MINISTRY OF EDUCATION

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 11

OFFICE ADMINISTRATION



ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the work done by the following persons who were involved in the production of the **Grade 11 Office Administration National Scheme.**

Amelia Persaud

Anella Bissessar

Dawn Momplisair

Garfield Blackman

@ 2023 Ministry of Education, Georgetown. Guyana

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration **GRADE 11**

WEEK 1

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION VII: **TRAVEL ARRANGEMENTS**	Students will develop an awareness of the information and services required for travel.	**Travel agency:** sells travel-related products and services to customers on behalf of suppliers, such as airlines, car rentals, railways, ships and ferries, tour operators and hotels. Making hotel reservations Making car rental reservations **Services offered by travel agencies:** Booking trips; obtaining schedules; arranging local and foreign tours; finding the best possible prices, etc. **Information to be provided for travel agent:** i. traveller's name, address and telephone numbers; ii. destination(s); iii. desired date and time of departure and arrival, etc. **Information and services required for travel:** i. **Tickets:** a printed document that is issued when a passenger pays to travel with a carrier. ii. **E-tickets are stored on the carrier's computerised reservation system and** can be purchased online or by telephone.	Defining the term travel agency. Explaining services offered by travel agencies. Listing information to be provided for the travel agent. Discussing tickets and e-tickets. Listing information found on an airline	Office Administration for CSEC by Ann M. Jacob Pages: 191 - 193 Longman Office Administration for CSEC 2nd Edition. Pages: 175 - 178 Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al Page: 111	Oral Discussion

		Information found on airline ticket: i. passenger's name; ii. flight number; iii. seat number; iv. place of departure, etc. **Advantages of e-tickets:** i. costs less because there is no need to print paper; ii. there is no risk of e-ticket being stolen, lost or forgotten, etc. **Disadvantages of e-tickets:** i. all travel information can be lost if the carrier's computer system crashes; ii. passengers cannot use cash to purchase tickets, etc. **Preparation of itineraries:** An itinerary is a list of places a traveller is to visit. **Types of itinerary** i. travel itinerary; ii. full itinerary. **To prepare the travel itinerary:** i. type the name of the traveller and the date and destination of the trip; ii. type all important contact information for the hotel and transportation providers; i. type-specific travel details, etc.	ticket. Explaining advantages and disadvantages of e-tickets. Defining the term itinerary. Listing and explaining the types of itineraries. Examining an example of an itinerary. Preparing an itinerary for an executive.		

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WEEK 2

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION VII: **TRAVEL ARRANGEMENTS**	Students will develop an awareness of the information and services required for travel.	**Scheduling of appointments:** i. travel fatigue and jetlag; ii. cost; iii. local customs; iv. unexpected events; v. language challenges. **Making hotel reservations:** i. location; ii. quality; iii. cost, etc. **Information to be provided to the hotel when making reservations**: i. name of the person for whom the reservation is made; ii. type of room and occupancy; iii. date and time of travel to and departure from the hotel, etc. **Preparing travel folders:** A travel folder is used to arrange and store all the documents that are needed for travel. These include: i. entry permit or visa; ii. tickets; iii. itineraries, etc.	Discussing factors when scheduling appointments for a traveller. Outlining factors to consider when making hotel reservations for a traveller. Outlining information to be provided to the hotel when making reservations. Researching information that may be found in a travel folder.	Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, and et al. Page: 114 Longman Office Administration for CSEC 2nd Edition. Pages: 178 - 180 Office Administration for CSEC by Ann M. Jacob Pages: 194 -196; 198 - 199	Oral discussion Class Activity Written Expression

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		Time zones and their significance: time zones affect people on long-haul flights because they can cause jet lag. This occurs when your body clock is of step with the time in the place where you are. Hence, it is important to know which countries are having night while other countries are experiencing night so that business can be transacted within a specified time.	Explaining the significance of time zones.		
	Students will develop an understanding of how to calculate time based on their knowledge of time differences between two or more countries.	**Calculating time based on knowledge of time differences between two or more countries:** Times are often stated as +/- GMT (Greenwich Mean Time). All territories in the Caribbean are west of London, so they are minus GMT. Eg: Bridgetown is GMT -4 so this means that when it is noon in London, it is 8 am in Bridgetown.	Calculating time based on knowledge of time differences between two or more countries.		
		Expression of time in 12-hour, 24-hour format: Time may be expressed by using either the 12-hour or the 24-hour clock.	Expressing time in both 12-hour and 24-hour formats		
		Converting to the 24-hour clock: i. To convert am times to the 24-hour clock, write the number of hours followed by the number of minutes. For example: 7:15 am = 0715 hours, etc.	Explaining rules to convert time in both 12-hour and 24-hour formats.		
		Converting from the 24-hour clock: i. If the time shown is less than 1200 hours, insert a dot or colon after the first two digits and write am. For example, 1037 hours = 10:37 am, etc.			

	Students will promote the understanding of carefully outlining the procedures for making travel arrangements.	**Procedures for making travel arrangements:** i. preferred dates of travel; ii. preferred time of arrival; iii. selecting the appropriate carrier for the destination; iv. ascertaining health and visa requirements; v. restrictions for entering a destination; vi. alternative travel routes and cost; other services such as accommodation, travel, and tours that may be made.	Outlining procedures for making travel arrangements.		
S.B.A. (Schedule of Activities)	Candidates will prepare 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 3 activities.			

