any two correct responses</b></p>		2
(ii)	<p>Records Management Clerk:</p> <ul style="list-style-type: none"><li>- maintains the storage and retrieval systems</li><li>- demonstrates competence in preparing, classifying and indexing documents</li><li>- prepares out cards/absent folder indicators for files out on loan</li><li>- organizes records for filing using the various classifications</li><li>- creates/drafts new files when required using the computer</li><li>- manages the retention and disposal of records</li><li>- locates and distributes files when needed</li><li>- knows how to print and withdraw documents from the system</li></ul> <p><b>1 mark each for any two correct responses</b></p>		2



OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
2			
(a)	<p>Items of information that would be needed in portfolio to take to the interview:</p> <ul style="list-style-type: none"> <li>- certification/proof of additional qualifications</li> <li>- character references</li> <li>- valid identification</li> <li>- letter of recommendation</li> <li>- evidence of outstanding performance/awards/innovations implemented</li> </ul> <p><b>1 mark each for any three correct responses</b></p>	3	
(b)	<p>Ways the receptionist can maintain a good interpersonal relationship between the organization and members of the public:</p> <ul style="list-style-type: none"> <li>- Greet callers politely/professionally/by name</li> <li>- Provide timely/relevant information/pen to write in visitors' log</li> <li>- Answer telephone promptly</li> <li>- Respond appropriately to e-mail enquiries</li> <li>- Treat people courteously at all levels</li> <li>- Make visitors feel welcome</li> <li>- Make eye contact when speaking</li> <li>- Keep a smile/be pleasant at all times</li> <li>- Help visitors with individual needs/point out facilities</li> <li>- Deal with appointments promptly/check waiting time and remind persons they have come to see</li> </ul> <p><b>1 mark each for any two correct responses</b></p>	2	
(c)	<p>Attributes that are needed to carry out the job of a receptionist effectively:</p> <ul style="list-style-type: none"> <li>- Personal appearance/deportment/good grooming</li> <li>- Smart/discreet/well-spoken/polite</li> <li>- Tact/patience/pleasant/helpful</li> <li>- Use of initiative</li> <li>- Good articulation</li> <li>- Good temperament/disposition</li> </ul> <p><b>1 mark each for any two correct responses</b></p>	2	

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
<p>2 cont'd</p> <p>(d)</p> <p>Draft letter of acknowledgement for signature: (1)</p> <p style="text-align: center;">Mid-Island Software Co. Ltd. 19 Palmer's Crescent Castries, St. Lucia (1)</p> <p>(Current date) (1)</p> <p>Mr. Ram Webb 10 Highway Drive Castries, St. Lucia (1)</p> <p>Dear Mr. Webb</p> <p>I hereby acknowledge receipt of your application for the post of receptionist at Mid-Island Software Co. Ltd. (1) We are in the process of reviewing all applications sent to our company and will certainly communicate with you within the next two weeks. (1)</p> <p>Thank you for the interest shown in employment with our company. Kind regards. (1)</p> <p>Yours sincerely/respectfully (1)</p> <p>_____ Mrs. Iris Field</p> <p><b>Award marks as follows:</b></p> <ul style="list-style-type: none"> <li>- Draft letter of acknowledgement (1)</li> <li>- Firm's address/return address in correct position (1)</li> <li>- Date in correct position according to style used (1)</li> <li>- Inside/applicant's address in correct position (1)</li> <li>- Matching salutation and complimentary close (1)</li> <li>- Acknowledging receipt of application for post of receptionist at co. (1)</li> <li>- Action/s taken by company (1)</li> <li>- Appropriate closing paragraph (1)</li> </ul>			8
		7	8

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A										
3	<p>(a) Meaning of terms as they relate to business meetings:</p> <p><b>Cancel:</b> to revoke, annul, make void; announce that a planned event will not take place, for example, call off a meeting</p> <p><b>Proposal:</b> a matter to be considered is made by individual attending the meeting</p> <p><b>Motion:</b> formal step to introduce/propose a matter for consideration and decision by the group; a resolution that is proposed at a meeting</p> <p><b>1 mark each for any two correct responses</b></p> <p>(b) Functions that the treasurer of an organization would perform:</p> <ul style="list-style-type: none"> <li>- Takes responsibility/custody of all funds belonging to the organization</li> <li>- Prepares/maintains financial records showing breakdown of receipts, payments and cash balances</li> <li>- Makes payments upon the signature of the board/duly authorized person</li> <li>- Approves the payment of bills/banking/book-keeping</li> <li>- Financial planning/budgeting/reporting</li> <li>- Liaises with members about financial matters</li> </ul> <p><b>1 mark each for any two correct responses</b></p> <p>(c) Re-arranged items in the order they would appear on a meeting agenda:</p> <p><u>Table 1</u></p> <table border="1" data-bbox="304 1686 1254 1892"> <thead> <tr> <th>Items</th> <th>Order of appearance on agenda</th> </tr> </thead> <tbody> <tr> <td>Other business</td> <td>(1) Apologies for absence</td> </tr> <tr> <td>Apologies for absence</td> <td>(2) Matters arising</td> </tr> <tr> <td>Chairman's report</td> <td>(3) Chairman's report</td> </tr> <tr> <td>Matters arising</td> <td>(4) Other business</td> </tr> </tbody> </table> <p><b>1 mark for each correct response</b></p>	Items	Order of appearance on agenda	Other business	(1) Apologies for absence	Apologies for absence	(2) Matters arising	Chairman's report	(3) Chairman's report	Matters arising	(4) Other business	2	2
Items	Order of appearance on agenda												
Other business	(1) Apologies for absence												
Apologies for absence	(2) Matters arising												
Chairman's report	(3) Chairman's report												
Matters arising	(4) Other business												
		2											
		3											

