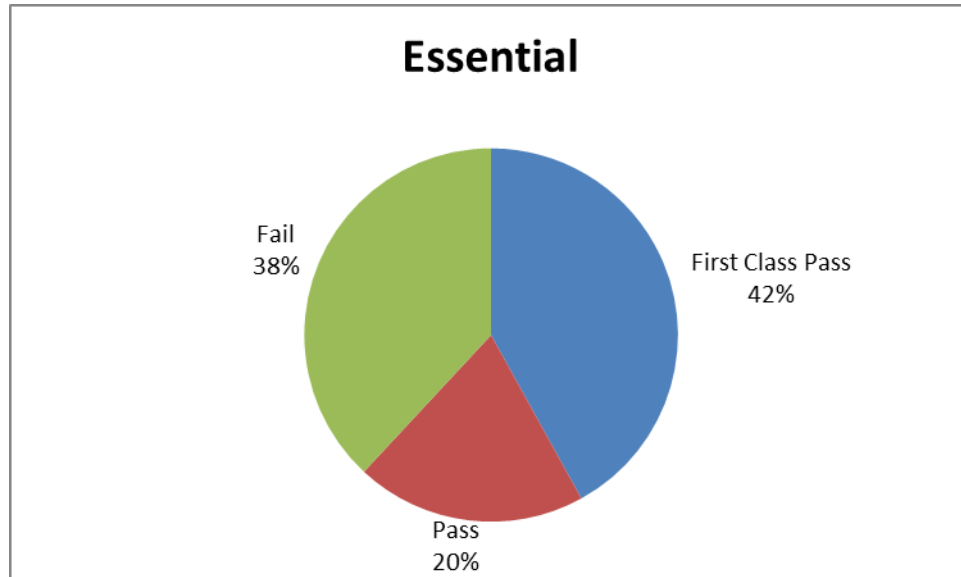


# 8975 Word Processing Techniques

## Essential



### General Observations

The range of results for the 2013 series is almost the same as for the 2012 series. The percentage number of candidates awarded a First Class pass for 2013 remained the same as for 2012. It was pleasing to see that the percentage number of candidates failing has fallen by 3% from the previous series. The percentage number of candidates achieving a Pass grade has increased by 3% since 2012. This would seem to indicate that candidates are continuing to be well prepared for this examination.

### Areas of good performance

The majority of candidates entered at this level were able to complete all 4 tasks within the set time. Candidates demonstrated a good standard of accuracy, instructions were followed correctly and work was well presented.

### Areas for development

Candidates who have not achieved at this level have often not followed instructions correctly regarding justification, line spacing, transposition of words or headings, moving text, use of emphasis (eg bold and underline) or failing to expand abbreviations correctly. Some candidates do not recognise the correction signs and deliberate errors are often missed.

The form is often not completed correctly with insertion points (numbers) not deleted and sometimes the recall details (headings) deleted. In some circumstances, candidates are not using the original form but are entering the data in a new document.

Candidates continue to not know the difference between serif and sans serif font families or between a dash and a hyphen and the spacing for each continues to cause problems. In the letter candidates are instructed to 'date the letter for today' but often omit to include the date. Spacing in letters is often more than single spacing with inconsistent spacing between the separate items in the letter.

Many candidates did not include a correct reference as instructed in the tasks often not replacing the words (*your initials*) with the initials of their own name, for example if the candidate name is John Adams then the words (*your initials*) should be replaced with JA. Some candidates include random initials or their full name.

## **Recommendations**

As stated in previous reports, it is important that candidates are well-prepared before being entered for this examination. There are resources available on the City & Guilds website to help tutors and candidates prepare for the examination.

Tutors should ensure candidates complete adequate practical timed exercises prior to attempting the examination. They should ensure that all candidates are familiar with the layout of the examination paper and the requirements for each of the tasks. Feedback should be given from mock examinations which would be valuable to many candidates.

Candidates should complete proof reading exercises to develop their skills and practice speed keying exercises to ensure typing speeds are of the required level. They should be familiar with the standard layout of a letter. They should also be familiar with all correction signs used, understand the difference between sans serif and serif fonts, and know the correct expansion of all abbreviations.