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					WEEK 3
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION VII: **TRAVEL ARRANGEMENTS**	Students will stimulate the willingness to correctly interpret schedules.	**Travel schedule:** a timetable that shows the destinations, departure and arrival times, stops, and connections for a train, bus, ship or airline. **Airline schedule**: may include information such as the number of seats on a plane, the departure and arrival times and meals provided. **Sea schedule**: **How to use a ship/ferry schedule:** A shipping company or ferry service may be used to get from one island or Section of a country to another. i. Vessels may operate at different speeds and have different carrying capacities. Determine which type of ferry is desired by checking the service guide section of the schedule. ii. Identify the ship/ferry name and the point of departure on the schedule, etc. **Land travel schedules:** **How to use a train schedule:** i. Find the relevant Section of the schedule, by reading down the column to find the station name; ii. look along the row to see which train serves that station, their arrival and departure times, travel directions, etc.	Defining the term travel schedules. Researching an excerpt of an airline schedule. Interpreting information on an airline schedule. Researching excerpts of ship and ferry schedules. Interpreting how to use ship and ferry schedules. Researching excerpts of train and bus schedules. Interpreting how to use train and bus schedules.	Office Administration for CSEC by Ann M. Jacob Pages: 200 - 202 Office Administration for CSEC Examinations By: A. Trenfield-Newsome and C. Walker Page: 153 Longman Office Administration for CSEC 2nd Edition. Page: 180	Oral discussion Written expression

		How to use a bus schedule: i. identify the route number that serves the area in which the traveller is located and go to the appropriate Section of the schedule; find the transit centre (terminal) or street stop from which the bus will be taken by looking down the column, etc. **Airport Codes** Unique Codes Made Up Of Three Letters POS - PORT OF SPAIN, TRINIDAD **Airline Designators** A.A A.C V.S **Name of Airline** American Airlines Air Canada Vinsin BA - British Airways			
S.B.A. (Schedule of Activities)	Candidates will prepare 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 3 activities.			

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WEEK 4

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION VII: **TRAVEL ARRANGEMENTS**	Students will develop an appreciation for the necessity for various valid travel documents.	**Documents that may be required for travel:** 1) **passport**: a document the government issued to a citizen to allow travel abroad. **Information found in a passport related to a traveller:** i name; ii date of birth; iii citizenship, etc. **Steps an applicant must follow when applying for a passport**: i. a completed application form; ii. proof of citizenship, such as birth certificate, etc. 2**) visa:** a passport stamp indicating that a person is authorised to enter the country from which it is issued. 3) **entry permit**: is issued for persons visiting either the country or specified sections of the country. **Information required by the authorities:** i. purpose of entry; ii. description of the business to be transacted, etc. 4) **health certificate:** the World Health	Explaining the purpose of a passport. Listing information found in a passport for a traveller. Explaining steps an applicant must follow when applying for a passport. Explaining the purpose of a visa. Explaining the purpose of an entry permit. Listing information required by the authorities when using a travel permit.	Office Administration for CSEC By: Ann M. Jacob Pages: 205 - 206 Longman Office Administration for CSEC 2nd Edition. Pages: 181 - 184 Office Administration for CSEC Examinations By: A. Trenfield-Newsome and C. Walker Pages: 157 - 158	Home assignment Completion of end of chapter exercise Longman Office Administration for CSEC 2nd Edition. Pages: 185 - 186 Completion of Review questions Office Administration for CSEC By: Ann M. Jacob Page: 210

	Students will become knowledgeable of the monetary instruments for use during travel.	Organization (W.T.O.) encourages vaccination and other precautionary measures against diseases such as yellow fever and malaria. **Monetary instruments:** i. traveller's cheques; ii. debit/credit cards; iii. letters of credit; iv. bank overdraft; v. cash.	Explaining the purpose of a health certificate. Describing monetary instruments for use during travel.		
SBA (Evidence of regulations and policies)	Candidates would submit evidence of regulations and Policies governing the firm selected for the Project.	ONE piece of legislation governing the workplace is referenced. An explanation of how the candidate became aware of the legislation is given. ONE of the health and safety practices observed when carrying out the Project is stated. ONE staff rule with which the candidate had to comply in carrying out the Project is stated.			

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 I.C.T. tools where necessary while catering to students with various learning styles.

1. Engage students in research activity to collect travel documents such as e-tickets, traditional/ hard copies of tickets, schedules/itineraries, passports, visas, cheques, banking cards and drafts. These are to be included in their scrapbooks and incorporated into their S.B.A. as appropriate.
2. Write the positions of some travelling officers as well as some international and local destinations on strips of paper and drop them in a box. Have students each pick a strip of paper from the box and work in random pairs as formed by the first person with the position of an officer/public figure matched with the first destination until everyone has a partner.

Each pair is responsible for preparing a seven-day travel itinerary for this person.

As far as possible, the process should be authentic and include using different media and strategies such as online searches, telephone calls, and e-mails. The results should include flight numbers, times and dates, bus, train and ferry schedules, and available and suitable accommodation and meal arrangements for the person and entourage where appropriate.

Each pair should prepare and submit a hard or soft copy of what would be finally given to the person for whom the preparations were made.

