

COURSE OUTLINE
ELECTRONIC DOCUMENT
PREPARATION AND
MANAGEMENT (EDPM)

COURSE OUTLINE – GRADE10

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT (EDPM)

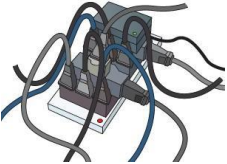
					GRADE 10
					WEEK 1
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION I: FUNDAMENTALS OF COMPUTING What is a Computer? Types of computers	Students will: i. become familiar with the concept of a computer; ii. develop an awareness of the types of computers.	What is a computer? A computer is an electronic machine that accepts input (data), processes that input and stores or outputs the resulting information. Types of computers Classification by shape, size, speed and power: i. Mainframe ii. Minicomputer iii. Microcomputers: ✓ Desktop ✓ Laptop ✓ Tablet PC ✓ Palmtop, Handheld, Smartphone or Mobile Computer.	Defining the term ‘computer’. Identifying the types of computers Explaining the types of computers	Textbooks Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 1 – 3 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 1 – 4	Oral discussion Research

TOPIC/SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION I: FUNDAMENTALS OF COMPUTING Advantages and disadvantages of computer usage Components of a computer system	Students will: i. develop an understanding of the advantages and disadvantages of computer usage; ii. develop an awareness of the components of a computer system.	Advantages and disadvantages of computer usage Advantages include: <ul style="list-style-type: none"> i. increased speed with which the task is done; ii. consistency and accuracy of the results produced; iii. enhanced storage capabilities using a wide range of high-capacity, low-cost iv. reliability that organisations can depend on. Disadvantages include: <ul style="list-style-type: none"> i. it is easier for the security and integrity of data to be compromised; ii. the initial cost of required components for setting up a computer system is high. Components of a computer system: hardware, peripherals, software, user, procedures and data.	Discussing the advantages and disadvantages of computer usage Stating the advantages and disadvantages of computer usage Explaining the components of a computer system	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 4 – 5 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 4 – 5	Oral discussion PowerPoint Presentation Quiz

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	<p>iii. develop an awareness of the various types of storage media and their practical applications.</p>	<p>What is a storage device?</p> <p>A storage device is a hardware component that keeps data, information, and program instructions permanently.</p> <p>Types of computer storage media:</p> <ol style="list-style-type: none"> Primary Storage Devices (Internal storage). <ul style="list-style-type: none"> ROM RAM Secondary Storage Devices (Internal or External) <ul style="list-style-type: none"> ✓ Hard disk drive (HDD) ✓ Floppy disk drive (FDD) ✓ CD-ROM/DVD-ROM drive ✓ USB drive 	<p>Defining the term storage device.</p> <p>Listing the types of computer storage media</p> <p>Explaining the types of memory</p> <p>Explaining the types of drives</p> <p>Stating their practical applications</p>	<p>Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021</p> <p>Pages: 9 – 12</p>	
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Operating systems	Application software
Create files.	Play music.
Manage folders.	Draw a flowchart.
Keep documents secure.	Produce a document.
Allocate memory to different jobs.	Send a document via fax.
Manage the CPU to ensure that jobs are processed.	Request and display web pages.
Provide users with an easy-to-use interface.	Insert a chart in a presentation.

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

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

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

(278) Storage Devices - YouTube

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

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

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

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

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

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

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Special keys	iii. become familiar with the use of special keys;	Use of special keys Apply special keys, for example, Tab, Escape, and Insert. Shortcut keys, for example, ctrl and alt; and Function keys, for example, F1.	Demonstrating competence in the use of special keys		
Spacing after Punctuation marks	iv. become knowledgeable of the number of spaces that should be used after various punctuation marks.	Spacing after Punctuation Marks <u>No Space</u> <ul style="list-style-type: none">i. Before or after a comma in figure work e.g. \$2,600ii. Before or after the hyphen in compound words e.g. part-timeiii. Before or after an apostrophe in one word e.g. boy'siv. After an open bracket or before a closing bracket e.g. (noon)v. Before or after a full stop separating abbreviations e.g. B.B.C. <u>One Space</u> <ul style="list-style-type: none">i. After a comma, colon or semicolonii. After an abbreviation within a sentenceiii. After the initial letters of names preceding Surnamesiv. Before or after the hyphen when it is used as a dash	Using correct spacing after punctuation marks	Walmsley's Commercial Typewriting Page 29 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 56 – 7	

Two Spaces


- i. After an exclamation mark, a question mark or a full stop at the end of a sentence.

Setting your margins

The steps in setting margins are:

- i. click on the Page Layout tab;
- ii. select Margins;
- iii. choose:
- iv. Normal, which is already set at one inch for each side – top, bottom, left and right; or
- v. • Custom Margins to change the margins to suit your needs.

Adjusting margins

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY																				
SECTION II: KEYBOARD MASTERY Touch typing	Students will: i. demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys.	Home keys The first set of keys that are being introduced is called the home keys. The row in which these keys are placed is referred to as the home row. Learning to type with these keys first allows you to effectively type with the others as the home fingers are used to depress keys in the same range, whether they are above or beneath the home row. The aim is for you to practice copy-typing. <table border="1"><thead><tr><th>Left-hand fingers</th><th>Keys</th><th>Right-hand fingers</th><th>Keys</th></tr></thead><tbody><tr><td>Index</td><td>f</td><td>Index</td><td>j</td></tr><tr><td>Middle</td><td>d</td><td>Middle</td><td>k</td></tr><tr><td>Ring</td><td>s</td><td>Ring</td><td>l</td></tr><tr><td>Pinky</td><td>a</td><td>Pinky</td><td>;</td></tr></tbody></table> 	Left-hand fingers	Keys	Right-hand fingers	Keys	Index	f	Index	j	Middle	d	Middle	k	Ring	s	Ring	l	Pinky	a	Pinky	;	Identifying the home keys Displaying correct keyboarding techniques Demonstrating the correct posture at the computer Developing speed and accuracy in copy-typing	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 28 – 31 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 37 – 67	Oral discussion Practical Demonstration Practical ACTIVITY in the form of typing games
Left-hand fingers	Keys	Right-hand fingers	Keys																						
Index	f	Index	j																						
Middle	d	Middle	k																						
Ring	s	Ring	l																						
Pinky	a	Pinky	;																						

Practice ACTIVITY


Activity 1 – Home keys

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

Use of fingers when typing other keys



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



Activity 2 – New keys: ‘g’ and ‘h’





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

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


					WEEK 7
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY Touch typing	Students will: i. demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys.	Practice ACTIVITY <div><p>Activity 3 – New keys: ‘e’ and ‘i’</p><p>eede iiki dede kiki eded ikik eede iiki dede kiki eded ikik eede iiki dede kiki eded ikik said laid; jade like; likes keg shells; ashes glide glade his; dishes dikes deed geese fed gale dale eel dead leads; ills sill sell eggs fade feed feeds hike fell hell head lids; dies; died hide hid did heed high leigh legs; silk seeds heel heels; fie lies lied kill his desks</p></div> <div><p>Activity 4 – New keys: ‘n’ and ‘y’</p><p>nnjj yyjj nhyy yhn jny yjn nyn yny nnjj yyjj nhyy yhn jny yjn nyn yny nnjj yyjj nhyy needs hen any yen fan lend hand handy yell nids; dine nine shiny line say gay nanny lanky silly yanky yes nay needy find yea yeah yin hanky gen fend day and hay gain sink sank yield fine need shaggy shady dandy shandy sin nay silky sand sandy send</p></div>	Displaying correct keyboarding techniques Demonstrating the correct posture at the computer Developing speed and accuracy in copy-typing	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 31 – 33 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 37 – 67	Oral discussion Practical Demonstration Practical ACTIVITY in the form of typing games