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
3 cont'd			
(d)	<p>How circulation of an Action Sheet could assist the chairman in ensuring a successful meeting:</p> <ul style="list-style-type: none"> <li>- Persons are reminded of deadline to complete tasks</li> <li>- Action sheet contains the name of the organization, to whom the task is assigned, the objective, action item, when it is due, whether or not task is done and a comment column</li> <li>- Helps to achieve meeting's objectives</li> <li>- Ensures follow-up after the meeting</li> </ul> <p><b>2 marks for correct full response; 1 mark for partial response</b></p>		<b>2</b>
(e)	<p>How business persons' knowledge of time zones can assist them in conducting meetings internationally:</p> <ul style="list-style-type: none"> <li>- Meetings/conferences/discussions can be held during normal working hours in each country in a timely manner</li> <li>- Travel times can be accurately calculated to ensure punctuality and full coverage of meetings</li> <li>- Knowledge of countries that are either ahead or behind universal time and therefore, would know working hours of business</li> </ul> <p><b>2 marks for correct response; 1 mark for partial response</b></p>		<b>2</b>
(f)	<p>Interpretation of bracketed parts labeled <b>1-4</b> on bus schedule, in sentence form.</p> <ol style="list-style-type: none"> <li>1) The Mercedes bus company travels along/plies Route 2 on weekend mornings, Saturday-Sunday, starting at 8:00.a.m.</li> <li>2) The bus station is at Santa Cruz, from which the bus can be taken at 1-hour intervals, starting at 8:00 a.m. up to 11:00 a.m.</li> <li>3) The street stops are at: Beadle's Boulevard, Leeds Street, Park Mountain Drive and Longwood Road</li> <li>4) The bus will be at the various stops/places from 11:10 to 11:40 a.m. each weekend morning</li> </ol> <p><b>1 mark for each correct response in sentence form</b></p>		<b>1</b> <b>1</b> <b>1</b> <b>1</b>
		<b>7</b>	<b>8</b>

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
<p><b>4</b></p> <p>(a)</p> <p>(b)</p> <p>(c)</p>	<p>Reasons for which employees may face disciplinary procedures:</p> <ul style="list-style-type: none"> <li>- Frequent/habitual lateness</li> <li>- Irregularity/absenteeism</li> <li>- Inability to do the work required</li> <li>- Drug abuse/drunkenness on the job</li> <li>- Unacceptable behaviour/fighting</li> <li>- Theft/stealing from the organization</li> <li>- Violence/abuse/harassment of co-workers</li> <li>- Willful destruction of company's property</li> </ul> <p><b>1 mark for each correct response</b></p> <p>'Equality' as a statutory provision for employee protection. What it means:</p> <ul style="list-style-type: none"> <li>- Legal rights should be observed despite ethnicity, gender, religion, national origin, colour, place of abode, sexual preferences and disability; there should be fair wages and equal pay and benefits for similar jobs being done</li> </ul> <p><b>2 marks for correct response; 1 mark for partial response</b></p> <p>Compulsory and voluntary deductions that are taken from an employee's gross pay:</p> <p><u>Compulsory:</u></p> <ul style="list-style-type: none"> <li>- Income tax</li> <li>- National Insurance</li> <li>- Education/National Housing</li> </ul> <p><u>Voluntary:</u></p> <ul style="list-style-type: none"> <li>- Health/Life Insurance</li> <li>- Union dues</li> <li>- Credit union</li> <li>- Mortgage</li> </ul> <p><b>1 mark for each correct response from the two categories</b></p>	<p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p>	



OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A				
<p>4 cont'd</p> <p>(d)</p>	<p>Crossed Cheque:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%; text-align: center; vertical-align: middle;">A/C Payee Only</td> <td style="padding: 5px;"> <p style="text-align: right;">(Date) _____</p> <p style="text-align: center;">Bank of Surety College Crescent Mainland</p> <p>Pay <i>Joe Marj</i></p> <p>Two thousand and five dollars and 50 cents</p> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin: 5px 0;">\$2 005.50</div> <p style="text-align: right;"><i>Shirley Waite</i></p> </td> </tr> <tr> <td style="border: none; padding-top: 10px;">101</td> <td style="border: none; padding-top: 10px;">2468</td> </tr> </table> </div> <p><b>Award marks as follows:</b></p> <ul style="list-style-type: none"> <li>- Used parallel lines for crossing = 1 mark</li> <li>- Inserted words in parallel lines = 1 mark</li> <li>- Appropriate date = 1 mark</li> <li>- Drawee/name/address of bank = 1 mark</li> <li>- Payee's name - Joe Marj = 1 mark</li> <li>- Correct amount in words and figures = 2 marks</li> <li>- Drawer's name - Shirley Waite = 1 mark</li> <li>- Serial/customer account numbers = 1 mark</li> </ul>	A/C Payee Only	<p style="text-align: right;">(Date) _____</p> <p style="text-align: center;">Bank of Surety College Crescent Mainland</p> <p>Pay <i>Joe Marj</i></p> <p>Two thousand and five dollars and 50 cents</p> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin: 5px 0;">\$2 005.50</div> <p style="text-align: right;"><i>Shirley Waite</i></p>	101	2468	<p>9</p>	<p>9</p>
A/C Payee Only	<p style="text-align: right;">(Date) _____</p> <p style="text-align: center;">Bank of Surety College Crescent Mainland</p> <p>Pay <i>Joe Marj</i></p> <p>Two thousand and five dollars and 50 cents</p> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin: 5px 0;">\$2 005.50</div> <p style="text-align: right;"><i>Shirley Waite</i></p>						
101	2468						
		6	9				

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
5			
(a)	<p>Attributes of a clerk in the purchasing department:</p> <ul style="list-style-type: none"><li>- Honesty</li><li>- Initiative</li><li>- Integrity</li><li>- Detail-oriented</li><li>- Confidentiality</li><li>- Reliability</li><li>- Dependability</li></ul> <p><b>1 mark for each correct response</b></p>	2	
(b)	<p>Reasons it is important to manage stock of all items used in a business:</p> <ul style="list-style-type: none"><li>- prevention of pilferage/stealing</li><li>- prevent spoils/obsolescence</li><li>- signaling of market trends</li><li>- to have on hand, stocks for customers/employees</li><li>- availability of capital</li><li>- to avoid excess stocks/overcrowding/cluttering of warehouse</li><li>- to know when re-order point is reached</li><li>- to control insurance costs if premium is based on average volume in stock over a period</li></ul> <p><b>1 mark for each correct response</b></p>	2	
(c)	<p>Interpretation of an opening debit balance of \$500.00 on a bank statement:</p> <ul style="list-style-type: none"><li>- This is an overdraft as of the beginning of the month/previous balance</li></ul> <p><b>2 marks for correct response; 1 mark for partial response</b></p>	2	

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Key: Question 5 (d):

STATIONERY STOCK CARD							
Item name/number: White banker Envelopes, 10				Maximum level: 20 boxes			
Stock location: Drawer no. 3				Minimum level: 8 boxes			
Bin number: 7				Re-order level: 5 boxes			
Date 2014	Receipts			Issues			Balance
	Quantity	Inv. No.	Supplier	Quantity	Req. No.	Department	
Oct. 1							12 boxes
Oct. 15				5 boxes	2	HRM Office	7 boxes
Nov. 5	13 boxes	9	Quality Stationery				20 boxes
Nov. 25				6 boxes	4	Admin. Office	14 boxes
Dec. 10				9 boxes	6	Typing pool	5 boxes
Dec. 20	15 boxes	11	Quality Stationery				20 boxes

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
5 cont'd  (d)	<b>Award marks as follows:</b>  - Maximum level/minimum level/re-order level = 1 mark - Correct dates (6) = 1 mark - Correct quantities for Receipts and Issues = 1 mark - Correct Invoice Nos. = 1 mark - Supplier: Quality stationery = 1 mark - Correct Requisition Nos. = 1 mark - Correct departments = 1 mark - Correct balance of 20 boxes on December 20 = 2 marks		<b>9</b>
		<b>6</b>	<b>9</b>

