basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

COMPUTER APPLICATIONS TECHNOLOGY

GUIDELINES FOR PRACTICAL ASSESSMENT TASK GRADE 12

2012

These guidelines consist of 24 pages and two appendices.

Computer Applications Technology

Practical Assessment Task (PAT)

2012

GRADE 12

Guidelines for the Teacher

This section consists of 5 pages.

1. The PAT in Computer Applications Technology

The 2012 Grade 12 PAT requires the learner to gather information regarding tourist attractions and other issues that will assist tourists to plan tours and make decisions. The learner also has to administer questionnaires regarding the local people's knowledge and understanding as well as attitudes towards the attractions, tourists and tourism. Learners need to process the data and information gathered and compile a report in which they present their information, findings and recommendations.

The learner must generate the report using four application programs (word processor, spreadsheet, database and a fourth program such as a presentation program) in an integrated manner in order to communicate his/her information, findings and recommendations. The report should include examples and/or evidence that will explain the problem and demonstrate **what** the current state of affairs is; **why** the investigation is necessary and **how** the problem could possibly be addressed.

In order to do so, the learner must:

- Find some background on tourist attractions in their community or area, as well as other matters that would assist tourists or benefit tourism, etc.
- Conduct their own investigation to gather some data and information about people's knowledge and understanding of local tourist attractions, tourism, attitudes towards tourists and tourism, etc. Show through data/information processing what the trends or needs are and how the the information could be used to educate local people or improve tourism.
- Plan and create electronic documents that could be used for gathering data (e.g. a questionnaire created in a word processor), processing data (e.g. a spreadsheet), storing data (e.g. a table in a database), extracting information (e.g. queries and reports in a database), etc.

The PAT includes the planning process and related evidence along with the **learner's** findings and suggested recommendations. It is about the **process** of planning as well as finding and accessing information to investigate a matter and present the findings and recommendations in a report **using** the application programs in an integrated manner.

2. Planning for the task

2.1 Description

In Computer Applications Technology learners are given a scenario for the PAT activity. The learner may choose his/her **own** topic or focus area within scenario.

The PAT is completed and assessed in phases. Each phase has one or two tasks. The documentation for each task is submitted at specified intervals on dates set by the teacher. These tasks are assessed as they are submitted.

Summary of the tasks for the different phases:

PHASE	TASK	MARKS	%
Phase 1	Task definition, find, access and evaluate information	40	28,5
Phase 2	Use of information – plan, process, analyse	40	28,5
Phase 3	Use of information – synthesise, report	60	43
		140	**100**

2.2 Requirements of the task

The learner must investigate the matter and develop a report satisfying the minimum criteria listed below. The instructions for the different phases/tasks in the learner section of this document provide more detailed information.

1. Learners have to define the problem, e.g. state what needs to be done and highlight the essence of the task and/or problem.

   The structure of the task definition should be such that the learner states exactly what he/she is going to do as well as:

   - 'The 'how' of the investigation, i.e. the processes involved
   - What he/she is going to finally present

2. Learners must identify the information that they will need to investigate the matter and to make recommendations. Questions aimed at obtaining the relevant data will need to be posed. The answers to these questions will guide their investigation and will assist them in compiling their final report.
3. Learners must determine where they will find the information as determined by the questions posed, as well as plan what tools they will need to find information, e.g. questionnaire/survey, etc.
4. The learner must find and engage with the data: search, locate, access, extract data and determine the relevance of the data found.
5. Learners must indicate where and how the data they have found will assist in their investigation and recommendations when writing their report.
6. The learner must start planning the final report by studying the data found. He/she must plan how these will be used/manipulated/processed to answer the questions posed as well as how the different application programs will be used to facilitate the investigation and recommendations.
7. The learner must use the data found and evaluated by manipulating/processing it, using appropriate application programs.
8. The learner must compile a report to present his/her findings and recommendations.
9. In investigating the matter and writing the report, the learner must demonstrate the appropriate use of the following application programs:
   - Word processing program
   - Spreadsheet program
   - Database program
   - The fourth application program that the learner studied, e.g. presentations program.

The learner is expected to do his/her planning and organisation in phases and to hand in evidence of the process.

3. Instructions for the learners

See the Learner Section of this document.

4. Resources

Learners will need the following resources to complete the task:

- Access to a computer with the following programs:
  - Word-processor, such as MS Word or Writer
  - Spreadsheet, such as MS Excel or Calc
  - Database, such as MS Access or Base
  - Fourth (additional) package, e.g. presentation program such as MS PowerPoint or Impress
- Access to the Internet, a search engine such as Google, electronic reference material such as Encarta or Wikipedia, printed media and expert opinion.

5. Assessment of the PAT

See the Assessment Tools Section for the assessment sheets for the different tasks.

The assessment tool for each task must be supplied to the learner with the instruction sheet for the task. The PAT must be facilitated and continuously monitored by the teacher.