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WEEK 5

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION VIII: **HUMAN RESOURCES MANAGEMENT**	Students will demonstrate an understanding of the role and functions of the Human Resource Management Office. Students will appreciate the stages in the Recruitment process. Students will develop an awareness of the importance of the Human Resource Management Office and its relationship with other departments.	**Role and functions of the Human Resource Management Office**: i. Recruitment and selection ii. Induction iii. Deployment iv. Appraisal/Performance Management v. Training vi. Staff welfare vii. Disciplinary procedures viii. Job description ix. Interviewing x. Coaching xi. Promotions, layoffs and transfers Explanation of the importance of the Human Resource Management Office and its relationship with other departments. **Recruitment Process:** Identify Vacancies----Prepare Job descriptions----Advertise vacancies ----short list----Arrange Interviews---Selection	Listing the role and functions of the human resources management office Describing the role and functions of the human resources management office Discussion of the importance of the Human Resources department and its relationship with other departments	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 188 - 194 Office Administration for CSEC by: Carol Carysforth, Charon Maxime et al. Pages: 122 - 125 Office Administration for CSEC By: Ann M. Jacob Pages: 211 - 223	Oral questioning Oral discussion Assignment Test Quiz (oral/written)
S.B.A. (Evidence of regulations and policies)	Candidates would submit evidence of regulations and Policies governing the firm selected for the Project.	ONE piece of legislation governing the workplace is referenced. An explanation of how the candidate became aware of the legislation is given. ONE of the health and safety practices observed when carrying out the Project is stated. ONE staff rule with which the candidate had to comply in carrying out the Project is stated.			

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					WEEK 6
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION VIII: **HUMAN RESOURCES MANAGEMENT**	Students will become aware of the duties and attributes of the clerk in the Human Resource Management Office. Students will become knowledgeable of the benefits of legislation related to workers' welfare.	**Duties of the clerk in the Human Resource Management Office:** i. Maintain database of personnel records ii. Prepare for interview iii. Attend to staff welfare iv. Assist with the functions of the Human Resource Management Office **Attributes** i. Confidentiality ii. Patience iii. Tact **Explanation of benefits of legislation:** i. Statutory provision for employee protection ii. I.L.O. conventions (Factory Act – protective clothing and gear, workmen compensation) iii. Occupational Safety and Health Act (OSHA) Collective Agreements	Identifying and discussing the duties and responsibilities of a clerk in the human resources office Describing the attributes of a clerk in the human resources office Identifying and discussing the benefits of legislation relating to workers' welfare	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 195 - 199 Office Administration for CSEC by: Carol Carysforth, Charon Maxime et al. Pages: 126 - 129 Office Administration for CSEC By: Ann M. Jacob Pages: 211 - 223	Oral questioning Oral discussion Assignment Test Quiz (oral/written)
S.B.A. (Written report)	Candidates will present a written report	Limitations are relevant and clearly stated. The findings are relevant and discussed. Recommendations are relevant and discussed.			

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WEEK 7

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION VIII: **HUMAN RESOURCES MANAGEMENT**	Students will become aware of the records that are maintained in the Human Resource Management Office. Students will develop an understanding of the factors that contribute to employee/labour turnover.	**Maintenance of records:** i. Contracts of employment, service records ii. Types of leave iii. Personal history/ records iv. Appraisal forms v. Job specification vi. Job description **Internal factors:** i. Working conditions ii. Low salary iii. Lack of job satisfaction iv. Lack of training opportunities v. Redundancy vi. Resignation **External factors:** i. State of the economy ii. Better opportunity iii. Competition for job placement iv. Migration v. Globalisation	Identifying and preparing records in the human resource office Describing the internal factors that contribute to employee turnover in an organisation Describing the external factors that contribute to employee turnover in an organisation	Longman Office Administration for CSEC 2nd Edition Pages: 199 - 203 Office Administration for CSEC by: Carol Carysforth, Charon Maxime et al. Pages: 130 - 133 Office Administration for CSEC By: Ann M. Jacob Pages: 235 - 238	Oral questioning Oral discussion Assignment Test Quiz **Written expression** **End of Chapter Exercises** Longman Office Administration for CSEC 2nd Edition Pages: 204 - 205 **Review Questions** Office Administration for CSEC By: Ann M. Jacob Pages: 239 - 240

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SBA (Written report)	Candidates will present a written report	Limitations are relevant and clearly stated. The findings are relevant and discussed. Recommendations are relevant and discussed.

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 I.C.T. tools where necessary while catering to students with various learning styles.

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

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

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WEEK 8

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IX: **ACCOUNTS AND FINANCIAL SERVICES**	Students will develop an awareness of the role and function of the accounts office. Students will associate with a clerk's duties, responsibilities and attributes in the accounts office.	**Role and functions of the accounts office:** i. preparation of payroll; ii. credit control; iii. collection of accounts; iv. treatment of debit and credit notes; v. preparation of audit; Different types of bank accounts include current, savings, and fixed deposits. **Duties of a clerk in the accounts office:** i. preparing payroll; ii. writing cheques; iii. reconciling accounts; iv. making ledger entries; v. preparing statements of accounts; vi. writing up the cash book; vii. preparing final accounts. viii. Posting journalized data ix. Billing customers x. Filing xi. Operating accounting equipment **Attributes:** i. integrity; ii. confidentiality; iii. reliability. iv. Honesty	Brainstorming to list the role of the accounts office. Describing the functions of the accounts office. Researching the duties of a clerk in the accounts office. Role-playing the attributes of a clerk in the accounts office.	Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al. Pages: 136 - 139 Longman Office Administration for CSEC 2nd Edition. Pages: 207 - 209 Office Administration for CSEC By: Ann M. Jacob Pages: 241; 251 – 262	Oral discussion

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S.B.A. **(Written report)**	Candidates will present a written report.	Limitations are relevant and clearly stated. The findings are relevant and discussed. Recommendations are relevant and discussed.

