



CHIEF MARKER'S REPORT

SUBJECT:

COMPUTER APPLICATIONS TECHNOLOGY P1

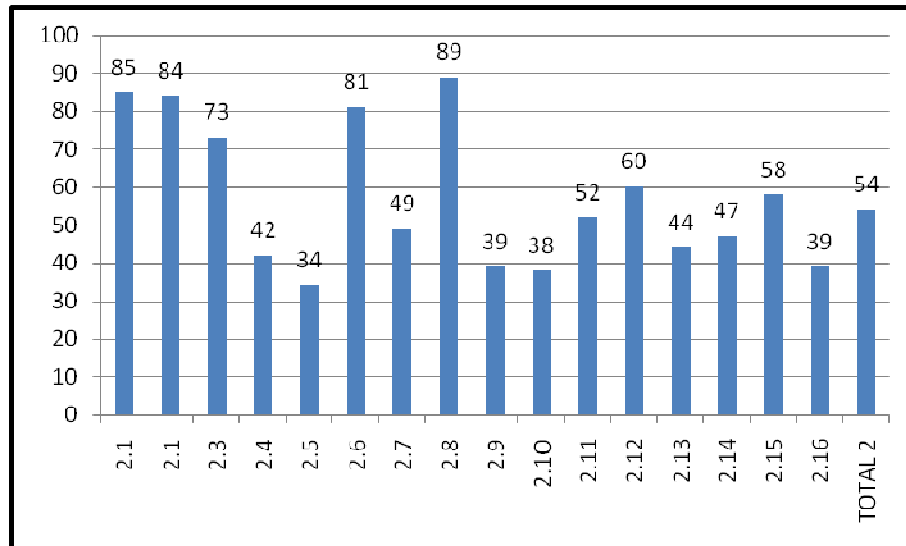
1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

SUMMARY OF RESULTS ARE TAKEN FROM 237 CANDIDATES (FROM A VARIETY OF CENTRES):

QUESTION 1

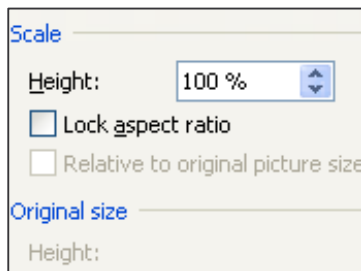
QUESTION 2

WORD PROCESSING:



Questions that were poorly answered:

- 2.4 Candidates have difficulty manipulating styles. They need to be educated in how to modify a style and how to apply it to the appropriate text.
- 2.5 Most candidates can insert an automatic table of contents. They do however not know how to modify the different levels displayed in the table of contents. Most of the candidates made manual modifications and in many cases only the first mark out of 4 was allocated.
- 2.7 Candidates do not read and comprehend the questions correctly.
- 2.9 Most of the candidates know how to replace text, but they are not able to modify the search and format options.
- 2.10 Candidates can divide the text into two columns. Most of them do not apply the alignment (justify) correctly. Candidates need to be educated in the application and use of column breaks.
- 2.11 Page numbering is a problem because candidates can not add automatic page numbers as instructed. The formatting of page numbering must be taught in detail to candidates.
- 2.13 Show candidates how to add and remove superscript from text.
- 2.14 Candidates need to be educated in how to add an exact size to a text box.



Remove the ✓ from Lock aspect ratio
Candidates had a problem adding a texture to the background of the textbox.