		<div>Activity 5 – New keys: ‘b’ and ‘t’</div> <div></div> <div>bbtt ttbb gbtg ftfb tgbf fbgt bttt ttbb gbtg ftfb tgbf fbgt bttt ttbb gbtg ftfb tgbf fbgt bat hat bind band tea eaten beaten bay nate habit seat feet gab lite table get lint let bling baits belt bit bite bitten net ten attend basket taken tabs bats stay stayed basin nab nabbed nabbing yet bet take talk tablet sent bend bent tent gabble that faith tan</div> <div>Activity 6 – New keys: ‘m’ and ‘u’</div> <div></div> <div>juuj mjim jmujm mjujm uumm mu mumu juuj mjim jmujm mjujm uumm mu mumu mum mummy thumb numb mugs; gummy asthma maths mite use usage gauge unite; mint gnu mutt yummy thug bun nub rim jam dimming dumb bammy mam nun nudge bubble but mumble nut bug mug man muse yam mite gum gun mike muffin until my</div>		Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 35 – 53	
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		<div>Activity 7 – New keys: 'v' and 'r'</div> <div></div> <div>vvrr rrvv frfv vfrf vvrr rrvv rrr vvv vvrr rrvv frfv vfrf vvrr rrvv rrr vvv fvvfr vrvrrfv; river vere their near stare steer; gave given revive revival tear read vike read reve err fern rev van dark rake red dear range ranger rave very ray rag venn vegetable veers; mirage umbrella veer advise refer rain ran vein vane dread vair veil rave envy rent</div>			
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					GRADE 10
					WEEK 8
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY Touch typing	Students will: i. Demonstrate mastery in the operation of a QWERTY keyboard, utilizing the standard and function keys.	Practice ACTIVITY <div> <p>Activity 9 – New keys: 'w' and 'x'</p>  <p>SWSX XSWS WXXW, XWSX, XXWW, WWXX; SWSXSW; SWSX XSWS WXXW, W, WWXX; SWSXSW; watch axe extra weak weird week weeks weekend, wax waiter taxes vex, view swim we, text writer yawn wicket saw saws rex lax where why sway swaying wreck, draws wait weight win wind twixt betwixt waxy axed, wheedle exam flex taxi exercise water</p> </div> <div> <p>Activity 10 – New keys: 'o' and '.'</p> <p>(We usually allow two spaces after a full stop at the end of a sentence.)</p>  <p>oo.. ..oo lol. .lol ll.. .ll .ol.ol. oo.. ..oo lol. .lol ll.. .ll .ol.ol. oo.. ..oo lol. .lol ll.. .ll .ol.ol. over gone. none. love laugh hover. come. mom woman look cook book oven on olives. cookies clock folk oxen. bamboo honey own over onion .noon. colon hook. hooks ooh. coax box noodle no nor money obtain. contain often vowels. model halo hollow count</p> </div>	Displaying correct keyboarding techniques Demonstrating the correct posture at the computer Developing speed and accuracy in copy-typing	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 34 – 6 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 37 – 67	Oral discussion Practical Demonstration Practical ACTIVITY in the form of typing games

Activity 11 – New keys: ‘p’ and ‘:’
(Press the shift key to type the colon; allow two spaces after a colon.)





pp:: ::pp p:p :p:p pp::p :pp::pp pp:: ::pp p:p :p:p pp::p :pp::pp p:p :p:p p:p :pp::pp
upper paper: pottery puppy: pan nap: space stop: put pot: patience pack: spots up:
suppose supper oppress: opening nappy price: pappy pup tape: pat soup soap: soaps
palm oppose purpose: adapt agape people type: nappy top topping open: application

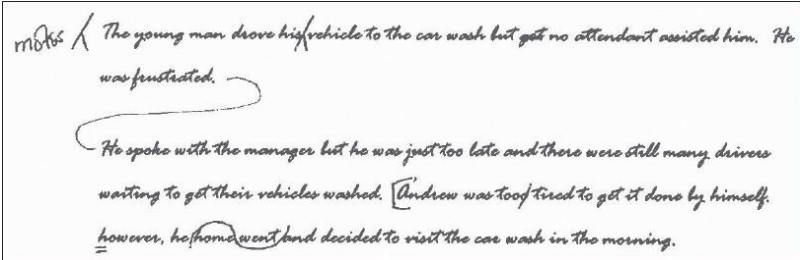
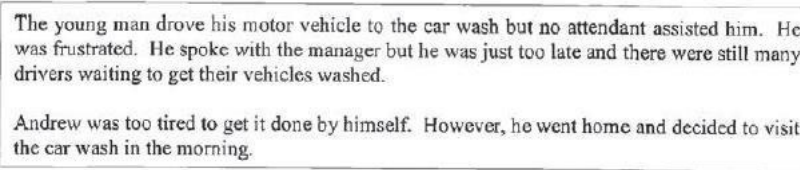
Activity 12 – New keys: ‘q’ and ‘z’








qqzz zzqq aqaza zaqaz qazaq zqqz qqzz zzqq aqaza zaqaz qazaq zqqz aqaza zaqaz zzz
dazed quiet jazz quite zero zebra square lazy query zips zoo zorilla quiver quote quick
quiz quizzes quizzing buzz buzzing size sizes ooze oozes oozed quire enquiry enquire
zigzag earthquake quacking qualify quantity squeeze quartz cazique equalize quizzier

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

					GRADE 10
					WEEK 10
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY Manuscript Signs and terminologies	Students will: i. develop an understanding of manuscript and manuscript signs; ii. interpret correction signs and terminologies used in document preparation.	<p>A manuscript is a handwritten or rough draft typed document that usually contains errors to be corrected.</p>  	Defining the manuscript Identifying manuscript signs and notations Interpreting and applying manuscript signs	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 78, 90 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 118 – 19 EDPM Syllabus Page: 39 – 40	PowerPoint Presentation Practical Exercise Oral quiz

COMMON MANUSCRIPT SIGNS

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

TOPIC/ SUB- TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION II: KEYBOARD MASTERY Types of headings	Students will: i. become familiar with the concept types of headings and their use(s);	Types of headings Headings indicate the main subject matter of a text to the reader. The headings for a particular text should be appropriately chosen as they help the reader decide whether or not to continue reading the document. Suitable fonts and styles may be used to emphasize the heading styles. Various types of headings: main heading, sub-heading, shoulder heading, paragraph heading, marginal or side heading, column heading and subject heading. <div data-bbox="881 868 1545 1153" data-label="Image"> <p>The diagram is a yellow rectangular box containing text. At the top, it says 'MAIN HEADING' in bold, italicized, blue capital letters. Below that, it says 'SUB-HEADING' in bold, italicized, blue capital letters. At the bottom, it says 'This would then be the body of the document. Two clear line spaces are left before typing the body.' in a smaller, italicized, blue font.</p> </div> <p><i>Example of heading and sub-heading</i></p>	Explaining the term headings Listing the types of headings Creating presentable documents using various types of headings	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 80 – 84 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 115 – 17	Oral discussion Research Oral quiz Practical Exercise

Types of Capitals	ii. become aware of the various types of capitals.	<p>Types of capitals</p> <p>There are times when a writer wants to highlight main points or to capture the reader's attention. One way to accomplish this is to type the information in capital letters. The three ways of typing in capitals are:</p> <ul style="list-style-type: none">• initial capitals;• closed capitals;• spaced capitals. <p>initial capitals ► With initial capitals, the first letter of each important word is capitalised. For example, Electronic Document Preparation and Management. However, if an unimportant word begins the statement, it should begin with a capital letter, for example, A Day at the Beach.</p> <p>closed capitals ► Closed capitals refer to capital letters within a word typed without a space between them but one space is allowed between words. An example is: CLOSED CAPITALS.</p> <p>spaced capitals ► With spaced capitals, one space is left between letters within a word and three spaces are left between words. For example, S P A C E D C A P I T A L S.</p>	Using capitalization		
			Identifying the types of capitals		
			Discussing the types of capitals		
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. FreeTypingGame.net					

