MINISTRY OF EDUCATION

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 10

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT







ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the work done by the following persons who were involved in the production of the **Grade 10 EDPM National Scheme.**

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NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 1

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION I: FUNDAMENTALS OF COMPUTING **What is a Computer?** **Types of computers**	Students will: i. become familiar with the concept of a computer; ii. develop an awareness of the types of computers.	**What is a computer?** A computer is an electronic machine that accepts input (data), processes that input and stores or outputs the resulting information. **Types of computers** Classification by shape, size, speed and power: i. Mainframe ii. Minicomputer iii. Microcomputers: ✓ Desktop ✓ Laptop ✓ Tablet PC ✓ Palmtop, Handheld, Smartphone or Mobile Computer.	Defining the term 'computer'. Identifying the types of computers Explaining the types of computers	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 1 – 3 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 1 – 4	Oral discussion Research

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 2

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION I: FUNDAMENTALS OF COMPUTING **Advantages and disadvantages of computer usage** **Components of a computer system**	Students will: i. develop an understanding of the advantages and disadvantages of computer usage; ii. develop an awareness of the components of a computer system.	**Advantages and disadvantages of computer usage** **Advantages include:** i. increased speed with which the task is done; ii. consistency and accuracy of the results produced; iii. enhanced storage capabilities using a wide range of high-capacity, low-cost iv. reliability that organisations can depend on. **Disadvantages include:** i. it is easier for the security and integrity of data to be compromised; ii. the initial cost of required components for setting up a computer system is high. **Components of a computer system**: hardware, peripherals, software, user, procedures and data.	Discussing the advantages and disadvantages of computer usage Stating the advantages and disadvantages of computer usage Explaining the components of a computer system	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 4 – 5 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 4 – 5	Oral discussion PowerPoint Presentation Quiz

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WEEK 3

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION I: FUNDAMENTALS OF COMPUTING **Input devices** **Output devices** **Types of storage media**	Students will: i. become familiar with the concept input devices; ii. become familiar with the concept output devices;	**What is an input device?** An input device is a specialized peripheral that serves to get data from users and the environment and prepare it for processing or storage. **What is an output device?** An output device is a specialized hardware component that allows the end user to look at or listen to the results of the processing ACTIVITY.	Defining the term input device. Listing examples of input devices Explaining the use of the various input devices Defining the term output device. Listing examples of output devices Explaining the use of the various output devices	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 6 – 8 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Page: 7 – 20	Oral discussion Research Group presentation Oral Quiz

Device	Function
Keyboard	To enter commands and textual data into the computer system.
Mouse	To position a cursor on a computer screen and to manipulate objects.
Microphone	To enter sounds into the computer system.
Scanner	To convert hard copy (printed) documents to digital format.
Digital camera	To capture still images and short movies.
PC camera (webcam)	To capture images and sound.
Bar code reader	To capture the information contained in a bar code.
Optical character reader (OMR, OCR)	To capture handwritten or printed text.
Touchscreen	To allow input direct from the screen.

Device	Function
Printer	To produce printed copies of documents on a range of stationery.
Monitor	To display the operating system's desktop, the work area of application programs and the document being processed by the user.
Multimedia projector	To display an enlarged image produced by a computer system – this is useful for presentations involving multiple participants, especially in a large room.
Speakers	To allow playback of audio from applications and to provide audible alerts produced by the operating system and application software, which gives useful feedback to users.
Touchscreen	To allow input and output direct from the screen.

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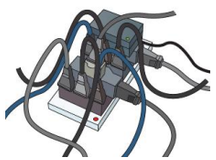
	iii. develop an awareness of the various types of storage media and their practical applications.	**What is a storage device?** A storage device is a hardware component that keeps data, information, and program instructions permanently. **Types of computer storage media:** i. Primary Storage Devices (Internal storage). ROM RAM ii. Secondary Storage Devices (Internal or External) ✓ Hard disk drive (HDD) ✓ Floppy disk drive (FDD) ✓ CD-ROM/DVD-ROM drive ✓ USB drive	Defining the term storage device. Listing the types of computer storage media Explaining the types of memory Explaining the types of drives Stating their practical applications	Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 9 – 12	

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WEEK 4

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION I: FUNDAMENTALS OF COMPUTING **Software** **Types of software** **Caring for computers**	Students will: i. Develop an understanding of software; ii. Develop an awareness of operating system software and application software;	**Software** Software is the name given to the programs that run on a computer. The software consists of instructions that tell the computer what to do. **Operating System Software** Programmes that coordinate the ACTIVITY among computer devices. They contain instructions that allow the user to run application software. **Application Software** Programmes that perform specific tasks for users, including, word processing software, spreadsheet software, database management software, presentation software, and anti-virus **Differences between operating systems and application software** Operating systems and application software differ in what they do. Operating systems manage system resources; application software performs specific tasks. **Operating systems** / **Application software** Create files. / Play music. Manage folders. / Draw a flowchart. Keep documents secure. / Produce a document. Allocate memory to different jobs. / Send a document via fax. Manage the CPU to ensure that jobs are processed. / Request and display web pages. Provide users with an easy-to-use interface. / Insert a chart in a presentation.	Defining software Defining operating system software Listing examples of operating system software Defining application software Listing examples of application software Distinguishing between operating system software and application software	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 11 – 15 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 21 – 4 and 32 – 6	Oral discussion Quiz Video Presentation

and peripherals in the working environment **Discuss health and safety factors associated with computer use**	iii. Develop the knowledge, skills and competencies to function effectively in a technological environment.	**Care when working with computers** *Caring for computer hardware:* cover hardware when not in use, use a soft, damp cloth to clean the screen of the monitor regularly, and eat and drink only in areas away from where the equipment is located. *Caring for your working environment*: use suitable furniture that is capable of bearing the weight of the equipment, keep cables neatly arranged and out of walkways to avoid trip hazards, and do not overload electrical outlets to avoid fire hazards.  *Taking care of yourself – the computer user* Some tips for taking care of yourself include: ensuring that your chair and desk are the correct height, avoiding extended use of the equipment, and ensuring that the lighting is adequate. **Health Ergonomics:** effects of extended use, inadequate lighting, inappropriate furniture, bad posture. **Safety:** Overloading electrical sockets, position of workstations, location of extension cords.	Describing ways of caring for computers and peripherals in the working environment Defining the term ergonomics Discussing health factors associated with computer use. Discussing safety factors associated with computer use.		

Additional Resources

Website

(278) Computer Basics: What Is a Computer? - YouTube

(278) COMPUTER INPUT AND OUTPUT DEVICES FOR CHILDREN || BASIC COMPUTER || COMPUTER FUNDAMENTALS - YouTube

(278) Storage Devices - YouTube

(279) TYPES OF SOFTWARE || APPLICATION SOFTWARE || SYSTEM SOFTWARE || UTILITY SOFTWARE || COMPUTER BASICS - YouTube

(279) How to take Good Care of your Computer - YouTube

(279) Health and Safety Authority (HSA) — Correct Sitting Position at a Desktop Computer - YouTube

Other suggested Teaching and Learning ACTIVITY facilitate students' attainment of the objectives of this Section.

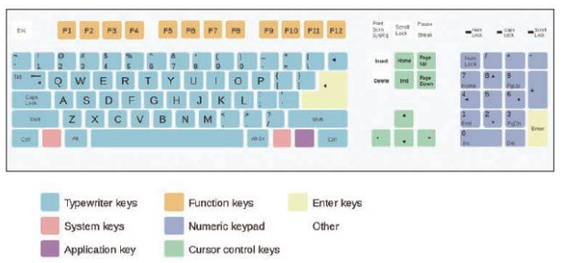
Teachers/facilitators are encouraged to engage students in the teaching and learning ACTIVITY below.

Arrange students into small groups and assign them research ACTIVITY that requires the gathering of information about computers and computing. In addition to text, they should gather pictures and samples of devices. Each group should present their findings to the class and at the end of these presentations, the teacher should add to the students' findings where necessary to ensure understanding. The class should combine the pieces in a meaningful way and put them on a display for viewing by the school.

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WEEK 5

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY **Keyboarding techniques** **Posture at the computer**	Students will: i. demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys; ii. develop an awareness of the correct posture when using the computer system;	**The Keyboard** The most used keyboard layout on English-language computers is called QWERTY. It takes its name from the first six characters on the left of the keyboard's top row of letters.  **Posture at the computer** Practice correct posture, arms reach, seat height, and eye level contact.  	Describing the layout of a standard Qwerty keyboard Identifying the function of various keys on the keyboard Displaying correct keyboarding techniques Demonstrating the correct posture at the computer	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 25 – 8 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 69 – 70 and 35 – 6	Oral discussion Practical Demonstration Video Presentation Practical Exercise

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Special keys **Spacing after Punctuation marks**	iii. become familiar with the use of special keys; iv. become knowledgeable of the number of spaces that should be used after various punctuation marks.	**Use of special keys** Apply special keys, for example, Tab, Escape, and Insert. Shortcut keys, for example, ctrl and alt; and Function keys, for example, F1. **Spacing after Punctuation Marks** <u>No Space</u> i. Before or after a comma in figure work e.g. $2,600 ii. Before or after the hyphen in compound words e.g. part-time iii. Before or after an apostrophe in one word e.g. boy's iv. After an open bracket or before a closing bracket e.g. (noon) v. Before or after a full stop separating abbreviations e.g. B.B.C. <u>One Space</u> i. After a comma, colon or semicolon ii. After an abbreviation within a sentence iii. After the initial letters of names preceding Surnames iv. Before or after the hyphen when it is used as a dash	Demonstrating competence in the use of special keys Using correct spacing after punctuation marks	Walmsley's Commercial Typewriting Page 29 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 56 – 7	

		<u>Two Spaces</u> i. After an exclamation mark, a question mark or a full stop at the end of a sentence. **Setting your margins** The steps in setting margins are: i. click on the Page Layout tab; ii. select Margins; iii. choose: iv. Normal, which is already set at one inch for each side – top, bottom, left and right; or v. • Custom Margins to change the margins to suit your needs.	Adjusting margins		