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
<p><b>6</b></p> <p>(a) (i)</p> <p>(ii)</p> <p>(b)</p>	<p>Duties of the marketing clerk:</p> <ul style="list-style-type: none"> <li>- Assists with preparing advertising material</li> <li>- Assists in the participating of sales promotion</li> <li>- Assists in budgeting for marketing activities</li> <li>- Liaises with media and advertising agencies</li> <li>- Liaises with the mailroom</li> <li>- Assists with preparing press releases</li> <li>- Makes travel arrangements for marketing purposes</li> </ul> <p><b>1 mark for each correct response</b></p> <p>Skills required of the sales clerk:</p> <ul style="list-style-type: none"> <li>- Computer skills                             <ul style="list-style-type: none"> <li>• spreadsheets (excel)</li> <li>• Word processing</li> <li>• database</li> </ul> </li> <li>- Literacy and numeracy</li> <li>- Interpersonal skills</li> <li>- Operates multimedia projector</li> <li>- Using the fax machine</li> <li>- Basic information technology skills</li> <li>- Using reference tools</li> </ul> <p><b>1 mark for each correct response</b></p> <p>Conditions to maintain within the company before ISO can be considered:</p> <ul style="list-style-type: none"> <li>- High quality management systems</li> <li>- High quality of goods/services</li> <li>- Wastes and errors kept at a minimum</li> <li>- Safe environment for production and employees</li> <li>- High level of productivity</li> <li>- Cost of production controlled</li> <li>- Frequent internal audits</li> <li>- Production process open for continued improvement</li> <li>- Safe products guaranteed</li> <li>- Fair business practices conducted</li> <li>- Free and fair global trading practices</li> <li>- Trusted brand</li> <li>- Legal requirements for trading observed</li> </ul> <p><b>1 mark for each correct response</b></p>	<p>3</p> <p>3</p> <p>5</p>	<p></p> <p></p> <p>5</p>

OFFICE ADMINISTRATION

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question		K/C	A
6 cont'd (c)	Actions the company could take/enforce to create an environment of profitability:  - Plan the expected production levels - Act immediately on orders placed for goods - Ascertain the amount of raw materials for production - Order sufficient raw materials for production - Employ the number of persons to complete the job - Ensure equipment needed for the production process is serviced and ready for production - Secure the best quality material for the job - Provide safe working conditions for production workers - Plan realistic delivery schedules for goods - Meet all delivery deadlines set  <b>1 mark for each correct response</b>		4
		6	9



TEST CODE 01237032/SPEC

FORM TP 01237032/SPEC 2011

**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**

**SECONDARY EDUCATION CERTIFICATE  
EXAMINATION**

**OFFICE ADMINISTRATION**

**SPECIMEN PAPER**

**Paper 032 – General Proficiency**

*1 ½ hours*

**In addition to the 1 ½ hours candidates are allowed 15 minutes to read through the paper. Writing MAY begin during this time.**

**INSTRUCTIONS TO CANDIDATES**

1. Candidates **MUST** use this answer booklet when responding to the questions. For **EACH** question, write your answer in the space indicated and return the answer booklet at the end of the examination.
2. Use the **CASE** to answer the questions.

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

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01237032/SPEC 2011

**THE CASE****Expansion of Home Furnishings Ltd**

Home Furnishings Ltd, a retail company that sells furniture and appliances, has its head office at 75 Bamboo Lane, Dominica, and is managed by Mrs Ann Taylor. The company has two subsidiary offices in Jamaica and St Lucia, managed by Mr Green and Mr Xavier respectively. Home Furnishings Ltd is seeking to expand and establish a new retail outlet in Barbados.

The company has scheduled a meeting of its divisional managers including those in the Jamaica and St Lucia offices to apprise them of the proposed expansion.

The meeting will be held on Monday, 24 January 2012 at 10:00 a.m., Eastern Caribbean time at the head office in Dominica.

All divisional managers are expected to attend the meeting. The time in Jamaica is one hour behind that of the Eastern Caribbean.

**Answer ALL questions.**

1. Assume that you are Mrs Penny Hoad, administrative assistant to Mrs Ann Taylor, at the head office in Dominica. Use the space provided to draft a MEMORANDUM which will be faxed to the divisional managers in Jamaica and St Lucia to inform them of the meeting in Dominica.

(6 marks)

**GO ON TO THE NEXT PAGE**





3. The management of Home Furnishings Ltd is concerned about the level of sales in each of its three locations. As a result, the head office is compiling a sales report for the period January to June 2011, to inform their decisions on the way forward. The sales figures in the three territories are given in the table below.

Sales ('000s)			
Country	Small Appliances	Furniture	Large Appliances
Dominica	150	50	300
St Lucia	200	100	250
Jamaica	400	75	500

- (a) On the grid below, draw a bar chart comparing the sales figures in the three countries, for inclusion in the report.

