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TEXT PROCESSING

Paper 5241

General comments

The overall performance of the candidates varied a great deal. Some of the work submitted was of a very high standard, with accurate work that was well presented. However, some candidates submitted scripts which were inaccurate and which showed little evidence of proofreading.

Some candidates did not succeed in the Text Processing assessment because they failed the Speed Test (**Task 1**).

Errors occurring in Tasks 2, 3 and 4

- Errors of agreement were not identified and corrected (such as “10 day” not corrected to “10 days” – 5241/A, **Task 2**).
- Punctuation errors (particularly apostrophe errors) were not identified and corrected (such as “coaches” not corrected to “coaches” – 5241/A, **Task 3**).
- Paragraphing was not as drafted.
- Initial capitals in proper nouns were not typed as drafted (such as “Grenada” – 5241/B, **Task 3**).
- Frequent typing errors such as “you” instead of “your”, “pleas” instead of “please” and “from” instead of “form” (or vice versa).

Comments on specific tasks

Task 1

Although most of the candidates completed the task within the error tolerance, there were some who did not complete all the text, or who completed but incurred more than the maximum errors allowed. Some candidates omitted words, sometimes as many as 11 words.

Task 2

- Subject heading was not typed in the style shown in the draft (such as “INDUCTION COURSE” instead of “Induction Course” – 5241/B).
- Enclosure not indicated.
- Today’s date omitted.
- Complimentary close (“Yours sincerely”) incorrectly inserted.

Task 3

- The left and right margins were not the exact measurement stated in the instruction (not 30 mm from the left edge of paper and 30 mm from the right edge of paper – 5241/A).
- The inset paragraph was not indented from the left margin the exact measurement instructed (such as 50 mm from the left margin – 5241/B).
- A reference and/or date was frequently incorrectly inserted at the end of the text, but was not penalised.

Task 4

- The letter was not produced on letterheaded paper.
- The words “Our ref” were frequently omitted by candidates.
- Two extra copies were occasionally not produced.
- Candidates who did produce two extra copies did not ensure the name of the person to receive an extra copy did not appear on **both** extra copies.
- Some candidates who produced the extra copies correctly did not show routing of the copies.

Task 5

Many candidates produced excellent tables which were very accurate and well presented.

Further general comments

Many candidates seemed to rely on spellcheckers and grammar checkers as their only means of proofreading. Frequently, errors such as “you”/“your”, “cruise”/“cruises” and “form”/“from”, which the spellchecker would not identify as incorrect, were identified by the Examiner.

Task 1

Many of the candidates did not seem to have understood that they are allowed to proofread and correct errors *within the 5 minutes allowed*. Some candidates produced speed tests with text duplicated because they had typed the text more than once (several times in some cases). Candidates are required to type the text once only and to then spend the time remaining proofreading and correcting their work before printing.

The candidates who passed Task 1 (Speed Test) are those who typed all the text, thus attaining the required speed of 50 wpm, within the error tolerance - 6 errors maximum.

Task 2

Today’s date is required, as is normal business practice. Omission of the date is penalised 3 penalty errors.

The subject heading should have been typed as displayed in the draft, for example Initial Capitals and Underlining or ALL CAPITALS. This assesses candidates’ ability to use a variety of styles as presented in the draft (just as may be required by a company’s house style).

Errors of agreement may be subject/verb or quantity/noun. These will include more obvious errors such as “10 lady” (“10 ladies”) but also included will be less obvious examples such as “a variety of utensils are available” (“a variety of utensils is available”).

Enclosure(s) should be indicated. Although the usual business convention is to use *Enc* for one enclosure and *Encs* for more than one, any indication will be accepted in the assessment.

Paragraphing shown in the draft should be followed exactly. An instruction to create a new paragraph should be carried out as shown by the amendment sign.

Task 3

The left and right margins should be changed from the default margins set by the word processor (usually 2.5 cm or 2.54 cm) to the measurements given (such as 30 mm – 5241/A). The measured space between the left margin and the left edge of the paper and the right margin and the right edge of the paper should each have measured exactly 30 mm (3 cm). Many candidates seem to have added the 30 mm measurement to the default margins, resulting in a very short line length.

Errors in apostrophes may be those which have been misplaced – such as “the companys’ offices” (“the company’s offices”), or omitted – such as “the ladys bonnet” (“the lady’s bonnet”) or superfluous apostrophes – such as “the company has it’s own fleet of cars” (“the company has its own fleet of cars”).