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY						
SECTION II: KEYBOARD MASTERY Preparation of typescript from manuscript or type notes	Students will: i. develop an understanding of the various types of paragraphs; ii. develop the knowledge to correctly use punctuation marks; iii. become aware of rules to abbreviate words; iv. develop the skill to prepare typescripts from manuscripts or typed notes using acceptable rules.	Types of paragraphs In preparing documents various paragraph styles may be used. i. Blocked ii. Indented iii. Hanging iv. Inset Abbreviations Abbreviations are words that are in shortened form or are not spelt out. The use of punctuation marks Punctuation marks are marks or signs used within the text to clarify its meaning. <table border="1"><thead><tr><th>Punctuation mark</th><th>Purpose</th><th>Example of use</th></tr></thead><tbody><tr><td>Ellipsis (...)</td><td>Used in place of text that has been intentionally deleted. Three spaced or unspaced full stops are used in creating the ellipsis.</td><td>The taxi detoured . . . the passengers did not complain.</td></tr></tbody></table> Typescript A typescript is a typewritten version of a manuscript.	Punctuation mark	Purpose	Example of use	Ellipsis (...)	Used in place of text that has been intentionally deleted. Three spaced or unspaced full stops are used in creating the ellipsis.	The taxi detoured . . . the passengers did not complain.	Identifying and explaining the use of the types of paragraphs Using the various types of paragraphs in Word processor Defining the term abbreviation Replacing abbreviations with words in their extended form (vice versa) Using punctuation marks correctly Defining Typescript	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 84 – 89 and 79 – 80 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 97 – 8	Oral Questioning Research Written Quiz
Punctuation mark	Purpose	Example of use									
Ellipsis (...)	Used in place of text that has been intentionally deleted. Three spaced or unspaced full stops are used in creating the ellipsis.	The taxi detoured . . . the passengers did not complain.									

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

	produce a professionally finished document.	meaning.			
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Additional Resources

Website

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

[\(7\) Touch Typing Basics| Keyboarding| CSEC EDPM - YouTube](#)

[\(5\) Spacing after punctuation - YouTube](#)

[\(5\) Blocked Style Manuscript Example| CSEC EDPM - YouTube](#)

[\(5\) Types of Headings| CSEC EDPM - YouTube](#)

[\(5\) Types of Paragraphs| CSEC EDPM - YouTube](#)

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

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

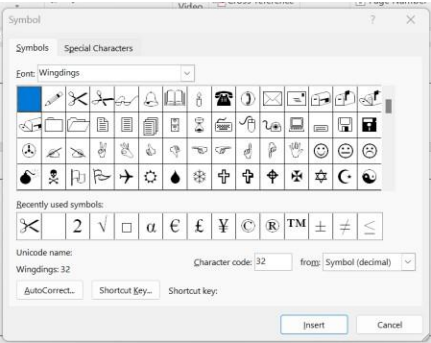
To facilitate students’ attainment of the objectives of this syllabus, teachers are advised to engage students in the teaching and learning ACTIVITY listed below. Students should begin to practice and produce pieces relevant to the SBA assignments. The teacher should therefore identify typing exercises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

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

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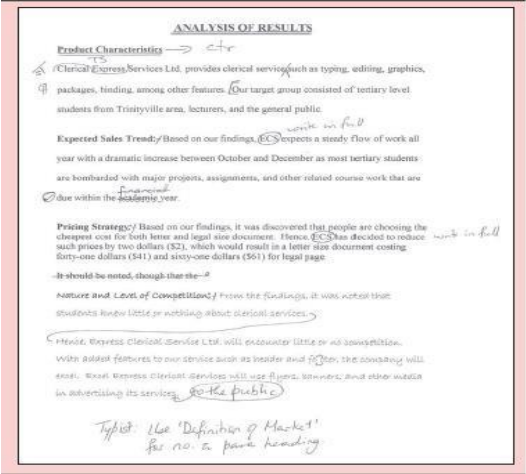
methods of font formatting	appreciation of the guidelines and methods of font formatting;	The word font refers to the shape and size of the characters. Fonts may be plain or very decorative.	Explaining the term font		
Home Tab	v. become familiar with the formatting features on the home tab.	<u>The Home Tab</u> <ul style="list-style-type: none">i. Font stylesii. Changing font sizeiii. Changing font effectsiv. Changing font colourv. Bold, underline, italic	Changing font styles, font sizes, font effects, font colour and using bold, underline and italic.		
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. FreeTypingGame.net					

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<p>Insert Tab</p>	<p>iii.appropriately use bullets and numbering;</p> <p>iv.become familiar with the formatting features on the insert tab.</p>	<p>A bullet is a symbol that is placed before the text to indicate a list of items. Alternatively, a list may be numbered. Microsoft Word offers several different numbering styles.</p> <p><u>Insert Tab</u></p> <ul style="list-style-type: none">i. Insert tablesii. Insert shapesiii. Insert SmartArt graphicsiv. Insert text boxv. Insert WordArtvi. Drop Capvii. Insert symbol <p>Many other symbols are not on your keyboard. You can use the Symbol dialogue box to enter these symbols anywhere in your document.</p> 	<p>Inserting a table, shapes, SmartArt graphics, text box, WordArt, Drop Cap and symbols</p>		
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					GRADE 10 WEEK 16
TOPIC/SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION III: INTRODUCTION TO APPLICATION SOFTWARE Design Tab Layout Tab Reference Tab	Students will: i. appropriately use the formatting features on the design tab; ii. become familiar with the layout tab and the use of its features; iii. develop an awareness of the use of the reference tab.	<u>Design Tab</u> i. Watermark ii. Page colour iii. Page borders <u>Layout Tab</u> i. Margins The page margins are the blank spaces around the edges of the page. The printable area is the area inside the margins in which you insert the text and graphics. ii. Orientation iii. Page size iv. Column v. Breaks vi. Indent <u>Reference Tab</u> i. Automatic table of contents ii. Footnote and Endnote iii. Citation	Using watermark, page colour, page borders and shading Adjusting margins Applying orientation, page size, a column on the page, breaks and indent Using automatic table of contents, footnote, endnote and citation.	Textbooks Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 88 – 119 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 97 – 105	Oral questioning Practical Demonstration Practical Exercise

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



		Find and replace By using find and replace you can automatically replace text – for example, you can replace ‘CXC’ with ‘CSEC’.	Using search tools to find and replace text		
An important point to note	In order for the teacher to determine individual students’ readiness for Assignment One for the School-Based Assessment, the following activity is given as a diagnostic form of assessment.				
Produce a professionally finished document	Students will: i. develop an appreciation of language skills to produce a professionally finished document.	Further Practice ACTIVITY Correct use of punctuation, grammar, spelling and knowledge of abbreviation. Incorporation of all the skills in previous specific objectives. 	Identifying manuscript signs and notations Applying correction of manuscript signs and notations Identifying abbreviations and extend Using correct punctuation, grammar and spelling Producing mailable documents Typing at a minimum of 35 words per	Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 91 – 92 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 122 – 31	Practical Test Presentation