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WEEK 6

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **KEYBOARD MASTERY** **Touch typing**	Students will: i. demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys.	**Home keys** The first set of keys that are being introduced is called the home keys. The row in which these keys are placed is referred to as the home row. Learning to type with these keys first allows you to effectively type with the others as the home fingers are used to depress keys in the same range, whether they are above or beneath the home row. The aim is for you to practice copy-typing. Left-hand fingers / Keys / Right-hand fingers / Keys Index f — Index j Middle d — Middle k Ring s — Ring l Pinky a — Pinky ;  	Identifying the home keys Displaying correct keyboarding techniques Demonstrating the correct posture at the computer Developing speed and accuracy in copy-typing	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 28 – 31 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 37 – 67	Oral discussion Practical Demonstration Practical ACTIVITY in the form of typing games

Practice ACTIVITY

Activity 1 – Home keys

asdf ;lkj fdsa jkl; asdf ;lkj fdsa jkl; asdf ;lkj fdsa jkl; asdf ;lkj fdsa jkl; asdf ;lkj;
ff jj dd kk ss ll aa ;; ff jj dd kk ss ll aa ;; ff jj dd kk ss ll aa ;; ff jj dd kk ss ll aa ;;
kldf sajl f;ljk fasd sjka ;lkasdjf dksl;ajf jfkdls;a a;a;a; skdjfl jaf; lskf fasd j;lk ;a;
lass; dad add; fad lads; flasks ask; asks lask; lasks sad; jads salads fall; all laskas
laks jaf; jags dalas; flak dass flad flads; slas slads; falls; jall jalls; dada daf fada ;as;
skaj; kass skad skada skadas asks flaks; jalak kada sajj jass flad flads; dal dalas sklad

Use of fingers when typing other keys

Left-hand fingers	Keys	Right-hand fingers	Keys
Index	r, t, g, v, b	Index	u, y, h, m, n
Middle	e, c	Middle	i, , (comma)
Ring	w, x	Ring	o, . (full stop)
Pinky	q, z, left shift key, left control key, caps lock, tab	Pinky	p, :, ', ?, right shift key, right control key, enter key

Activity 2 – New keys: 'g' and 'h'



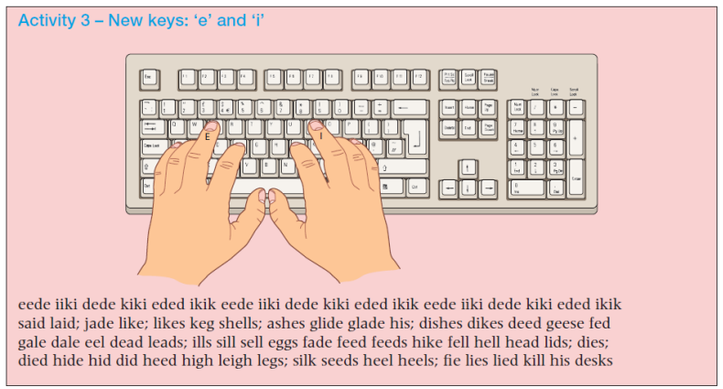
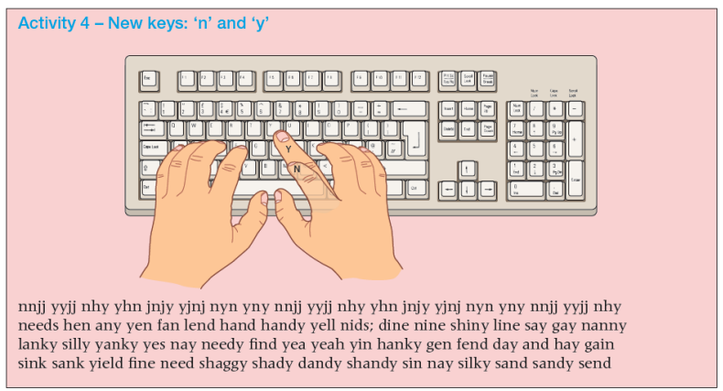
gf gf hj hj fg fg jh jh hhj ggf ghjf ghfj gf gf hj hj fg fg jh jh hhj ggf ghjf ghfj fjhggh
ash gash gashs hash; lask lash lags; sags; gag sash flash flashs hags; jags glad; ha ha
shad shall; hall slash dash jag gall; had dash dashs flag flags gad dagg daggs shaggs
gala galas sagg has lag laggas gas laggs haff haffa gaga hak haks halls gal gall galad

Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021
Pages: 35 – 53

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					WEEK 7
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION II: **KEYBOARD MASTERY** **Touch typing**	Students will: i. demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys.	**Practice ACTIVITY**  	Displaying correct keyboarding techniques Demonstrating the correct posture at the computer Developing speed and accuracy in copy-typing	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 31 – 33 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 37 – 67	Oral discussion Practical Demonstration Practical ACTIVITY in the form of typing games

		Activity 5 – New keys: 'b' and 't'  bbtt ttbb gbtg ftfb tgbf fbgt bbtt ttbb gbtg ftfb tgbf fbgt bbtt ttbb gbtg ftfb tgbf fbgt bat hat bind band tea eaten beaten bay nate habit seat feet gab lite table get lint let bling baits belt bit bite bitten net ten attend basket taken tabs bats stay stayed basin nab nabbed nabbing yet bet take talk tablet sent bend bent tent gabble that faith tan Activity 6 – New keys: 'm' and 'u'  juuj mjjm jmujm mjujm uumm mu mumu juuj mjjm jmujm mjujm uumm mu mumu mum mummy thumb numb mugs; gummy asthma maths mite use usage gauge unite; mint gnu mutt yummy thug bun nub rim jam dimming dumb bammy mam nun nudge bubble but mumble nut bug mug man muse yam mite gum gun mike muffin until my		Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 35 – 53	

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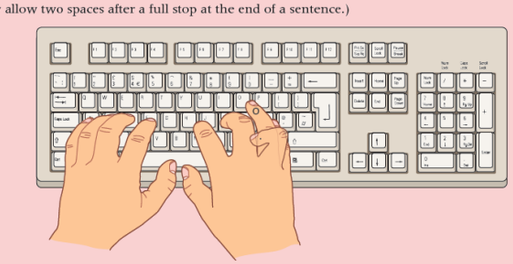
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		Activity 7 – New keys: 'v' and 'r'  vvrr rrvv frfv vfrf vrvr rvrv rrr vvv vvrr rrvv frfv vfrf vrvr rvrv rrr vvv fvvfrr vrvrffv; river vere their near stare steer; gave given revive revival tear read vike read reve err fern rev van dark rake red dear range ranger rave very ray rag venn vegetable veers; mirage umbrella veer advise refer rain ran vein vane dread vair veil rave envy rent			

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WEEK 8

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY **Touch typing**	Students will: i. Demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys.	**Practice ACTIVITY** Activity 9 – New keys: 'w' and 'x'  swsx xsws wxxw, xwsx, xxww, wwxx; swsxsw; swsx xsws wxxw, w, wwxx; swsxsw; watch axe extra weak weird week weeks weekend, wax waiter taxes vex, view swim we, text writer yawn wicket saw saws rex lax where why sway swaying wreck, draws wait weight win wind twixt betwixt waxy axed, wheedle exam flex taxi exercise water Activity 10 – New keys: 'o' and '.' (We usually allow two spaces after a full stop at the end of a sentence.)  oo.. ..oo lol. .lol ll.. ..ll .ol.ol. oo.. ..oo lol. .lol ll.. ..ll .ol.ol. oo.. ..oo lol. .lol ll.. ..l .ol.ol. over gone. none. love laugh hover. come. mom woman look cook book oven on olives. cookies clock folk oxen. bamboo honey own over onion .noon. colon hook. hooks ooh. coax box noodle no nor money obtain. contain often vowels. model halo hollow count	Displaying correct keyboarding techniques Demonstrating the correct posture at the computer Developing speed and accuracy in copy-typing	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 34 – 6 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 37 – 67	Oral discussion Practical Demonstration Practical ACTIVITY in the form of typing games

		Activity 11 – New keys: 'p' and ':' (Press the shift key to type the colon; allow two spaces after a colon.)  pp:: ::pp p:p: :p:p pp::p: :pp::pp pp:: ::pp p:p: :p:p pp::p: :pp::pp p:p: :p:p p::p: :pp::pp upper paper: pottery puppy: pan nap: space stop: put pot: patience pack: spots up: suppose supper oppress: opening nappy price: pappy pup tape: pat soup soap: soaps palm oppose purpose: adapt agape people type: nappy top topping open: application **Activity 12 – New keys: 'q' and 'z'**  qqzz zzqq aqaza zaqaz qazaq zqqz qqzz zzqq aqaza zaqaz qazaq zqqz aqaza zaqaz zzz dazed quiet jazz quite zero zebra square lazy query zips zoo zorilla quiver quote quick quiz quizzes quizzing buzz buzzing size sizes ooze oozes oozed quire enquiry enquire zigzag earthquake quacking qualify quantity squeeze quartz cazique equalize quizzer		Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 35 – 53	

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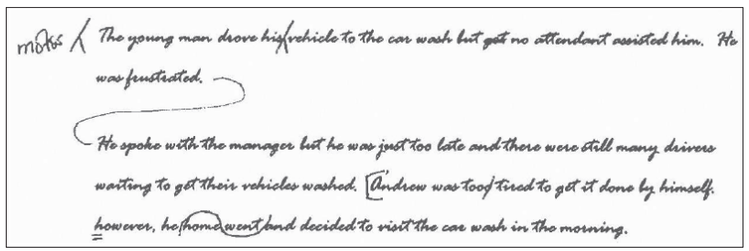
WEEK 9

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY **Touch typing**	Students will: i. Demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys.	**Shift keys** The shift keys are used when typing: i. capital letters; **ii.** characters found at the top of some keys. **Keys with two characters**  **Position of the shift keys**  **Using the shift keys**	Displaying correct keyboarding techniques Demonstrating the correct posture at the computer Developing speed and accuracy in copy-typing	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 36 – 8 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 37 – 67 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 54 – 5	Oral discussion Practical Demonstration Practical ACTIVITY in the form of typing games

