MINISTRY OF EDUCATION

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 10

OFFICE ADMINISTRATION







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Amelia Persaud

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Garfield Blackman

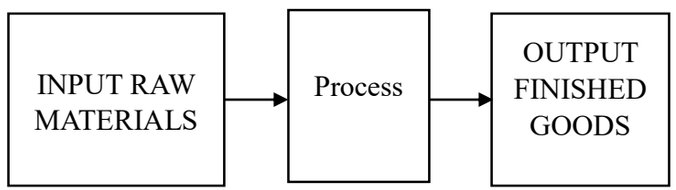
Renautha Hall

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NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration **GRADE 10**

					WEEK 1
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION 1: **OFFICE ORIENTATION** .	Students will develop an understanding of the role and functions of the office in business activities.	**The Role and Functions of the Office:** i. Productivity ii. Distribution and exchange of goods and services iii. Collection, processing and preservation of data (manual) iv. Collection, processing and storage of data (electronic)  v. Dissemination of information vi. Organisational management and legal control vii. Role of the office	Describing the roles and functions of the office in business activities. Roleplaying the functions of the office Identifying the functions of the office in a case study. Observing video on roles and functions of an office	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 2 - 9 Office Administration for CSEC By: Ann M. Jacob Pages: 1 – 3 Video on Roles and Functions of an Office https://www.youtube.com/watch?v=x4R1ASMYLx4	Oral questioning Oral discussion Assignment Test Homework

		iii. The functions of the office are linked to the mission statement and the goals of the business. ix. Services and Functions that are usually outsourced:- data processing, travel arrangements, preparing payrolls and advertising. **Note-** In today's modern business world, Outsourcing is another function for both small and large businesses. Students can examine the production process of a small business: 	Visiting the school office/parents' office and speaking politely to some of the people about the jobs they do and the work they carry out.		

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WEEK 2

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION 1: **OFFICE ORIENTATION**	Students will understand how a business's nature and size impact an organisation's structure.	**How the size of the business affects the structure of the office:** i. The multiplicity of positions on staff ii. Types and patterns of relationships (use of organisational charts)- Definitions: ✓ Authority ✓ Responsibility ✓ Chain of Command ✓ Span of Control. iii. Nature of duties and responsibilities iv. Deployment of employees v. Decisions regarding decentralisation or centralisation. vi. Extent of computer hardware/software usage	Describing how office structure and activity may be organised according to the size and nature of the business. Identifying and explaining the duties and responsibilities of every entry-level position in the workplace. Explain the importance of Entry Level Positions in an Organisation. Discussing the importance of deployment in the organisation. Distinguishing between centralisation and decentralisation in the workplace. Brainstorming possible advantages and disadvantages of centralisation. Identifying businesses in the community that have different structures according to size and nature.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 10 - 15 Office Administration for CSEC By: Ann M. Jacob Pages: 5 – 17 Office Administration for CSEC Examinations Allision Trenfield- Newsome and Colleen Walker Video on the multiplicity of positions on staff https://www.youtube.com/watch?v=nHPcsGylRnA Video on the deployment of employees https://www.youtube.com/watch?v=qJl5mFhYKfE	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Written Quiz **End of chapter exercise** Longman Office Administration for CSEC 2nd Edition. Pages: 16 - 17

			Observing videos on the multiplicity of positions on staff and deployment of employees Researching Explaining office structure		
Note-	The functions of the office are Functional Areas and Departments:- Purchasing Department, Human Resources/Personnel, Finance/Accounts, Sales and Marketing, Administrative and Computer Services (Information Technology).				

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WEEK 3

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION 1: **OFFICE ORIENTATION**	Students will acquire knowledge of the types of office layouts. Students will examine the ergonomics of the office	**Office Layouts:** i Traditional (enclosed or cellular) ii Open-plan (modular) iii Virtual office (E-Workplace:- is a company/business that doesn't have a physical location)- Explanation of how virtual receptionists can be lined up when needed to carry out tasks such as screening and forwarding telephone calls. iv Telecommunication v Hoteling vi Hot Dealing **Ergonomics:** i Layout and size ii Furniture and equipment	Identifying the various types of office layouts. Distinguishing among office layouts Discussing advantages and disadvantages of office layouts. Group presentation on the types of office layouts. Examining office ergonomics Observing videos on office layouts and office ergonomics Researching office layouts	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 18 - 22 Office Administration for CSEC By: Ann M. Jacob Pages: 30 – 33 Video on Office Layouts https://www.youtube.com/watch?v=vQoIHb83ORU Video on office ergonomics https://www.youtube.com/watch?v=wYvqHJ7FNAM	Oral questioning Oral Presentation Assignment Test Quiz (oral/written) Case Study

		iii Seating, lighting, ventilation, temperature iv related injuries  Hot Dealing- is suitable for workers who travel a lot and do not visit the office often. Telecommunicating- working from home via Telecommunications. Hoteling- making arrangements where the office includes providing unassigned desks or cubicles which employees who work from home (Telecommuters) can reserve for specific periods when needed.	Making models of given office layouts		

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WEEK 4

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION 1: **OFFICE ORIENTATION**	Students will develop an understanding of the types of equipment used in the general office and their contribution to office efficiency.	**Types of equipment:** i. Guillotine ii. Shredder iii. Digital Duplicators iv. Photocopier, risograph, scanner, printer-laser, impact, plotter v. Multimedia devices (digital camera, projector) vi. Computer vii. Facsimile machine viii. Laminator, binding machine ix. Labellers	Identifying various types of office equipment used in the general office. A tour to observe the use of each piece of equipment Examining pictures of each type of office equipment Describing the function(s) of various office equipment found in the office. Viewing a video examining the operation and use of various types of office equipment used in the general office. Discussing the contribution of the various types of equipment to office efficiency	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages:22 - 29 Office Administration for CSEC By: Ann M. Jacob Pages: 21 - 30 Video on office equipment https://www.youtube.com/watch?v=P_9llvZILXM	Oral discussion Questions and Answers Homework Test Scrap Book