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					WEEK 9
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION IX: **ACCOUNTS AND FINANCIAL SERVICES**	Students would develop an understanding of how to prepare simple documents in the accounts office.	**Documents:** **1. Payslip**: shows the employee's gross pay, allowances, income tax deductions and net pay. **2. Payroll**: a list of employees and the payments due to them for wages and salaries for a period, usually weekly, bi-weekly or monthly. **Formulae** Gross pay = Basic Earnings + Overtime + Bonus/Commission Net Pay = Gross pay – Total deductions **3. Currency memorandum:** a document used to record the disbursement of money for wages from the largest to the lowest increment of money. **4. Debit note**: a document made out by the seller whenever the purchaser (customer) has been undercharged on an invoice or when a charge is to be made to a customer. **5. Credit note**: a document used to correct an overcharge on an invoice for goods.	Listing and explaining information to be used to calculate gross pay and net pay. Writing a formula to calculate gross pay and net pay. Preparing pay slips/payroll using employees' information. Explaining the purpose of a currency memorandum. Preparing currency memorandum. Stating the purpose of debit and credit notes. Preparing debit and credit notes.	Longman Office Administration for CSEC 2nd Edition Pages: 209 - 218 Office Administration for CSEC by Ann M. Jacob Pages: 264 - 268	Oral questioning Written Expression Short answer questions
S.B.A. (Impact of office equipment)	Candidates will assess the impact of office equipment used in the business selected for the Project.	- A 4-column table completed with headings "Date", "Equipment used", "Purpose of equipment", and "Suitability for tasks" is completed. - Accurate response on purpose and suitability of equipment for the task.			

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WEEK 10

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IX: **ACCOUNTS AND FINANCIAL SERVICES**	Students would understand how to prepare simple documents in the accounts office.	**Documents:** **6. Statement of account:** summarises the transactions between a supplier and customer over a month. **Entries found in a statement of account:** i. invoices; ii. debit notes; iii. payments; iv. credit notes. **7. Cheque**: a written order sent to the bank to make payment. **Parts of a cheque**: i. date; ii. payee; iii. drawer; iv. drawee; v. amount in figures and words.	Stating the purpose of a statement of account. Listing and explaining entries found in a statement of account. Preparing and recording entries in a statement of account. Calculating the owing balance. Defining the term cheque. Listing and explaining parts of a cheque. Preparing a cheque using appropriate information.	Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al. Pages: 142-143 Longman Office Administration for CSEC 2nd Edition Page: 217 - 219 Office Administration for CSEC By: Ann M. Jacob Pages: 268 - 273	Oral questioning Written expression Short answer questions Completion of end of chapter exercise Longman Office Administration for CSEC 2nd Edition. Page: 220
	Students would develop knowledge of resources used in the accounts office.	**Hardware resources:** i. calculators; ii. adding machines; iii. computers; iv. printers; scanners; copiers. **Software resources:** i. accounting packages; and ii. spreadsheet packages.	Outlining the function(s) of hardware resources used in the accounts office. Describing the purpose of accounting software used in the accounts office.		

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WEEK 11

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IX: **ACCOUNTS AND FINANCIAL SERVICES**	Students will become aware of the different types of financial institutions. Students will develop an understanding of the procedures for making and receiving different types of payments.	**Financial institutions are organisations that provide** various types of financial services to customers. **Financial Institutions:** i. Credit Unions; ii. Commercial banks; iii. Central banks; iv. Insurance Companies; v. Offshore Institutions; vi. Investment Companies; vii. Cambios/Bureaux de Change. **Payment through Financial institutions:** i. cash, cheques; ii. credit cards; iii. money orders, postal orders; iv. electronic transfers, credit transfers; v. standing orders; vi. bank drafts; vii. letters of credit.	Defining the term financial institutions. Listing types of financial institutions. Describing the different types of financial institutions. Outlining the procedures for making and receiving different types of payments.	Longman Office Administration for CSEC 2nd Edition Pages: 221 - 224 Office Administration for CSEC By: Ann M. Jacob Pages: 274 - 276	Oral discussion Written Quiz Home assignment
S.B.A. (Bibliography)	Candidates will prepare a bibliography acknowledging all sources of information in alphabetical order	- The list comprises the date, place and job title of the persons interviewed. - For publications list comprises the names of the author, publisher and year published. - For Internet sites, the list comprises the address of the website, names of authors and organisations and dates accessed.			

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WEEK 12

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IX: **ACCOUNTS AND FINANCIAL SERVICES**	Students will stimulate the willingness to interpret the information on cheques correctly. Students will stimulate the willingness to recognise the entries in a bank statement.	**Types of cheques:** i. open cheques; ii. certified/managers cheques; iii. counter cheques; iv. crossed cheques; v. post-dated cheques/stale-dated cheques. vi. Blank cheque vii. Traveller's cheque **Bank statement:** is a document listing all payments into (credits) and payments out (debit) an individual account over a set period of time, usually a month. **Purpose of preparing a bank statement:** It shows the monthly opening and closing balances. This document is sent to the account holder, usually at the end of the month. **Identification and interpretation of entries in a bank statement:** i. debit and credit entries; ii. service charges; iii. outstanding cheques; iv. outstanding deposits; v. standing orders; vi. credit transfers; vii. interest paid and received; (N.S.F.) Insufficient funds/Refer to Drawer.	Recapping the parts of a cheque. Brainstorming to list the types of cheques. Interpreting the information on cheques. Defining the term bank statement. Explaining the purpose of preparing a bank statement. Interpreting entries in a bank statement. Calculating the running balance in the bank statement after each transaction.	Longman Office Administration for CSEC 2nd Edition Pages: 224 - 227 Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al. Pages: 147 - 148 Office Administration for CSEC By: Ann M. Jacob Pages: 278 - 280; 280 - 282	Oral discussion Written expression Research