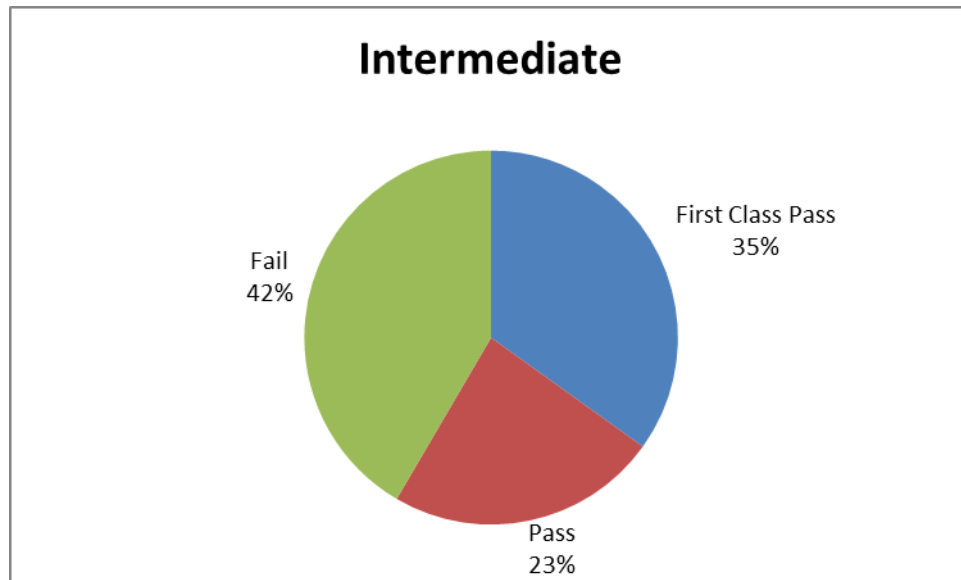
It should be stressed to candidates the importance of carefully reading and following all instructions and checking their work for accuracy.

## **Tips**

- Encourage candidates to identify their own errors
- Expand abbreviations correctly

- Make use of spell checking facilities – at the end of the exam encourage candidates to run the spell and grammar check and compare their work with the written exam paper
- Read and follow instructions carefully
- Make sure correct/consistent line spacing is used throughout
- Make sure candidates understand proof reader's correction signs, eg stet, run on, trs, NP, close up.
- Know the difference between
  - Serif and Sans Serif fonts
  - a dash and a hyphen and use of correct spacing
- Make sure candidates understand to delete only the insertion points on the form.

## Intermediate



### General Observations

The range of results is very similar to those for the previous series. The percentage number of candidates achieving a First Class Pass has remained the same at 35%. However, it is pleasing to see that the percentage number of candidates who achieved a Pass grade has increased by 3% to 23%. The percentage number of candidates failing has fallen by 2% to 42%. This would seem to indicate that candidates are continuing to be well prepared for the examination at this level.

### Areas of good performance

Those candidates who achieved this qualification have demonstrated a good standard of accuracy, proof reading and presentation skills with all tasks being completed in the set time. Instructions were followed correctly eg correct standard paragraphs selected to create the letter, searching and replacing words correctly and setting page orientation to landscape when printing. The accuracy of the scripts indicates improved proof reading skills and better control of functions.

### Areas for development

Candidates who did not achieve at his level often incurred errors as a result of not completing all tasks which would seem to indicate that they do not have the required typing speeds to be able to complete tasks within the given time.

Proof reading skills need to be developed as not all errors are detected and corrected. Where candidates use alternative spellings of words they should ensure these are used consistently throughout a document. Instructions must be followed regarding the recall of the correct paragraphs to create the standard letter, justification of text and indentation of paragraphs. Candidates should make sure they have a thorough understanding of correction signs and make sure they expand abbreviations correctly.

At this level (and Advanced level), candidates must read documents to determine whether an enclosure should be indicated. Candidates must insert dates in letters and documents as instructed and insert references as required. Many candidates failed to replace (*your initials*) with the initials of their own name.

Presentation skills need to be improved eg consistent use of font style (sans serif/serif), font size, line spacing. Dashes and hyphens continue to be confused with incorrect spacing applied. Indentation of text from the left margin is often not indented by the specified amount. The document which requires the margins to be changed when printing in landscape format continues to be the most problematic for candidates. The margins for this document are rarely applied as specified.

Some candidates confused the instructions to move and copy text. When moving or copying text candidates should check their documents to ensure that spacing remains consistent between all paragraphs. They should also ensure that spacing between paragraphs in the document compiled from the standard paragraphs is consistent.

Some candidates did not know how to insert a border surrounding text or did not leave consistent spacing above and below the text and the border.

## **Recommendations**

As previously reported, it is important that candidates are well-prepared before being entered for this examination by completing timed exercises and practice papers.

If a candidate is aware that their typing skills may not be as good as they could be, they should learn to count lines and paragraphs to check they are not failing on accuracy by leaving out complete lines or paragraphs.