Page numbers should be inserted on continuation sheets, but a page number inserted on the first page of the task would not be penalised. Any style of page numbering and any font style/size is acceptable.

Some candidates incorrectly inserted a reference and/or date at the end of the text. Although this was not required, its inclusion was not penalised, as it is normal house style in many businesses.

Task 4

Letters should be produced on letterheaded paper. This may be prepared as a template for use of word processor operators or may be pre-printed. Candidates should not key in the letterheading themselves. They are being assessed on their ability to produce letters in a realistic manner as would be required in business.

Today's date is required on the letter (as well as the memo, as mentioned previously).

The Special Mark (such as "FOR THE ATTENTION OF MS GITA MEHTA" – 5241/A) should be typed exactly as shown in the draft. Capitalisation and wording should be copied and not altered in any way.

Two extra copies of the letter are required. The name of the person who is to receive a copy of the letter should appear on both the extra copies. This ensures that the copy to be filed shows clearly who received the letter.

Routing of the extra copies should also be carried out. Any indication of routing may be used, e.g. a tick, underlining, highlighting, etc. If the word "File" has been typed on the extra copies, then routing of both copies must be shown.

Task 5

A table should be produced as shown in the draft. The columns should be displayed exactly as shown and the candidates should follow the style of capitalisation of column headings. Lines of ruling may be included if desired. The tables were very well produced by the majority of candidates.

COMMUNICATION AND TASK MANAGEMENT

Paper 5242

General comments

No comment has been given for questions, or parts of a question, which were generally found to have been answered satisfactorily.

The quality of submissions was mixed with some candidates showing sound underpinning knowledge and/or relevant work experience, but others having little underpinning knowledge and/or no work experience support. There was some evidence that some candidates focused on selected aspects of the syllabus. Generally candidates would benefit from a more even approach to revising the whole of the syllabus.

Papers were disappointing in their presentation and legibility. Corrections should be neatly ruled through. Candidates should be encouraged to keep in mind that the assessment is concerned with good *business practices* and this should be reflected in the presentation of their assessment submissions.

Apart from appropriate underpinning knowledge, in some instances higher grades could have been achieved if candidates had been provided with guidelines on 'examination' techniques, e.g.

- Encourage candidates to skim through all questions in the assessment Paper, to become familiar with them. The questions should then be read again, carefully, highlighting all key points. As a precaution questions could usefully be skimmed through once again to make sure that nothing has been left out, and that the whole question has been read correctly.
- As each key point is answered, it should be ticked off and before moving onto the next question a check should be made to ensure that all key points have been answered.

This technique may appear to be time consuming but in most cases it can result in higher grades, improved submissions and clarification of knowledge and understanding.

Some candidates find it helpful and motivating to complete short or easier questions first. This can create a state of mental 'readiness' and trigger responses for other questions.

To give candidates every advantage possible Tutors should use past assessment Papers to analyse keywords, to clarify the potential responses to keywords and to provide relevant practice material.

Most candidates would benefit from gaining a wider perspective and understanding about the purpose and limitations of meetings. Generally candidates appear to have rote knowledge about the term 'meetings' and its level of importance within the office environment. They need to understand that meetings do not serve all purposes.

Where relevant work experience has been obvious, some excellent papers have been submitted. However there were instances of candidates being entered for this assessment before they were adequately prepared either in terms of theoretical knowledge or practical experience.

It should be borne in mind that the Advanced Level Paper is aimed at senior administrators, and requires all the skills, knowledge and understanding that is expected of that role. A few candidates were barely of Standard Level and would have been better advised to try that Level first.

Comments on specific questions

Advanced Level 5242A

Question 1

At Advanced Level this question should not have presented any problems, and candidates are expected to know why slang should not be used in letter writing:

Part 1 asked for the DOs and DON'Ts that should be considered when composing letters and before mailing them. However, very few candidates were able to give any DON'Ts to be considered before mailing letters. Examples could have included the following:

- DON'T despatch letters with spelling, punctuation, or grammatical errors;
- DON'T forget that a letter is a permanent reflection of the author and the organisation, and should be appropriately worded and displayed;

Part 2 asked for guidelines for *writing* letters. Listings itemising letter layout/display were inappropriate responses. In the context of the Communication and Task Management module, 'writing a letter' refers to its composition and the principles of written communication involved (as clearly outlined in the syllabus). For instance, guidelines would include:

- Avoid long introductory paragraphs
- Give the meanings of any abbreviations
- Avoid colloquialisms or jargon
- Use simple language, etc

In **Part 3** generally candidates were unable to offer one example of an over-used business phrase/cliche, even though numerous examples are commonly in use. One example could have been 'Your letter of the 26th ultimo' instead of 'Your letter of (*give date and month*)'.