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WEEK 13

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IX: **ACCOUNTS AND FINANCIAL SERVICES**	Students will develop the knowledge and understanding to reconcile bank and cash book balances.	**Bank reconciliation:** is the process of comparing figures from the business accounting records with those shown on the bank statement. **Records used to reconcile:** i. cash book; ii. bank statement. **Procedures for reconciling:** i. Tick off the items that appear in both the cash book and the bank statement. ii. Enter the unticked items on your bank statement into the bank columns of your cash book. This will bring your cash book up to date. iii. Balance off the bank column of your cash book to find a revised figure. iv. Any unticked items in your cash book are now due to timing differences (i.e. the bank has not recorded them in the statement- they should appear in the next statement). The timing differences items can be used to prepare your bank reconciliation statement.	Defining the term bank reconciliation. Identifying the records used in the reconciliation process. Comparing the cash book with the bank statement. Preparing adjusted cash book based on unticked entries found in bank statements. Preparing the reconciliation statement using the bank statement with cash book balances. Preparing the reconciliation statement using the cash book balances with bank statements. Explaining the cash book and the bank statement balances.	Longman Office Administration for CSEC 2nd Edition Pages: 227 - 234 Office Administration for CSEC Examinations By: A. Trenfield-Newsome and C. Walker Pages: 204 - 206 Office Administration for CSEC By: Ann M. Jacob Pages: 282 - 289	Oral discussion Written expression Written questions

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WEEK 14

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IX: **ACCOUNTS AND FINANCIAL SERVICES**	Students will develop an understanding of how to prepare petty cash records.	**Imprest:** a sum of money set aside for specific purposes. **Petty cash:** making small cash payments. **Groups of petty cash expenses:** i. postage and telegrams; ii. stationery; iii. travel expenses; iv. carriage; v. office expenses; vi. sundries or miscellaneous. **Rules for preparing a petty cash book:** i. The first column shows the imprest at the start of each period. ii. The second column shows dates when expenditures took place. iii. The third column describes the item. iv. The fourth column gives the voucher number. v. The fifth column is used for adding up the total cash taken from the imprest. vi. The final four columns analyse the different types of expenditure. **Procedures for the payment and control of petty cash using the imprest system:** i. vouchers; ii. cash disbursements sheets; iii. summarising expenses.	Defining the terms imprest and petty cash. Listing groups of nominal accounts under which petty cash expenses are analysed. Preparing petty cash book by recording appropriate entries. Balancing and restoring petty cash book. Outlining how to prepare other petty cash records.	Longman Office Administration for CSEC 2nd Edition Pages: 235 - 238 Office Administration for CSEC By: Ann M. Jacob Pages: 290 - 293 Office Administration By: Frank Ramtahal Pages: 300 - 301	Oral discussion Written Quiz Short answer questions Completion of end of chapter exercise Longman Office Administration for CSEC 2nd Edition. Pages: 239 - 241 Completion of Review questions Office Administration for CSEC By: Ann M. Jacob Page: 294

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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 I.C.T. tools where necessary while catering to students with various learning styles.

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

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration **GRADE 11**

WEEK 15

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION X: **PROCUREMENT AND INVENTORY MANAGEMENT**	Students will acquire knowledge of the role and functions of the Procurement and Inventory Management Office. Students will develop an appreciation for the terminology, abbreviation and literature used in purchasing documents.	**Role and functions of the Procurement and Inventory Management Office:** i. determine items to be purchased ii. liaise with other departments iii. manage inventory iv. sourcing suppliers **Terminology and Abbreviations used in purchasing documents and literature:** i. Free On Board (F.O.B.) ii. Cost, Insurance and freight (C.I.F.) iii. Cash On Delivery (C.O.D.) iv. Error and Omission Expected (E.&. O. E.) v. Excluding works (ex-works) vi. Discounts vii. Cash with order (C.W.O.) also cash in advance (CIA)	Describing the work of the procurement office Listing and discussing the terminologies used in the purchasing documents and literature.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 243 - 244 Office Administration for CSEC by: Carol Carysforth, Charon Maxime et al. Pages: 154 - 155 Office Administration for CSEC By: Ann M. Jacob Pages: 295 - 300	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Homework

	Students will develop knowledge of the duties and attributes of the clerk in the purchasing department	**Duties of the purchasing clerk:** i. Preparing and processing purchase and stock requisitions ii. Filing of purchasing records iii. Maintaining a database of supplier records iv. Verifying orders received **Attributes:** i. Integrity ii. Honesty iii. Initiative iv. Detail oriented	Identifying and describing the duties of a clerk in the purchasing department Identifying and describing the attributes of a clerk in the purchasing department		

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Curriculum Area: Office Administration **GRADE 11**

WEEK 16

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION X: **PROCUREMENT AND INVENTORY MANAGEMENT**	Students will develop an awareness of the factors that influence the procedures for purchasing goods and acquiring services. Students will know the procedures for purchasing goods and acquiring services. Students will develop an understanding of how to prepare documents used in the purchase of goods and services.	**Factors influencing procedures:** i. Urgency ii. Cost iii. Incentives iv. Availability **Procedures for purchasing:** i. Catalogues and Price List ii. Tenders/Inquires iii. Quotations iv. E-Commerce v. Order Placement vi. Shipment/Delivery **Preparation and interpretation of the following documents:** i. Requisition forms (purchase and stock) ii. Order form	Identifying and describing the factor that influences the procedures for purchasing goods and acquiring services. Outlining and describing the procedures for purchasing goods and acquiring services Preparing documents used in the purchase of goods and services.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 245 - 248 Office Administration for CSEC by: Carol Carysforth, Charon Maxime et al Pages: 145 - 161 Office Administration for CSEC By: Ann M. Jacob Pages: 300 - 307	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Written expression
S.B.A. (Present information in a logical manner)	Candidates will logically present information using correct grammar.	Information is well presented, and ideas are communicated highly effectively without spelling or grammatical errors.			