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WEEK 10

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY **Manuscript** **Signs and terminologies**	Students will: i. develop an understanding of manuscript and manuscript signs; ii. interpret correction signs and terminologies used in document preparation.	A **manuscript** is a handwritten or rough draft typed document that usually contains errors to be corrected.  The young man drove his motor vehicle to the car wash but no attendant assisted him. He was frustrated. He spoke with the manager but he was just too late and there were still many drivers waiting to get their vehicles washed. Andrew was too tired to get it done by himself. However, he went home and decided to visit the car wash in the morning.	Defining the manuscript Identifying manuscript signs and notations Interpreting and applying manuscript signs	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 78, 90 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 118 – 19 **EDPM Syllabus** Page: 39 – 40	PowerPoint Presentation Practical Exercise Oral quiz

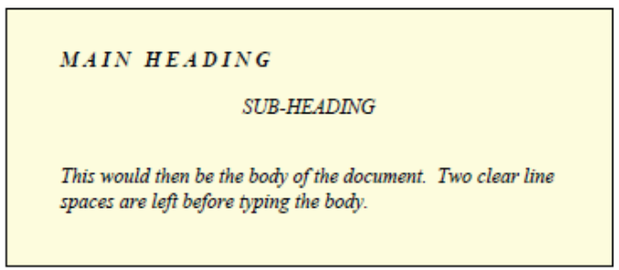
		COMMON MANUSCRIPT SIGNS *Stet* ~~wrong word~~ *or* ✓ *Run on* *Lowercase* *l.c. Underline* *Uppercase* *u.c. underline* *New paragraph* *NP, * or //* *Indent* → *Line up (Align)* ||| *Move to the left* ← *Start lower on page* ↓ *Move up* ↑ *Insert* ∧ *Delete* °/ π *Transpose* 1 2 *Initial caps* *ini caps* *Closed caps* *cl. caps* *closed caps* *Spaced caps* *sp. caps* *spaced caps* *Close up* *clos e* *Leave a space* # *Move the section in the balloon to the indicated position*			

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WEEK 11

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY **Types of headings**	Students will: i. become familiar with the concept types of headings and their use(s);	**Types of headings** Headings indicate the main subject matter of a text to the reader. The headings for a particular text should be appropriately chosen as they help the reader decide whether or not to continue reading the document. Suitable fonts and styles may be used to emphasize the heading styles. **Various types of headings:** main heading, sub-heading, shoulder heading, paragraph heading, marginal or side heading, column heading and subject heading.  *Example of heading and sub-heading*	Explaining the term headings Listing the types of headings Creating presentable documents using various types of headings	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 80 – 84 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 115 – 17	Oral discussion Research Oral quiz Practical Exercise

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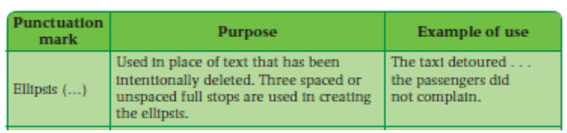
Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

Types of Capitals	ii. become aware of the various types of capitals.	**Types of capitals** There are times when a writer wants to highlight main points or to capture the reader's attention. One way to accomplish this is to type the information in capital letters. The three ways of typing in capitals are: • initial capitals; • closed capitals; • spaced capitals. initial capitals ► With initial capitals, the first letter of each important word is capitalised. For example, **E**lectronic **D**ocument **P**reparation and **M**anagement. However, if an unimportant word begins the statement, it should begin with a capital letter, for example, **A D**ay at the **B**each. closed capitals ► Closed capitals refer to capital letters within a word typed without a space between them but one space is allowed between words. An example is: CLOSED CAPITALS. spaced capitals ► With spaced capitals, one space is left between letters within a word and three spaces are left between words. For example, S P A C E D C A P I T A L S.	Using capitalization Identifying the types of capitals Discussing the types of capitals		
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WEEK 12

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY **Preparation of typescript from manuscript or type notes**	Students will: i. develop an understanding of the various types of paragraphs; ii. develop the knowledge to correctly use punctuation marks; iii. become aware of rules to abbreviate words; iv. develop the skill to prepare typescripts from manuscripts or typed notes using acceptable rules.	**Types of paragraphs** In preparing documents various paragraph styles may be used. i. Blocked ii. Indented iii. Hanging **iv.** Inset **Abbreviations** Abbreviations are words that are in shortened form or are not spelt out. **The use of punctuation marks** Punctuation marks are marks or signs used within the text to clarify its meaning.  **Typescript** A typescript is a typewritten version of a manuscript.	Identifying and explaining the use of the types of paragraphs Using the various types of paragraphs in Word processor Defining the term abbreviation Replacing abbreviations with words in their extended form (vice versa) Using punctuation marks correctly Defining Typescript	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 84 – 89 and 79 – 80 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 97 – 8	Oral Questioning Research Written Quiz

Punctuation mark	Purpose	Example of use
Ellipsis (…)	Used in place of text that has been intentionally deleted. Three spaced or unspaced full stops are used in creating the ellipsis.	The taxi detoured . . . the passengers did not complain.

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

					WEEK 13
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION II: KEYBOARD MASTERY **Produce a professionally finished document** **Type at a minimum of 35 words per minute**	Students will: i. become familiar with mailable copy documents; ii. develop an understanding to proofread documents and identify typos; iii. develop the knowledge to correctly use spelling, grammar and thesaurus; iv. develop an appreciation of language skills to	**Mailable copy** A mailable copy is a document that is error-free, attractively laid out and ready to be submitted. i. **Proofreading** is the process of reviewing any text, either hard copy on paper or electronic copy on a computer, and checking for typos and formatting errors. ii. A **typo** is a typographical error – an unintentional error made during typing or typesetting. iii. **Checking grammar is** a 'natural language' grammar checker that flags possible problems by performing a comprehensive analysis of the text. iv. **A thesaurus** provides synonyms for a word. It is useful when the word you have used does not carry exactly the right	Defining mailable copy Proofreading documents Identifying typos in documents Using correct punctuation, grammar and spelling Using the thesaurus Producing mailable documents Typing at a minimum of 35 words per minute	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 78, 54 – 60 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 110 – 13	Oral Questioning Practical Exercise Presentation

	produce a professionally finished document.	meaning.			

Additional Resources

Website

(5) The Perfect Ergonomic Desk Setup To Avoid Back & Neck Pain - YouTube

(7) Touch Typing Basics| Keyboarding| CSEC EDPM - YouTube

(5) Spacing after punctuation - YouTube

(5) Blocked Style Manuscript Example| CSEC EDPM - YouTube

(5) Types of Headings| CSEC EDPM - YouTube

(5) Types of Paragraphs| CSEC EDPM - YouTube

Other suggested Teaching and Learning ACTIVITY facilitate students' attainment of the objectives of this Section.

Teachers/facilitators are encouraged to engage students in the teaching and learning ACTIVITY below.

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning ACTIVITY listed below. Students should begin to practice and produce pieces relevant to the SBA assignments. The teacher should therefore identify typing exercises that allow them to practice techniques such as:

1. Positioning fingers correctly on the Home Keys;
2. Using keyboard shortcuts;
3. Typing at a minimum speed of 35 wpm;
4. Preparing typescripts from manuscripts; and,
5. Preparing different documents according to established principles.

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WEEK 14

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION III: INTRODUCTION TO APPLICATION SOFTWARE **Types of application software:** **Word processor** **Guidelines and**	Students will: i. become aware of the purpose of Word processors; ii. become familiar with the undo and redo buttons; iii. acquire the knowledge to select text iv. develop an	**Word processing** programs enable you to create, edit, format and print documents such as letters, papers and reports. **Word Processors** allow you to change the appearance of or format the words you type. You usually make these changes after you have typed the documents. Making changes to a typed document is called editing. Before you begin editing you should become familiar with two very useful buttons found on the standard toolbar:  The **Undo** button allows you to reverse the last action you performed.  The **Redo** button allows you to reverse the undo. **Selecting text** You must first select the typed text before it can be formatted. **Selecting** is the process of identifying to the computer the text you wish to change. The selected text looks like this. There are several methods of selecting text. **Guidelines and methods of font formatting**	Recapping application software Explaining the purpose of Word processor Using the Undo and Redo buttons Selecting text Using different methods to select text	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 88 – 119 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 68 – 77 and 92 – 6	Oral Questioning Practical Demonstration Practical Exercise

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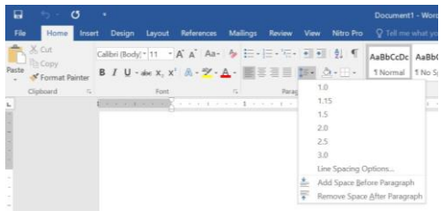
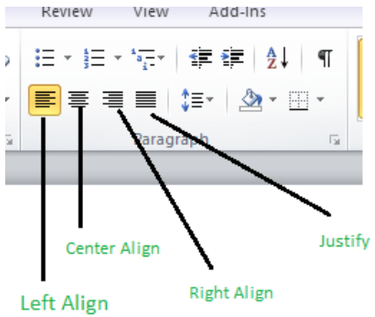
Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

methods of font formatting	appreciation of the guidelines and methods of font formatting;	The word **font** refers to the shape and size of the characters. Fonts may be plain or very decorative.	Explaining the term font		
Home Tab	v. become familiar with the formatting features on the home tab.	**<u>The Home Tab</u>** i. Font styles ii. Changing font size iii. Changing font effects iv. Changing font colour v. Bold, underline, italic	Changing font styles, font sizes, font effects, font colour and using bold, underline and italic.		
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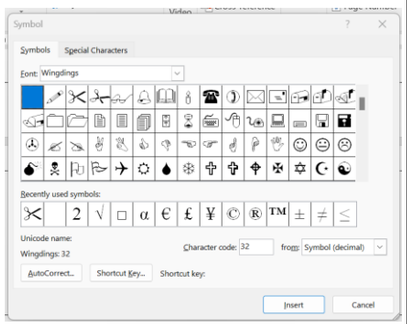
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WEEK 15

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION III: INTRODUCTION TO APPLICATION SOFTWARE **Line spacing** **Alignments** **Bullets and numbering**	Students will: i. develop an understanding of line spacing; ii. become familiar with alignments;	**Line spacing** is the amount of space from the bottom of one line of text to the bottom of the next line. Microsoft Word adjusts the line spacing to accommodate the largest font or the tallest graphic in that line. You can change the spacing between the lines or the spacing before or after each paragraph.  **Alignments**: left, right, centre and justify.  **Bullets and numbering**	Explaining the use of line spacing Using line spacing Selecting and using appropriate alignments Selecting and using appropriate bullets and numbering Customizing bullets	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 88 – 119 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 68 – 77 and 97 – 105	Oral questioning Practical Demonstration Practical Exercise