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WEEK 5

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION 1: **OFFICE ORIENTATION**	Students will develop an understanding of the skills, attitudes and attributes desirable of office personnel.	**Skills:** i. Literacy and numeracy ii. Computer literacy and proficiency in the use of productivity tools. iii. Effective communication iv. Time management v. Analytical, problem-solving **Attitudes:** i Team spirit, group dynamics, cooperation ii Tolerance, appreciation of diversity iii Environmental awareness iv Social responsibility **Attributes:** i. Regularity, punctuality ii. Positive work ethic iii. Ethics, integrity, honesty, confidentiality iv. Willingness v. Department vi. Self-esteem, confidence **The importance of a good relationship with:** i. Supervisors ii. Colleagues	Listing, describing and roleplaying desirable office personnel skills, attitudes and attributes. Identifying and discussing attitudes and attributes of an office worker in a case study. Distinguishing among skills, attitudes, and attributes Students describing their skills, attitudes, and attributes in an interview setting. Assessing values of good human relationships to office efficiency Roleplay demonstrates the importance of good relations between management and employees. Sharing their experiences after visiting businesses	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 25, 26 & 27 ; 31 - 32 Office Administration for CSEC By: Ann M. Jacob Pages: 33 - 44	Assignment Quiz Homework Roleplay Case Study Written Quiz End of chapter exercise Longman Office Administration for CSEC 2nd Edition. Pages: 33 - 34 Review questions Office Administration for CSEC By: Ann M. Jacob

	Students will develop an appreciation for the value of good human relationships to office efficiency.	Internal and external customers			Page: 45

Suggested Teaching and Learning Activities

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

Have students engage in research on the dos and don'ts of the office. This research should span the course and include aspects such as dress code, office layout, attitude, attributes, work environment, and labour laws. The students should start a scrapbook displaying relevant entries such as artefacts, magazine clippings and articles. Inform/ Remind students that portions of this will be eventually incorporated into the SBA.

Develop or identify and study cases which highlight interpersonal relationships. Ensure that aspects such as attitudes, conduct in the office, and handling issues in the office.

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WEEK 6

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will become aware of the channels of communication. Students will understand or become aware of what communication is and the importance of communication. Students will understand the various methods used with regard to identified channels of communication in the office.	**Directional:** Formal/Official Informal/unofficial Communication Flows Formal and Informal Channels of Communication The Communication Process: - Sender, Receiver, Message, Channel and Feedback **Oral:** i. Interviews ii. Meetings and conferences iii. Radio and television iv. Telephone; intercom **Electronic:** i. Tele-conferencing, video conferencing ii. Computer, internet, world wide web, electronic mail, social media. iii. Telephone; facsimile iv. Scanning, scan to email, scan to file v. Telecommuting, telemarketing	Identifying, describing, and presenting examples of various means and channels of channels used by the office. Defining oral communication. Listing and describing oral channels of communication Roleplaying interviews and meetings. Defining electronic communication. Listing and describing electronic channels of communication Displaying electronic devices used for communication. Comparing grapevine and social networking sites. Example: Facebook	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page 36 - 40 Office Administration for CSEC By: Ann M. Jacob Pages: 46 - 53	Oral questioning Oral discussion Questions and Answers Homework Test Roleplay Portfolio Researching

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WEEK 7

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will develop an awareness of the various forms of written communication used in an office.	**Written methods of communication:** i. Letter ii. Memoranda iii. Agendas, iv. Notices of meetings v. Written reports **Business Letters** i. Letter layouts ii. Letter elements	Defining written communication Listing and discussing methods of written communication Identify and explain all components of written methods of communication. Identifying the elements of business letters Examining the layouts of business letters Preparing various forms of business letters Differentiating between open punctuation and closed punctuation	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page 40 - 44 Office Administration for CSEC By: Ann M. Jacob Pages: 53 - 61	Oral questioning Oral discussion Questions and Answers Homework Written expression

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WEEK 8

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will develop an awareness of the written media of communication used in an office. Students will become aware of the visual media of communication used in an office.	**Written methods of communication:** i. Minutes ii. Questionnaires iii. Itineraries iv. Press releases v. Advertisements vi. Newsletters **Visual methods of communication:** i. Pictures, charts, graphs ii. Signals, signs iii. Multimedia presentations iv. Body language	Listing and discussing methods of written communication Examination and observation of written method of communication. Preparing written methods of communication Defining visual communication. Listing forms of visual communication Describing each form of visual communication Presentation of visual communication Preparation of methods of visuals, examples, signs and signals, pictures and pasting pictures into exercise books	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page 40-44 Office Administration for CSEC By: Ann M. Jacob Pages: 53 - 70	Oral questioning Oral discussion Homework Test Assignments

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WEEK 9

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will develop an understanding of the factors to be considered when selecting a communication channel. Students will become aware of the factors affecting the flow of communication.	**Factors to be considered:** i. Degree of urgency ii. Genre (oral, written, electronic, visual) iii. Level of confidentiality, privacy iv. Location and distance, time zones v. Cost, efficiency, effectiveness vi. Audience size **Communication flows:** i. Upward, downward, vertical, horizontal, grapevine ii. Communication Climate i. Closed ii. Open	Identifying factors to be considered when selecting communication channels in Discussing factors to be considered when selecting a communication channel. Assessing factors to consider for a business's location from a case study. Describing the flow of communication Drawing of a diagram showing the communication flow	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 46 - 47 Office Administration for CSEC By: Ann M. Jacob Pages: 71 - 78	Oral questioning Oral discussion Homework In class exercise Questions and answers

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WEEK 10

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will become knowledgeable of the barriers to effective communication. Students will develop an awareness of the forms of decision-making business structures.	**Communication barriers:** i. perceptual, cultural, and personal bias ii. semantics iii. languages iv. literacy skills v. Internal and external barriers vi. Lack of Subject Knowledge **Forms of decision-making business structures:** i. Centralized i. Entrepreneurial/centralized ii. Decentralized i. Pyramid ii. Matrix iii. independent	Identifying the barriers to communication. Discussion of the barriers to communication Determine the barriers to communication in a case study. Demonstration with drawings of decision-making structure. Interpretation of decision-making structure. Describing the decision-making structures.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 48 & 49 Office Administration for CSEC By: Ann M. Jacob Pages: 72 - 73	Oral discussion Assignment Written quiz End of chapter exercise Longman Office Administration for CSEC 2nd Edition. Pages: 53 Home assignment End of chapter exercise Longman Office Administration for CSEC 2nd Edition. Pages: 54

