



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

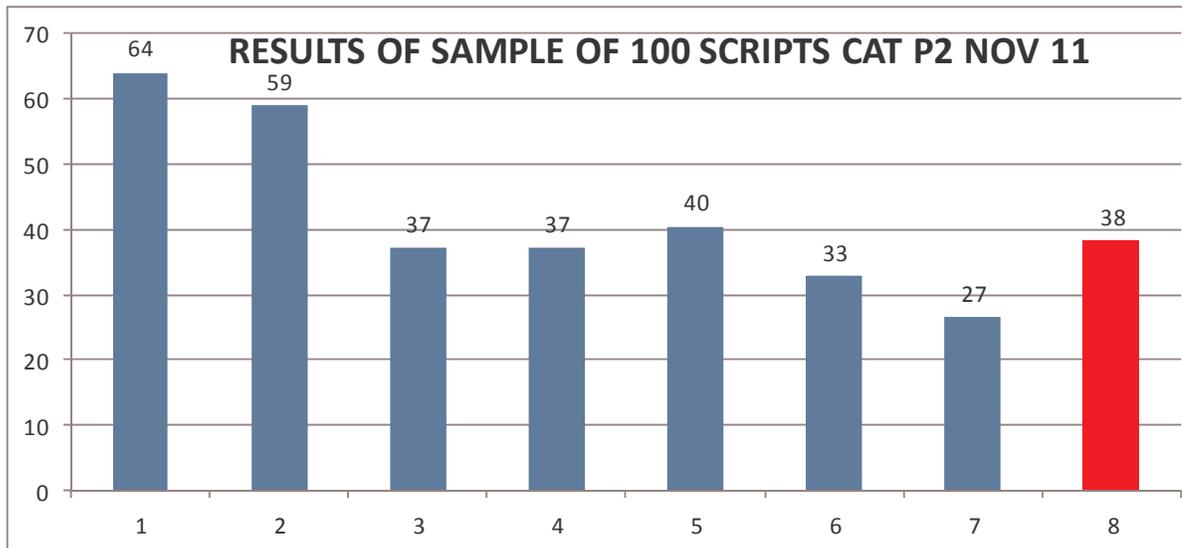
SUBJECT	COMPUTER APPLICATIONS TECHNOLOGY
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PAPER	2 THEORY
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DATE OF EXAMINATION:	19 OCTOBER 2011	DURATION:	3 HOURS
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SECTION 1:

(General overview of Learner Performance in the question paper as a whole)



As in the past the learners have not done well in this CAT Theory Paper 2 although they attempted most of the question. Various factors including an ever changing and developing curriculum as well as language barriers play a role here

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1						
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?						
<p style="text-align: center;">QUESTION 1 AND 2</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Question</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>64</td> </tr> <tr> <td>2</td> <td>59</td> </tr> </tbody> </table>	Question	Score	1	64	2	59
Question	Score					
1	64					
2	59					
Learners did well in question 1 and all attempted this question.						
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.						
<p>Question 1.3 Learners did not choose the UPS but the power buss. They do not know the function of a UPS.</p> <p>Question 1.6 A central node where all the computers plug in. (Learners did not know what was met with the word node).</p> <p>Question 1.7 Some of the learners were confused with the component that allows you to connect the computer to the network. They did not read the sentence properly <i>"in your computer"</i> and therefore selected router instead of NIC</p>						
(a) Provide suggestions for improvement in relation to Teaching and Learning						
<ul style="list-style-type: none"> • Teach learners to answer this question by means of elimination. 						
(d) Describe any other specific observations relating to responses of learners						
<ul style="list-style-type: none"> • Many learners did not answer on the page in the examination booklet that provides a framework for the multiple choice and matching questions. Educators need to be aware of this page and use and example thereof when setting class tests and examinations to familiarize learners with the answer grid. 						
(e) Any other comments useful to teachers, subject advisors, teacher development etc.						
<ul style="list-style-type: none"> • It would be good for every learner to have a document with all the relevant/latest terminology/technology and an explanation thereof for this question. 						

QUESTION 2

(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Learners did not perform as well in this question as in question 1. The overall mark compared to the other 5 questions was good. Most of the learners attempted this question.

(b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Reading comprehension and a lack of knowledge (of terminology and the function of hardware and software) are some of the reasons learners get these answers incorrect.

Question 2.5 Some of the learners were confused with the term memory. Some interpret it as primary memory and other as secondary memory. If not stipulated it is assumed that the question refers to primary memory (RAM).