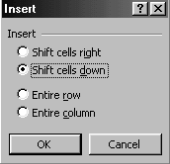
		<div><p><u>Factors affecting disciplinary problems</u></p><p>There are a no. of factors which can affect the smooth running of a company. However, a co. shd take into consideration, certain factors which may contribute to employees not adhering to company policies. (It can be seen in the employee's general of to Andrew's firm given job, these are possibilities that may be administered if policies are not complied with. Some of these are:</p><p><u>Awareness of expected level of performance</u> <i>(in a job)</i></p><p>Before an employee is disciplined, the employer has to ensure that the employee had been aware to the level of performance to be displayed. He/she shd be too given an employee Manual so that he/she could be familiar with company policies. An employer shd also be given a job specification² and a job description. (This states the abilities and qualities needed to effectively carry out the job.)</p><p><u>Proof of action</u> <i>(in a job)</i></p><p>There are times when penalties are imposed without knowing for sure if the 'criminals' actually committed. Before disciplining an employee, management should ensure that employee is in question for a period of time to clarify if he is guilty of 'committing the crime'.</p><p><u>Integrity vs. deliberate underperformance</u></p><p>The employer should consider work assignment when employees are given tasks. Job responsibilities shd be compatible to them and they are well able to manage efficiently.</p><p><u>A question of what the firm will do about it?</u></p><p><i>(Note: include warning the employee given situation, duration in termination of employment)</i></p></div>	minute		
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					GRADE 10
					WEEK 18
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SCHOOL-BASED ASSESSMENT: Assignment 1	Students will: i. understand how to correct text from the author's original work.	Assignment 1 In Assignment 1, students are expected to correct text from the author's original work, which contains amendments, and respond to printers' correction signs. Students are expected to present documents in a style consistent with universally accepted standards.	Correcting text from the author's original work, which contains amendments, and responding to printer's correction signs. Presenting a document is a style consistent with universally accepted standards.	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 314 Electronic Document Preparation and Management for CSEC, 2 nd Edition, Oxford University Press, 2014 Pages: 276	Oral Discussion Practical Exercise
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. FreeTypingGame.net <u>Working on past CSEC papers</u>					


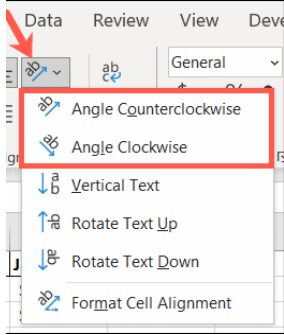
					GRADE 10
					WEEK 19
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE Simple Tabulation 					

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

<p>Delete cell contents</p> <p>Row height</p> <p>Merge cells</p> <p>Insertion of columns and rows</p>	<p>v. know how to delete cell contents;</p> <p>vi. develop an understanding of how to alter row height;</p> <p>vii. become familiar with merging cells;</p> <p>viii. become familiar with inserting new columns and rows;</p>	<p>to change. Observe that the cursor changes .</p> <p>2. Drag the pointer either to the left or the right to increase or reduce the points until you get the desired width to accommodate the data and then release the mouse button.</p> <p>Deleting cell contents</p> <p>Select the cell and click the delete key.</p> <p>Altering row height</p> <p>1. Position the cursor between the row headings on the bottom border of the row whose height you would like to change.</p> <p>2. Drag the cursor  to the bottom to increase the points until you get the desired height to accommodate the data and then release the mouse button.</p> <p>Merging cells</p> <p>Select the range that you want to merge and on the Home tab, in the Alignment group, click the Merge & Centre button.</p> <p>Inserting a new column to the left or right of any column</p>	<p>Deleting cell contents</p> <p>Altering row height</p> <p>Splitting cells</p> <p>Merging cells</p> <p>Inserting a new column to the left or right of any column</p>		
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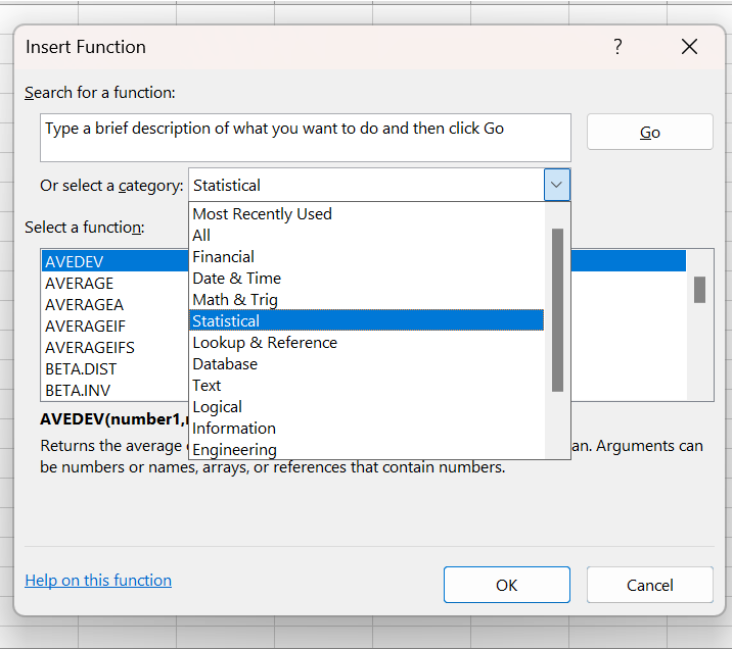
New worksheet		 Insert dialog box			
ix.know how to insert a new worksheet;		Inserting new rows above any row	Inserting new rows above any row		
		Inserting a new worksheet 1. Right-click any sheet tab at the lower left side of the screen to display the pop-up menu. 2. Select Insert to display the Insert dialogue box . 3. Select Worksheet then click the OK button.	Inserting a new worksheet		
Sorting		Sorting in alphabetical order Sorting is the arrangement of data in a specified sequence. When you edit your Excel data, you can arrange names alphabetically in ascending or descending order.	Editing cell data Sorting in alphabetically in ascending or descending order		
Wrap Text	x. develop an appreciation for sorting data;				
	xi.become familiar with wrap text.	Wrap text Wrap text is the process of formatting long text in a cell that overlaps the adjacent cell(s) so that it fits multiple lines in a cell.	Applying wrap text to cell		
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. FreeTypingGame.net					


					GRADE 10
					WEEK 20
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE Formatting workbook Formatting worksheet cells as a table Linking documents Striping rows and	Students will: i. develop an understanding of formatting a workbook; ii. become familiar with formatting worksheet cells as a table; iii. develop an awareness of linking documents;	Formatting workbook <ol style="list-style-type: none"> 1. Select the data to be formatted. 2. Click on the appropriate button (B, I, U, Border, Fill Colour, Font Colour) on the Home tab in the Font group to apply the preferred formatting to the data. Formatting worksheet cells as a table <ol style="list-style-type: none"> 1. Enter the headers in the range of cells on the worksheet and then select the range. 2. On the Home tab, in the Styles group, click the Format as Table button. 3. On the drop-down menu, click the preferred style to display the Format As Table dialogue box. Linking documents When you link data from one document (source document) to another (Dependent or Destination Document) and you edit the source document, the dependent or destination document automatically changes.	Formatting workbook using B, I, U, Border, Fill Colour, Font Colour Formatting worksheet cells as a table Linking Excel document to a Word document	Textbooks Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 142 – 45 Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 – 12	Oral questioning Practical Demonstration Practical Exercise