Question 3

Many candidates were unaware of the various approaches to negotiation, i.e. to put off, win/lose, look at both sides, co-operate, solve problem, etc. Neither were they aware of factors that might affect the purpose of each approach.

Question 4

This question asked for brief comments on the reliability of non-verbal language. It did not require a listing of the different types of non-verbal communication, or an explanation as to what it is. It appears that the word 'reliability' was often interpreted as 'types'.

Examples of the use of non-verbal communication in a face-to-face situation were good.

Advanced Level 5242B

Question 1

- (a) Generally this question was answered from the employer's point of view, whereas the question asked 'What were the Sales staff *really* saying'.
- (b) The question 'What is likely to happen if a team finds it difficult to achieve its primary goal?' generally indicated lack of relevant knowledge or understanding. Examples of candidates' work being 'Team likely to have salary cut'; 'Team leaders should come up with new ideas to improve sales, i.e. have relevant exhibition', etc.

- (c) Candidates had difficulty in giving a satisfactory answer to the question 'What is likely to be the result when the team's primary goal is broken down into component goals?'
- (d) Whilst knowledge was not apparent, some candidates provided a good common-sense answer.

Question 2

In **Part 1** most candidates had little understanding or knowledge of a formula for controlling and solving problems in a team task. Most candidates felt that holding meetings was the only appropriate way of exercising control over a team. Few candidates competently explained their formula for controlling and solving problems in a team task.

The question was looking for a systematic approach to sorting out problems, e.g. investigating the problem and collecting information, defining the problem/issue, etc.

For some reason most candidates felt that regular meetings were the solution to solving problems. This tends to evidence rote learning, inexperience or lack of knowledge.

In **Part 2** many candidates felt that the best means of collecting information about the practices of its team would be to undertake a survey. However, whilst this could be appropriate in some instances, it would be inappropriate in this case. Collecting information about a team's practices needs the team itself to brainstorm and agree their findings before any conclusions or decisions are made.

Part 3 simply asked which four types of charts could be used for data display. Responses included 'the advantage of data display is easy document retrieval', and 'surfing the net for a web designer would enable information to be collected about team problems'. These answers were not given credit.

In **Part 4** very little underpinning knowledge was seen on what would determine the use of a particular type of chart.

Few candidates were able to give 3 advantages in **Part 5** of using data display in preference to tables of raw data.

Question 3

Very few candidates understood the effect of the main constraints of project planning, or the needs of project planning.

Advanced Level 5242C

Question 1

Most candidates produced clear, knowledgeable answers for this question.

Question 2

In **Part 1** many candidates looked for features rather than for reasons for this question.

Question 3

Most candidates were unfamiliar with a standardised agenda layout and potential agenda items. Often agenda items were confused with thoughts on what should be considered to be discussed.

OFFICE PROCEDURES

Paper 5243

General comments

There was a pleasing improvement in the standard of work in 2002. However, occasionally there was evidence that only selected areas of the syllabus had been covered. Candidates should revise the full range of syllabus topics.

Congratulations to those Centres who submitted papers of excellence, as reflected in the number of distinctions achieved.

No comment has been given for questions, or parts of a question, which were generally found to have been answered satisfactorily.

Although some excellent work was seen, candidates would greatly benefit from guidance on how to read examination questions and how to ensure that each aspect of the question has been covered, before proceeding to the next question. Failure to do this frequently resulted in questions only being partly answered, resulting in the loss of valuable marks. For this reason it is essential that candidates are taught examination techniques to enable them to cope competently with all aspects of an assessment Paper.

One way of doing this is to:

- Encourage candidates to skim through all questions in the assessment Paper, to become familiar with them. The questions should then be read again, carefully, highlighting all key points. As a precaution questions could usefully be skimmed through once again to make sure that nothing has been left out and that the whole question has been read correctly.
- As each key point is answered, it should be ticked off, and before moving onto the next question a check should be made to ensure that all key points have been answered.

This technique may appear to be time consuming but in most cases it can result in higher grades, improved submissions and clarification of knowledge and understanding.