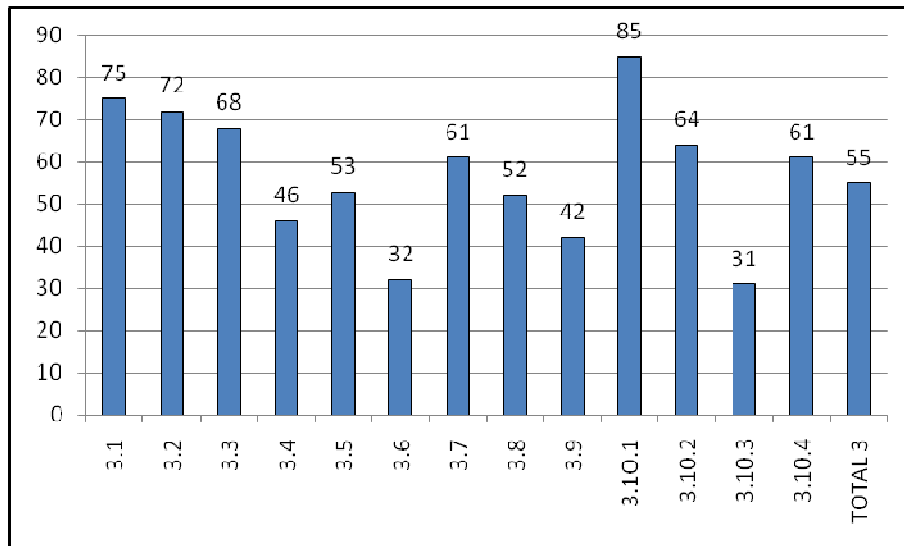
- 2.15 Candidates do not know how to centre a page in a document vertically.
Page Setup → Layout → Vertical alignment

- 2.16 Candidates do not know how to add watermark text to a document.



QUESTION 3.

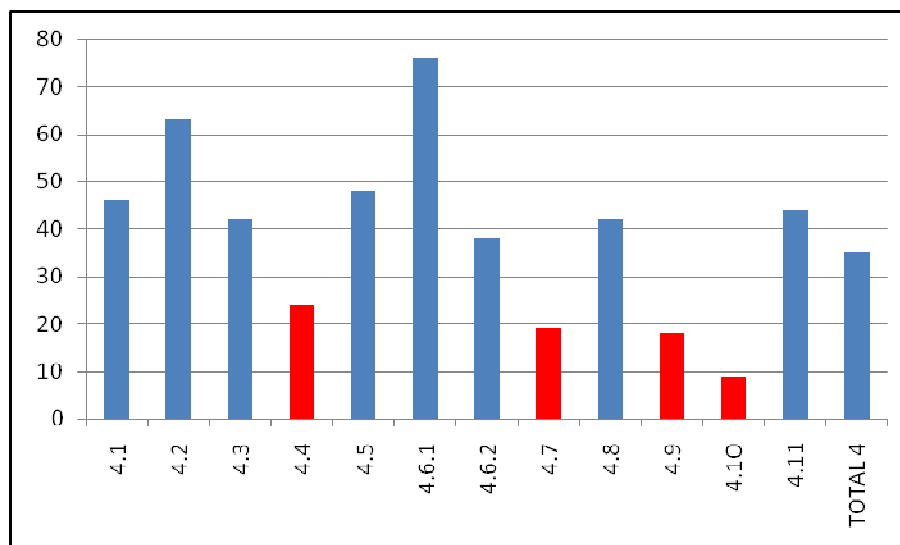
WORD PROCESSING:



- 3.4 Candidates did not read the question properly and therefore did not apply the paragraph and line spacing to the **WHOLE** document. This led to them losing marks that could easily have been obtained.
- 3.5 - Candidates can not manage electronic forms in Word Processing documents. There is a vast difference between Office 2003 and 2007 when creating and modifying forms. Candidates need to be educated in the use of **form controls**.
- 3.7
- 3.9 Some of the candidates find it difficult to add a Tab stop with tab leaders.
- 3.10.3 Candidates do not know how to crop an image. Right click on image → Format picture → Picture (set the cropping here)