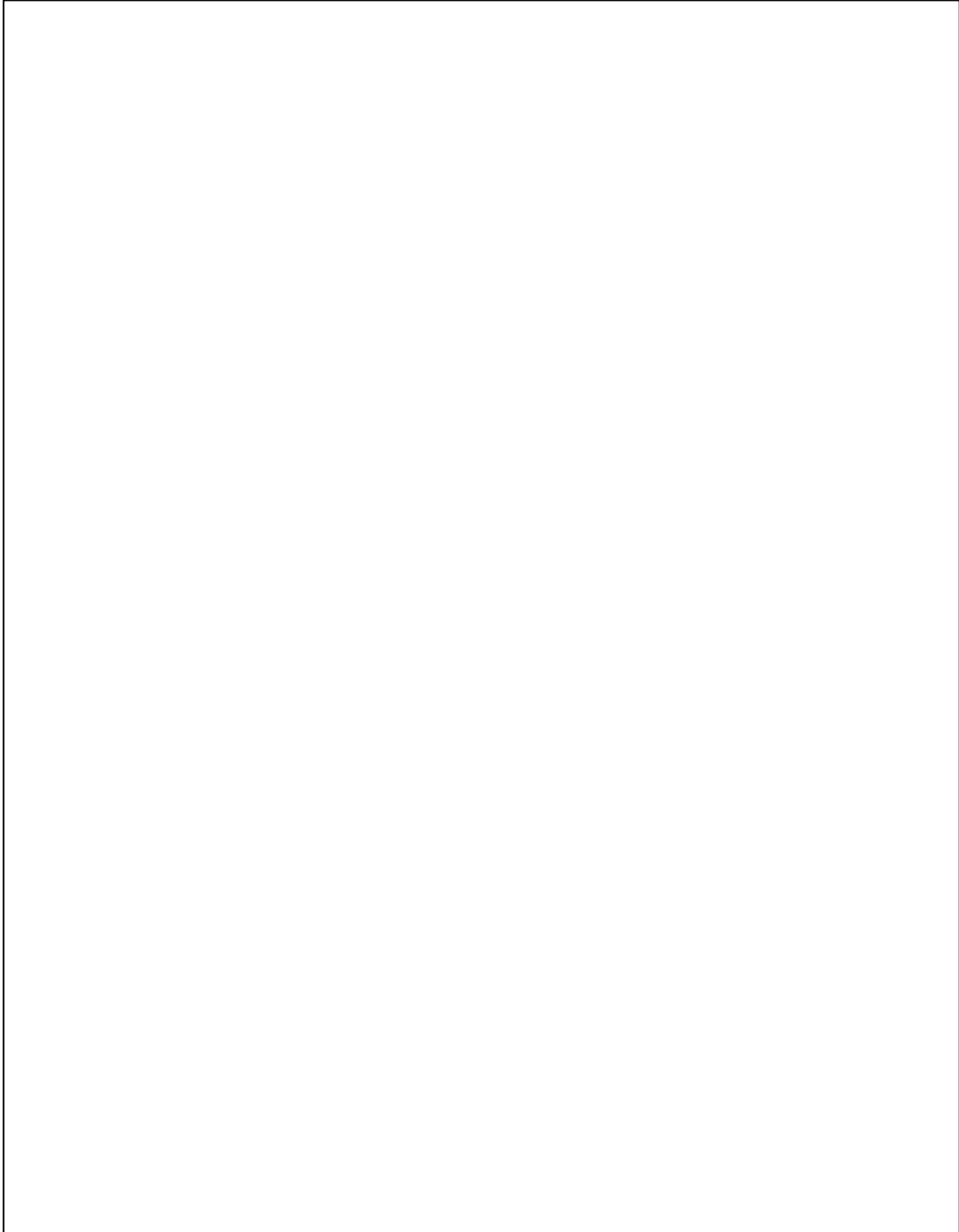


(8 marks)

**GO ON TO THE NEXT PAGE**



5. In preparation for the meeting scheduled for 15 February 2012, travel arrangements must be made. All travel activities are to be coordinated by the head office in Dominica. Use the space provided to make a checklist of FOUR activities that must be addressed to facilitate travel arrangements to Dominica for Mr Green and Mr Xavier.