Some candidates find it helpful and motivating to complete short or easier questions first. This can create a state of mental 'readiness' and trigger responses for other questions.

To give candidates every advantage possible it is invaluable for Tutors to use past assessment Papers to analyse keywords, to clarify the potential responses to keywords and to provide relevant practice material.

Except in exceptional cases, candidates' answers often lacked depth or evidence of underpinning knowledge. Centres should consider broadening the schemes of work to meet the full syllabus needs at Advanced Level.

Candidates were expected to distinguish between key words and to read the questions with sufficient care and understanding to enable it to be answered appropriately.

Comments on specific papers

Advanced Level 5243A

Question 1

Part 1 asked for one advantage of an open plan office to be stated. 'Tips' were not required.

In **Part 3** candidates were unable to distinguish between principles (i.e. rules) and 'points' (i.e. tips, items).

In **Part 4** candidates had no apparent understanding of the question. However, if candidates had considered the wording in each part of **Question 1** they would have found clues for their answers. For instance, the question was all about office layout including the positioning of furniture, fittings and equipment, and this could have indicated that the 3 types of space required within the office environment are workspace for work in progress, equipment, storage.

Question 2

Several candidates incorrectly gave 4-5 diarising reminders/techniques as key points for scheduling appointments. The question asked for key points to be considered when scheduling appointments such as consideration of time of day, time required, co-ordination of diaries etc.

Question 3

This question was assessing candidate's awareness of the importance of diplomacy when interacting with staff about procedures to be followed. However, answers did not seem to understand the importance of diplomacy.

Question 4

In **Part 1** very few understood the importance of company policies, or general guidelines concerning retention policies. The question was not concerned with the effect of dust, wires, etc.

Part 2 was looking for knowledge concerned with the various forms of file retention; disposal, and means of retaining confidentiality. Few candidates evidenced adequate knowledge of this area of the syllabus.

Advanced Level 5243B

Question 1

This question was occasionally misinterpreted, possibly because candidates did not read and carefully prepare their responses.

Question 2

In **Part 1** the appointment time was often inappropriately calculated. Few candidates allowed time for participants to catch up on desk work and to refresh themselves. Holding the meeting after 1600 hours would have been more sensible and could have avoided participants working overtime.

This question was concerned with considering the best time to arrange a meeting. It did not justify the provision of a seating plan or a Notice of the Meeting.

The 7 additional actions required were concerned with normal pre-meeting procedures, i.e. venue, documentation, refreshments, etc.

Question 3

Responses to this question were often weak. The Examiner was looking for a broad range of answers about security issues. Where these were found to be relevant credit was given accordingly.

Advanced Level 5243C

Question 1

The contents of the overhead transparency were well considered, but no consideration was given to display issues.

Question 2

In the main, responses for this question were of a good standard. However, reasons for using objectives when starting to plan a research programme were generally weak.

Question 3

Overall some excellent answers were provided for this question.

INTERPERSONAL BUSINESS SKILLS

Paper 5176

General comments

Tutors at Centres need to read and understand the syllabus carefully in order to identify what is required for each module. The expected outcomes are clearly stated in each syllabus. Tutors should, where possible, provide candidates with access to the syllabus, so that candidates who are going to submit assignments for assessment can judge their own work against the demands of the syllabus. Weaknesses have included a failure to include all of the objectives in the candidates' work, no appropriate reference sources used and a failure by the candidate to comment on personal performance, or give opinions of changes, if the same task was undertaken again. Some submissions have been rather bulky but this would not jeopardise a candidate's pass category, if the documentation is appropriate.

It would be helpful to Examiners and Centres if Tutors/Assessors adopted a system of annotating candidates' work with the module objectives, i.e. 2.1, 2.3, 4.1 etc., entered at the appropriate places on their work. This could form a double check for them and their candidates, and would enable a more efficient assessment of their work. Candidates should be encouraged to submit business-like documents with page numbers, a contents page, a summary, and an appendix, as a minimum requirement.

Comments on specific papers

Quality submissions were of a high standard. All objectives were identified in the text of the work and reference sources were used, but could have been emphasised. One candidate had exceeded the recommended total number of words but it was a quality submission with a good flow and easy to follow plan of composition.

Successful assignments demonstrated evidence of all objectives in the text and have useful references to resource material. The module guidelines, as found in the syllabus booklet have been followed.

A failed assignment was handwritten and untidy and certainly not business-like. No appropriate reference sources were used and the page numbering was incomplete. No proper conclusions/recommendations section was included. Candidates need to make sure that the layout of their work is business-like and appropriate.