<p>columns</p> <p>Delete cells, rows and columns</p> <p>Vertical and Oblique headings</p>	<p>iv.become familiar with striping rows and columns;</p> <p>v. know how to delete cells, rows and columns;</p> <p>vi.appropriately create vertical and oblique headings.</p>	<p>Striping rows and columns</p> <p>Striping is applying different shading to odd and even numbered rows and columns to make reading long rows easier.</p> <p>Deleting cells, rows or columns</p> <ol style="list-style-type: none">1. Select what you want to delete.2. Right-click and select Delete to display the Delete dialogue box.3. Click the radio button of what you want to delete and then click OK. <p>Creating tabulation with vertical and oblique headings using Excel</p> <p>On the Home tab, in the Alignment group, click the Orientation button  and select Vertical Text for vertical heading or Angle Counterclockwise for oblique heading.</p>  <p>Orientation drop-down menu</p>	<p>Creating a new workbook</p> <p>Striping rows and columns</p> <p>Stating the purpose of striping</p> <p>Deleting cells, rows and columns</p> <p>Creating tabulation with vertical and oblique headings using Excel</p>		
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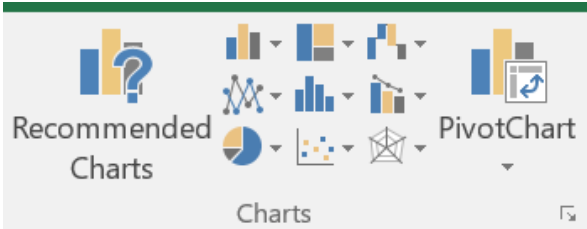
					GRADE 10
					WEEK 21
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE Advanced Tabulation Formulae Mathematical operators and functions Some function formulae	Students will: i. develop an understanding of the concept formulae; ii. become familiar with the mathematical operators and functions;	Formulae A formula is a combination of signs (symbols), letters, and figures in the form of an equation that is used to calculate values. A formula is created by typing an <i>equal sign</i> , followed by the <i>function name</i> in uppercase, a <i>left parenthesis</i> , the <i>arguments</i> (operands or elements to be calculated expressed as a range or separated by commas or operators with no space), and a <i>right parenthesis</i> . Mathematical operators and functions Operators are symbols that link the operands of a formula to indicate the calculation to perform. The mathematical operators are: + (addition), - (subtraction or negation), * (multiplication), / (division), % (percent) and ^ (exponentiation).	Describing formulae Identify the operator for writing formulae Writing formulae using mathematical operations and functions	Textbooks Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 147 – 57 Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 – 12	Oral questioning Practical Demonstration Practical Exercise

AutoSum formula	iii. develop an appreciation of the various function formulae;	Some function formulae <ul style="list-style-type: none">i. Mathematical and Trigonometric Functionii. Statistical Functioniii. Logicaliv. Date and Timev. Financial Function	Stating and using the various function formulae		
	iv. become familiar with the built-in AutoSum formula.	Using Microsoft Excel's built-in AutoSum formula <ul style="list-style-type: none">1. Select the cell in which you want the result.2. Click AutoSum Σ on the Formulas tab, in the Function Library group or on the Home tab, in the Editing group to display the formula.3. Press the Enter key to enter the sum.	Using the built-in AutoSum formula		

					GRADE 10
					WEEK 22
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p>SECTION IV: USE OF APPLICATION SOFTWARE</p> <p>Predefined function</p> <p>Drag and drop</p>	<p>Students will:</p> <p>i. develop an understanding of how to use the insert function button to insert a predefined function formula;</p>	<p>Using the insert function button to insert a predefined function formula</p> 	<p>Using the insert function button to insert a predefined function formula</p>	<p>Textbooks</p> <p>Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 147 – 50</p> <p>Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 102 – 12</p>	<p>Oral questioning</p> <p>Practical Demonstration</p> <p>Practical Exercise</p>

Copy from cell to cell	ii. know how to drag and drop cells;	Drag and drop Select the cells (range) that you wish to move. Position the pointer on one of the corners. The pointer is attached to a cross with four arrows  .) Drag the range to its new destination.	Dragging and dropping cells to a new destination		
	iii. develop an awareness to copy from cell to cell;	Copying from cell to cell <ol style="list-style-type: none">1. Select the cell with the formula/data to be copied.2. Copy the selection.3. Click on the new cell where you would like to copy the formula/data. Observe the shape of the cursor – a white cross.4. Paste the selected cell.5. Press the Escape key to remove the marquee.	Copying from cell to cell		
Copy from cell to range	iv. develop an awareness to copy from cell to cell;	Copying from cell to range <ol style="list-style-type: none">1. Select the range of cells with formula/data to be copied.2. Copy the selected range.3. Click on the new range where you would like to copy the formula/data.4. Paste the selected range.	Copying from cell to range		

<div>Writing formula</div> <div>Formatting tables using %, \$ and decimal</div>	<div>v. become familiar with writing formulas using Sum, AVG, MIN and MAX;</div> <div>vi. develop the skills to format tables using %, \$ and decimal.</div>	<div>5. Press the Escape key to remove the marquee.</div> <div>Writing formula</div> <div><div>i. Sum</div><div>ii. Average</div><div>iii. Min</div><div>iv. Max</div></div> <div>Formatting tables using %, \$ and decimal</div> <div><div>1. Select the range with the numbers.</div><div>2. On the Home tab, in the Number group, click the \$ button or the % button or the Increase Decimal or Decrease Decimal button  or click the Number dialogue box launcher.</div></div>	<div>Writing formula</div> <div>Formatting tables using %, \$, and decimal; invoices debit notes and credit notes</div>		
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TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE Graphs and Charts	Students will: i. develop an understanding of the creation and formatting of graphs and charts.	<p>Graphs and Charts</p> <p>A graph is a visual channel of communication using lines to show comparison. The horizontal (X) axis represents the variables or categories – data studies – and the vertical (Y) axis represents the frequency of the variables or values.</p> <p>A chart is a visual channel of communication on paper, slide, or screen using diagrams or illustrations to display information – data.</p>  <p>Chart Types</p>	Defining the terms graphs and charts Explaining the chart types Creating charts and graphs Formatting charts and graphs	<p>Textbooks</p> <p>Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 150 – 7</p> <p>Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 204 – 8</p>	Oral questioning Practical Demonstration Practical Exercise
SCHOOL-BASED ASSESSMENT:	Students will: i. understand how to conduct research and	<p>ASSIGNMENT 2</p> <p>Assignment 2 involves an Electronic Research</p> <p>Candidates are expected to conduct research and present the</p>	Conducting research Obtaining required	<p>Textbooks</p> <p>Electronic Document Preparation and</p>	Practical Exercise Online Research