Learners should study the marked assessment tool after each task and reflect on their efforts. This will help them to improve on the subsequent tasks and the final product. Note, however, that the tasks will not be re-assessed.

6. Recording and Reporting

- Each teacher will determine the dates for the handing in of the different tasks in each phase, taking into account the final dates on which the PAT must be submitted for final moderation.
- After each task learners will hand in the required document(s) after which the teacher will assess the task, record the mark and give feedback to the learner in the form of remarks on the assessment sheet.
- After the final product is handed in, the marks for the different tasks in each phase are added together and converted to 100 or 25% of the final promotion mark.

7. Guidelines for managing the PAT

There are different possible approaches to managing the PAT:

Option 1:

- The teacher could dedicate one or two periods per week to the PAT while simultaneously continuing with normal teaching to complete the Grade 12 curriculum in the rest of the week.
- If he/she chooses this option, he/she should start with the PAT process towards the end of the first term, completing one phase per term.

Option 2:

- The teacher could dedicate a continuous period of time to the PAT, e.g. the last few weeks of each term, also completing one phase per term.

The teacher must plan his/her work schedule according to the option that he/she prefers.

It is suggested that the teacher records the learners' topics when they start with Phase 1 to avoid 'instant projects' that might possibly not be the learner's own work.

8. Hints

Before learners start with Phase 1, first explain the PAT and provide an overview of the process to the learners.

Discuss the phase/task and the topic with the learners. Allow them to ask questions and ensure that they clearly understand the problem to be solved.

Discuss various aspects and the end result. Focus on the solution, the process and what the final product might look like and consist of.

Discuss some examples of possible focus areas within the scenario with the learners. **It is vital that learners choose an area of focus within the broad scope of the PAT and not to try and focus on too many areas or aspects within the broad scope.** Encourage them to come up with ideas on how they will use the different applications to direct the investigation and discuss the appropriateness thereof.

Ask the learners to first brainstorm and create a 'brainstorm' document where they indicate their initial thinking/ideas, headings and sub-headings. Check their ideas and help them to determine the scope of their investigation.

Discuss each phase (the 'what' and the 'how') before learners start with that phase.

Facilitate each phase as learners do it and provide feedback where and when necessary.

Allow learners to read each others' task definitions and questions and share suggestions with each other.

Although a different scenario was used, it might be useful to show learners both good and bad examples of the PATs done in previous years.

Computer Applications Technology

Practical Assessment Task (PAT)

2012

GRADE 12

Instructions for the Learner

This section consists of 9 pages plus this cover page.

1. Planning for the task

1.1 Topic

Tourism

The local community forum wants to promote tourism in their area. They requested that you compile a report on tourism attractions which they could use to promote local tourism.

The local community forum should be able to use your report to compile (an) information brochure(s) for tourists.

To be able to create a friendly environment for tourists and to encourage and improve tourism, they want to educate the community with regard to tourism. They need to find out what the local people's knowledge is regarding these attractions and what their understanding and attitudes are towards tourists and tourism, how they think more tourists would benefit the community, etc.

You need to:

- Identify tourist attractions (e.g. game parks, museums, sanctuaries, walking trails, monuments, etc.) in your community or area
- Investigate AT LEAST THREE of these and find information about them that will provide tourists with background information
- Provide some statistics on tourism in your community or area or about these attractions
- Provide any useful information on aspects such as currency converters, helpful phrases in the local languages (e.g. greetings, appreciation, etc.), accommodation and additional places to visit in the area that will provide tourists with helpful information and to plan and make decisions
- Compile and administer a questionnaire that could be handed to people in the community to find out about their knowledge of these attractions and their understanding and attitudes towards tourists and tourism, etc.

Examples of how you could use some of the application packages:

Spreadsheet:

- Create a currency converter or a time-zone converter that will help tourists
- Analyse questionnaire data
- Create a budget or a template for a tour plan for tourists

Database:

- Store/Capture information on tourist attractions
- Store/Capture information on accommodation and/or transport
- Store/Capture information on different phrases in all languages that could help tourists

From your database, you should be able to create queries and reports that might be requested or required by tourists with regard to matters such as tourist attractions, accommodation and/or transport, phrases in various languages.

In completing the task you will apply the following knowledge and skills that you have studied in CAT:

- Information management
  - Find, collect and evaluate information and data
  - Manipulate/Change/Process data/information to represent the matter and what you want to say
  - Present the information to someone or to an audience
- Word processing
- Spreadsheet
- Database
- The fourth package, e.g. a presentation program
- Internet

1.2 Tasks of the PAT

The PAT is completed and assessed in phases. The tasks for the different phases are summarised as follows:

PHASE	TASK	MARKS	%
Phase 1	Task definition, find, access and evaluate information	40	28,5
Phase 2	Use of information – plan, process and analyse	40	28,5
Phase 3	Use of information – synthesise and report	60	43
		140	**100**

The documentation and/or evidence of what you do in each task are submitted on dates set by the teacher. These documents are assessed as they are submitted and the marks for the task are recorded.