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WEEK 11

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will develop an understanding of the types of stationery used in the office. Students will become aware of the different sizes and types of paper, envelopes and label dimensions.	**Types of stationery (Paper)** i. Bond ii. Parchment iii. NCR paper (no carbon required). iv. Onion skin v. Flimsy vi. Duplicating **Sizes of paper:** Letter, legal, A0, A1, A2, A3, A4, A5, A6 **Envelopes** **Sizes of envelopes:** DL, C3, C4, C5, C6, C7, C8 **Types of envelopes:** i. Regular envelopes ii. Window envelopes iii. Self-seal envelopes iv. Padded envelopes v. Pocket Envelope vi. Banker vii. Gusset Envelope iii. Reply- Paid Envelope	Selecting, identifying and discussing the appropriate types and sizes of stationery for a variety of uses Display of different types of stationery papers. Display of different types of stationery papers and envelopes. Prepare a wall chart with samples of the various types of paper. Explain the purpose of the various sizes of envelopes. Explain the function(s) of the various types of envelopes. Prepare assignments with different types of envelopes and paper sizes. Activity to demonstrate hour letters and documents must be folded and placed on the various envelopes.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 55 - 58 Office Administration for CSEC By: Ann M. Jacob Pages: 62 - 65	Oral discussion Oral quiz Assignment Test

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WEEK 12

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will develop an awareness of different reference materials as sources of information.	**Reference materials:** i. dictionary, thesaurus ii. Official gazettes iii. Telephone directory iv. Maps v. Schedules vi. Post office guide vii. Trade journals viii. Hansard ix. The internet, search engines x. dictionary, thesaurus xi. Official gazettes xii. Telephone directory xiii. Maps xiv. Schedules xv. Post office guide xvi. Trade journals xvii. Hansard xviii. The internet, search engines	Selecting and discussing the use of various relevant sources of information for researching a variety of issues in an office/business Determining reference material to be used after reading case study a case study. Researching Discussing. word on computer/plane where the dictionary/thesaurus is used	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 55-58 Office Administration for CSEC By: Ann M. Jacob Pages: 107 - 110	Oral quiz Assignment Test Written quiz End of chapter exercise Longman Office Administration for CSEC 2nd Edition. Pages: 61 Review questions Office Administration for CSEC By: Ann M. Jacob Pages: 111 - 112

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					WEEK 13
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION II: **COMMUNICATION**	Students will acquire knowledge of the techniques for receiving and relaying messages by telephone	**Telephones techniques:** **Telephone etiquette when making a call** i. Before the call ii. Making the call iii. Making appointed calls iv. Handling a wrong number v. Reaching an answering device vi. During the call vii. Ending the call **Telephone etiquette when answering a call** i. Answer promptly ii. Show courtesy and tact iii. Tone of voice iv. Always be prepared v. Place a caller on hold vi. Transfer call vii. Screen call **Things to avoid** **Phrases to avoid**	Describing proper techniques for receiving and relaying messages by telephone Identifying proper telephone etiquette when making a call Outlining proper telephone etiquette when answering a call Roleplay the steps of answering the company's telephone. Demonstrate the steps to place a caller on hold. Identifying phrases to avoid when answering the company's telephone Defining telephone etiquette Finding out standard telephone greetings in school/office etc, Discussing messages to leave on a cell phone/office phone to respond to a caller.	Office Administration for CSEC By: Ann M. Jacob Pages: 79 - 81 Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages 62 - 63	Oral discussion Role Play Assignment Test Quiz Worksheet

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WEEK 14

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will become knowledgeable of the techniques for receiving and relaying messages by telephone.	**Recording system** i. Voicemail ii. Telephone answering machines **Receiving and delivering messages** **Use of telephone directory.** i. Maintaining a personal and a company directory. **Functions and operations of an automated switchboard** i. Auto-attendant switchboards ii. PABXs iii. PMBXs **Paging devices** i. Beepers ii. Voice/Tone pagers iii. Numeric pager iv. Alphanumeric pagers v. Two-way Alphanumeric pagers	Describing proper techniques for receiving and relaying messages by telephone Roleplay Observing videos of automated switchboards and how they operate. Discussion on the functions of paging devices.	Longman Office Administration for CSEC 2nd edition by S. Finisterre, L. Payne & J. Reid Pages 63 - 67 Office Administration for CSEC By: Ann M. Jacob Pages: 82 - 88	Role Play Assignment Test Quiz Worksheet **Self-check questions** Longman Office Administration for CSEC 2nd edition Page: 68

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WEEK 15

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will develop knowledge of communication services offered by telecommunication providers.	**Telephone services:** i. Local, long-distance, and overseas calls ii. Station-to-station, person-to-person, collect call, emergency calls iii. Conference calls, video conferencing iv. Call waiting, call forwarding, voice mail, speed dialling, caller identification v. Phone cards, electronic top-up machines vi. Mobile phone, text messaging, instant messaging. vii. Voice over Internet Protocol (VoIP) Skype viii. Advice of duration and charge (ADC) calls	Describing and differentiating among the services offered by telephone companies, e.g. GT&T and Digicel Assessing the types of telephone services used in a case study.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 68 - 70 Office Administration for CSEC By: Ann M. Jacob Pages: 88 - 92	Oral discussion Quiz Assignment Case study Portfolio
School-Based Assessment	The teacher will introduce the SBA by informing students of the requirements for the project. A detailed overview of the entire project will be explained. **SBA PROJECT COMPONENTS** A candidate's project should be presented in a folder bearing the candidate's number, the name of the subject and the date submitted. The project may be submitted electronically and must be set out according to the criteria outlined below. The project report will include: i. the title page should be repeated for each section; ii. table of contents should be relevant to each section; iii. aims and objectives must be stated; iv. methodology employed; v. letter, schedule, regulations, forms, graphics, charts; and, vi. Report (500-750 words), discussing: (i) findings; (ii) limitations; and, (iii) recommendations.				

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WEEK 16

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will develop an appreciation of services for dispatching mail locally and overseas. Students will develop an understanding of the procedures for sending and receiving parcels.	**Services for dispatching mail:** **Courier services**- dispatch packages or correspondence quickly and safely, door-to-door services. Some courier services include Express Mail, FedEx Express, and DHL Worldwide Express. **Postal services:** i. First class mail ii. Priority mail iii. Second class/non-priority mail iv. Standard mail v. Airmail vi. Skybox vii. Surface mail **Other mail services/delivery options:** i. Registered mail ii. Express mail iii. priority mail iv. Recorded delivery v. Poste restante vi. Skybox vii. Public and Private viii. Letter Boxes ix. Freepost **Procedures for sending and receiving parcels:**	Examining and differentiating between courier services and postal services Identifying the types of services to be used after reading a case study. Discussion on when to use the different types of delivery services delivery. Presentation on procedures for sending and receiving parcels. Outlining procedures for sending and receiving parcels Researching local couriers Identifying Services to be used for given situations.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 73 - 81 Office Administration for CSEC By: Ann M. Jacob Pages: 92 - 97	Oral discussion Quiz Assignment Test Case study

		i. regulations for sending and receiving money and other valuables ii. parcel post services- nature and use packaging			
SBA **(Title Page)**	Candidates will prepare a cover page and title page for the SBA	The title page includes the project title and names of the candidate, school and teacher, territory, and candidate number as a header.			