It is apparent that successful candidates work hard with their tasks, and at compiling their reports. In some cases the first impression was that evidence of reference sources and 'praise and criticism' had not been included in the assignments, however, they were found in descriptions of surveyed organisations and the main text of candidates' work. This proved to be satisfactory and sufficient under the assignment guidelines. However, the more successful candidates showed that they were aware of the actual requirements, as stated in the syllabus, and identified where the evidence for the competence criteria could be found in their assignments. This was done in a number of ways, which included a summary, a list or page references.

CUSTOMER CARE

Paper 5178

General comments

Tutors at Centres need to read and understand the syllabus carefully in order to identify what is required for each module. The expected outcomes are clearly stated in each syllabus. Tutors should, where possible, provide candidates with access to the syllabus, so that candidates who are going to submit assignments for assessment can judge their own work against the demands of the syllabus. Weaknesses have included a failure to include all of the objectives in the candidates' work, no appropriate reference sources used and a failure by the candidate to comment on personal performance, or give opinions of changes, if the same task was undertaken again. Some submissions have been rather bulky but this would not jeopardise a candidate's pass category, if the documentation is appropriate.

It would be helpful to Examiners and Centres if Tutors/Assessors adopted a system of annotating candidates' work with the module objectives, i.e. 2.1, 2.3, 4.1 etc., entered at the appropriate places on their work. This could form a double check for them and their candidates, and would enable a more efficient assessment of their work. Candidates should be encouraged to submit business-like documents with page numbers, a contents page, a summary, and an appendix, as a minimum requirement.

Comments on specific papers

Failed candidates often do not include evidence of the module objectives and no appropriate reference sources are used. Better candidates have used the objectives as sub-headings in their assignments. This is a very good idea. These assignments also featured appropriate reference sources with work well laid out and presented.

Other failed assignments did not contain evidence that a questionnaire had been used by the candidate and therefore no analysis of data was included, again, no appropriate reference sources were selected.

In some Centres the assignments featured tasks set by the Tutor/Assessor. This helped candidates to ensure that all objectives were covered. For example one Centre submitted assignments which were based on two elements. The first part was the candidate's responses to tutor-provided task sheets, and the second part featured separate surveys carried out at a particular business. This was completely satisfactory and all criteria and module objectives were demonstrated in the text of the assignments. The work was of good quality but the layout of the submitted work could have been improved. Centres should encourage their candidates to present assignments of good quality, which are well laid out and presented.

ORGANISING MEETINGS AND EVENTS

Paper 5247

General comments

The candidates' overall performance in their assignments ranged from excellent to poor. Some candidates were obviously well prepared and correctly organised an event, as required. They then produced reports detailing how the event had been organised, the documentation and methods of communication which had been used.

A few candidates produced reports that demonstrated all Distinction Level criteria and some demonstrated all Pass criteria. There were, however, a disappointing number who did not succeed.

Some candidates were not successful because they did not submit completed Student Assessment Records. An SAR should be completed and signed by each candidate and his/her Tutor.

The candidates who organised a meeting, and not an event as required, were not penalised as they may have commenced work on their assignment before their Centres had received the 2002 syllabus.

Comments on the work of candidates

Candidates often produced reports that were legible and very detailed. However, much of the information contained within the reports appeared to have been produced from textbooks and explained how a meeting or event *should* be organised. Various documents had been produced but candidates' organising skills were not always detailed. Many candidates' assignments were well in excess of the maximum 2,500 words, largely because of this.

Information of how an event should be organised was included and candidates often detailed the various aspects that can be used to make a meeting or event successful. A description of best practice, however, is not sufficient. There was often very little in the way of specifics detailing what the candidates themselves actually did, how they did it, when and where, with whom they communicated and how they did so, etc.

Very few candidates mentioned the communication methods they used. Copies of letters, e-mails, agenda, notice of meeting, minutes (where meetings were organised as part of the event organisation), invitations, various brochures of venues, name cards, banners, notices and transcripts of telephone conversations were attached but no detail was given of what communication methods were used and, more importantly, the factors, which influenced their choice.

Some candidates did not explain the importance of communication protocols. Organisations differ in the communication methods that they use and candidates at Advanced Level are expected to explain how organisational protocols affected their choice of communication methods. For example, a memo written to a colleague would use an informal approach and style of writing, whilst a memo to a senior manager would be more formal and take account of the person's role in the organisation.