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Insert Tab	iii. appropriately use bullets and numbering; iv. become familiar with the formatting features on the insert tab.	A bullet is a symbol that is placed before the text to indicate a list of items. Alternatively, a list may be numbered. Microsoft Word offers several different numbering styles. **<u>Insert Tab</u>** i. Insert tables ii. Insert shapes iii. Insert SmartArt graphics iv. Insert text box v. Insert WordArt vi. Drop Cap **vii.** Insert symbol Many other symbols are not on your keyboard. You can use the **Symbo**l dialogue box to enter these symbols anywhere in your document. 	Inserting a table, shapes, SmartArt graphics, text box, WordArt, Drop Cap and symbols		
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WEEK 16

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION III: INTRODUCTION TO APPLICATION SOFTWARE **Design Tab** **Layout Tab** **Reference Tab**	Students will: i. appropriately use the formatting features on the design tab; ii. become familiar with the layout tab and the use of its features; iii. develop an awareness of the use of the reference tab.	**Design Tab** i. Watermark ii. Page colour **iii.** Page borders **Layout Tab** i. Margins The **page margins** are the blank spaces around the edges of the page. The **printable area** is the area inside the margins in which you insert the text and graphics. i. Orientation ii. Page size iii. Column iv. Breaks v. Indent **Reference Tab** i. Automatic table of contents ii. Footnote and Endnote iii. Citation	Using watermark, page colour, page borders and shading Adjusting margins Applying orientation, page size, a column on the page, breaks and indent Using automatic table of contents, footnote, endnote and citation.	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 88 – 119 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 97 – 105	Oral questioning Practical Demonstration Practical Exercise

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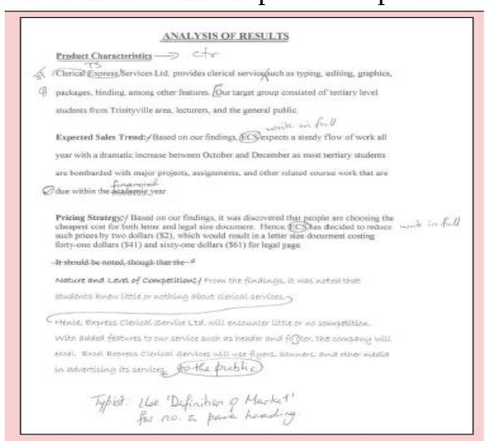
WEEK 17

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: **USE OF APPLICATION SOFTWARE** **Editing Techniques** **Drag-and-drop** **Find and replace**	Students will: i. appreciate the use of editing techniques when creating documents.	ii. **Editing** is the process used to prepare a document for publication or presentation by correcting, revising or adapting the text. *After a document is edited, it is customary for it to be formatted.* iii. **Formatting** means changing the presentation and appearance of a document. Tools, techniques and features used in document editing and proofreading. **Drag-and-drop** You can also press and hold down the right mouse button and drag to the new destination then release the button. A menu appears that lets you choose an option.	Defining the terms editing and formatting. Stating the tools, techniques and features used in document editing and proofreading. Adding and deleting text using overtypes and insert modes Moving text using drag-and-drop	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 54 – 57 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 111 – 12	Oral questioning Practical Demonstration Practical Exercise

What is it	What it does
Cut, Copy and Paste	A set of tools (like the trusted scissors and glue) for deleting, copying and moving text.
Drag-and-drop text editing	A technique in which the mouse is used to reposition text within a document.
Find and Replace	A feature that allows text to be automatically replaced.
Overtype mode	A feature that allows new characters to be typed over the existing characters.

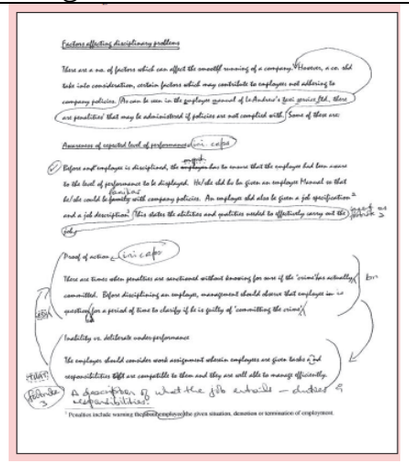
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		Find and replace By using find and replace you can automatically replace text – for example, you can replace 'CXC' with 'CSEC'.	Using search tools to find and replace text		
An important point to note	In order for the teacher to determine individual students' readiness for Assignment One for the School-Based Assessment, the following activity is given as a diagnostic form of assessment.				
Produce a professionally finished document	Students will: i. develop an appreciation of language skills to produce a professionally finished document.	**Further Practice ACTIVITY** Correct use of punctuation, grammar, spelling and knowledge of abbreviation. Incorporation of all the skills in previous specific objectives.  ANALYSIS OF RESULTS Product Characteristics Clerical Express Services Ltd. provides clerical services such as typing, editing, graphics, packages, binding, among other features. Our target group consisted of tertiary level students from Trinityville area, lecturers, and the general public. Expected Sales Trend: Based on our findings, EC expects a steady flow of work all year with a dramatic increase between October and December as most tertiary students are bombarded with major projects, assignments, and other related course work that are due within the academic year. Pricing Strategy: Based on our findings, it was discovered that people are choosing the cheapest cost for both letter and legal size document. Hence, EC has decided to reduce such prices by two dollars ($2), which would result in a letter size document costing forty-one dollars ($41) and sixty-one dollars ($61) for legal page. It should be noted, though that the Nature and Level of Competition: From the findings, it was noted that students know little or nothing about clerical services. Hence, Express Clerical Service Ltd. will encounter little or no competition. With added features to our service such as header and footer, the company will excel. Excel Express Clerical Services will use flyers, banners, and other media in advertising its services to the public. Typist: Use 'Definition of Market' for no. 2 para heading.	Identifying manuscript signs and notations Applying correction of manuscript signs and notations Identifying abbreviations and extend Using correct punctuation, grammar and spelling Producing mailable documents Typing at a minimum of 35 words per	Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 91 – 92 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 122 – 31	Practical Test Presentation

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WEEK 18

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SCHOOL-BASED ASSESSMENT: Assignment 1	Students will: i. understand how to correct text from the author's original work.	**Assignment 1** In Assignment 1, students are expected to correct text from the author's original work, which contains amendments, and respond to printers' correction signs. Students are expected to present documents in a style consistent with universally accepted standards.	Correcting text from the author's original work, which contains amendments, and responding to printer's correction signs. Presenting a document is a style consistent with universally accepted standards.	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 314 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 276	Oral Discussion Practical Exercise
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WEEK 19

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Simple Tabulation** **Tabulation terminologies** **Work area in a worksheet**	Students will: i. become familiar with tabulation terminologies;	**Tabulation** is the act or process of tabulating or arranging in tabular form – that is, into a table. A table is both a mode of visual communication and also a means of arranging data. A **spreadsheet** is a computer software that can capture, display and manipulate data arranged in rows and columns. A **worksheet** is a single working area in a spreadsheet file, consisting of a grid of lettered columns and numbered rows. A **workbook** is a collection of related spreadsheets that are saved as one file. Some spreadsheet terminology	Defining the terms tabulation and spreadsheet Explaining the purpose of a spreadsheet Opening an Excel workbook Distinguish between worksheet and workbook Identify and describe spreadsheet terminology	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 129 – 57	Oral questioning Practical Demonstration Practical Exercise

Reference on Figure 7.1	Term	Description
❶	Active cell	The cell at the cursor location, bounded by a heavy border; when data is entered, it is placed in the active cell.
❷	Cell	A box at the intersection of a row and column that can hold one data item.
❸	Cell range	Two or more adjoining cells.
❹	Cell reference or cell address	The coordinates of a cell; for example, the reference of the cell that appears at the intersection of column A and row 1 is A1. The cell reference of the active cell is always displayed in the Name Box (also shown at ❹).
❺	Constant	A value that is not calculated and therefore does not change. Examples include 2, 12.5 and 12-Jun-2010.
❻	Formula	An equation that performs a calculation on values in your worksheet. A formula starts with an equals sign (=). For example, the formula '=B8*C8' multiplies the value stored in cell B8 by the value stored in cell C8 and displays the result in the cell where the formula is written.
❼	Formula bar	The place where a formula is shown when the active cell contains a formula. It is also the place where data may be typed for entry to a cell.
❽	Function	SUM (Σ) is an example of a pre-written formula. It adds a set of numbers.
❾	Label	A descriptive name that indicates what data is in a cell, row or column.
❿	Oblique heading	A column heading oriented at 45 degrees. Notice the different orientations used for the other column headings.