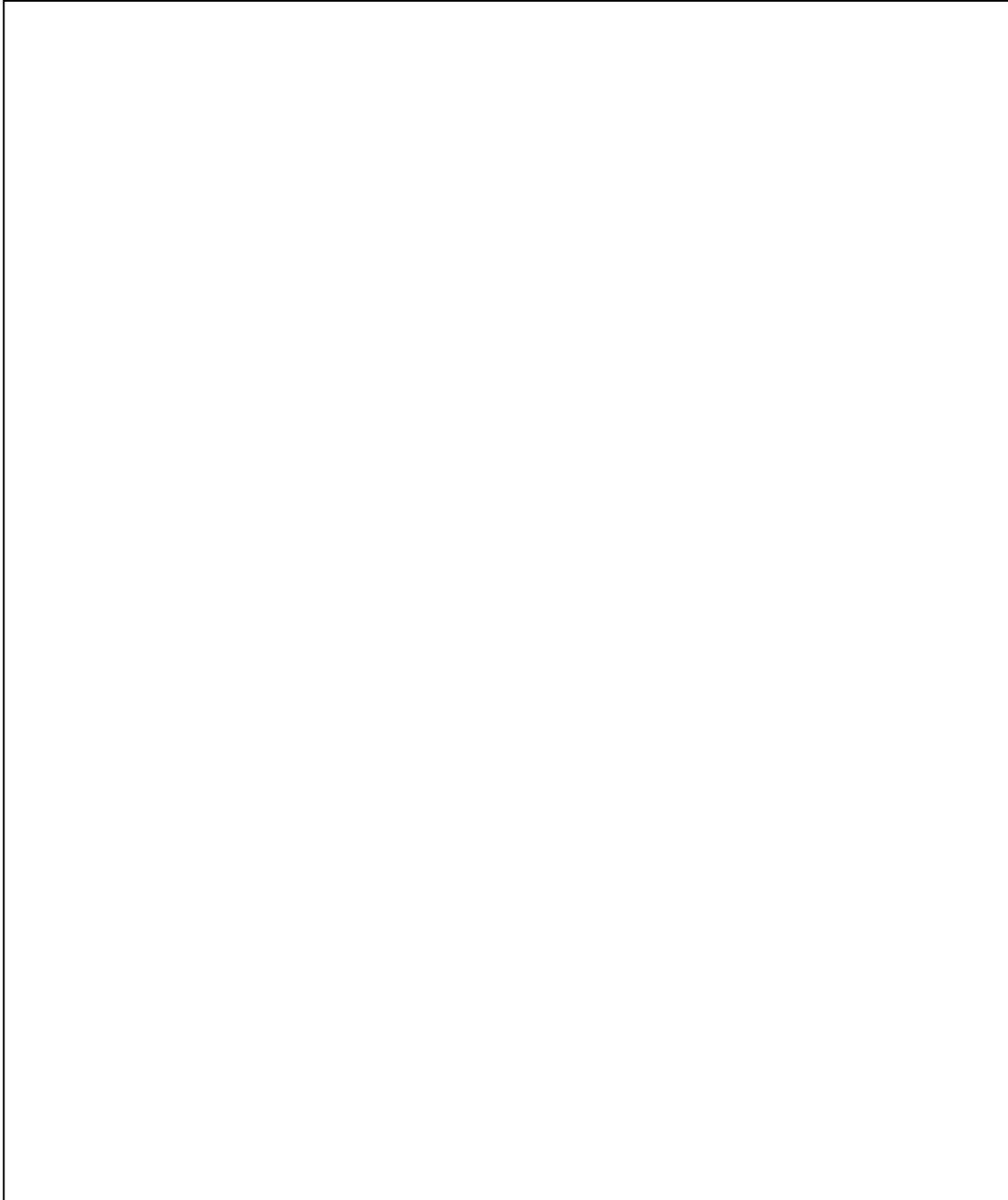


(6 marks)

**GO ON TO THE NEXT PAGE**

6. Home Furnishings Ltd will require sales clerks for its retail outlet in Barbados. The starting salary is BDS \$1 500 a month and applicants are required to have five CSEC passes at the General Proficiency level including English Language, Mathematics and Office Administration. All applications must be received by electronic mail (e-mail) before 30 June 2012. Applications must be addressed to the Human Resource Manager and emailed to [HRCarib@caribnet.com](mailto:HRCarib@caribnet.com).

Draft an advertisement for the vacant posts.



(8 marks)

**GO ON TO THE NEXT PAGE**





01237032/K/MS/2011

**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**  
**H E A D Q U A R T E R S**

**S E C O N D A R Y   E D U C A T I O N   C E R T I F I C A T E**  
**E X A M I N A T I O N**

**O F F I C E   A D M I N I S T R A T I O N**

**P A P E R   0 3 2   -   G e n e r a l   P r o f i c i e n c y**

**S P E C I M E N   P A P E R**

**K E Y   A N D   M A R K   S C H E M E**

OFFICE ADMINISTRATION  
PAPER 032 - GENERAL PROFICIENCY  
KEY AND MARK SCHEME

Question	Key	A
<b>1</b>	<p style="text-align: center;"><b>MEMORANDUM</b></p> <p>TO: Mr Green Manager Jamaica Branch</p> <p style="padding-left: 40px;">Mr Xavier Manager St Lucia Branch</p> <p>FROM: Mrs Penny Hoad, Administrative Assistant</p> <p>DATE: Current</p> <p>RE: Proposed Office Site - Barbados</p> <p>A meeting of all managers to discuss the subject as captioned will be held on Monday, 24 January 2012 at 1000 hours Eastern Caribbean time at the Head Office in Dominica.</p> <p>All divisional managers are required to attend.</p> <p>Further information will be forwarded to you in due course.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>