QUESTION 4

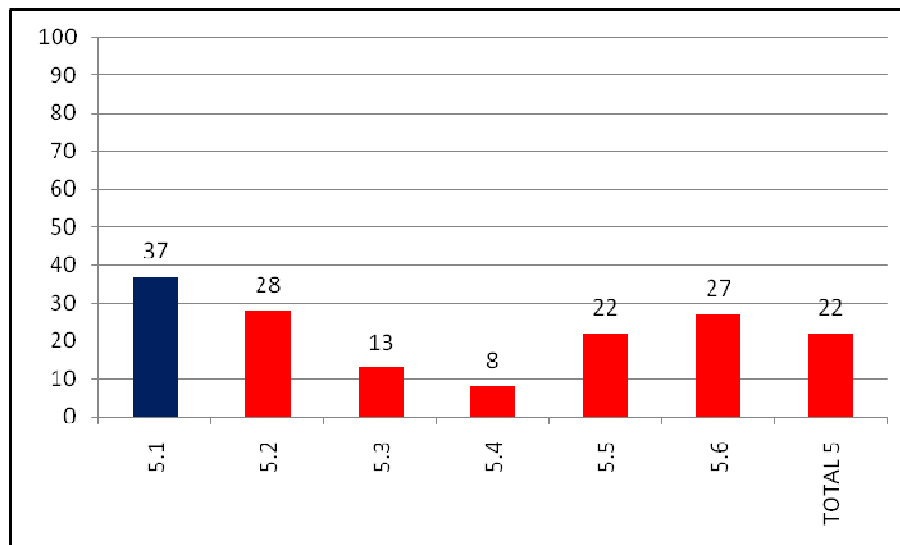
SPREADSHEETS:



- 4.4 Candidates do not know how to insert the name of the spreadsheet as a field on the worksheet. (&[File])
- 4.7 Candidates are expected to read and comprehend what is expected in the question. They then have to select the appropriate function to answer the question. Many of the candidates were not able to read with understanding.
- 4.8 Most of the candidates could use the AVERAGE function in this question, but lost 2 marks because they could not add the ROUND function. When candidates are requested to round off an answer they must use the ROUND function and not Format Cells.
- 4.9 –
4.10 More time and reinforcement needs to be spent on all the IF functions e.g.
- sumif; countif; if; nested if
- Making use of Functions in Excel is the area where most of the candidates lose marks. Some do not even attempt the questions as they think it is too difficult.
- 4.11 Candidates must be taught how to create a fill effect with a graphic/image. Changing the text direction of labels is also a problem for candidates.

QUESTION 5

SPREADSHEETS

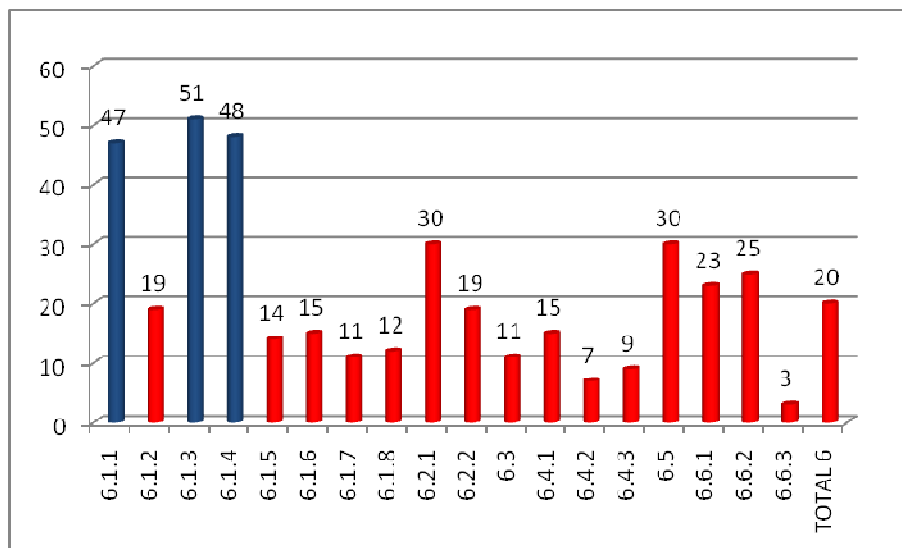


Many of the candidates did not attempt his question at all. This is a higher cognitive level question. Candidates must be motivated to attempt the question as candidates that battle with Excel can still get marks for certain aspects of a function.

- 5.1 Conditional formatting should be a question that all candidates can answer. The marks should not be so low if candidates attempted to do this question.
- 5.2 – If statements: Many candidates did not attempt to do these questions. See
- 5.3 general comment above.
- 5.5 Vlookup – candidates do not know how to apply the Vlookup function. Repetitive training is required for candidates to fully comprehend this function.
- 5.6 Concatenate – candidates do not read and think logically about what is asked in the question. They therefore battle to use the function effectively.