Cell size **Column width**	ii. develop an understanding of the work area in a worksheet; iii. become aware of how to alter cell size; iv. develop an understanding of how to alter column width;	**Selecting a work area in a worksheet** 1. Click on a cell to select it. Click the first cell in the row to select a **Continuous Range** and drag the mouse pointer to the right and downward/upward to the last cell in the range. 2. Lick the column letter at the top of the cell to select a column. 3. To select **Discontinuous Ranges**, select the first range, press the **Ctrl** key and select another non-adjacent range. **Altering cell size** When you create a new workbook, all the rows have Auto heights – the height to fit the font size as displayed in the font size button (Calibri 11) of the active Excel window. All the columns have the same width. The symbol "####" in any cell with a value entry, indicates the column width is too small. Add more points to increase the width. 1 point = 12 pixels **Altering column width** 1. Position the cursor between the column headings on the right border of the column whose width you would like	Selecting a work area in a worksheet Moving around in a worksheet Entering text data or constant values in a worksheet Altering cell size Altering column width		

Delete cell contents **Row height** **Merge cells** **Insertion of columns and rows**	v. know how to delete cell contents; vi. develop an understanding of how to alter row height; vii. become familiar with merging cells; viii. become familiar with inserting new columns and rows;	to change. Observe that the cursor changes ↔. 2. Drag the pointer either to the left or the right to increase or reduce the points until you get the desired width to accommodate the data and then release the mouse button. **Deleting cell contents** Select the cell and click the delete key. **Altering row height** 1. Position the cursor between the row headings on the bottom border of the row whose height you would like to change. 2. Drag the cursor ↕ to the bottom to increase the points until you get the desired height to accommodate the data and then release the mouse button. **Merging cells** Select the range that you want to merge and on the **Home** tab, in the Alignment group, click the **Merge & Centre** button. **Inserting a new column to the left or right of any column**	Deleting cell contents Altering row height Splitting cells Merging cells Inserting a new column to the left or right of any column		

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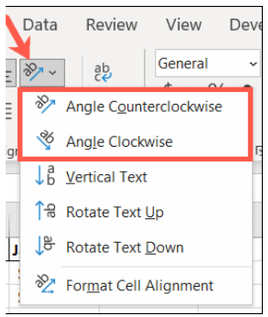
New worksheet **Sorting** **Wrap Text**	ix. know how to insert a new worksheet; x. develop an appreciation for sorting data; xi. become familiar with wrap text.	 Insert dialog box **Inserting new rows above any row** **Inserting a new worksheet** 1. Right-click any **sheet** tab at the lower left side of the screen to display the pop-up menu. 2. Select **Insert** to display the **Insert dialogue box**. 3. Select **Worksheet** then click the **OK** button. **Sorting in alphabetical order** Sorting is the arrangement of data in a specified sequence. When you edit your Excel data, you can arrange names alphabetically in ascending or descending order. **Wrap text** Wrap text is the process of formatting long text in a cell that overlaps the adjacent cell(s) so that it fits multiple lines in a cell.	Inserting new rows above any row Inserting a new worksheet Editing cell data Sorting in alphabetically in ascending or descending order Applying wrap text to cell		
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WEEK 20

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Formatting workbook** **Formatting worksheet cells as a table** **Linking documents** **Striping rows and**	Students will: i. develop an understanding of formatting a workbook; ii. become familiar with formatting worksheet cells as a table; iii. develop an awareness of linking documents;	**Formatting workbook** 1. Select the data to be formatted. 2. Click on the appropriate button (**B, I, U, Border, Fill Colour, Font Colour**) on the **Home** tab in the **Font** group to apply the preferred formatting to the data. **Formatting worksheet cells as a table** 1. Enter the headers in the range of cells on the worksheet and then select the range. 2. On the **Home** tab, in the **Styles** group, click the **Format as Table** button. 3. On the drop-down menu, click the preferred style to display the **Format As Table** dialogue box. **Linking documents** When you link data from one document (source document) to another (Dependent or Destination Document) and you edit the source document, the dependent or destination document automatically changes.	Formatting workbook using B, I, U, Border, Fill Colour, Font Colour Formatting worksheet cells as a table Linking Excel document to a Word document	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 142 – 45 Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 – 12	Oral questioning Practical Demonstration Practical Exercise

columns **Delete cells, rows and columns** **Vertical and Oblique headings**	iv. become familiar with striping rows and columns; v. know how to delete cells, rows and columns; vi. appropriately create vertical and oblique headings.	**Striping rows and columns** Striping is applying different shading to odd and even numbered rows and columns to make reading long rows easier. **Deleting cells, rows or columns** 1. Select what you want to delete. 2. Right-click and select **Delete** to display the **Delete** dialogue box. 3. Click the radio button of what you want to delete and then click **OK**. **Creating tabulation with vertical and oblique headings using Excel** On the **Home** tab, in the **Alignment** group, click the Orientation button and select **Vertical Text** for vertical heading or **Angle Counterclockwise** for oblique heading.  Orientation drop-down menu	Creating a new workbook Striping rows and columns Stating the purpose of striping Deleting cells, rows and columns Creating tabulation with vertical and oblique headings using Excel		

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WEEK 21

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Advanced Tabulation Formulae** **Mathematical operators and functions** **Some function formulae**	Students will: i. develop an understanding of the concept formulae; ii. become familiar with the mathematical operators and functions;	**Formulae** A **formula** is a combination of signs (symbols), letters, and figures in the form of an equation that is used to calculate values. A formula is created by typing an *equal sign*, followed by the *function name* in uppercase, a *left parenthesis*, the *arguments* (operands or elements to be calculated expressed as a range or separated by commas or operators with no space), and a *right parenthesis*. **Mathematical operators and functions** **Operators** are symbols that link the operands of a formula to indicate the calculation to perform. The mathematical operators are: + (addition), - (subtraction or negation), * (multiplication), / (division), % (percent) and ^ (exponentiation).	Describing formulae Identify the operator for writing formulae Writing formulae using mathematical operations and functions	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 147 – 57 Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 – 12	Oral questioning Practical Demonstration Practical Exercise

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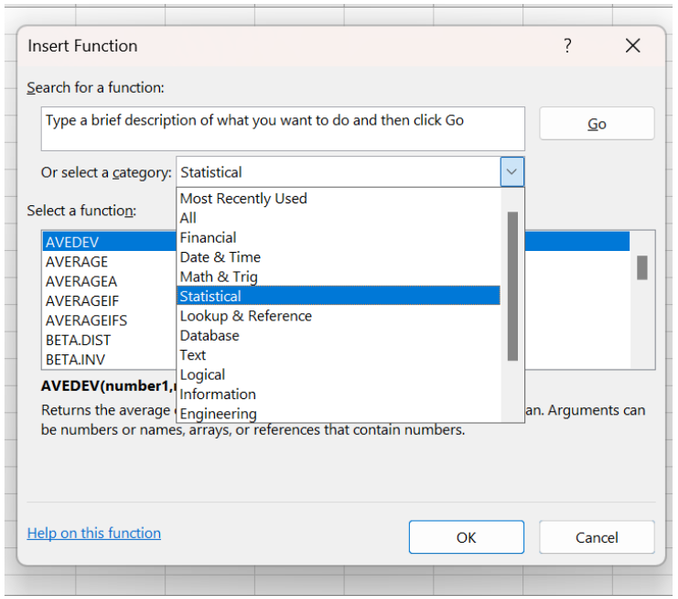
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AutoSum formula	iii. develop an appreciation of the various function formulae; iv. become familiar with the built-in AutoSum formula.	**Some function formulae** i. Mathematical and Trigonometric Function ii. Statistical Function iii. Logical iv. Date and Time v. Financial Function **Using Microsoft Excel's built-in AutoSum formula** 1. Select the cell in which you want the result. 2. Click **AutoSum** Σ on the **Formulas** tab, in the **Function Library** group or on the **Home** tab, in the **Editing** group to display the formula. 3. Press the **Enter** key to enter the sum.	Stating and using the various function formulae Using the built-in AutoSum formula		
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WEEK 22

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Predefined function** **Drag and drop**	Students will: i. develop an understanding of how to use the insert function button to insert a predefined function formula;	**Using the insert function button to insert a predefined function formula** 	Using the insert function button to insert a predefined function formula	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 147 – 50 Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 – 12	Oral questioning Practical Demonstration Practical Exercise

Copy from cell to cell	ii. know how to drag and drop cells; iii. develop an awareness to copy from cell to cell; iv. develop an awareness to copy from cell to cell;	**Drag and drop** Select the cells (range) that you wish to move. Position the pointer on one of the corners. The pointer is attached to a cross with four arrows ✥.) Drag the range to its new destination. **Copying from cell to cell** 1. Select the cell with the formula/data to be copied. 2. Copy the selection. 3. Click on the new cell where you would like to copy the formula/data. Observe the shape of the cursor – a white cross. 4. **Paste** the selected cell. 5. Press the **Escape** key to remove the marquee. **Copying from cell to range** 1. Select the range of cells with formula/data to be copied. 2. Copy the selected range. 3. Click on the new range where you would like to copy the formula/data. 4. **Paste** the selected range.	Dragging and dropping cells to a new destination Copying from cell to cell Copying from cell to range		
Copy from cell to range					

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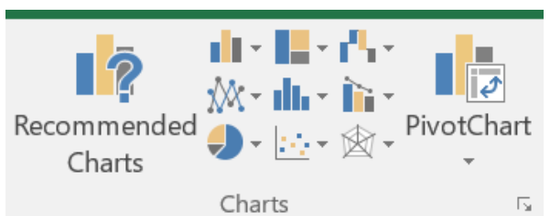
Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

Writing formula **Formatting tables using %, $ and decimal**	v. become familiar with writing formulas using Sum, AVG, MIN and MAX; vi. develop the skills to format tables using %, $ and decimal.	5. Press the **Escape** key to remove the marquee. **Writing formula** i. Sum ii. Average iii. Min iv. Max **Formatting tables using %, $ and decimal** 1. Select the range with the numbers. 2. On the **Home** tab, in the **Number** group, click the $ button or the % button or the **Increase Decimal** or **Decrease Decimal** button  or click the Number dialogue box launcher.	Writing formula Formatting tables using %, $, and decimal; invoices debit notes and credit notes		

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 23

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Graphs and Charts**	Students will: i. develop an understanding of the creation and formatting of graphs and charts.	**Graphs and Charts** A **graph** is a visual channel of communication using lines to show comparison. The horizontal (X) axis represents the variables or categories – data studies – and the vertical (Y) axis represents the frequency of the variables or values. A **chart** is a visual channel of communication on paper, slide, or screen using diagrams or illustrations to display information – data.  Chart Types	Defining the terms graphs and charts Explaining the chart types Creating charts and graphs Formatting charts and graphs	**Textbooks** Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 150 – 7 Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 204 – 8	Oral questioning Practical Demonstration Practical Exercise
SCHOOL-BASED ASSESSMENT:	Students will: i. understand how to conduct research and	**ASSIGNMENT 2** **Assignment 2 involves an Electronic Research** Candidates are expected to conduct research and present the	Conducting research Obtaining required	**Textbooks** Electronic Document Preparation and	Practical Exercise Online Research