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration **GRADE 11**

WEEK 17

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION X: **PROCUREMENT AND INVENTORY MANAGEMENT**	Students will develop an appreciation of the importance of inventory management.	**Importance of inventory management:** i. Prevention of pilferage ii. Control of inventory iii. Signalling of market trends iv. Availability of capital v. Optimisation of storage space vi. Just-in-time (J.I.T.)	Explaining the importance of inventory management	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 249 - 253 Office Administration for CSEC by: Carol Carysforth, Charon Maxime et al. Pages: 162 - 163	Oral questioning Oral discussion Assignment Test Quiz (oral/written)
	Students will develop an understanding of how to maintain stock records and calculate stock value using different methods.	**Explanation and preparation of stock records**: i. Stock requisition forms and stock cards ii. Storage of office supplies iii. Reporting on stock levels- last-in-first-out (LIFO), first-in-first-out (FIFO), average cost (AVCO)	Outlining various ways to maintain stock records Calculating stock valuation using LIFO and FIFO methods	Office Administration for CSEC By: Ann M. Jacob Pages: 308 - 314	
S.B.A. **(Present information in a logical manner)**	Candidates will logically present information using correct grammar.	Information is well presented, and ideas are communicated highly effectively with no spelling or grammatical errors.			

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration

GRADE 11

WEEK 18

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION X: **PROCUREMENT AND INVENTORY MANAGEMENT**	Students will develop an understanding of how to maintain stock records and calculate stock value using different methods. Students will become aware of the software and electronic devices used in stock control.	**Explanation and preparation of stock records**: i. Reporting on stock levels- last-in-first-out (LIFO), first-in-first-out (FIFO), average cost (AVCO) **Use of software and devices for stock control:** i. Inventory software ii. Bar code iii. Scanner	Outlining various ways to maintain stock records Calculating stock valuation using the AVCO method Identifying and describing software and devices used in stock control.	Longman Office Administration for CSEC 2nd Edition Pages: 249 - 253 Office Administration for CSEC by: Carol Carysforth, Charon Maxime et al.. Pages: 162 - 163 Office Administration for CSEC By: Ann M. Jacob Pages: 308 - 314	Oral questioning Oral discussion Assignment Test Quiz (oral/written) **Written expression** **End of Chapter Exercises** Longman Office Administration for CSEC 2nd Edition Pages: 254 - 256 **Review Questions** Office Administration for CSEC By: Ann M. Jacob Page: 317

Curriculum Area: Office Administration **GRADE 11**

SBA (Completed Project with all components)	Candidates will complete the Project with all required components in an acceptable manner. All required components are included. Use of appropriate chart/graphics to complement the Project. The overall appearance of the Project: - very good; - adequate.

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 I.C.T. tools where necessary while catering to students with various learning styles.

1. Students could visit businesses to note electronic methods of Procurement and inventory (to the extent that confidentiality and integrity would permit). They should make notes which will be used to guide their discussions upon their return to the class.
2. Students should continue researching and collecting different artefacts for their scrapbooks. These should include stock cards, stock requisition forms, and order forms.
3. In collaboration with the teacher(s) of Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, students could engage in procurement and inventory management activities. For example, have students simulate businesses where they order items and complete documents. Simulated exercises should include: FilFO- identify perishable items, for example, fruits and dated tin products. LIFO- identify seasonal goods, for example, items used only at certain times. Prepare stock card.
4. Invite resource persons, for example, from supermarkets, wharves, or airports, to discuss inventory management.

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Office Administration **GRADE 11**

WEEK 19

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION XI: **SALES, MARKETING AND CUSTOMER SERVICE**	Students would associate with the functions of staff involved in Sales, Marketing and Customer Service.	**Functions of the sales office:** i. maintenance of sales records; ii. calculation of commissions and discounts; iii. stock control; iv. liaising with other departments; v. customer follow-up. **Functions of the marketing office**: i. organising promotional activities; ii. designing marketing strategies; iii. budgeting; iv. advertising; v. branding; vi. liaising with advertising entities internal and external to the office; vii. developing new markets/new products. **Functions of the Customer Services Department:** i.ensure customer satisfaction; ii.handle customer complaints; iii.advise customers on product offerings; iv.answer questions/queries; v.liaise between customer and company.	Researching the functions of the sales office. Describing the functions of the marketing office. Preparing advertisements to advertise goods/services. Role-playing the functions of the customer services department. Group discussion based on scenarios.	Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, et al. Pages: 166 – 171 Longman Office Administration for CSEC 2nd Edition Pages: 258 – 259; 265 – 267; 268 Office Administration for CSEC By: Ann M. Jacob Pages: 318 – 321; 331 - 332	Oral discussion/Questioning Portfolio

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WEEK 20

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION XI: **SALES, MARKETING AND CUSTOMER SERVICE**	Students will develop knowledge of the duties of a clerk in the sales, marketing and customer service office.	**Duties of a clerk in the sales office:** i. preparing sales documents; ii. filing of sales records; iii. Maintaining mailing lists. **Duties of a marketing clerk:** i. assist in preparing advertising material; ii. assisting with promotional activities; iii. maintaining mailing lists and records; iv. assist in preparing press releases. **Duties of a clerk in the customer services department:** i. interface with customers; ii. liaise between customer and company; iii. inform customers of promotions and offers. iv. Answer customer queries.	Describing the duties of a clerk in the sales office. Role-playing the duties of a marketing clerk. Discussing the duties of a clerk in the customer services department.	Office Administration for CSEC Study Guide By: C. Carysforth, C. Maxime, and et al. Pages: 167, 169, 171 Longman Office Administration for CSEC 2nd Edition Pages: 259 – 260; 267 – 268; 269 Office Administration for CSEC by Ann M. Jacob Pages: 321; 325 – 326; 332 - 333	Oral discussion/Questioning Group presentation