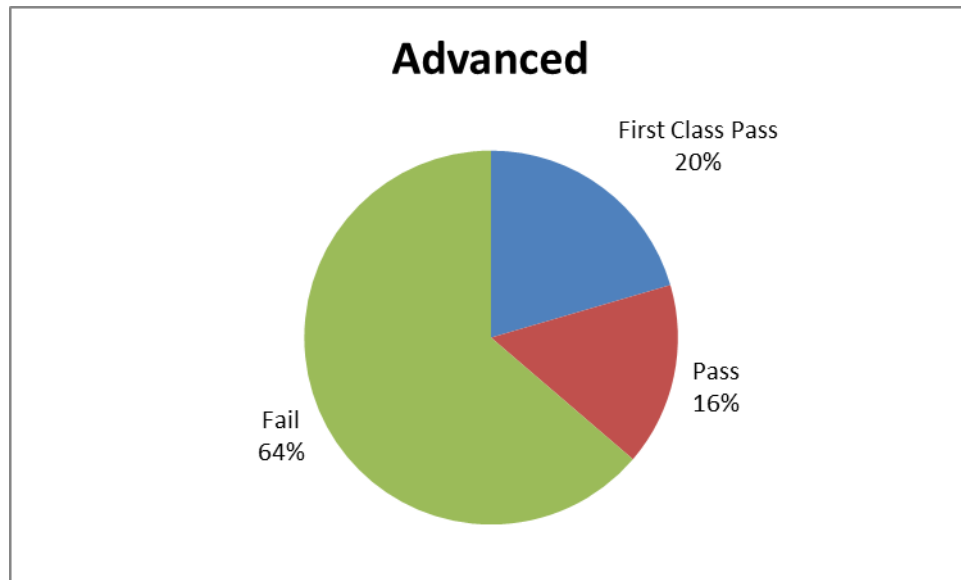
In addition, the importance of presentation should be emphasised to candidates including the use of correct margins, line spacing and consistency of spacing particularly after a move, copy or deletion of text. They need to understand the importance of proof reading work thoroughly and make sure instructions are followed at all times.

## Tips

- Practice completing documents in landscape layout and changing margin settings. Margins should be measured on paper printouts to ensure they have been applied correctly.
- Check documents for consistent spacing before and after move, copy and deletion of text
- Know the difference between copying and moving text
- Indicate enclosures where appropriate
- Include the date on letters and memos
- Proof read thoroughly to ensure no lines of text are omitted
- Make sure unfamiliar words are copied exactly from the examination paper.
- Ensure a consistent font is used throughout a document (except where instructed to use a different font)
- Ensure proof reader's correction signs are understood and applied correctly eg stet, run on, trs, NP, close up
- Remember to number pages as instructed
- Make sure all instructions are followed
- Use the spell check facility as a final check for all documents

Tips in the report for Essential level are also relevant at this level.

## Advanced



### General Observations

The results for the Advanced level of the qualification are disappointing for the 2013 series compared to the previous series. The percentage number of candidates who failed has increased by 16% to 64%. The percentage number of candidates achieving a First Class Pass has fallen by 10% to 20% of entries and the percentage number of candidates achieving a Pass grade has also fallen by 4% to 16% of entries. This would seem to indicate that candidates are not as well prepared for the qualification as they have been in previous series.

### Areas of good performance

Good performance included a good level of accuracy and presentation skills. There were fewer instances of candidates failing to print a copy of the datafile.

### Areas for development

Those candidates who do not achieve make the same mistakes as candidates at lower levels of the qualification, for example, not knowing the difference between **copy** and **move**, **Serif** and **Sans-Serif** font or a **hyphen** and a **dash**. As in previous years, the newspaper columns are often poorly aligned and the correct point space is rarely applied between paragraphs or between text and a paragraph border. At this level proofreading of keyed-in and recalled text becomes crucial as deliberate errors and inconsistencies can occur anywhere in the paper.

Display of text needs to be improved eg side headings, table and amendments to the table to show shading and insertion or deletion of a row or column. Candidates must be familiar with inserting and applying a decimal tab and leader dots in tabular work. These are often not applied accurately or correctly. In the document requiring candidates to display and print in landscape format, the instruction to change the margins is rarely applied accurately when measured on the printed copy.

## **Recommendations**

As has been reported in previous years, candidates must be well-prepared before being entered for this examination. They should complete practice papers and exercises to develop their speed to make sure they are able to complete the tasks within the set time. They should also have sufficient time left after completing the tasks to check through their work for accuracy, inconsistencies and having followed instructions correctly.

Newspaper columns must be aligned correctly and the correct point space must be applied between paragraphs. Candidates should be provided with exercises to develop an understanding of different point spacing between paragraphs and between paragraphs and borders.

The recommendations contained within the reports for the Essential and Intermediate examinations are also relevant to candidates at Advanced level.

## **Tips**

- Remember to print the datafile
- Proof read and check all tasks
- Follow instructions in the rubric as well as those in the tasks
- Balance the alignment of newspaper columns
- Make sure that dates and references are included in documents where required
- Read documents to ensure any enclosures are indicated
- Know how to change the point size spacing between paragraphs and between paragraphs and borders
- Correct any inconsistencies

Tips in reports for previous levels are also relevant at this level.