Assignment 2	present findings electronically.	<p>findings electronically using the skills developed.</p> <p>EXEMPLAR</p> <p><u><i>This is, for example, purposes only and must not be reproduced as part of the SBA to be submitted.</i></u></p> <p>As a travel agent, you wish to inform your clients which country in the Western Hemisphere had the lowest dengue fever infections in the last five years.</p> <p>Obtain and summarize the information, prepare it for dissemination via e-mail; and state all sources in an appropriate bibliography.</p> <p>OR</p> <p>The class has difficulty obtaining information for Specific Objectives 4 to 6 of the new Electronic Document Preparation and Management Syllabus.</p> <p>Obtain and summarise the required information from the internet and prepare it for dissemination to the class via e-mail, and state all sources in an appropriate bibliography.</p> <p>Prepare the presentation, including the following:</p>	<p>information</p> <p>Summarizing the information (DO NOT PLAGIARISE)</p> <p>Compiling a bibliography of all sources used</p> <p>Presenting the findings</p> <p>Preparing the information for dissemination via e-mail</p> <p>Printing a copy of the email</p> <p>Saving the file to a</p>	<p>Management for CSEC, Macmillan Education, 2012. Pages: 314</p> <p>Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014 Pages: 276</p> <p>Electronic Document Preparation and Management Syllabus Page: 28 – 29</p>	
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		(a) difference between communication devices and communication media; (b) difference between operating software and application software; and, (c) the most common operating systems and the most common application software.	storage medium		
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		<div>Activity 3</div> <p>Create a new spreadsheet:</p> <ol style="list-style-type: none">1 Open the workbook named 'EDPM_Activity7-2'.2 Type the text titles and labels as shown in Figure 7.3. Do not format them, just type in the text.3 Make cell B7 the active cell (Hint: Click in cell B7).4 Type the number values as shown in Figure 7.3.5 Save the file as 'EDPM_Activity7-3' and close Excel. <div>Activity 4</div> <p>Insert blank cells on a worksheet:</p> <ol style="list-style-type: none">1 Select the cell or the range of cells where you want to insert the new blank cells. Select the same number of cells as you want to insert. For example, to insert three blank cells, you need to select three cells.2 In the Cells section of the Home tab, choose Insert OR right-click the selected cells and then click Insert on the shortcut menu.3 In the Insert dialog box, click the direction in which you want to shift the surrounding cells.4 Close the file and do not save it. <div>Activity 5</div> <p>Insert a blank cell:</p> <ol style="list-style-type: none">1 Open the workbook named 'EDPM_Activity7-3'.2 Select cell A5.3 Right-click the selected cell then click Insert.4 In the Insert dialog box, click 'Shift cells down'.5 Close the file and do not save it. <div>Activity 6</div> <p>Insert a blank row:</p> <ol style="list-style-type: none">1 Insert a blank row above row 6 (the row containing the label 'Rose').2 Close the file and do not save it.	by typing titles, labels and values		
			Inserting cells		
			Altering cell size		
			Deleting cell contents		
			Altering column width		
			Altering row height		
			Merging cells		
			Inserting new columns to the left or right of any column		
			Inserting new rows above any row		
			Editing cell data		

		<div><div><table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td></tr><tr><td>1</td><td colspan="7">Flowers by Howard</td></tr><tr><td>2</td><td colspan="7"><i>Price List & Order Form for Easter 2012</i></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td rowspan="2">Flowers</td><td>REGULAR PRICE</td><td colspan="2">DISCOUNT PRICE</td><td colspan="2">SELECTION</td></tr><tr><td>5</td><td>Large</td><td>Small</td><td>Large</td><td>Small</td><td>Large</td><td>Small</td></tr><tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>7</td><td>Rose</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>8</td><td>Chrysanthemum</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>9</td><td>Tulips</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>10</td><td>Lilies</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>11</td><td>Carnations</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>12</td><td>Gerberas</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>13</td><td>Narcissus</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>14</td><td>Poinsettias</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>15</td><td>Iris</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>16</td><td>Daffodils</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div><div><p>Activity 7</p><p>Format cells:</p><ol style="list-style-type: none">1 Open the workbook 'EDPM_Activity7-3'.2 Select the cell range A1:G1.3 On the Home tab, click the Merge and Centre button.4 Change the font size to 14.5 Apply the bold font style.6 Select the cell range A2:G2.7 Click the Merge and Centre button.8 Apply the italic font style.9 Select the cell range A4:A5.10 Right-click to activate the Format Cells dialog.11 On the Alignment tab, click the Merge cells checkbox in the Text control section.12 Select Centre from both drop down lists in the Text alignment section.13 Select column A.14 Choose Format from the Cells section of the Home tab, and then click AutoFit Selection.15 Merge and centre EACH of the following cell ranges: B4:C4, D4:E4 and F4:G4.16 Select the range A4:G5.17 Apply the All Borders format.18 Select the range A6:A16.19 Apply the Outside Borders format.20 Repeat Step 19 for EACH of the cell ranges from B6:B16 through to G6:G16.21 Save the file as 'EDPM_Activity7-7'.</div><div><p>Continuation to ACTIVITY 12</p></div></div>		A	B	C	D	E	F	G	1	Flowers by Howard							2	<i>Price List & Order Form for Easter 2012</i>							3								4	Flowers	REGULAR PRICE	DISCOUNT PRICE		SELECTION		5	Large	Small	Large	Small	Large	Small	6								7	Rose							8	Chrysanthemum							9	Tulips							10	Lilies							11	Carnations							12	Gerberas							13	Narcissus							14	Poinsettias							15	Iris							16	Daffodils							<p>Apply font styles and sizes</p> <p>Aligning text and values in cells</p> <p>Applying borders</p> <p>Aligning table on the page</p> <p>Creating oblique and vertical headings</p> <p>Applying Wrap text</p> <p>Sorting data in a table</p>		
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16	Daffodils																																																																																																																																										

GRADE 10					WEEK 25																		
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY																		
SECTION IV: USE OF APPLICATION SOFTWARE	Students will:	Database	Defining the term database and explaining its purpose	Textbooks	Oral questioning																		
What is a database?	i. become familiar with the concept of database and its purpose;	A database is an electronic filing system containing records or data related to a particular subject or purpose that can be retrieved for analysis and also be updated.	Explaining the terms table, records, fields and data type.	Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012.	Practical Demonstration																		
Database terminologies	ii. develop an awareness of database terminologies;	Database terms:	Identifying the data type settings and the type of data that may be stored	Pages: 131 – 37	Practical Exercise																		
Data type	iii. develop an understanding of the data type settings;	<table><tr><th>Setting</th><th>Type of data</th></tr><tr><td>Text</td><td>Text or combinations of text and numbers, as well as numbers that don't require calculations, such as phone numbers.</td></tr><tr><td>Memo</td><td>Lengthy text or combinations of text and numbers.</td></tr><tr><td>Number</td><td>Numeric data used in mathematical calculations.</td></tr><tr><td>Date/Time</td><td>Date and time values.</td></tr><tr><td>Currency</td><td>Currency values and numeric data used in mathematical calculations involving data with one to four decimal places.</td></tr><tr><td>AutoNumber</td><td>A unique sequential (incremented by 1) number or random number assigned by Access whenever a new record is added to a table.</td></tr><tr><td>Yes/No</td><td>Yes and No values and fields that contain only one of two values (Yes/No, True/False, or On/Off).</td></tr><tr><td>Hyperlink</td><td>Text or combination of text and numbers stored as text and used as a link to another object or location.</td></tr></table>	Setting	Type of data	Text	Text or combinations of text and numbers, as well as numbers that don't require calculations, such as phone numbers.	Memo	Lengthy text or combinations of text and numbers.	Number	Numeric data used in mathematical calculations.	Date/Time	Date and time values.	Currency	Currency values and numeric data used in mathematical calculations involving data with one to four decimal places.	AutoNumber	A unique sequential (incremented by 1) number or random number assigned by Access whenever a new record is added to a table.	Yes/No	Yes and No values and fields that contain only one of two values (Yes/No, True/False, or On/Off).	Hyperlink	Text or combination of text and numbers stored as text and used as a link to another object or location.	Creating a database file	Electronic Document Preparation and Management for CSEC, 2nd Edition, Oxford University Press, 2014	
Setting	Type of data																						
Text	Text or combinations of text and numbers, as well as numbers that don't require calculations, such as phone numbers.																						
Memo	Lengthy text or combinations of text and numbers.																						
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Date/Time	Date and time values.																						
Currency	Currency values and numeric data used in mathematical calculations involving data with one to four decimal places.																						
AutoNumber	A unique sequential (incremented by 1) number or random number assigned by Access whenever a new record is added to a table.																						
Yes/No	Yes and No values and fields that contain only one of two values (Yes/No, True/False, or On/Off).																						
Hyperlink	Text or combination of text and numbers stored as text and used as a link to another object or location.																						
Creation of a database	iv. develop an understanding of creating a database file with a table and adding data.	Data type settings and the type of data that may be stored	Creating a table	Pages: 147 – 49																			
			Adding data to the table																				

					GRADE 10
					WEEK 26
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE Queries Types of queries Simple queries Sort queries Preparation of a report	Students will: i. become familiar with the concept query; ii. develop an understanding of select queries and action queries; iii. demonstrate accuracy in performing simple queries; iv. develop an appreciation for sorting queries and preparing a report.	Performing a simple query A query is access to information from a database table to look at data edit and analyze it and display specific information on a table. Queries that are used to retrieve data from a table or to make calculations are called select queries. Queries that add, change or delete data are called <i>action queries</i> . A <i>select query</i> is the most common type of query. It retrieves data from one or more tables and displays the results in a datasheet.	Defining the term query Explaining the terms action query and select query Performing simple queries Sort queries Preparing report	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 135 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 158 – 65	Oral Questioning Practical Demonstration Practical Exercise
Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. FreeTypingGame.net					

					GRADE 10
					WEEK 27
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE <					

- 2 Perform the following tasks in Access 2010.
- a Create the following database table. Follow all instructions.