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WEEK 17

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: **COMMUNICATION**	Students will become knowledgeable of the procedures for dealing with incoming mail. Students will become aware of the procedures for dealing with outgoing mail. Students will develop an appreciation for automated mailing activities.	**Procedures for dealing with incoming mail:** i. receiving mail ii. recording mail iii. stamping mail iv. routing of mail v. treatment of remittance and registered mail vi. enclosure vii. circulars viii. archiving **Procedures for dealing with outgoing mail:** i. sorting of mail ii. preparation of mailing list iii. use of postage book **Automation of mailing activities:** i. mail merge ii. franking machines iii. letter openers iv. folding machines v. collating machines vi. sealing machine	Outlining procedures for dealing with incoming and outgoing mail in large and small offices Demonstration of the procedures for dealing with incoming and outgoing mail Discussion of procedures for dealing with outgoing mail Observing videos for the procedures for dealing with incoming and outgoing mail Identifying and describing the function(s) of automated machines used in the mailroom.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 77 - 81 Office Administration for CSEC By: Ann M. Jacob Pages: 97 - 107	Quiz Assignment Test Case study **End of chapter exercise** Longman Office Administration for CSEC 2nd edition Page: 82 - 83

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SBA (Table of Contents)	Candidates will prepare a Table of contents	The table of contents includes: i. a heading and a list of topics; page numbers.

Suggested Teaching and Learning Activities

Arrange a field trip to a telecommunications facility and have students use relevant data collection instruments to investigate and document the types of communication devices seen there. They should also observe and document aspects such as how these devices are used and the manners of the operators and other personnel. Where possible, arrangements should be made for students to get hands-on experiences during this field trip. Trips should be followed by class discussions and/ or written activities which require students to report their findings and assess the situations observed, including services provided.

Arrange a field trip to a traditional postal service organisation and have students use relevant data collection instruments to investigate and document the postal equipment, supplies, and services provided there. They should also observe and document aspects such as how these devices are used and the manners of the operators and other personnel. Where possible, arrangements should be made for students to get hands-on experiences during this field trip. Trips should be followed by class discussions and/ or written activities which require students to report their findings and assess the situations observed, including services provided.

Arrange field trips to a courier service company and have students use relevant data collection instruments to investigate and document the types of equipment, supplies, communication devices, and services provided there. They should also observe and document aspects such as how the devices and equipment are used and the manners of the operators and other personnel. Where possible, arrangements should be made for students to get hands-on experiences during this field trip. Trips should be followed by class discussions and/ or written activities which require students to report their findings and assess the situations observed, including services provided.

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WEEK 18

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION III: **RECRUITMENT AND ORIENTATION**	Students will develop an awareness of sources of information for job opportunities. Students will develop knowledge of the factors to be considered when seeking employment.	**Sources of Job information:** i. newspapers ii. employment agency iii. Internet, for example, Facebook, Twitter, company websites iv. trade journals v. company newsletters vi. magazines vii. guidance counsellor viii. Libraries and Career Centres ix. University Career Services x. Career Fairs xi. Personal Contact **Factors to be considered when seeking employment:** i. career interest ii. job description iii. training and qualifications iv. salary, fringe benefits v. location of employment vi. image of the firm vii. career advancement viii. Personal Taste ix. Job satisfaction	Identifying sources of information on job opportunities Examining sources of information and identifying vacancies Outlining factors to be considered when seeking employment. Assessing the factors to be considered when seeking employment in a case study. Making a list of sources of job information in Guyana	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 87-94 Office Administration for CSEC By: Ann M. Jacob Pages: 107 - 117	Oral discussion Quiz Test Assignment Portfolio

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SBA (Title of Project)	Candidates will construct a suitable title for a project for the SBA	The title of the project is related to the objectives in the Syllabus and the business being studied.

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WEEK 19

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION III: **RECRUITMENT AND ORIENTATION**	Students will acquire knowledge of the procedures for making an application for a job.	**Procedures for making the application:** **Application forms** i. Guidelines for completing application forms **Letter of application** **Curriculum Vitae** **Resume** **Portfolio**	Explaining the procedures for making an application Outlining guidelines for completing application forms Filling samples of the company's application form Examining letter writing guidelines Preparing letters of application for both solicited and unsolicited letters. Differentiating between a CV and a resume Preparing a curriculum vitae. Preparing a job portfolio.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 89 - 97 Office Administration for CSEC By: Ann M. Jacob Pages: 117 - 120	Oral discussion Written expression Homework Quiz Assignment
SBA (Aims of the project)	Students will list at least two aims for the project	Two Aims of the project are relevant, unambiguous, and clearly stated			

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					WEEK 20
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION III: **RECRUITMENT AND ORIENTATION**	Students will develop an understanding of how to prepare follow-up letters. Students will develop knowledge of how to prepare other types of letters.	**Follow-up letters:** Explanation of follower-up letters for each of the following conditions: i. no reply has been received to the application. ii. acceptance of job iii. non-acceptance of job **Preparation of the following types of letters:** i. resignation from job ii. application of leave iii. application for vacation iv. acknowledgement	Preparing various types of follow-up letters Preparation of other types of letters. Observing demonstration for preparation of business letters	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 97 - 107 Office Administration for CSEC By: Ann M. Jacob Pages: 121 - 130	Oral discussion Quiz Test Assignment Review questions Office Administration for CSEC By: Ann M. Jacob Pages: 131 - 132
SBA (Functions of relevant department)	Candidates will list TWO functions of the relevant department of the firm chosen for the project;	Two functions of the relevant department are accurately listed.			

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					WEEK 21
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION III: **RECRUITMENT AND ORIENTATION**	Students will develop an awareness of the factors to be considered when preparing for a job interview. Students will develop knowledge of the requirements of the work environment	**Factors to be considered when preparing for a job interview:** i. selection of attire ii. deportment iii. research on organisation iv. types of questions that may be asked by the interviewer and the interviewee. v. portfolio; evidence of qualification **Explanation of knowledge of the work environment:** i. Labour laws ii. The Industrial Relations Acts iii. Culture and School vs Organisation iv. Confidentiality v. Honing of skills i. Desirable attitudes	Discussing factors to be considered when preparing for a job interview. Roleplaying a fifteen-minute interview session Discussing labour laws and how they relate to the work environment.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 102 - 107 Office Administration for CSEC By: Ann M. Jacob Pages: 125 - 130	Oral discussion Quiz Test Assignment Review questions Office Administration for CSEC By: Ann M. Jacob Pages: 131 - 132
SBA (Correspondence)	Candidates will prepare ONE piece of correspondence requesting permission to conduct the project	Correspondence incorporates all aspects of a business letter, including: i. matching salutation/complimentary close. ii. correct grammar/ spelling (no errors). iii. relevant content. appropriate presentation.			