Question 2.6 Learners do not know what the function of Updates are (e.g. Windows updates or application updates)

Question 2.7 Learners were confused with the difference between Plagiarism and Piracy.

Question 2.10 Learners do not know the function of a firewall.

(c) **Provide suggestions for improvement in relation to Teaching and Learning**

- Teach learners how to recognize key words in order to understand the statement completely when looking for a matching answer.

(d) **Describe any other specific observations relating to responses of learners**

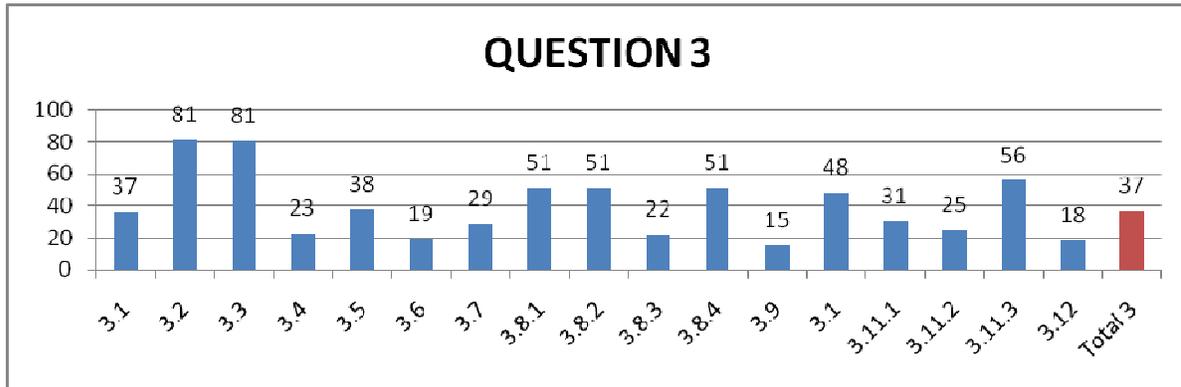
- Learners find it difficult to read and comprehend what the exact question is.

(e) **Any other comments useful to teachers, subject advisors, teacher development etc.**

- Teachers must set question in this format for learners to practice answering multiple choice questions. With the fast evolving technology many of the past papers are not 100% correct any more and teachers must guard against taking all past papers and memorandums as correct.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



Most learners attempted the question but the results are average to weak.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.1 Learners do not know the difference between computers crashing and hanging/freezing. A crash (or system crash) in computing terminology is a condition where a computer or a program (either a part of the operating system or application), ceases to function properly, often exiting after encountering errors. Often the offending program may appear to freeze or hang until a crash reporting service documents details of a crash. If the program is a critical part of the operating system kernel, the entire computer may crash. This is different from a hang or freeze where the application or OS continues to run without obvious response to input.

Question 3.4 Learners know that the Processor, RAM and Hard Drive plays a role in video editing but are not able to give an explanation why the examples given are not sufficient.

Question 3.5 Many learners are confused about the difference between plug and paly and hot-swappable.

Question 3.6 Very view learners know what a 'dual-layer' driver is. They think it is able to write on both sides of the disk. A dual-layer disk differs from its usual DVD counterpart by employing a second physical layer within the disk itself. The drive with dual-layer capability accesses the second layer and can therefore store significantly more data.

Question 3.7 Many learners interpreted the **Multidata** card reader as a brand name of a card name instead of interpreting that it is a Multi-Card reader. They therefore explained the function of a card reader in general and not of a Multi-Card reader. Some learners still confuse a card reader with network cards or graphics cards.

Question 3.8.3 This question has been asked repeatedly in past papers, with slight changes. Learners could answer what CAP is but left the second half of the question out where they had to explain why Skype will use up a large amount of cap. Some interpreted the question incorrectly by reading the word "disappear" as if it was gone when he used Skype.

Question 3.9 Very few learners understood the concept of on-site warranty. They did not understand that it implies that the company who gives the warranty will repair at the business/client or collect form the business/client and repair and return the item.

Question 3.11.2 Learners mentioned many places where drivers can be found. Many incorrectly mentioned the shop and as the drivers cannot be bought off the shelf this was not an acceptable answer.

Question 3.12 Learners do not know the utilities/features that an operating system has to offer. Practical experience these utilities will make it easier for them to remember e.g. changing cursor options. The term “Visually impaired” also confused many as they did not understand the terminology.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- The learners do not answer the questions in relation to the scenario given. E.g. they had to give the advantage of an integrated webcam in 3.8.2 but only gave general advantages of a webcam and not necessarily an integrated one.