Assignment 2	present findings electronically.	findings electronically using the skills developed. **EXEMPLAR** ***<u>This is, for example, purposes only and must not be reproduced as part of the SBA to be submitted.</u>*** As a travel agent, you wish to inform your clients which country in the Western Hemisphere had the lowest dengue fever infections in the last five years. Obtain and summarize the information, prepare it for dissemination **via e-mail;** and state **all** sources in an appropriate bibliography. **OR** The class has difficulty obtaining information for Specific Objectives 4 to 6 of the new Electronic Document Preparation and Management Syllabus. Obtain and summarise the required information from the internet and prepare it for dissemination to the class **via e-mail,** and state **all** sources in an appropriate bibliography. Prepare the presentation, including the following:	information Summarizing the information (DO NOT PLAGIARISE) Compiling a bibliography of all sources used Presenting the findings Preparing the information for dissemination via e-mail Printing a copy of the email Saving the file to a	Management for CSEC, Macmillan Education, 2012. Pages: 314 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 276 Electronic Document Preparation and Management Syllabus Page: 28 – 29	

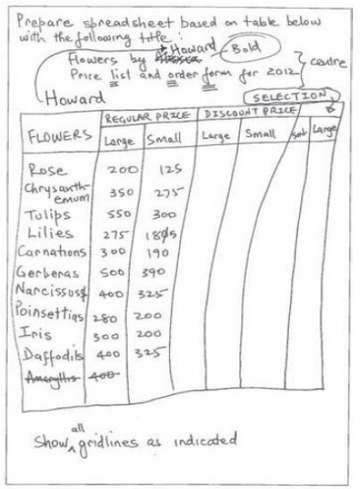
		(a) difference between communication devices and communication media; (b) difference between operating software and application software; and, (c) the most common operating systems and the most common application software.	storage medium		

NATIONAL SCHEME FOR SECONDARY SCHOOLS

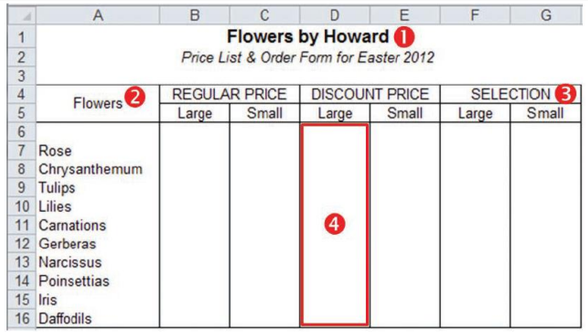
Curriculum Area: Electronic Document Preparation and Management

GRADE 10

WEEK 24

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Produce a professionally finished spreadsheet**	Students will: i. develop an appreciation of computation skills to produce a professionally finished spreadsheet.	**Further Practice ACTIVITY** **Activity 1** Create a new Microsoft Excel worksheet: 1 Right-click on your desktop, then New, then Microsoft Office Excel Worksheet. 2 Observe that a new icon labelled 'New Microsoft Office Excel Worksheet' is placed on your desktop. 3 Change the name of the worksheet to 'EDPM_Activity7-1'. **Activity 2** Rename worksheet tabs: 1 Open the workbook named 'EDPM_Activity7-1' that was saved on your desktop. 2 Double-click the sheet tab labelled 'Sheet1'. 3 Type 'PriceList' then press Enter. 4 Double-click the sheet tab labelled 'Sheet2'. 5 Type 'Invoice' then press Enter. 6 Save the file as 'EDPM_ Activity7-2' and close Excel.  Prepare spreadsheet based on table below with the following title: Howard — Bold Flowers by ~~Howard~~ Price list and order form for 2012 — centre Howard SELECTION FLOWERS | REGULAR PRICE (Large, Small) | DISCOUNT PRICE (Large, Small, Total, Large) Rose 200 125 Chrysanthemum 350 275 Tulips 550 300 Lilies 275 185/5 Carnations 300 190 Gerberas 500 390 Narcissus 400 325 Poinsettias 280 200 Iris 300 200 Daffodils 400 325 ~~Amaryllis 400~~ Show all gridlines as indicated *Figure 7.3* A handwritten manuscript provided by a customer. The document required is a price list that doubles as an order form.	Creating a new worksheet Naming the workbook Naming of sheets Creating documents	**Textbook** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 – 12	Practical Evaluation

		Activity 3 Create a new spreadsheet: 1 Open the workbook named 'EDPM_Activity7-2'. 2 Type the text titles and labels as shown in Figure 7.3. Do not format them, just type in the text. 3 Make cell B7 the active cell (Hint: Click in cell B7). 4 Type the number values as shown in Figure 7.3. 5 Save the file as 'EDPM_Activity7-3' and close Excel. **Activity 4** Insert blank cells on a worksheet: 1 Select the cell or the range of cells where you want to insert the new blank cells. Select the same number of cells as you want to insert. For example, to insert three blank cells, you need to select three cells. 2 In the Cells section of the Home tab, choose Insert OR right-click the selected cells and then click Insert on the shortcut menu. 3 In the Insert dialog box, click the direction in which you want to shift the surrounding cells. 4 Close the file and do not save it. **Activity 5** Insert a blank cell: 1 Open the workbook named 'EDPM_Activity7-3'. 2 Select cell A5. 3 Right-click the selected cell then click Insert. 4 In the Insert dialog box, click 'Shift cells down'. 5 Close the file and do not save it. **Activity 6** Insert a blank row: 1 Insert a blank row above row 6 (the row containing the label 'Rose'). 2 Close the file and do not save it.	by typing titles, labels and values Inserting cells Altering cell size Deleting cell contents Altering column width Altering row height Merging cells Inserting new columns to the left or right of any column Inserting new rows above any row Editing cell data		



	A	B	C	D	E	F	G
1	**Flowers by Howard** ❶						
2	*Price List & Order Form for Easter 2012*						
3							
4	Flowers ❷	REGULAR PRICE		DISCOUNT PRICE		SELECTION ❸	
5		Large	Small	Large	Small	Large	Small
6							
7	Rose						
8	Chrysanthemum						
9	Tulips						
10	Lilies						
11	Carnations			❹			
12	Gerberas						
13	Narcissus						
14	Poinsettias						
15	Iris						
16	Daffodils						

Activity 7

Format cells:

1. Open the workbook 'EDPM_Activity7-3'.
2. Select the cell range A1:G1.
3. On the Home tab, click the Merge and Centre button.
4. Change the font size to 14.
5. Apply the bold font style.
6. Select the cell range A2:G2.
7. Click the Merge and Centre button.
8. Apply the italic font style.
9. Select the cell range A4:A5.
10. Right-click to activate the Format Cells dialog.
11. On the Alignment tab, click the Merge cells checkbox in the Text control section.
12. Select Centre from both drop down lists in the Text alignment section.
13. Select column A.
14. Choose Format from the Cells section of the Home tab, and then click AutoFit Selection.
15. Merge and centre EACH of the following cell ranges: B4:C4, D4:E4 and F4:G4.
16. Select the range A4:G5.
17. Apply the All Borders format.
18. Select the range A6:A16.
19. Apply the Outside Borders format.
20. Repeat Step 19 for EACH of the cell ranges from B6:B16 through to G6:G16.
21. Save the file as 'EDPM_Activity7-7'.

Continuation to ACTIVITY 12

Apply font styles and sizes

Aligning text and values in cells

Applying borders

Aligning table on the page

Creating oblique and vertical headings

Applying Wrap text

Sorting data in a table

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 25

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **What is a database?** **Database terminologies** **Data type** **Creation of a database**	Students will: i. become familiar with the concept of database and its purpose; ii. develop an awareness of database terminologies; iii. develop an understanding of the data type settings; **iv.** develop an understanding of creating a database file with a table and adding data.	**Database** A **database** is an electronic filing system containing records or data related to a particular subject or purpose that can be retrieved for analysis and also be updated. **Database terms:** i. Tables ii. Records iii. Fields iv. Data type v. Reports Data type settings and the type of data that may be stored	Defining the term database and explaining its purpose Explaining the terms table, records, fields and data type. Identifying the data type settings and the type of data that may be stored Creating a database file Creating a table Adding data to the table	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 131 – 37 Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 147 – 49	Oral questioning Practical Demonstration Practical Exercise

Setting	Type of data
Text	Text or combinations of text and numbers, as well as numbers that don't require calculations, such as phone numbers.
Memo	Lengthy text or combinations of text and numbers.
Number	Numeric data used in mathematical calculations.
Date/Time	Date and time values.
Currency	Currency values and numeric data used in mathematical calculations involving data with one to four decimal places.
AutoNumber	A unique sequential (incremented by 1) number or random number assigned by Access whenever a new record is added to a table.
Yes/No	Yes and No values and fields that contain only one of two values (Yes/No, True/False, or On/Off).
Hyperlink	Text or combination of text and numbers stored as text and used as a link to another object or location.

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 26

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Queries** **Types of queries** **Simple queries** **Sort queries** **Preparation of a report**	Students will: i. become familiar with the concept query; ii. develop an understanding of select queries and action queries; iii. demonstrate accuracy in performing simple queries; iv. develop an appreciation for sorting queries and preparing a report.	**Performing a simple query** A query is access to information from a database table to look at data edit and analyze it and display specific information on a table. Queries that are used to retrieve data from a table or to make calculations are called select queries. Queries that add, change or delete data are called ***action queries***. A ***select query*** is the most common type of query. It retrieves data from one or more tables and displays the results in a datasheet.	Defining the term query Explaining the terms action query and select query Performing simple queries Sort queries Preparing report	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 135 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 158 – 65	Oral Questioning Practical Demonstration Practical Exercise
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. | FreeTypingGame.net					

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 27

<table>
<tr><th>TOPIC/ SUB-TOPIC</th><th>GENERAL OBJECTIVE</th><th>CONTENT</th><th>ACTIVITY</th><th>RESOURCE</th><th>EVALUATION STRATEGY</th></tr>
<tr>
<td>SECTION IV: USE OF APPLICATION SOFTWARE