Curriculum Area: Office Administration **GRADE 10**

Suggested Teaching and Learning Activities

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

Have students (form groups and) research sources of job information, and list the features, strengths, and weaknesses. The findings should be shared in class and used to guide class discussion.

Have students form small groups and brainstorm factors that should be considered when a person is seeking a job. This should be followed up by sharing using the jigsaw method and general class discussion. Students should then compare the results of the activities and fill in the gaps as necessary.

Have students select jobs advertised via newspapers or online and prepare relevant documents such as application letters/ forms, CVs and acceptance letters. These are to be used to create a file using appropriate principles and standards.

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WEEK 22

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: **RECORD AND INFORMATION MANAGEMENT**	Students will develop an understanding of the characteristics of a good information management system. What is Records Management and the Importance Students will develop knowledge of the characteristics of an effective management system.	**Definition of Records Management** **Characteristics of an information management system:** i. data input/ data storage ii. database management system iii. processing: batch and real-time iv. retrieval of information v. compressing (zipping) files for storage vi. archiving **Characteristics of an effective records management system:** i. Access protocols ii. Security: physical and password iii. Accountability iv. Expansion **Duties of a records management clerk:** i. preparing documents ii. processing data iii. managing records iv. retrieving information/records	Identifying and describing the characteristics of an information management system Identifying and describing characteristics of an effective record management system Describing the duties of the records management clerk Discussing each stage of filing paper-based records	Longman Office Administration for CSEC 2nd Edition Pages: 111 - 114 Office Administration for CSEC By: Ann M. Jacob Pages: 133 - 141	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Homework

	Students will become aware of the duties of a record management clerk. Students will use knowledge and skills to accurately outline the stages of filing. Students will develop an awareness of maintaining and classifying a record management system by electronic and other means.	**Stages of filing paper-based records/ Filing Procedures** i. Releasing ii. Inspecting iii. Indexing iv. Coding v. Cross-referencing vi. Sorting vii. Filing **Classification of record management system:** i. Alphabetical ii. Geographical iii. Subject iv. Numerical v. Chronological	Identifying various ways of maintaining a record management system		

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration

GRADE 10

WEEK 23

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: **RECORD AND INFORMATION MANAGEMENT**	Students will demonstrate an understanding of maintaining and classifying a record management system by electronic and other means.	**Classification of record management system:** **Alphabetical Systems** i. Geographical information is arranged in alphabetical order. ii. Subjects are arranged in alphabetical order. iii. Dates are arranged chronologically and alphabetically. iv. Information is arranged in numerical order. v. Rules for filing people's names in alphabetical order vi. Rules for business names in alphabetical order	Outlining various ways of maintaining an alphabetical system of management record Describing each method of alphabetical filing used in organisations and businesses.	Longman Office Administration for CSEC 2nd Edition Pages: 114 - 120 Office Administration for CSEC By: Ann M. Jacob Pages: 141 - 143	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Homework Questions and answers Written expression **Self-check questions** Longman Office Administration for CSEC 2nd Edition Pages 117, 119, 120, 122
SBA (Methodology)	Candidates will describe the methodology employed for the project;	i. A specimen of a data-gathering instrument is submitted. ii. An explanation of why the particular instrument was chosen above all others is given. An explanation of how the instrument was used is given.			

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					WEEK 24
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION IV: **RECORD AND INFORMATION MANAGEMENT**	Students will develop an awareness of maintaining and classifying a record management system by electronic and other means.	**Classification of record management system:** **Geographical Filing** The geographic system uses the order of the alphabet to arrange place names and addresses of persons and businesses. **Subject** The subject method is the alphabetical arrangement of information according to subjects. **Numerical** Records are given numbers in this system and then stored in numerical order. **Chronological** The chronological method stores information by calendar date.	Outlining various ways of preparing and maintaining systems of management record Outlining various ways of maintaining a geographic system of management record Identifying and discussing rules that must be observed when classifying records according to the subject. Discussing rules that must be observed when classifying records numerically Examining rules that must be observed when classifying records chronologically	Longman Office Administration for CSEC 2nd Edition Pages: 121 - 123 Office Administration for CSEC By: Ann M. Jacob Pages: 143 - 145	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Homework Questions and answers
SBA (Methodology)	Candidates will describe the methodology employed for the project	i. A specimen of a data-gathering instrument is submitted. ii. An explanation of why the particular instrument was chosen above all others is given. An explanation of how the instrument was used is given.			

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration

GRADE 10

WEEK 25

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: **RECORD AND INFORMATION MANAGEMENT**	Students will develop an awareness of maintaining and classifying a record management system by electronic and other means. Students will develop an understanding of the methods and procedures for cross-referencing.	**Classification of record management system:** **Electronic filing** An electronic record is stored on media that can be accessed or modified. **Phases of the life cycle of an electronic record:** Creation, storage, distribution, use, maintenance, disposal, Preservation **Indexing:** arranging the parts of a name, subject or place in the order in which they are to be filed. **Cross-referencing:** is used when a file is identified by more than one name. **Indexing: methods and procedures for cross-referencing:** i. out sheets ii. tickler file iii. card indicators iv. colour coding v. searches, shared database vi. Charge-out cards vii. Charge-out guides viii. Charge-out sheet	Outlining various ways of maintaining an electronic record management system Identifying the phases of the life cycle of an electronic record Defining indexing and cross-referencing. Identifying and describing various indexing methods Preparing a tickler file, out sheet and out card	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 124 Office Administration for CSEC By: Ann M. Jacob Pages: 145 - 148	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Homework Questions and answers

Curriculum Area: Office Administration

GRADE 10

WEEK 26

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: **RECORD AND INFORMATION MANAGEMENT**	Students will develop knowledge of methods and procedures for dealing with inactive files. Students will become knowledgeable of the legal stipulations governing the assessment and retention of documents.	**Methods and procedures for dealing with inactive files:** i. use of microfilming ii. retention period iii. disposal iv. archiving v. backing up to external storage media vi. Electronic documents and record management system. **Explanation of regulations related to:** i. The right to access. ii. Limitations on the rights of access iii. Infringement of copyright iv. Defamation v. Breach of confidence vi. Secrecy provisions vii. Freedom of Information Act-Parliamentary Privilege **Filing equipment and supplies:** i. Vertical, Lateral, and Horizontal Filing cabinets and folders; index cards. ii. Minutes sheets iii. Charge-out cards	Outlining and defining procedures for dealing with inactive files Describing legal stipulations governing access to the retention of documents. Explaining the use of equipment and supplies in records and information management.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Page: 130-141 Office Administration for CSEC By: Ann M. Jacob Pages: 146 - 160	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Oral Presentation