Table name: Airlines

Airline	No of Destinations	North America	Nationality
Air Barbados	7	Yes	Barbados
Blue Jet	9	Yes	Barbados
Carib Airways	4	No	Trinidad
Digi Air	10	Yes	st. Lucia
Eastern Air	8 stat	Yes	Antigua
Peenektie Airline	2	No	st. Martin

French st. Martin

Use the following structure

Field Name	Data type	Size
Airline	Text	20
No of Destinations	Numeric	Integer
North America	Yes/No	-
Nationality	Text	12

- b Design and run the following queries:
- i List the airlines with more than nine destinations.
 - ii List the airlines with less than four destinations.
 - iii List the airlines that have Barbadian nationality.
 - iv List the airlines that fly to North America.

Creating database file

Creating table

Adding data to the table

Performing queries

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE What is Presentation? Views on Microsoft PowerPoint Views for presenting your slides Views for organizing	Students will: i. develop an understanding of presentation and its purpose; ii. become familiar with the views in PPT; iii. become familiar with views for presenting slides;	Presentation A presentation is an information about an idea or a proposal transmitted to an audience in the form of a slide show using presentation software. Views on Microsoft PowerPoint <ol style="list-style-type: none"> 1. Normal, Full or Slide View (Tri-Pane View) <ol style="list-style-type: none"> i. Slides/Outline pane ii. Slide Area iii. Notes pane 2. Outline View 3. Slide Sorter View 4. Notes Page View 5. Slide Show View 6. Master Views Views for presenting your slides <ol style="list-style-type: none"> 1. Slide Show View 2. Presenter View 3. Reading View 	Defining the term presentation and explaining its purpose Stating the use of various Views on PPT Identifying the different views for presenting	Textbooks Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 118 – 26 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 166 – 80	Oral Questioning Practical Demonstration Practical Exercise

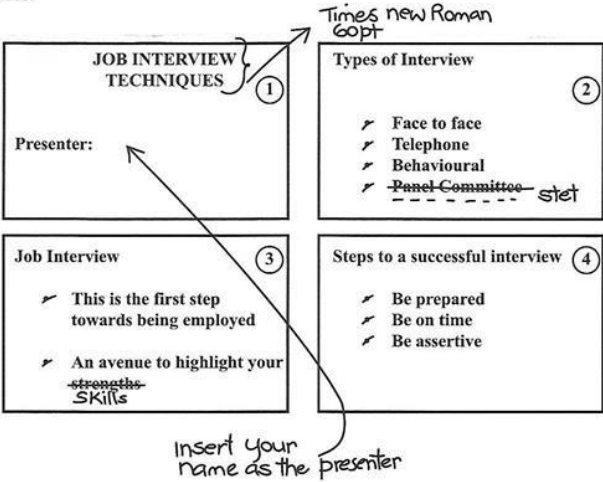
<p>and printing your presentation</p> <p>Slide Master</p> <p>Slide layouts</p>	<p>iv.become familiar with the views for organizing and printing presentations;</p> <p>v. develop an appreciation for the concept slide master;</p> <p>vi.appropriately use different slide layouts;</p>	<p>Views for organizing and printing your presentation</p> <ol style="list-style-type: none">1. Slide Sorter View2. Print Preview <p>Slide Master – This controls the formatting of the placeholders in the title and text placeholders and applies any change you make to all the slides in your presentation.</p> <ol style="list-style-type: none">i. Title masterii. Object Areaiii. Templates <p>Slide layouts</p> <ol style="list-style-type: none">1. Title slide2. Title and Content3. Section Header4. Two Content5. Comparison6. Title only7. Blank8. Content and Caption9. Picture and Caption	<p>Using views for organizing and printing your presentation</p> <p>Stating the use of slide master</p> <p>Identifying and using the different slide layouts</p>		
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Creation of a simple presentation	vii. develop an understanding to properly create a presentation;	Creating a presentation in a normal view <ol style="list-style-type: none">1. Launch the Microsoft PowerPoint window with a Slide thumbnail at the left pane and a slide area at the right.2. Click on the Design tab to show template thumbnails of themes on the Ribbon.3. Point at each template thumbnails to display a larger image.	Creating a presentation in a normal view Adding and editing text on the master slide Inserting a new slide Adding text to the new slide bulleted style		
Save the slide as a picture	viii. become familiar with saving a slide as a picture.	Saving your slide as a picture <ol style="list-style-type: none">1. Click on the slide you want to save as a picture.2. Display the Save As dialogue box.3. In the Save as type box, select an image format from the menu, e.g., GIP, JPEG, PNG, TIFF and click the Save button.	Saving your slide as a picture		

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	<p>tab;</p> <p>iii. develop an understanding to use the transition tab;</p> <p>iv. appropriately use the animation tab;</p>	<p>ii. Background format</p> <p>Transition tab</p> <p>This is the visual and sound effects applied to movements on the screen to launch a new slide. Transition settings determine how a new slide enters the screen and the previous one exits on its own. You can control the speed and sound effects.</p> <p>Animation tab</p> <p>This is how each component of a slide, e.g. text or an object moves onto a slide and how long it remains during a slide show presentation. You can set text to appear by letter, word, or paragraph. Visual effects can be applied.</p>	<p>background</p> <p>Applying transition(s) to slides</p> <p>Applying animation to text and objects on slides</p> <p>Setting the timing</p> <p>Printing a presentation</p>		
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TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE Export presentation to a Word document Import an Excel worksheet or a Word document into a presentation Effective communication	Students will: i. become familiar with exporting a presentation to a Word document; ii. develop an awareness to import Excel worksheets or a Word document into a presentation; iii. develop an appreciation of effective communication using PPT.	Export presentation to a Word document Import an Excel worksheet or a Word document into your presentation Effective communication improves relations with the audience. Test sound system and equipment. Your slides and notes must contain graphics for an audience who absorb content visually and sound effects for those who absorb by hearing. Bullet your points and bold your text to make them more visible. Content must be accurate, clear, and complete to produce the desired effect. Know your audience and maintain a good posture. Use simple language and control question and answer with eye contact. Repeat questions when necessary. Obtain feedback and recap at the end.	Exporting presentation to a Word document Importing an Excel worksheet or a Word document into your presentation Discussing effective communication Adding sound effects to a slide and the presentation Hide the sound icon	Textbook Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 118 – 126 Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 166 – 180	Oral Questioning Practical Exercise