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WEEK 21

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION XI: **SALES, MARKETING AND CUSTOMER SERVICE**	Students will develop an appreciation for the skills required by a clerk in the sales, marketing and customer service offices. Students will develop the knowledge of preparing documents used in sales and marketing.	**Skills required of a clerk in the sales office:** i. basic information technology; ii. proficiency in the use of productivity tools; iii. data entry; iv. proficiency in the use of organisational tools; v. filing; vi. literacy/numeracy. **Preparation of documents, including:** i. **Quotation**: an offer to sell products under stated terms and conditions, including costs, delivery dates, methods of delivery, terms of payment and the time period for which the quotation is valid. ii. **Invoice**: an itemised bill of sale that lists the quantities and prices of products/services supplied by the business to a customer. The invoice is a legal document that establishes that the buyer has an obligation to pay the seller.	Researching skills required by a clerk in the sales, marketing and customer services offices. Explaining the purpose of a quotation. Discussing information found on a quotation. Preparing and recording entries on a quotation. Explaining the purpose of an invoice. Discussing information found on an invoice.	Office Administration for CSEC By: Ann M. Jacob Pages: 327 - 329 Longman Office Administration for CSEC 2nd Edition Pages: 260 - 264 Office Administration By: Frank Ramtahal Pages: 347 - 348	Oral discussion/Questioning Written Expression Short answer questions

		Information on an invoice: i. Date when goods are sold. ii. Names and addresses of the buyer and seller. iii. Invoice number. iv. Buyer's purchase order number. v. Quantity. vi. description, etc. iii. **Proforma invoice**: a document sent by the supplier to the buyer to inform him of the details of goods sent on approval or consignment, terms of sale and delivery. **Reasons for using proforma invoice:** i. It is considered an agreement between the buyer and seller to purchase and sell products for a specified price. ii. If goods are exported, it allows the customs authorities to ascertain the value of the items, etc.	Preparing and recording entries on an invoice. Explaining the purpose of a proforma invoice. Explaining reasons for using a proforma invoice. Preparing and recording entries on a proforma invoice.		

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WEEK 22

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION XI: **SALES, MARKETING AND CUSTOMER SERVICE**	Students would develop the ability to distinguish among the different types of discounts. Students would associate with the functions of the Corporate Communications Clerk.	**Discount:** a reduction in the price of an item. **Reasons for giving discounts:** i. bulk purchase; ii. prompt payment within a specific period; iii. loyalty discount for regular customers. **Types of discounts:** i. trade; ii. cash; iii. special/loyalty cards iv. quantity; v. goods on consignment **Functions of the Corporate Communications Clerk:** **Assist in:** i. promoting and enhancing the corporate image of the company; ii. interfacing with media houses and advertising agencies; iii. producing company newsletter/magazine/calendar; iv. upkeep of the company's website; v. planning family day activities; vi. coordinating and sponsoring events that show the company's corporate social responsibility.	Defining the term discount. Explaining reasons for giving discounts. Distinguishing among the types of discounts. Showing calculations of the types of discounts. Describing the functions of the Corporate Communications Clerk.	Office Administration for CSEC By: Ann M. Jacob Page: 330 Longman Office Administration for CSEC 2nd Edition Page: 264 – 265; 269	Oral discussion/Questioning Research

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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 I.C.T. tools where necessary while catering to students with various learning styles.

1. Students should continue research and collection of different artefacts for their scrapbooks. These should include sales, marketing and customer service strategies used by organisations.
2. Invite resource persons from organisations to give presentations/ have discussions with students.
3. In collaboration with teachers in other subject areas such as Visual Arts, English, Music, Information Technology, Physical Education, and Principles of Business, arrange for students to engage in activities where they prepare and or use sales, marketing, advertising and promotional materials such as invoices, calendars, loyalty cards, newsletters, magazines, websites, and press releases. During these activities, they should simulate the duties and functions of key persons in sales, marketing and customer service.
4. Arrange for students to participate in role-play for different scenarios (for example, pleasant/unpleasant customers). Have the class make notes and give feedback based on the principles and concepts outlined in the Syllabus.

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WEEK 23

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION XII: **OPERATIONS, DISPATCH AND TRANSPORT SERVICES**	Students will become aware of the functions of the operations office. Students will know the duties of the clerk in the operations office. Students will use their knowledge and skills accurately to prepare documents used in the operations office.	**Functions of the operations office:** i. coordinating activities related to production ii. protecting workers and the environment iii. maintenance of factory records iv. quality assurance; awareness of standard, ISO v. costing of the finished product vi. liaising with other departments **Duties of the clerk in the operations office:** i. preparation of shift roster ii. preparation of daily production reports iii. preparations of documents used in production iv. Completion of forms used in the factory office. Example, job cards, job cost cards, cost analysis, planning masters, cost cards and time cards **Documents used in the operations office:** i. Shift rosters ii. Daily production reports iii. Planning master iv. Job card v. Cost card vi. Time/clock card vii. Production order viii. Progress advice ix. Accident Report Form x. Master Production Schedule (MPS) xi. Cost analysis card/cost summary sheet	Explaining the functions of staff in the operations office Explaining with the use of a Flow Chart the Production Process. Input Raw materials → Production Process → Output finished goods Explaining the duties and responsibilities of a clerk in the operations office Identifying documents used in the operations office Preparation of documents used in the operation office	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 273 - 278 Office Administration for CSEC by Ann M. Jacob Pages: 335 - 345	Oral questioning Oral discussion Assignment Test Quiz (oral/written) Scrapbook outlining prepared samples of all documents used in the operations office.