Produce a professionally finished database</td>
<td>Students will:
i. develop an appreciation of computation skills to produce professionally finished queries and reports in a database.</td>
<td>Further Practice ACTIVITY
1 Perform the following tasks in Access 2010.
a Create a database named Registrations.
b Create a table based on the field properties below. Save the table as Entries.
<table>
<tr><th>Field name</th><th>Field type</th><th>Field size</th></tr>
<tr><td>Country</td><td>Text</td><td>30</td></tr>
<tr><td>EntryDate</td><td>Date/Time</td><td>Medium Date</td></tr>
<tr><td>NumInDelegation</td><td>Number</td><td>Integer</td></tr>
<tr><td>FeesPaid</td><td>Currency</td><td></td></tr>
<tr><td>HotelRequired</td><td>Yes/No</td><td></td></tr>
</table>
Enter the following data:
<table>
<tr><th>Country</th><th>EntryDate</th><th>NumIn Delegation</th><th>Fees Paid</th><th>Hotel Required</th></tr>
<tr><td>Anguilla</td><td>12-Mar-2012</td><td>2</td><td>$500</td><td>Yes</td></tr>
<tr><td>Bahamas</td><td>12-Mar-2012</td><td>4</td><td>$500</td><td>Yes</td></tr>
<tr><td>Barbados</td><td>13-Mar-2012</td><td>5</td><td>$500</td><td>Yes</td></tr>
<tr><td>Grenada</td><td>13-Mar-2012</td><td>4</td><td>$500</td><td>No</td></tr>
<tr><td>Guyana</td><td>14-Mar-2012</td><td>11</td><td>$1,100</td><td>No</td></tr>
<tr><td>Jamaica</td><td>14-Mar-2012</td><td>12</td><td>$1,200</td><td>Yes</td></tr>
<tr><td>St. Kitts and Nevis</td><td>14-Mar-2012</td><td>5</td><td>$500</td><td>Yes</td></tr>
<tr><td>St. Lucia</td><td>15-Mar-2012</td><td>5</td><td>$500</td><td>No</td></tr>
<tr><td>St. Vincent and the Grenadines</td><td>15-Mar-2012</td><td>6</td><td>$600</td><td>Yes</td></tr>
<tr><td>Trinidad and Tobago</td><td>15-Mar-2012</td><td>12</td><td>$1,200</td><td>Yes</td></tr>
</table>
c Design and run the following queries:
i List all the countries that submitted entries on or before March 14, 2012. Hint: Use >=#14-Mar-12# as the criteria.
ii List all the countries that paid $500.
iii List the countries that require a hotel.
iv List the countries with 10 or more persons in their delegation.
v List all the countries whose names begin with 'St.'</td>
<td>Creating database file

Creating table

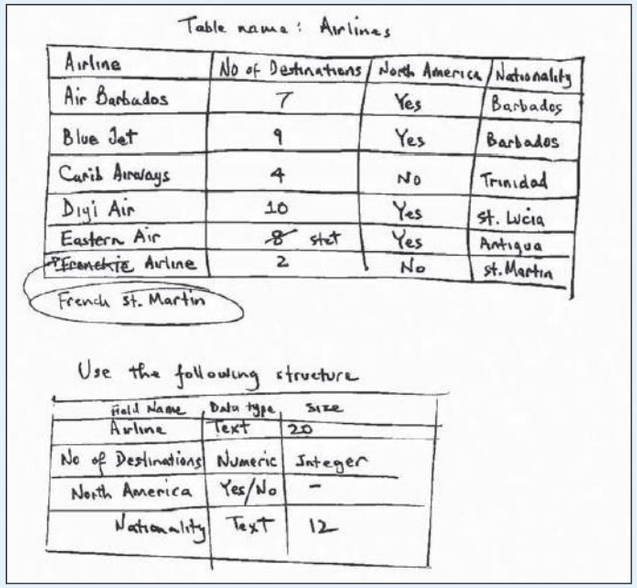
Adding data to the table

Performing queries</td>
<td>Textbook
Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012.
Pages: 142 – 3

Past CSEC papers</td>
<td>Practical Evaluation

Oral questioning

End of TOPIC/ SUB-TOPIC test</td>
</tr>
</table>

		2 Perform the following tasks in Access 2010. **a** Create the following database table. Follow all instructions.  Table name: Airlines Airline | No of Destinations | North America | Nationality Air Barbados | 7 | Yes | Barbados Blue Jet | 9 | Yes | Barbados Carib Airways | 4 | No | Trinidad Digi Air | 10 | Yes | St. Lucia Eastern Air | ~~8~~ stet | Yes | Antigua ~~French~~ Airline | 2 | No | St. Martin French St. Martin Use the following structure Field Name | Data type | Size Airline | Text | 20 No of Destinations | Numeric | Integer North America | Yes/No | – Nationality | Text | 12 **b** Design and run the following queries: **i** List the airlines with more than nine destinations. **ii** List the airlines with less than four destinations. **iii** List the airlines that have Barbadian nationality. **iv** List the airlines that fly to North America.	Creating database file Creating table Adding data to the table Performing queries		

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 28

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **What is Presentation?** **Views on Microsoft PowerPoint** **Views for presenting your slides** **Views for organizing**	Students will: i. develop an understanding of presentation and its purpose; ii. become familiar with the views in PPT; iii. become familiar with views for presenting slides;	**Presentation** A presentation is an information about an idea or a proposal transmitted to an audience in the form of a slide show using presentation software. **Views on Microsoft PowerPoint** 1. Normal, Full or Slide View (Tri-Pane View) i. Slides/Outline pane ii. Slide Area iii. Notes pane 2. Outline View 3. Slide Sorter View 4. Notes Page View 5. Slide Show View 6. Master Views **Views for presenting your slides** 1. Slide Show View 2. Presenter View 3. Reading View	Defining the term presentation and explaining its purpose Stating the use of various Views on PPT Identifying the different views for presenting	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 118 – 26 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 166 – 80	Oral Questioning Practical Demonstration Practical Exercise

and printing your presentation **Slide Master** **Slide layouts**	iv. become familiar with the views for organizing and printing presentations; v. develop an appreciation for the concept slide master; vi. appropriately use different slide layouts;	**Views for organizing and printing your presentation** 1. Slide Sorter View 2. Print Preview **Slide Master** – This controls the formatting of the placeholders in the title and text placeholders and applies any change you make to all the slides in your presentation. i. Title master ii. Object Area iii. Templates **Slide layouts** 1. Title slide 2. Title and Content 3. Section Header 4. Two Content 5. Comparison 6. Title only 7. Blank 8. Content and Caption 9. Picture and Caption	Using views for organizing and printing your presentation Stating the use of slide master Identifying and using the different slide layouts		

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Creation of a simple presentation	vii. develop an understanding to properly create a presentation;	**Creating a presentation in a normal view** 1. Launch the **Microsoft PowerPoint** window with a Slide thumbnail at the left pane and a slide area at the right. 2. Click on the **Design** tab to show template thumbnails of themes on the **Ribbon**. 3. Point at each template thumbnails to display a larger image.	Creating a presentation in a normal view Adding and editing text on the master slide Inserting a new slide Adding text to the new slide bulleted style		
Save the slide as a picture	viii. become familiar with saving a slide as a picture.	**Saving your slide as a picture** 1. Click on the slide you want to save as a picture. 2. Display the **Save As** dialogue box. 3. In the **Save as** type box, select an image format from the menu, e.g., GIP, JPEG, PNG, TIFF and click the **Save** button.	Saving your slide as a picture		
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. | FreeTypingGame.net					

					WEEK 29
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION IV: USE OF APPLICATION SOFTWARE **PPT Insert Tab** **PPT Design Tab**	Students will: i. develop an understanding of the use of various features of the Insert tab ribbon; ii. become familiar with the features on the design	**Insert tab** i. New slide ii. Table iii. Pictures iv. Shapes v. SmartArt vi. Chart vii. Textbox viii. WordArt ix. Date and Time x. Slide Number xi. Object xii. Video xiii. Audio **Design Tab** i. Slide size	Inserting the various features from the Insert tab, e.g., new slide, pictures, date and time, slide number Adjusting the slide size and formatting the	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 118 – 26 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 166 – 80	Oral Questioning Practical Demonstration Practical Exercise

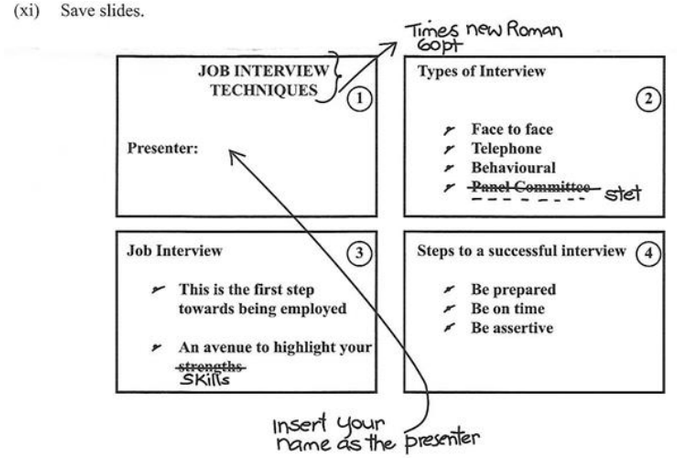
	tab; iii. develop an understanding to use the transition tab; iv. appropriately use the animation tab;	ii. Background format **Transition tab** This is the visual and sound effects applied to movements on the screen to launch a new slide. Transition settings determine how a new slide enters the screen and the previous one exits on its own. You can control the speed and sound effects. **Animation tab** This is how each component of a slide, e.g. text or an object moves onto a slide and how long it remains during a slide show presentation. You can set text to appear by letter, work, or paragraph. Visual effects can be applied.	background Applying transition(s) to slides Applying animation to text and objects on slides Setting the timing Printing a presentation		
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. | FreeTypingGame.net					

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 30

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Export presentation to a Word document** **Import an Excel worksheet or a Word document into a presentation** **Effective communication**	Students will: i. become familiar with exporting a presentation to a Word document; ii. develop an awareness to import Excel worksheets or a Word document into a presentation; iii. develop an appreciation of effective communication using PPT.	**Export presentation to a Word document** **Import an Excel worksheet or a Word document into your presentation** **Effective communication** improves relations with the audience. Test sound system and equipment. Your slides and notes must contain graphics for an audience who absorb content visually and sound effects for those who absorb by hearing. Bullet your points and bold your text to make them more visible. Content must be accurate, clear, and complete to produce the desired effect. Know your audience and maintain a good posture. Use simple language and control question and answer with eye contact. Repeat questions when necessary. Obtain feedback and recap at the end.	Exporting presentation to a Word document Importing an Excel worksheet or a Word document into your presentation Discussing effective communication Adding sound effects to a slide and the presentation Hide the sound icon	**Textbook** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 118 – 126 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 166 – 180	Oral Questioning Practical Exercise

Further practice ACTIVITY	**Time: 25 minutes** (i) Create a Power Point presentation on A4 or letter size paper, using information given. (ii) Follow ALL instructions given. (iii) Set margins as follows: 1.5″ (3.81 cm) left: 1″(2.54 cm) top and bottom. (iv) Insert a suitable design on the slides. (v) Centre and capitalize ALL slide headings. (vi) Use font Times New Roman, size 43, for the headings of slides 2, 3 and 4. (vii) Type bulleted information with font style Times New Roman size 42. (viii) Insert the date and slide number on slides 2, 3 and 4. (ix) Save as **Slides**. (x) Insert a new slide after the title slide which shows the following: 1. Types of interviews 2. Why a job interview 3. Steps to a successful interview (xi) Save slides. 	Creating a presentation file Using and adding different slide layouts Using a template Adding an image to a slide Applying transition(s) and animations to slides Adding sound effects to a slide Producing presentations that are effective for communication.	**Past CSEC papers** 2018 and 2023	

(i) Produce the required documents following ALL instructions.