(d) Describe any other specific observations relating to responses of learners

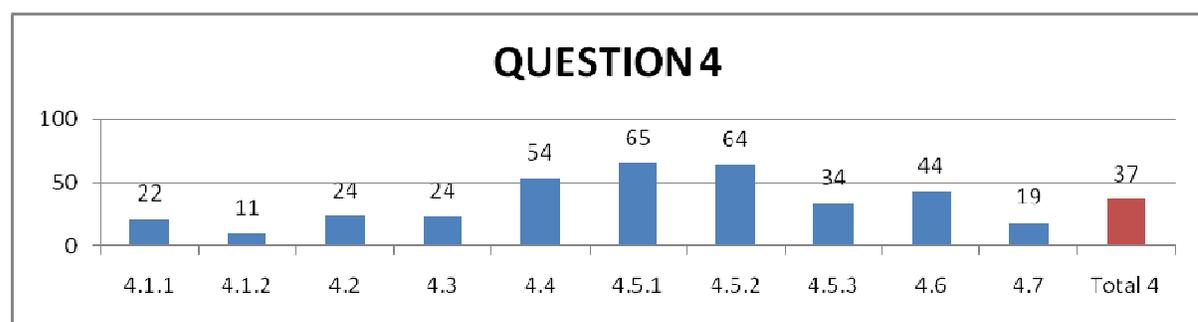
- In some centers it is clear that learners do not have textbooks or notebooks to study from.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Teachers must also make sure that they use current computer advertisements to explain the different types of aspects.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



- Most learners attempted the question but answered them badly.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 4.1.1 The learners do not know the function of an operating system.

Question 4.1.2 The learners do not know the meaning or advantages of an office suite. The main advantage here should be the same Interface and the ease of Intergration.

Question 4.2 Learners do not know what open office is – this is theory that comes out of the Grade 10 textbooks.

Question 4.3 Learners do not know the difference between uninstalling and deleting programs. Most mention something about using them again if they are uninstalled – the same misconception seems to appear often.

Question 4.5.3 This question was badly answered as most do not know why you have to scan for viruses daily. They focus on scanning and not the damage/effect that the virus can do if not removed.

Question 4.7 The question on licensing was badly answered. This question also comes out of the Grade 10 textbook. They lack important knowledge. They write about Web sites then questioned about site licenses.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Learners do not know their grade 10 and 11 theory. Theory books are a necessity.

(d) Describe any other specific observations relating to responses of learners

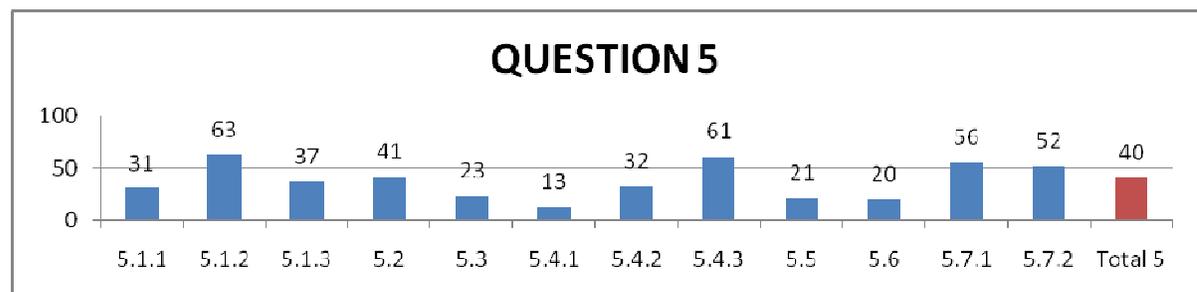
- Questions often not comprehended and answered correctly. Key words are read and elaborated on.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- CAT Teachers need to be updated on the development in technology – training and documentation is essential.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



- This question was on average one of the better answered questions apart from the multiple choice and matching-question questions.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 5.1.1 Most learners do not read the question carefully and give the benefits of a network and not in relation to the scenario, namely the benefits for a network in an Cyber Café.

Question 5.1.3 Learners could not apply their knowledge to explain the disadvantages of a network in a cyber café.

Question 5.3 Learners do not know how to express themselves. Many say that Mr Wu can help bridge the digital divide by providing Internet, but leave out at a reduce cost or free of charge.

Question 5.4.1 Learners do not know the correct terminology. E.g. The term for doing business over the Internet is e-commerce or e-business.