	Students will develop an awareness of the filing equipment and supplies used in records and information management.	iv. Dividers v. Treasury tags vi. Fasteners vii. Microfilms, microfiche viii. External storage media **Filing Accessories:** Box Files Bulldog Clips Perforator/paper punch Expanding files Clips and Clipboards Lever arch files	Preparing examples and samples of index cards, minutes sheets and charge-out cards.		
SBA (Methodology)	Candidates will list FIVE questions asked of personnel of the firm selected for the project	Five unambiguous questions to the relevant aims of the project. ***NB. The questions may be taken from the data-gathering instrument and interviews.***			

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration **GRADE 10**

					WEEK 27
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION IV: **RECORD AND INFORMATION MANAGEMENT**	Students will be capable of understanding the advantages and disadvantages and the difference between centralised and departmental/decentralised records management systems.	Explanation of the concept; centralization and decentralization records management system. **Advantages of centralization record management system:** i. Specialist staff can be employed and trained to operate the system. ii. Space and equipment usage are centralised. iii. There is less duplication. iv. The overall authority and responsibility for the programme is under the control of one individual, usually the file clerk. **Disadvantages of centralization** i. The entire system may be too large and impersonal. ii. Records may be more vulnerable as they are stored in one location. iii. It may be more expensive in terms of staff and space equipment. **Advantages of decentralization** i. Records can be accessed quickly.	Differentiating between centralisation and departmental filing systems Listing advantages and disadvantages of centralisation and decentralised record management system	Longman Office Administration for CSEC 2nd Edition by S. Finisterre, L. Payne & J. Reid Pages: 142 - 144 Office Administration for CSEC By: Ann M. Jacob Pages: 158 - 160	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Role Play **Written expression** **End of Chapter Exercises** Longman Office Administration for CSEC 2nd Edition Page: 145

	Students will develop an appreciation for the organisation and operation of records management systems.	ii. Confidential matters remain within the department. **Disadvantages of decentralisation** i. More equipment and storage space are likely to be needed. ii. There will be more duplication of supplies and equipment. **Explanation of the organisation of records management systems includes.** i. Personnel ii. Space iii. Equipment iv. Procedures v. Safety and Security	Outlining and describing the organisation and operation of the record management system.		**Review Questions** Office Administration for CSEC By: Ann M. Jacob Page: 164

Suggested Teaching and Learning Activities

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

1. Assign individual students to the Administrative Office of the school for viable periods, during which they act in roles such as receptionists, secretaries, operating switchboards, and answering telephones. They should document and reflect on their experiences.
2. Have students form small groups and simulate an interview. One person will be the interviewee, and the others will play different roles, such as receptionist and interview panel member. Attention should be paid to relevant areas such as deportment, the appropriate list of questions prepared and asked by the panel, and criteria or rubrics used to rate the applicant.
3. Design various forms, for example, appraisal.
4. Students prepare a portfolio to include resumes, letters of application; application forms; job specifications; related advertisements; related documents (proof of qualification), follow-up letters; letters of application; and resignation.

Curriculum Area: Office Administration **GRADE 10**

					WEEK 28
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION V: RECEPTION AND HOSPITALITY	Students will be aware of the reception desk's contribution to the organisation's welfare. Students will recognize the contribution of the reception desk to the welfare of the organization. Students will support the effort of identifying the duties and responsibilities of a receptionist.	**A receptionist:** is usually the first person to greet a visitor to an office. **Contribution of reception desk:** i maintaining effective interpersonal relationships between the organisation and members of the public. ii promoting goodwill and a positive image of the business. **Duties and responsibilities of a receptionist:** i receiving and screening visitors. ii introducing visitors using appropriate protocol; iii maintaining the reception register (manual, electronic); iv operating a switchboard. v receiving letters and parcels. vi managing and maintaining the reception area. vii receiving and filing business cards.	Defining who is a receptionist. Identify items found in a reception desk. Assessing the contribution of the reception desk to the welfare of the organization. Identifying the duties and responsibilities of a receptionist and roleplay using a reception area. Demonstrating how to introduce a visitor using the appropriate protocol. Preparing a reception register/visitor's book. Roleplaying how to operate a switchboard. Collecting samples of business cards.	Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, and etal Pages: 84 - 85 Longman Office Administration for CSEC 2nd Edition Pages 147 - 148 Office Administration for CSEC By: Ann M. Jacob Pages: 165 – 169 Longman Office Administration for CSEC 2nd Edition Pages 148 - 153	Oral questioning Group presentation

Curriculum Area: Office Administration

GRADE 10

WEEK 29

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION V: RECEPTION AND HOSPITALITY	Students will develop an appreciation for the attributes of a receptionist. Students will develop an understanding of managing appointments for an executive using electronic and manual systems.	**Attributes:** i appropriate personal appearance and grooming. ii good temperament. iii willingness to use initiative. iv tact. v articulate. **Types of appointment systems:** i paper-based system. ii computer-based system. **Managing appointments:** i procedures for making and cancelling appointments on behalf of an executive. ii maintaining a diary. iii rescheduling. iv online schedules.	Roleplaying the attributes of a receptionist. Brainstorming the types of appointment systems. Roleplaying the procedures for making and cancelling appointments on behalf of an executive. Listing and explaining checklist for maintaining a diary. Recording appointments using a diary page. Discussing the procedures for rescheduling appointments for an executive. Recording appointments using an appointment book.	Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al. Page: 89 Longman Office Administration for CSEC 2nd Edition. Pages 150 – 153 Office Administration for CSEC By: Ann M. Jacob Page: 169 - 173 Office Administration for CSEC Study Guide Pages: 90 – 92 Office Administration for CSEC Examinations Page 119	Oral questioning Quiz
SBA (Schedule of Activities)	Candidates will have a schedule of activities for conducting the project;	- Table provided with the headings showing 'Dates', 'Activities' and 'Comments' with 10 – 12 activities listed. - Sequence of activities is relevant to the project, and comments support the follow-up actions or the decisions made – 1 mark for every three activities.			