**Section II: 1(d) (ii)**



OFFICE ADMINISTRATION  
PAPER 032 - GENERAL PROFICIENCY  
KEY AND MARK SCHEME

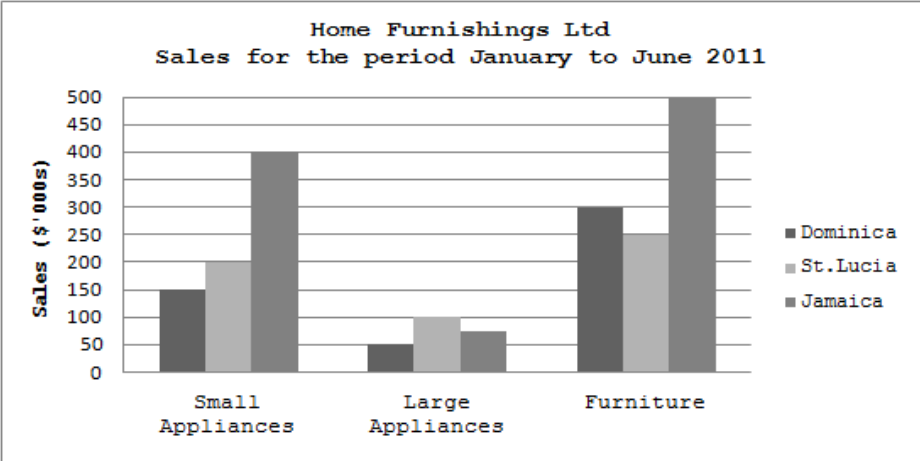
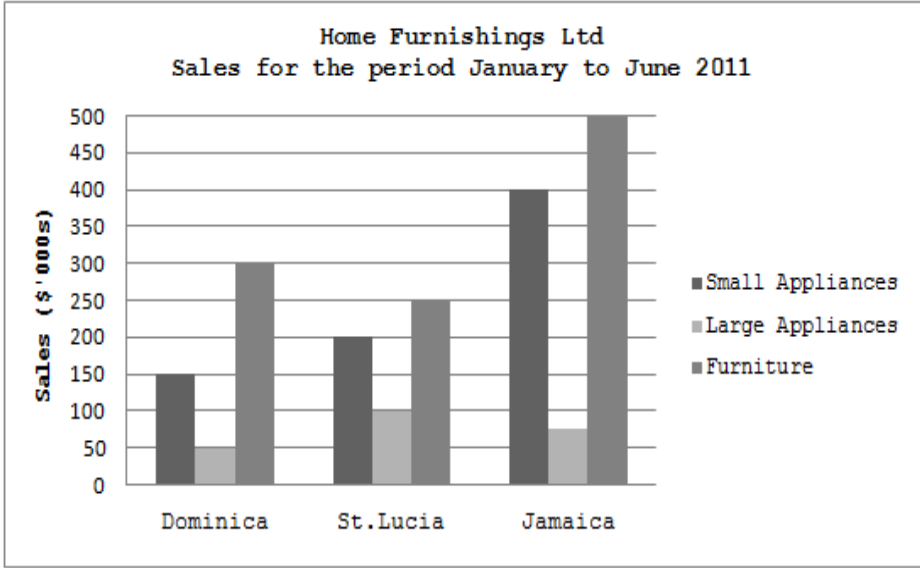
Question	Key	A
<b>2</b>	<p><b>TELE-CONFERENCING</b></p> <p>Advantages: Saves on cost of travel Real time responses Can be done using company office/conference room/cafeteria Enhances/Promotes communication and coordination between and head office Flexibility in joining conference whenever necessary</p> <p>Disadvantages: Persons may constantly have to identify self No visibility Might be difficult to control depending on the size of staff Telephone problems/Technical failures Poses challenge when dealing with complex issues e.g. negotiation/bargaining issues</p> <p><b>ELECTRONIC INTER-OFFICE COMMUNICATOR (eg: Outlook, MSN Messenger, Yahoo Messenger)</b></p> <p>Advantages: Formal/written Persons do not have to leave desk Real time responses Saves on cost of travel Saves on cost of paper</p> <p>Disadvantages: Less personal More prone to misinterpretation Not confidential</p>	A

OFFICE ADMINISTRATION  
PAPER 032 - GENERAL PROFICIENCY  
KEY AND MARK SCHEME

Question	Key	A
<p style="text-align: center;"><b>2</b> <b>(cont'd)</b></p>	<p>VIDEO CONFERENCING</p> <p>Advantages:</p> <p style="padding-left: 40px;">Visibility More personal Real time responses Identify with persons in other regions</p> <p>Disadvantages:</p> <p style="padding-left: 40px;">May have to rent a facility for use May have to move physical location Costly to set up</p> <p>For any TWO appropriate methods - 1 mark each (2 x 1)</p> <p>For TWO advantages - 1 mark each (2 x 1)</p> <p>For TWO disadvantages - 1 mark each (2 x 1)</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>

**Section II: 1(c)(i)**

OFFICE ADMINISTRATION  
 PAPER 032 - GENERAL PROFICIENCY  
 KEY AND MARK SCHEME

Question	Key	A
<p>3a</p>	<div style="text-align: center;">  <p>OR</p>  </div> <p>Chart Title                      Bar Chart by either Product line or by Country                      Labelling x axis                      Labelling y axis                      Legend                      Plotting more than 6 values correctly (2 marks)                      Plotting 3-5 values correctly (1 mark)</p>	<p>A</p> <p>1 1 1 1 2 2</p>