The selection and use of effective monitoring aids such as checklists, diaries, work schedules, etc. as a means of effective and efficient event planning should also have been highlighted. Candidates are required to assess the planning, organising and monitoring methods they actually used. They should then state whether or not these were successful and what they would do differently next time.

Some of the assignments were rather confusing. For example, candidates produced checklists for meetings, although they had organised events.

Many candidates included lengthy descriptions of the secretarial and chairpersons' roles and procedures and lists of meeting terminology. Although these were not required, candidates were not penalised in any way for their inclusion in the final assignment.

Some assignments were very muddled. Candidates appeared to have included mini assignments undertaken during study time. It was often very difficult to decipher which information was part of the class exercises and which was part of the work of the final assignment. Occasionally, candidates produced some documentation but rarely included a work schedule or action plan.

Further general comments

The Student Assessment Record (SAR) should be completed when the candidate has achieved all objectives reliably, consistently and without help. The SAR should be signed and dated by both candidate and Tutor. Each candidate must submit a completed SAR with his/her assignment.

Candidates are advised to read the Assignment Guidelines given in the syllabus very carefully. The step-by-step approach to the final assignment is highly recommended and can be found in the syllabus.

Candidates are advised to discuss with their Tutors the event they would be able to organise. It is recommended that they organise a small event, rather than try to over-stretch themselves by organising a large event. Once they have worked out the event that could be organised, they should then work out how this could be done. They should write a plan of how they intend to carry out the various tasks, which will be required.

Each candidate must produce evidence of his/her own planning and work schedule. Copies of documentation such as invitations, agendas and minutes of meetings, notes, short reports, transcripts of telephone calls and face-to-face conversations, publicity for the event, etc should be included in the report. Evidence can include video and/or tape cassette material but this should be authenticated by a Tutor's observation statement.

Those candidates who cannot organise an actual event may organise a simulated event. All the assessment requirements listed in the Syllabus, however, should still be met.

Candidates should consider:

- what type of event they will be organising (ensuring that this is not a very large event)
- the documentation which would be appropriate for that event
- how they propose to organise the event
- the time, date and venue for the event
- what facilities they have to help them in this task
- ways to ensure that they are organised – methodical working
- production of clear documentation
- what communication methods would be appropriate
- timescales involved.

The production of the report should be considered from the beginning, not left to the last minute. Candidates who made notes and who have thought out the organisation of the event and the report clearly were often the most successful in their assignments.

Candidates may wish to note the following points for successful report writing.

- A brief introduction at the start of the report, describing exactly what the candidate has organised.
- The actual planning and organisation of the event.
- Full details on the organising and monitoring methods that were used.
- A brief statement as to whether or not the organising and monitoring methods were successful.
- A short paragraph of what the candidate would do differently next time, if appropriate.

- A brief paragraph giving the communication methods used by the candidates, together with an explanation of the factors which influenced their choice. Consideration should also be given to the protocols which may influence the choice of communication methods.
- Copies of all documentation and transcripts of telephone and face-to-face conversations.
- A conclusion on the success of the event.

Tutors may wish to note that lists explaining the purposes of meetings, the chairperson's role at a meeting, meeting terminology and explanations on the essentials of minuting are no longer required as part of the final assignment.

Finally, Centres should submit the candidate's assignment to CIE together with the Student Assessment Record (SAR), making sure that it has been completed, signed and dated. Only the report detailing how the candidate organised the event should be sent to CIE – the inclusion of a candidate's mini assignments/tasks undertaken during class time is not required.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Module 5201

General comments

The scheme showed 440% growth in entries between 2001 and 2002 including entries in Spanish and Greek.

The most common errors included:

- Errors in page layout with the failure to set margins or column widths as specified.
- The failure to resize the imported graphic or to text wrap around this graphic.
- Widows, orphans, numbered lists or tables split across a page were not removed by inserting page breaks.
- Charts that were inserted but were unreadable, either because of the scaling of the chart or because of errors in the data series (usually because too much data had been selected as it was created).
- Errors inserting new text into a numbered list and renumbering as specified in the question paper.
- Errors in searching and sorting the database extract (particularly in maintaining the data integrity).
- The failure to understand the generic terms serif, and sans-serif. Many candidates tried to locate these as font styles rather than understanding that fonts such as Times New Roman contain short strokes or serifs on each letter, and that sans-serif fonts are without these.