QUESTION 6

DATABASE:



General Comment:

Not enough time is allocated to educate candidates in how to use a Database.

Educators and Candidates need to approach Database work with a positive outlook.

Because candidates spend too much time on the first questions in the paper they do not always have enough time to complete the Database question. The questions are usually not that difficult and candidates should easily obtain some of the marks if they attempt these questions. The cognitive level of questioning is often easier than that of the Excel questions.

6.1.2 Teach candidates that long strings of text is usually treated as a memo data type.

6.1.5 – 6.1.8 These marks should be easily obtained as the questions are not difficult. Candidates need to know how to set the properties of a table in a Database.

- Required field
- Default value
- Validation rule (explain the difference between \geq etc.)
- Validation text



- Input Mask (teach candidates how to use the help function to get the various options that they can add to the Input Mask)
- Primary Key

6.2 Forms:

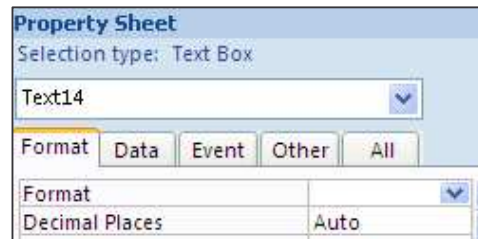
- Candidates can not add a list box and link it to a field.
- Candidates do not know how to add the date as a field in the form footer.

6.3 - 6.4 Queries: The following aspects of queries need attention:

- Sorting by more than one field
- Putting in criteria
- Calculated queries

6.5 - 6.6 Report: The following aspects need attention:

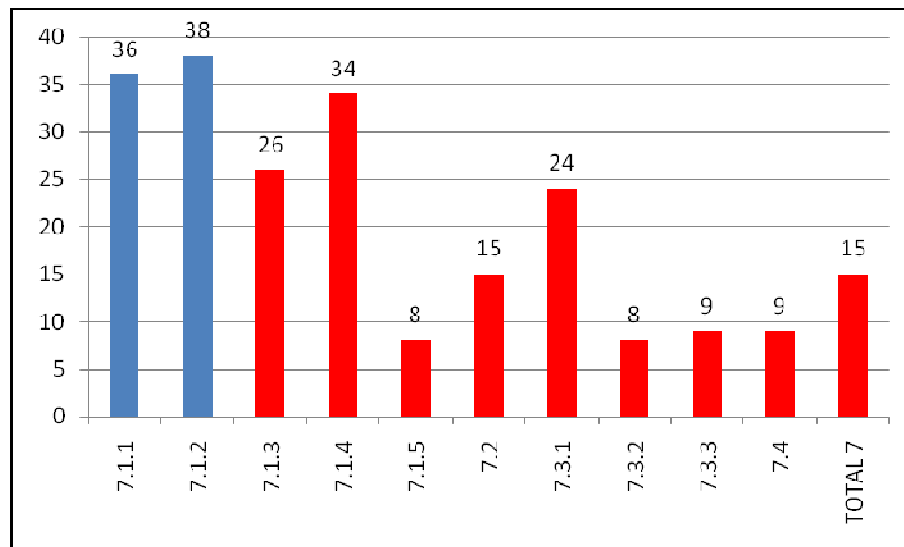
- Candidates need to know the difference between a field and a label
- Candidates need to know the different components of a report e.g. the difference between a page footer, report footer and group footer.
- Candidates need to be educated in how to modify the properties of a calculated field. E.g. change to currency and select no decimals.



- Candidates do not know how to add a group to a report especially after it has been created.
- Functions in databases need more attention. Basic functions like AVG could not be applied.

QUESTION 7

INTEGRATION:



Many learners did not attempt this question, because they spent too much time on the first questions.

- 7.1.3 Candidates do not know how to edit existing graphs. Many candidates could not add the data labels to the Y-axis of the given graph.
- 7.1.4 Candidates do not know how to remove the horizontal lines in a graph.
- 7.1.5 Candidates do not know how to save the graph in a jpeg format.
- 7.2 Many candidates can not import documents to database.
- 7.3.1 Candidates can not link a spreadsheet that they have pasted in Word to the original data source.
- 7.3.2 – 7.3.3 Mail merge remains a problem. Candidates use the wizard to complete the steps but do not save in the correct place.