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Curriculum Area: Office Administration **GRADE 10**

					WEEK 30
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION V: RECEPTION AND HOSPITALITY	Students will develop the awareness of explaining the importance and use of electronic and manual reminder systems.	**Reminder system:** helps to jog your memory so that you are reminded of deadlines, appointments, meetings, etc. for tasks to be carried out efficiently and effectively. **Importance and use of the following reminder systems:** i tickler files; ii diaries; iii calendars (electronic/manual). **Computerized Appointment System** Most organizations use a computer system that automatically generates a daily visitor list from data that are inputted by the personnel in the various departments. **Advantages** i It eliminates the use of multiple diaries. ii Helps to ensure that all persons involved in managing appointments have access to the same information.	Defining the term reminder system. Explaining the importance and use of electronic and manual reminder systems. Preparing a tickler file system using colour coding. Brainstorming to define the term computerised appointment system. Researching possible advantages and disadvantages of computerised appointment systems.	Office Administration for CSEC By: Ann M. Jacob Page: 173 Longman Office Administration for CSEC 2nd Edition. Pages 153 – 154	Home assignment Oral Questioning Practical exercise **Written Quiz** -Review questions Office Administration for CSEC By: Ann M. Jacob Pages: 175 – 176 **Home assignment** Activity 11.2 Longman Office Administration for CSEC 2nd

		Disadvantages i If there is a power failure, work will be stalled. If the computer crashes, information is lost.			Edition. Pages 156 – 157

Suggested Teaching and Learning Activities

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

1. Assign individual students to the school's Administrative Office for viable periods, during which they act in roles such as receptionists, secretaries, operating switchboards, and answering telephones. They should document and reflect on their experiences.

2. Have students form small groups and simulate an interview. One person will be the interviewee, and the others will play different roles, such as receptionist and interview panel member. Attention should be paid to relevant areas such as deportment, the appropriate list of questions prepared and asked by the panel, and criteria or rubrics used to rate the applicant.

3. Design various forms, for example, appraisal.

4. Students prepare a portfolio to include resumes, letters of application; application forms; job specifications; related advertisements; related documents (proof of qualification), follow-up letters; letters of application; and resignation.

*Also appropriate for Section 8

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WEEK 31

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION VI: MEETINGS	Students will develop an understanding of the concept of meetings and the reasons for holding meetings. Students will support the effort of describing terms associated with meetings. .	**Meeting:** a gathering of two or more persons for a common purpose. **Reasons for holding meetings:** i to make decisions; ii to give or share information; iii to obtain views or opinions; iv to decide on the action to be taken; v to solve problems; vi to select governing bodies or Board of Directors vii to plan events. **Familiarity with terms associated with business meetings, including:** i. ad hoc; ii. verbatim; iii. quorum; iv. casting vote; v. adjourn; vi. postpone; vii. cancel; viii. proposal; ix. motion;	Defining the term meetings. Identifying reasons for holding meetings. Describing terms associated with meetings. Roleplaying scenarios based on meeting terms.	Office Administration for CSEC By: Ann M. Jacob Pages: 177, 180 Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al Page: 100 Longman Office Administration for CSEC 2nd Edition. Pages 161 - 162	Oral Questioning Oral discussion Roleplay Preparation of a Portfolio with a suitable definition of meeting, reasons for holding meetings and definition of the most commonly used meeting terms.

	Students will support the effort of preparing documents associated with meetings.	x. resolution. xi. Agenda **Documents associated with meetings:** i. **Notice of meeting**: is usually sent no fewer than 14 days in advance to all persons who are entitled to attend. **Items:** Name of organization, day, time, venue and purpose of the meeting.	Defining the term notice. Listing items found on a notice. Preparing notice for a meeting.		

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					WEEK 32
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION VI: MEETINGS	Students will support the effort of preparing documents associated with meetings.	**Documents associated with meetings:** i. **Agenda:** a list of items to be discussed at a meeting in sequential order. **Reasons for preparing an agenda:** i. It is sent in advance of the meeting to all who should attend. ii. It provides an outline for the meeting, helping to ensure that there is a sense of direction and purpose. iii. It helps participants prepare by informing them about what will be discussed. **Items:** Welcome, apologies for absence, minutes of the previous meeting, matters arising, correspondence, new business, any other business, date and time of next meeting. **Chairperson agenda:** contains the same items as the normal agenda. However, there is a space at the right for each item in which notes may be written. **Additional details on the chairperson's agenda:** i. apologies for absence; ii. resolutions and motions; iii. names of proposers and seconders of proposals or motions; iv. information to be taken into account before reaching a decision.	Defining the term agenda. Stating who prepares the agenda. Explaining reasons for preparing an agenda for a meeting. Listing items found on an agenda. Preparing an agenda for a meeting. Defining the chairperson's agenda. Discussing additional details found on a chairperson's agenda. Preparing a chairperson's agenda for a meeting.	Office Administration for CSEC By: Ann M. Jacob Pages: 180 -182 Longman Office Administration for CSEC 2nd Edition. Page: 167	Oral questioning Oral discussion Preparation of a Portfolio with explanation and samples of documents associated with meetings.

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					WEEK 33
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION VI: MEETINGS	Students will support the effort of preparing documents associated with meetings. Students will develop an awareness of the roles of personnel associated with meetings.	**Documents associated with meetings:** i. Minutes: These are used to document all proceedings, from the start of the meeting to its conclusion. **Items:** Date, time and venue of the meeting; names of all who are present; apologies for absences, if given; name of the chairperson; purpose of the meeting; issues being discussed; date, time, venue and purpose of the next meeting. **Roles of personnel associated with the meeting:** i. chair; ii. secretary; iii. treasurer; iv. proxy; v. ex-officio.	Defining the term minutes. Listing items found on the minutes of a meeting. Preparing minutes of a meeting. Describing personnel associated with meetings. Discussing the roles of personnel associated with the meeting.	Office Administration for CSEC By: Ann M. Jacob Page: 182 Longman Office Administration for CSEC 2nd Edition. Page: 169 Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al. Page: 106 Office Administration for CSEC Examinations By: A. Trenfield-Newsome and C. Walker Pages: 130 - 132	Oral questioning Written expression Preparation of a Portfolio with an explanation and samples of documents associated with meetings and a brief explanation of the role(s) of key personnel who are usually present at a meeting.