Question 5.5 Many learners do not have knowledge of drop boxes etc. This is newer technology and many schools do not have Internet to make this practical to the learners. They suggest that you send multiple emails if you want to send a large document instead of uploading it onto a website.

Question 5.6 RSS feeds is still only a terminology that some know and they can write out the words but cannot explain what it means.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Teachers must ensure that learners acquire all the Knowledge expected of them. They need to practice the skills of problem solving in scenarios.
- Teachers need to put more emphasis on application of knowledge so that learners develop higher level reasoning.

(d) Describe any other specific observations relating to responses of learners

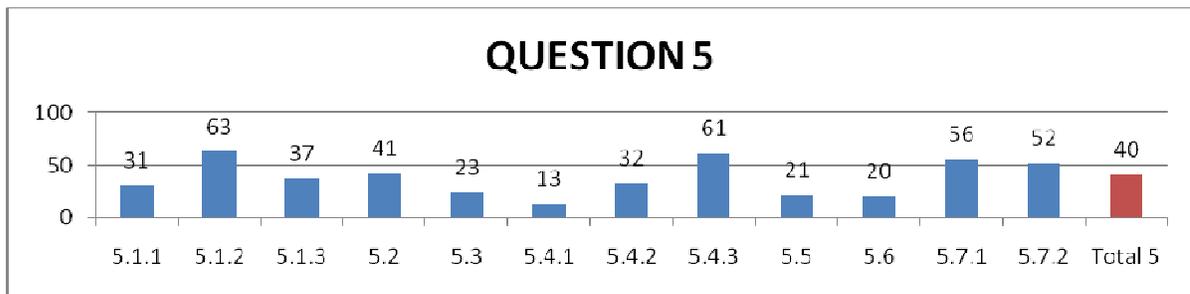
- Learners are not specific. They answer will be partly correct but they do not explain fully what they mean.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Practical experience in using networks and the Internet is essential.
- Questions on Facebook, Twitter etc. are difficult for learners who do not have practical experience. There are so many social sites that clear guidance must be given to teachers on what must be taught.

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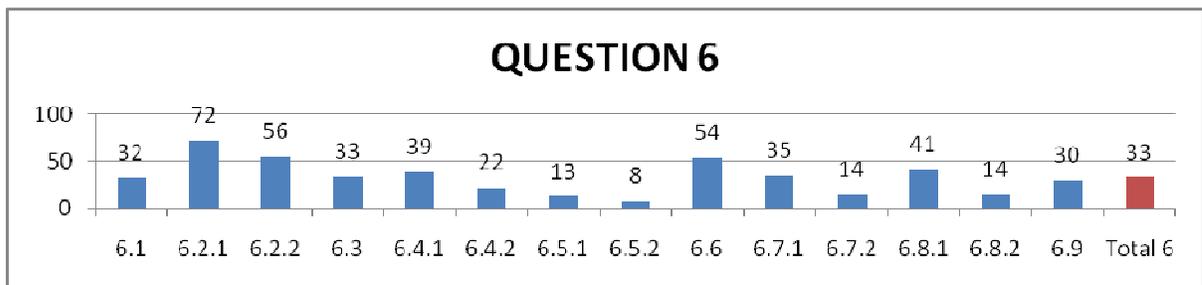
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- Practical experience in using networks and the Internet is essential.
- Questions on Facebook, Twitter etc. are difficult for learners who do not have practical experience. There are so many social sites that clear guidance must be given to teachers on what must be taught.

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



- Most attempted the question but did not do to well in this question.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 6.1 Learners did not read the question carefully and referred to general netiquette instead of netiquette in regards to e-mail attachments.

Question 6.3 Learners are unable to define the difference between a search engine and a web browser.

Question 6.4 This question has been repeated in many past papers. Learners do not know how to express themselves or need the practical experience of sending mail in Bcc and Cc fields to understand the outcomes.

Question 6.5 - Very few learners knew what RFID tags were and could therefore also not explain what they are used for.

Question 6.7.2 – learners do not know the terminology and instead of e-Waste they wrote e-scrap or e-rubbish etc.

Question 6.8.2 – learners do not read the questions and interpret them correctly. It is clear that many learners have never been on chatrooms and do not have the practical experience or theoretical knowledge to answer this question.