Candidates need to know that there are 3 documents in a mail merge process:

- The data source (Word, Excel or Access)
- The merge document (step 1 to 6 and save)
- The final merged letters/forms etc. (edit individual letters and save)

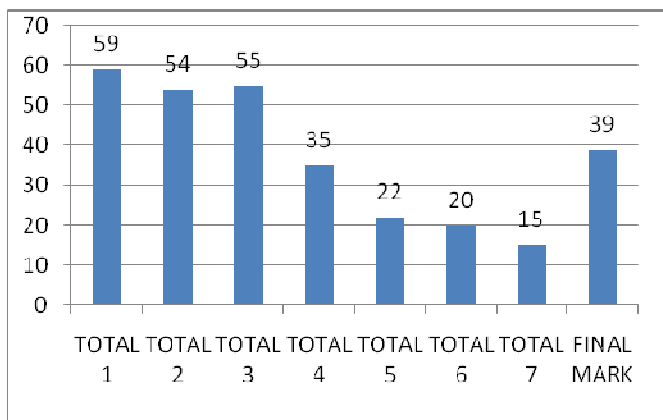
Very view candidates could select only the records with a value of R900 or more.

Very view candidates could sort the records in descending order.

Mail merge should be taught sooner – end of grade 10

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

MARK DISTRIBUTION OF ALL 7 QUESTIONS:



EDUCATORS:

- Learners don't know their grade 10 work and they do not read the questions thoroughly. Keywords in question papers should be highlighted or made bold so that the learners can know what to do.
- Candidates should be taught how to manage their time effectively. Teach the learners to do the easy questions first and then the more difficult questions. When they cannot do something they must move on to the next question and not waste time on the problem areas.
- Schools should write 3 hour 200 mark question papers in Grade 11 and 12.
- Do more integration work.
- Start Mail Merge sooner.
- Make time for revision! Use previous year's papers to do revision. Give the learners past papers and memorandums to work through.
- Start with Access at the end of grade 10 or at the beginning of grade 11.

PROCEDURES DURING AND AFTER THE EXAMINATION:

- **DATA:** Please use only ONE CD per centre + a backup CD. Please do not send individual CD's with learners data. If there are two sessions, use the same CD but create two different folders, e.g. Session 1, Session 2.
- When Candidate data is copied to the CD the educator must ensure that it is all the data and not only the files they have worked on. The question 1 data is often not copied to the CD.



- Do **NOT** separate the CD's for the mark sheets. ALL CANDIDATES of a centre must appear on ONE CD.
- Check **EACH CD** and folder after writing to the CD. Make sure that all the learners files have been copied to the CD.
- Exam folders of Candidates must be renamed as follow:

EXAMINATION NUMBER_Surname_Initials

- Do not rename the individual questions inside the examination folder. There is no need to add names and examination numbers to the questions. Do what is requested in the examination paper.
- **VIRUSES:** Data is often lost due to the viruses on the data sent for marking. **Schools must take the responsibility to keep the Anti-virus programs updated. This is still remains a huge problem in certain centres.**

8. **ANY OTHER COMMENTS**

SUBJECT ADVISORS:

- Educators need to attend courses in Excel and Access if they are to teach Computer Applications Technology. These applications will remain a problem t if educators are not thoroughly trained.
- District officials should be visible within schools that offer the subject to monitor if the proper educators for this subject are appointed as it is evident by the results of some centres that the candidates are not well prepared.
- Candidates taking Computer Applications Technology should have access to computers labs after school hours. 4 hours a week in class will not be sufficient exposure to gain the required skills expected from a CAT learner.
- Many learners do not know the difference between $<$ and $>$ and \geq etc. Educators need to spend some time teaching these skills.
- Most of these questions have been asked in previous year's papers. Candidates need to revise for the NSC examination by working through past papers.
- There were some schools that used Open Office during the 2010 final examination. Examiners need to be aware of this and planning will have to be done on how to manage the various versions of applications that are available.