<p>Further practice ACTIVITY</p>	<p>Time: 25 minutes</p> <ul style="list-style-type: none">(i) Create a Power Point presentation on A4 or letter size paper, using information given.(ii) Follow ALL instructions given.(iii) Set margins as follows: 1.5" (3.81 cm) left; 1"(2.54 cm) top and bottom.(iv) Insert a suitable design on the slides.(v) Centre and capitalize ALL slide headings.(vi) Use font Times New Roman, size 43, for the headings of slides 2, 3 and 4.(vii) Type bulleted information with font style Times New Roman size 42.(viii) Insert the date and slide number on slides 2, 3 and 4.(ix) Save as Slides.(x) Insert a new slide after the title slide which shows the following:<ul style="list-style-type: none">1. Types of interviews2. Why a job interview3. Steps to a successful interview(xi) Save slides. 	<p>Creating a presentation file</p> <p>Using and adding different slide layouts</p> <p>Using a template</p> <p>Adding an image to a slide</p> <p>Applying transition(s) and animations to slides</p> <p>Adding sound effects to a slide</p> <p>Producing presentations that are effective for communication.</p>	<p>Past CSEC papers 2018 and 2023</p>	
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- (i) Produce the required documents following ALL instructions.
- (ii) Using A4 or letter size paper, create a 6-slide Presentation as outlined below, following the instructions given.
- (iii) Use a larger font size for ALL slide headings.
- (iv) Apply a suitable design template.
- (v) Insert appropriate graphics.
- (vi) Allow two clear line spaces between the headings and the contents.
- (vii) Save the file as **PRESENTATION**.

Association for the Blinds
Presents
Community Outreach Session
Presenter:
Aug. 30, 2023

1.

Impact of vision impairment

- * Personal Impact
- * Economic Impact

3.

Causes of vision impairment

- * Cataract
- * Glaucoma
- * Trachoma
- * Diabetes
- * Infections

2.

Strategies to Prevent vision Impairment

- * Early diagnosis
- * Treatment
- * Surgery

4.

Specialize Aids & Equipment

- * Magnifier
- * Braille
- * CCTV's

5

Q & A

?

The End !!

6

Additional Info.

① Insert suitable graphics on slides 3 & 5

② Notes for Slide 3.

Personal impact increase rates of depression + anxiety. Also, contribute to social isolation.

Economic impact poses financial burden on individuals.

					GRADE 10
					WEEK 31
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SCHOOL-BASED ASSESSMENT: Assignment 3	Students will: i. display a professionally finished presentation.	Assignment 3 Teachers can use scenarios (real or imagined) that will allow the students to use various applications to design documents, such as flyers, menus, invitations and newsletters which will enable them to engage their creative abilities. EXEMPLAR <u><i>This is, for example, purposes only and must not be reproduced as part of the SBA to be submitted.</i></u> You are a teacher of the new and exciting CXC subject, Electronic Document Preparation and Management. In your school, there are large overhead monitors for classroom presentations. You want to present the content of Section I, Objectives 1 to 3, to the class clearly and interestingly using a PowerPoint or Lotus presentation. Prepare the presentation, including the following: (a) definition of the term ‘computer’; (b) components of the computer system; and, (c) functions of various hardware devices.	Creating PowerPoint Presentations Presenting to the subject teacher Making necessary corrections	Textbook Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 315 Syllabus Page: 29	Practical Exercise Presentation

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
<p>SECTION IV: USE OF APPLICATION SOFTWARE</p> <p><u>SUB-TOPIC/ SUB-TOPICS</u></p> <p>Working with Access data in Excel</p> <p>What is mail merge?</p> <p>Components of mail merge</p>	<p>Students will:</p> <p>i. become familiar with the ways to take data into Excel from Access;</p> <p>ii. develop an understanding of the concept of mail merge;</p> <p>iii.become aware of the components of mail merge;</p>	<p>Working with Access data in Excel</p> <p>There are several ways to bring data into Excel from Access.</p> <p>You may:</p> <ol style="list-style-type: none"> copy data from an Access database and paste it into an Excel worksheet; connect to an Access database from an Excel worksheet; export Access data into an Excel worksheet. <p>Mail merge is a software function that guides you through a process to produce several documents – letters, e-mail messages, envelopes and mailing labels – from a template.</p> <p>To create a mail merge, you need the following components:</p> <ol style="list-style-type: none"> Main document Data source Merge document 	<p>Stating the ways to take data into Excel from Access</p> <p>Copying Access data to Excel</p> <p>Explaining the concept of mail merge and associated terminologies</p> <p>Stating the components of a mail merge</p> <p>Setting up the main</p>	<p>Textbooks</p> <p>Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 144 – 49</p> <p>Electronic Document Preparation and Management, Caribbean Educational Publishers, 2021 Pages: 181 – 86</p>	<p>Oral questioning</p> <p>Practical Exercise</p> <p>Take home assignment</p>

Steps in a Mail Merge Process	iv. develop the mastery to accurately perform a mail merge using an external data source.	Steps in a Mail Merge Process i. Create the Main Document with the identical information for the merge document and save it. ii. Create the Data Source with the different information (merge fields) to be merged into the main document and save it. iii. Open the main document. iv. Edit your data file. v. Insert placeholders , and call merge fields , at the correct destinations. The merge fields are placed within chevrons << >>. vi. Preview the first new document , if necessary. vii. Complete the merge to show the new document(s). viii. Print the new documents (s).	document Creating a data source table Choosing a Microsoft Access database data file Adding mail merge fields to the document Previewing the mail merge Printing the merged documents		
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TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SECTION IV: USE OF APPLICATION SOFTWARE <					

					WEEK 34
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SCHOOL-BASED ASSESSMENT: Assignment 3	Students will: i. display a professionally finished presentation.	CONTINUATION OF SBA EXEMPLAR <u><i>This is, for example, purposes only and must not be reproduced as part of the SBA to be submitted.</i></u> You are a teacher of the new and exciting CXC subject, Electronic Document Preparation and Management. In your school, there are large overhead monitors for classroom presentations. You want to present the content of Section I, Objectives 1 to 3, to the class clearly and interestingly using a PowerPoint or Lotus presentation. Prepare the presentation, including the following: (a) definition of the term ‘computer’; (b) components of the computer system; and, (c) functions of various hardware devices.	Creating PowerPoint Presentations Presenting to the subject teacher Making necessary corrections Submitting PowerPoint Presentation to the subject teacher	Mark Scheme Electronic Document Preparation and Management for CSEC, Macmillan Education, 2012. Pages: 315 Syllabus Page: 29	Oral Discussion Practical Exercise
		Play Typing Games using Mavis Beacon or Free typing games, typing lessons and typing tests. FreeTypingGame.net			

[illegible]

Additional Resources

Website

- [\(7\) What is word processing? - YouTube](#)
- [\(7\) 1.2 What is a Spreadsheet - YouTube](#)
- [\(7\) What Is a Database Management System? | What Is DBMS? - YouTube](#)
- [\(7\) Presentation software and characteristics - YouTube](#)
- [\(159\) CSEC IT: Microsoft Word | Formatting Features Part 1 - YouTube](#)
- [\(159\) CSEC IT: Editing Features in Microsoft Word Using Columns - YouTube](#)
- [\(159\) Tabulation/Tabular Work \(Part 1\)| CSEC EDPM - YouTube](#)
- [\(159\) Tabulation in MS Excel \(Part 2\)| Spreadsheet| CSEC EDPM - YouTube](#)
- [\(159\) CSEC EDPM| Database| Complete Overview - YouTube](#)
- [\(159\) CSEC EDPM| Database Practice Question - YouTube](#)
- [\(159\) The Beginner's Guide to Microsoft PowerPoint - YouTube](#)
- [\(159\) Mail Merge| MS Word| CSEC EDPM - YouTube](#)

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

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

1. Arrange students into small groups and assign them different application software to be researched. Their findings should be used to facilitate class discussions.
2. After the teacher demonstrates the application of different software, students should be engaged in activities which allow them to select and apply them to different cases. Teachers should ensure that aspects of the SBA are covered in the exercises completed by the students.

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

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