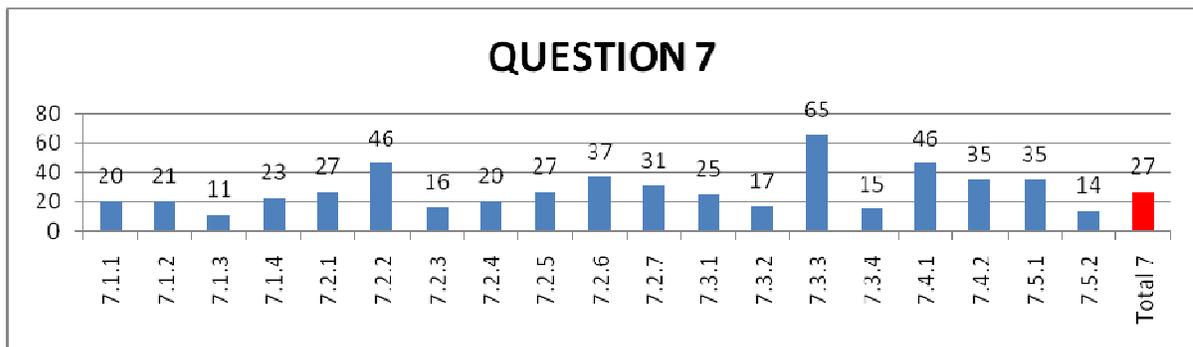
The above questions were all fair and the learners should be able to answer them if they have the necessary knowledge.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- It is evident that many schools do not have Internet connection especially in rural areas and this has a detrimental effect on the learners understanding and application of these terminologies and technologies.
- Many learners have never been in an Internet Café and the concept is therefore foreign to them.

QUESTION 7

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



- The learners performed very badly in this question. Some question were answered good in others the learners left the answers out. One of the reasons for this could be because it was the last question and that time constraint could have played a role.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 7.1.3 Learners do not know the difference between a page break and a section break.

Question 7.2.3 Learners could not explain the error messages that appear in the Excel spreadsheet. Their response to error messages is in general: "the formula is wrong". They need to be taught to verbalize the error messages.

Question 7.3.2 Learners could not name the type of field that would be most appropriate for pictures. This question has been asked repeatedly in the past and learners lack of practical skills in Access is evident in the way they answered the theory questions on Access.

Question 7.3.4 Learners do not know how to use wild cards.

Question 7.5.2 Learners were not able to explain the use of round and square brackets.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Learners do not know how to apply the practical applications when asked in a theory paper. We need to expose them to more of these questions in the classroom.

(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> The questions were fair and learners should be able to answer these questions the results were however very low.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Theoretical questions on Applications should be given through the year while these Applications are being taught.

GENERAL COMMENTS:

- Learners do not motivate answers where required or apply their knowledge to a specific “scenario”. They need to practice applying their knowledge from Grade 11 – not just “rote” learning.
- Learners need to learn correct terminology and apply it correctly e.g. Driver is **software** and not a device. Some learners will say: “It is **something** that....”
- When the learners read the word “Site” (on site warranty – site licence) they immediately think it has something to do with the Internet and Websites.
- Many learners do not understand what is being asked and do not read carefully enough. They see a WORD in a question that they recognize and give any answer based on that term instead of reading what is being asked. Learners must be trained to read, comprehend and express themselves.
- CAT is one of the very view subjects that is part of an ever changing world. The CAT educators need to attend regular training and updating courses to keep them up to date with the latest technology. Subject Advisors need to organize that specialists present these courses especially in the areas where it is evident that teachers are not able to educate the learners.
- Teachers must focus on theory from Grade 10 to 12. Learners must do more theory exercises and Theory Text Books or Notebooks are vital tools needed.
- Learners are losing marks in questions where they need to explain or give solutions, because they only give short answers and end up omitting key words that are expected from them. They do not know the differences between the terminologies: explain, name, describe etc.
- Incorrect numbering and **illegible** handwriting is a big problem when marking scripts. Learners need to be made aware of this.
- Learners should leave lines open between all answers.
- There are seven questions and each of these must start on a new page.
- Teach learners to look at the mark allocation to guide them on the number of facts that need to be stipulated in their answer.
- When answering questions the often repeat the same answer/facts using synonyms and expecting to get marks for both. E.g. * a laptop is portable and * a laptop can be carried around. (this is the same thing)

- Teachers must mark strictly from Grade 10 so that learners can get used to the fact that they will not get marks if they do not use the correct terminology.
- Advice to schools: Install Open Source software on one stand alone computer in your lab so that the learners can be exposed to the use of these packages.
- Try to make Theory as practical as possible for the learners. E.g. take a GPS to school and show them how it works.
- Teachers must try to give their lessons in the Language of Learning and Teaching (English) as to equip them with the necessary language ability to express themselves.

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