(ii) Using A4 or letter size paper, create a 6-slide Presentation as outlined below, following the instructions given.

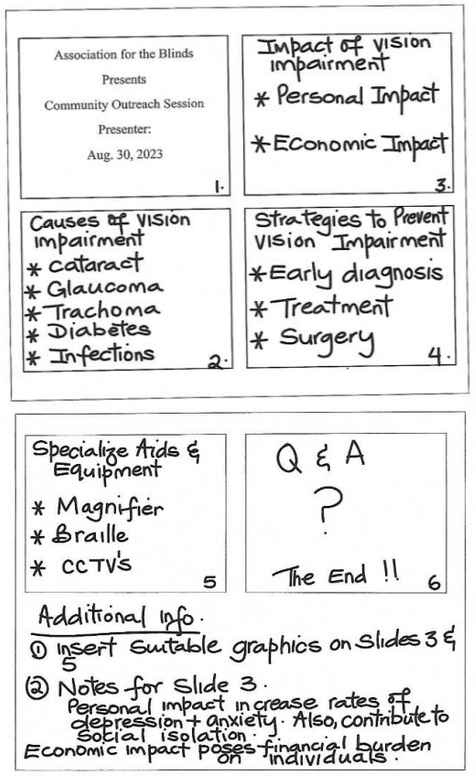
(iii) Use a larger font size for ALL slide headings.

(iv) Apply a suitable design template.

(v) Insert appropriate graphics.

(vi) Allow two clear line spaces between the headings and the contents.

(vii) Save the file as **PRESENTATION**.



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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 31

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SCHOOL-BASED ASSESSMENT: **Assignment 3**	Students will: i. display a professionally finished presentation.	**Assignment 3** Teachers can use scenarios (real or imagined) that will allow the students to use various applications to design documents, such as flyers, menus, invitations and newsletters which will enable them to engage their creative abilities. **EXEMPLAR** ***This is, for example, purposes only and must not be reproduced as part of the SBA to be submitted.*** You are a teacher of the new and exciting CXC subject, Electronic Document Preparation and Management. In your school, there are large overhead monitors for classroom presentations. You want to present the content of Section I, Objectives 1 to 3, to the class clearly and interestingly using a PowerPoint or Lotus presentation. Prepare the presentation, including the following: (a) definition of the term 'computer'; (b) components of the computer system; and, (c) functions of various hardware devices.	Creating PowerPoint Presentations Presenting to the subject teacher Making necessary corrections	**Textbook** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 315 **Syllabus** Page: 29	Practical Exercise Presentation

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 32

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE <u>SUB-TOPIC/ SUB-TOPICS</u> **Working with Access data in Excel** **What is mail merge?** **Components of mail merge**	Students will: i. become familiar with the ways to take data into Excel from Access; ii. develop an understanding of the concept of mail merge; iii. become aware of the components of mail merge;	**Working with Access data in Excel** There are several ways to bring data into Excel from Access. You may: i. copy data from an Access database and paste it into an Excel worksheet; ii. connect to an Access database from an Excel worksheet; iii. export Access data into an Excel worksheet. **Mail merge** is a software function that guides you through a process to produce several documents – letters, e-mail messages, envelopes and mailing labels – from a template. To create a mail merge, you need the following components: i. Main document ii. Data source iii. Merge document	Stating the ways to take data into Excel from Access Copying Access data to Excel Explaining the concept of mail merge and associated terminologies Stating the components of a mail merge Setting up the main	**Textbooks** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 144 – 49 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 181 – 86	Oral questioning Practical Exercise Take home assignment

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

Steps in a Mail Merge Process	iv. develop the mastery to accurately perform a mail merge using an external data source.	**Steps in a Mail Merge Process** i. **Create the Main Document** with the identical information for the merge document and save it. ii. **Create the Data Source** with the different information (merge fields) to be merged into the main document and save it. iii. **Open the main document**. iv. **Edit your data file**. v. **Insert placeholders**, and call **merge fields**, at the correct destinations. The merge fields are placed within chevrons << >>. vi. **Preview the first new document**, if necessary. vii. **Complete the merge** to show the new document(s). viii. **Print the new documents (s).**	document Creating a data source table Choosing a Microsoft Access database data file Adding mail merge fields to the document Previewing the mail merge Printing the merged documents		
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. | FreeTypingGame.net					

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 33

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE **Information Integration**	Students will: i. become familiar with the integration of information to produce professionally finished documents for dissemination.	**Further Practice ACTIVITY** **You work with Classic Jewellers located at Room 235, Level 2, OceanView Mall, Lowlands.** **You want to send a circular letter to a number of preferred customers.** **Perform a mail merge using the following information:** 1 For the data source use the table below and save the document as Recipients. 2 Type the following form letter on a letterhead of your design using A5 paper. NB: Do not type in the merge fields. Insert them by following the instructions for performing a mail merge. Ensure that you leave a space between <<First_Name>> and <<Surname>>. Date as postmark <<First_Name>> <<Surname>> <<Address1>> <<Address2>> Dear <<First_Name>> <<Surname>> **Classic Jewellers** is pleased to inform you of a special promotion exclusively for our preferred customers. <<First_Name>>, you can get a whopping 30% discount on **every item in the store**. Simply bring this letter before 30 November 200_ and enjoy significantly lower prices for your next purchase. At **Classic Jewellers** we continue to offer a lifetime guarantee on all our products. Visit us today for quality jewellery for every occasion. Yours sincerely Hildred Joseph Marketing Manager	Setting up the main documents Using steps to complete mail merge wizard Creating data source tables Adding mail merge fields to the document Previewing the mail merges	**Textbook** Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 150 Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 152	Oral Discussion Practical Exercise End of TOPIC/ SUB-TOPIC test

First_Name	Surname	Address1	Address2
Anthony	Griffith	75 Erin Road	PENAL
Kavita	Singh	Green Street	BRIDGETOWN
Su Lin	Chang	25 Sunset Drive	PALM BEACH
Reish	Persad	Kayak Avenue	PALISA
Gabriel	James	Jacob Settlement	SANTA FLORA

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

WEEK 34

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SCHOOL-BASED ASSESSMENT: **Assignment 3**	Students will: i. display a professionally finished presentation.	**CONTINUATION OF SBA** **EXEMPLAR** ***This is, for example, purposes only and must not be reproduced as part of the SBA to be submitted.*** You are a teacher of the new and exciting CXC subject, Electronic Document Preparation and Management. In your school, there are large overhead monitors for classroom presentations. You want to present the content of Section I, Objectives 1 to 3, to the class clearly and interestingly using a PowerPoint or Lotus presentation. Prepare the presentation, including the following: (a) definition of the term 'computer'; (b) components of the computer system; and, (c) functions of various hardware devices.	Creating PowerPoint Presentations Presenting to the subject teacher Making necessary corrections Submitting PowerPoint Presentation to the subject teacher	**Mark Scheme** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 315 **Syllabus** Page: 29	Oral Discussion Practical Exercise
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. | FreeTypingGame.net					

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Curriculum Area: Electronic Document Preparation and Management **GRADE 10**

					WEEK 35
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Week 34 cont.d **SCHOOL-BASED ASSESSMENT:** **Assignment 3**	Students will: i. display a professionally finished presentation.	Prepare the presentation, including the following: (a) definition of the term 'computer'; (b) components of the computer system; and, (c) functions of various hardware devices.	Submitting PowerPoint Presentation to the subject teacher	**Mark Scheme** Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 315 **Syllabus** Page: 29	Oral Discussion Practical Exercise

Additional Resources

Website

(7) What is word processing? - YouTube

(7) 1.2 What is a Spreadsheet - YouTube

(7) What Is a Database Management System? | What Is DBMS? - YouTube

(7) Presentation software and characteristics - YouTube

(159) CSEC IT: Microsoft Word | Formatting Features Part 1 - YouTube

(159) CSEC IT: Editing Features in Microsoft Word Using Columns - YouTube

(159) Tabulation/Tabular Work (Part 1)| CSEC EDPM - YouTube

(159) Tabulation in MS Excel (Part 2)| Spreadsheet| CSEC EDPM - YouTube

(159) CSEC EDPM| Database| Complete Overview - YouTube

(159) CSEC EDPM| Database Practice Question - YouTube

(159) The Beginner's Guide to Microsoft PowerPoint - YouTube

(159) Mail Merge| MS Word| CSEC EDPM - YouTube

Other suggested Teaching and Learning ACTIVITY facilitate students' attainment of the objectives of this Section.

To facilitate students' attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning activities listed below.

1. Arrange students into small groups and assign them different application software to be researched. Their findings should be used to facilitate class discussions.

2. After the teacher demonstrates the application of different software, students should be engaged in activities which allow them to select and apply them to different cases. Teachers should ensure that aspects of the SBA are covered in the exercises completed by the students.

Engage students in the ACTIVITY relevant to the completion of Assignments 2 and 3 of the SBA. During these activities, they should use the feedback given during the practice exercises done in Section II as their guide.

The teacher should ensure that there is **at least one** activity related to techniques or skills to be mastered, as well as each software to be applied.