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WEEK 24

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION XII: **OPERATIONS, DISPATCH AND TRANSPORT SERVICES**	Students will become aware of the functions of the dispatch office.	**Functions of the dispatch office:** i. maintain documents for the dispatch of goods ii. maintain a database of couriers/contractors/agents iii. work in collaboration with the sales office iv. adhere to statutory requirements, coordinate of delivery of goods	Listing and describing the functions of the dispatch office.	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 278 - 279 Office Administration for CSEC By: Ann M. Jacob Page: 345	Oral questioning Oral discussion Assignment Test Quiz (oral/written)
	Students will develop knowledge of the duties of the clerk in the dispatch office.	**Duties of the clerk in the dispatch office:** i. completion of documents for dispatched goods ii. storage of information of courier employed iii. maintained databased of courier transport contractors and agents iv. liaise with sales, customer services and marketing departments v. adhering to statutory requirements vi. coordination of the delivery of goods.	Explaining the duties and responsibilities of a clerk in the dispatch office Listing and describing the functions		Scrapbook outlining prepared samples of all documents used in the operations office.

	Students will become aware of the functions of the transport office. Students will learn about the clerk's duties in the transport office.	**Functions of the transport office:** i. maintain transportation records; ii. maintain destination sheets; iii. liaising with customers; and iv. maintenance of vehicles. **Duties of the clerk in the transport office:** i. maintain transport records ii. maintain destination sheets iii. liaise with customers iv. schedule maintenance of vehicles	of the transport office Explaining the duties and responsibilities of a clerk in the transport office		

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Curriculum Area: Office Administration

GRADE 11

WEEK 25

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION XII: **OPERATIONS, DISPATCH AND TRANSPORT SERVICES**	Students will use their knowledge and skills accurately to prepare documents used in the dispatch and transport office.	**Documents used in the dispatch and transport office:** i. Delivery schedules ii. Consignment note iii. Destination sheet iv. Delivery note v. Bill of lading vi. Customs Entry forms vii. Insurance certificates viii. Airway bills ix. Export and import license x. Advice note xi. Certificate of origin xii. Freight note xiii. Manifest	Identifying documents used in the dispatch and transport office Preparation of documents used in the dispatch and transport office	Longman Office Administration for CSEC by S. Finisterre, L. Payne & J. Reid Pages: 279 - 283 Office Administration for CSEC By: Ann M. Jacob Pages: 346 - 356	Oral discussion Written expression Scrapbook outlining prepared samples of all documents used in the dispatch and transport office **End of Chapter Exercises** Longman Office Administration for CSEC 2nd Edition Pages: 284 - 286 **Review Questions** Office Administration for CSEC By: Ann M. Jacob Pages: 357 - 358

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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 I.C.T. tools where necessary while catering to students with various learning styles.

1. Student tours to manufacturing or transportation enterprises to view operations, dispatch and transport services. Examine the roles and functions of different departments or individuals in these organisations and compare them with sourcebook notes.
2. In collaboration with the teacher(s) of Principles of Accounts, Principles of Business and Logistics and Supply Chain Operations, students could visit a manufacturing enterprise or a similar organisation which forms part of a supply chain. They will use appropriate instruments and techniques to collect and document relevant data on the operation, dispatch and transport services provided and how the organisation carries out its operations.
3. After students would have researched and been guided through a discussion of relevant concepts, approaches and jargon, the teacher should identify video presentations of companies operations, and have students watch these with the main purpose of critiquing them to show their understanding of what they found during their research as well as what was shared during the in-class discussions.
4. In small groups, students should be asked to plan an activity and calculate the total cost of the activity. Different items should be listed. For example, the cost of labour and material. Students should prepare documents for different costs. As much as possible, students should be encouraged to engage in meaningful activities which allow them to complete aspects of their S.B.A.s as they collaborate with the groups to which they are assigned.

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					WEEK 26
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
SECTION XI: **SALES, MARKETING AND CUSTOMER SERVICE** **SECTION IX:** **ACCOUNTS AND FINANCIAL SERVICES**	Students will develop the knowledge of how to prepare documents used in sales and marketing. Students will stimulate the willingness to reconcile bank and cash book balances.	**Documents used in sales and marketing:** quotation invoice proforma invoice **Procedures for reconciling:** bank statements with cash book balances, cash book with bank statements.	Preparing documents used in sales and marketing. Outlining procedures to reconcile bank and cash book balances.	May-June 2010 Question 7 May-June 2013 Question 5 May-June 2014 Question 7 May-June 2015 Question 4 May-June 2012 Question 5 May-June 2016 Question 5 May-June 2018 Question 5 **Reference** Office Administration for CSEC By: Ann M. Jacob Pages: 327 - 329 Longman Office Administration for CSEC 2nd Edition Pages: 260 - 264	Written Quiz
Note-	CSEC students must be evaluated using past paper questions after each topic/sub-topic. This would help them to understand the use of exam terms . e.g. Define, Compare, Discuss, Outline, etc.				

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Curriculum Area: Office Administration **GRADE 11**

					WEEK 27
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Week 26 cont.d **SECTION IX:** **ACCOUNTS AND FINANCIAL SERVICES**	Students will stimulate the willingness to reconcile bank and cash book balances.	**Procedures for reconciling:** bank statements with cash book balances, cash book with bank statements.	Outlining procedures to reconcile bank and cash book balances.	**Reference** Office Administration for CSEC By: Ann M. Jacob Pages: 327 - 329 Longman Office Administration for CSEC 2nd Edition Pages: 260 - 264	Written Quiz