Section II: 1(e) (i)

OFFICE ADMINISTRATION  
 PAPER 032 - GENERAL PROFICIENCY  
 KEY AND MARK SCHEME

Question	Key	A
<p><b>3 (b)</b></p>	<p>Appropriate Product Identified (Large Appliances)</p> <p>Supporting Reason - Sales are significantly lower for the large appliances as compared with the other product lines</p>	<p>1</p> <p>1</p>

**Section II: 1(e) (i)**

OFFICE ADMINISTRATION  
PAPER 032 - GENERAL PROFICIENCY  
KEY AND MARK SCHEME

Question	Key	A
<p style="text-align: center;"><b>4</b></p>	<p><u>NOTICE Heading</u></p> <p>A meeting of all managers will be held on 15 February 2012 at Hadden Hall Conference Room, Dominica at 1330 hours.</p> <p>AGENDA</p> <ol style="list-style-type: none"> <li>1. Opening Remarks / Prayer</li> <li>2. Apologies for absence</li> <li>3. Minutes of last meeting</li> <li>4. Matters arising from minutes of last meeting</li> <li>5. Manager's report re: Sales for January - June 2011</li> <li>6. Formulation of strategies for new office in Barbados</li> <li>7. Discussion of location and resources required</li> <li>8. Any other business</li> <li>9. Date and time of next meeting</li> <li>10. Adjournment of meeting</li> </ol> <hr style="width: 20%; margin-left: 0;"/> <p>Date <span style="float: right;">A. Taylor Manager</span></p> <p><u>Mark Scheme</u></p> <ul style="list-style-type: none"> <li>• Stated Heading</li> <li>• Date, time, venue and purpose</li> <li>• Agenda items presented in a logical format</li> <li>• Stated main item (to formulate strategies) to be discussed in meeting</li> </ul> <p>Agenda</p> <ul style="list-style-type: none"> <li>• Stated at least FOUR (4) items on Agenda</li> <li>• Dated document</li> <li>• Included blank space for name of signatory (Ann Taylor)</li> </ul>	<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> <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> <p style="text-align: center;">1</p>

**Section VI: 2(b)**

OFFICE ADMINISTRATION  
PAPER 032 - GENERAL PROFICIENCY  
KEY AND MARK SCHEME

Question	Key	A
5	<p style="text-align: center;"><b>TRAVEL CHECKLIST</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Names of persons travelling</li> <li><input type="checkbox"/> Dates of travel</li> <li><input type="checkbox"/> Airline Arrangements / Reservations</li> <li><input type="checkbox"/> Hotel Accommodation</li> <li><input type="checkbox"/> Travel Documents</li> <li><input type="checkbox"/> Monetary Documents/Foreign currency</li> <li><input type="checkbox"/> Ground Transportation</li> </ul> </div> <p>Heading (1 mark)</p> <p>Any four correct items on check list (1 mark x 4)</p> <p>Use of check box (1 mark)</p>	<p>1</p> <p>4</p> <p>1</p>

**Section VII: 1(a,d),4,5**

OFFICE ADMINISTRATION  
 PAPER 032 - GENERAL PROFICIENCY  
 KEY AND MARK SCHEME

Question	Key	A
6	<p style="text-align: center;"><b>VACANCY</b></p> <p style="text-align: center;">HOME FURNISHINGS LTD</p> <p style="text-align: center;">Requires</p> <p style="text-align: center;">SALES CLERKS</p> <p>QUALIFICATIONS: CSEC General passes in :            Five subjects including            English Language            Mathematics            Office Administration</p> <p>SALARY:           Bds\$1 500.00 monthly</p> <p>CLOSING DATE:   30 June 2012</p> <p style="text-align: center;">All applications should be emailed to  <a href="mailto:HRCarib@caribnet.com">HRCarib@caribnet.com</a> (1)            (1) Attention: HR Manager</p> <p style="text-align: center;">HOME FURNISHINGS LTD            75 Bamboo Lane            DOMINICA</p>	<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> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>

**Section VIII: 1(a) (i)**

OFFICE ADMINISTRATION  
PAPER 032 - GENERAL PROFICIENCY  
KEY AND MARK SCHEME

Question	Key	A
7	<p><b><u>Important elements to be included in the letter of application:</u></b></p> <ul style="list-style-type: none"> <li>- A return address and date</li> <li>- An inside address to the Human Resource Manager</li> <li>- An appropriate salutation</li> <li>- Body of letter               <ul style="list-style-type: none"> <li>• Purpose of letter (Paragraph 1)</li> <li>• Brief personal data with reference to the resume attached</li> <li>• Request for interview and provision of contact information</li> </ul> </li> <li>- Expression of appreciation for opportunity to apply and complimentary, professional close</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>3</p> <p>1</p>

**Section III: 3(a) (ii)**





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