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					WEEK 33
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION VI: MEETINGS	Students will associate with the various types of meetings. Students will develop an awareness of how to organise different types of meetings.	**Formal meetings**: are those that are required by law or the standing orders or constitution of the organisation and are in keeping with specific predetermined guidelines. **Informal meetings:** are less structured and may be called whenever necessary. The person calling the meeting may decide whether it is necessary to have minutes taken. **Types of meetings:** **Formal** i. General meeting; ii. Annual General Meeting; iii. Extraordinary General meeting; iv. Board and Committee meeting; v. Statutory Meetings. **Informal** i. Staff meeting; ii. Departmental meeting. **Requisites of a valid meeting:** i. The meeting must be properly convened. ii. A quorum must be present before a meeting can commence.	Brainstorming to define formal and informal meetings. Listing examples of formal and informal meetings Roleplaying the forms of formal and informal meetings. Describing the types of committee meetings. Discussing the requisites of a valid meeting.	Office Administration for CSEC By: Ann M. Jacob Pages: 177 - 179 Longman Office Administration for CSEC 2nd Edition. Pages 162 - 164 Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al. Page: 100 Office Administration for CSEC Examinations By: A. Trenfield-Newsome and C. Walker Page: 134	Oral discussion Preparation of a Portfolio discussing the types of meetings, the importance and purpose of meetings and the requirements before, during and after a meeting.

		iii. The rules and regulations of the particular organisation must be followed. **The importance of meetings and their purpose:** -an exchange of information; -time is saved; -the best possible conclusion is reached; -everyone involved is committed to achieving the agreed purpose; ---people understand and appreciate each other's views more.	Discussing the benefits of having effective meetings.		

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GRADE 10

WEEK 34

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION VI: MEETINGS	Students will develop an awareness of how to organise different types of meetings.	**ii) Requirements:** **Before the meeting:** i. secure a room for the meeting; ii. send out notice; iii. prepare minutes of past meetings, etc. **During meeting:** i. ensure that the room is properly ventilated; ii. have stationery for members; iii. write the minutes of the meeting, etc. **After the meeting:** i. prepare a draft of the minutes for the chairman to review; ii. ensure that the room is left in order; iii. remove signs, etc. **Supplies and equipment for different meetings:** i. Stationery, such as writing paper, file folders, pens, and pencils. ii. Flipchart with markers and an adequate supply of paper. iii. Whiteboard with markers and an eraser. iv. Projector, CD player, video or DVD player, television, etc.	Listing and explaining requirements to be done before, during and after meetings. Listing and explaining supplies and equipment for different meetings. Discussing meeting protocol. Explaining the relevance of Robert's Rule of Order governing meetings. Defining Annual General Meetings.	Office Administration for CSEC By: Ann M. Jacob Pages: 183 - 188 Longman Office Administration for CSEC 2nd Edition. Pages 164 - 166 Office Administration for CSEC Examinations By: A. Trenfield-Newsome and C. Walker Page: 138 Longman Office Administration for CSEC 2nd Edition. Pages 170 - 172	Oral Discussion Preparation of a Portfolio outlining supplies and equipment for different meetings and acceptable meeting protocols. Answer questions orally on the legal requirements of Annual General Meetings

	Students will comprehend the basic legal requirements of Annual General Meetings.	**Meeting protocol**: for example, seating arrangements; confidentiality; respect; and decision-making process. * Robert's Rule of Order governing meetings. **Annual General Meetings**: these are special meetings which take place once a year to discuss, amongst other things, the financial results of public limited companies. **The purpose for holding the Annual General Meeting:** i. the election of officers is done; ii. the organisation reports on its activities for the past year and presents plans for the future. iii. Enables shareholders to be informed of and involved in company decisions and operations. **Knowledge of the following Acts and terms:** i. **Company's Act of relevant country:** consists of the laws that a country's government establishes to direct the operations of companies. **Regulations:** i. The registration of companies; management of companies; publication and filing of financial statements; compulsory meetings, etc. ii. **The management structure of companies:** Consists of the Chief Executive Officer, Chief Operations Officer, Chief Financial Officer and shareholders.	Discussing the purpose for holding the Annual General Meeting. Discussing the company's acts and regulations. Discussing management structure of companies.		

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					WEEK 35
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION VI: MEETINGS	Students will comprehend the basic legal requirements of Annual General Meetings.	**Knowledge of the following Acts and terms:** **Officers, shareholders of companies:** The officers of a company are the persons who are appointed to govern it. **Shareholders:** the owners of a company. They provide the money to finance the firm's operation by buying shares. **Classes of shares:** i. ordinary shares ii. preference shares iii. deferred shares. **Meeting proxies:** shareholders who are unable to attend an AGM may choose to allow someone to vote on their behalf. **Corporate records**: the company secretary is responsible for maintaining official records. This includes: -registers of directors, officers, secretaries, and members; -contracts, etc. **Article of Incorporation and by-laws of the particular company:** A corporation is a business with a legal identity. The articles of incorporation make up the document that is registered with the government when the corporation is formed.	Discussing officers and shareholders of companies. Researching classes of shares of companies. Discussing the purpose of corporate records. Listing examples of corporate records. Discussing the importance of proxies at the meeting. Preparing meeting proxy form.	Office Administration for CSEC By: Ann M. Jacob Pages: 187 – 189 Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al Page: 100 Longman Office Administration for CSEC 2nd Edition. Pages 166 - 169 Office Administration for CSEC Examinations By: A. Trenfield-Newsome and C. Walker Page: 139	Oral discussion Written Quiz Short answer questions Preparation and submission of Portfolio outlining the follow-up procedure related to discussions made at meetings. Completion of end of chapter exercise Longman Office Administration for CSEC 2nd Edition. Page 173

	Students will become knowledgeable of the follow-up procedures related to decisions made at meetings.	**Information on articles of incorporation:** -the name of the company; -location of its registered office; -voting rights of members, etc. **Importance of minutes:** i. They are the official record of the discussions that took place and the decisions that were made. ii. There are legal requirements for some meetings. iii. Sent as a reminder for persons who attended the meeting and gave updates to absent members. iv. Includes an action sheet /action column, which identifies the action that a person said they would take before the next meeting. **Follow-up procedures related to decisions:** i. filing and indexing of minutes; ii. acting on decisions taken at the meeting; iii. circulation of action sheet; iv. circulation of minutes.	Discussing information relevant to articles of incorporation and by-laws. Outlining the importance of taking minutes. Outlining the follow-up procedures related to decisions made at meetings.		Completion of Review questions Office Administration for CSEC By: Ann M. Jacob Page: 190

Suggested Teaching and Learning Activities

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

1. Have individual students attend a meeting, collect related documents (within legal and ethical parameters), and observe the proceedings to facilitate a critique based on the principles and concepts related to meetings. Their presentations should include the identification of the strengths and weaknesses as well as a list of recommendations as necessary.
2. Each member of the class should arrange at least one meeting for an in-school or out-of-school club or group of which they are a member. All relevant documents should be prepared and included in a portfolio. (This may be a hard copy or an e-portfolio as is convenient to your setting).