After the teacher has returned the assessment sheet for the task, study the feedback from the marked assessment tool and reflect as follows:

- Revise the steps completed so far
- Look at the steps that you still have to complete
- List things that you did not or still do not understand about the task
- Ask yourself whether you have enough material and information for the next step/task in the process
- List questions that you can ask your teacher/others that can help you to complete the task

This will help you to improve the next tasks and the final product. **However, note that the tasks will NOT be reassessed.**

1.3 What you will need to complete the task

You will need the following resources to complete the task:

- Access to a computer with the following programs:
  - Word-processor, such as MS Word or Writer
  - Spreadsheet, such as MS Excel or Calc
  - Database such as MS Access or Base
  - Fourth (additional) package, e.g. presentation program such as MS PowerPoint or Impress
- Access to the Internet and a search engine such as Google, electronic reference material such as *Encarta* or *Wikipedia*, printed media and any other material/people that will help you to find the information that you will need

The task must be completed under controlled conditions and facilitated and monitored by the teacher.

1.4 Requirements of the task

Your aim is to investigate and report on the matter. Appropriate use of the programs refers to how the programs were used to understand the problem properly, to find information to direct your investigation, help you to find trends, patterns and answers and to help you to make recommendations in writing your final report.

(See instructions for the different tasks for more detail)

2. Instructions for the various tasks

The instructions for the different tasks are as follows:

Phase 1 Due date: _____

Task 1: Task definition, find, access and evaluate information

In completing this task you must:

1. Provide a broad description of the task that you have been given and the problem that you have to solve. Study the scenario and describe in your own words:
   - Why you are doing this investigation
   - What needs to be done (the main tasks)
   - The concerns/areas you will address
   - How you will go about it (broadly)
   - Who the information is for
   - How the information must be presented

   This should tell the reader exactly what you are going to do and what it will be about.
2. Write down your main question. The purpose of the main question is to tell the reader exactly what your investigation will be.
3. Identify the main aspects, e.g. tourist attractions in the area, accommodation, advantages and disadvantages of tourism, etc. These could become possible headings/topics and subheadings/subtopics.
4. Write down other questions for each topic/heading. In total you should have at least a set of 15–20 questions that will help you to identify the type and amount of information you will need (i.e. that which will help you to understand the problem, what the current state of affairs is, why it is a problem, how the problem or potential problem can be solved or alleviated, what information will be needed to assist decision making or direct future actions, what processing needs to be done, what data/information needs to be stored, what information needs to be extracted, etc.) to complete the task and solve the problem.

   A good quality investigation will reflect different levels of thinking. To ensure that you will have a good quality report, identify the level for each question, using the following guidelines:

   Level 1: Questions that can be answered explicitly by facts, e.g. questions starting with words such as What?, When?, Where?, Who?, How many?, etc.

   Example: *What are the different tourist attractions in the area?*

   Level 2: Questions that will help you to examine, explore, query, e.g. questions starting with words such as Why?, How?, etc.

   Example: *How do local people's attitudes impact on tourism in the area?*

   Level 3: Questions that will help you to adjust, alter or predict, e.g. questions starting with words such as If?, What if?, etc.

   Example: *If the local people are better informed about the benefits of tourists and tourism, would that create a friendly tourist environment?*

Level 4: Questions that will help you to make a judgment, critique, review or find meaning of some sort, e.g. questions starting with words such as Would it be better if?, What recommendation?, How can I determine?, What would be the best way?, etc.

Example: *What recommendation can I make to strengthen tourism in my area?*

- Label questions according to type/level. This will help you to adjust questions if necessary.
- Arrange questions according to headings/topics or subheadings/subtopics.

5. Plan on where you will find data to help you to answer the questions. Possible sources to consider (other than the Internet) include: electronic encyclopaedias such as *Encarta* or *Wikipedia*; printed media such as magazines, brochures, newspapers, books, etc.; opinion polls/surveys; interviews; e-mails; SMSs; telephone calls; etc.
   - Plan on how you are going to find the data/information from the Internet that will answer the questions to help you to complete the task, e.g. using key words/phrases for Internet searches.
   - Plan on how you are going to find data from questionnaires/surveys/interviews that will answer the questions to help you to complete the task/solve the problem, e.g. write down the questions for the interview/questionnaire/survey.

     Example: If you want to answer the questions posed in the examples above, you need to ask questions such as the following in the questionnaire or during the interview:

     Name the main tourist attractions in the area.

     Are you familiar with the history of tourist attraction X?

     How do you normally respond to tourists?

     Are you able to answer questions or queries from tourists?

     Remember:
     - Closed questions are better for a survey/questionnaire, e.g. questions with only one answer or where people can select an answer from a list provided.
     - Do a trial run before doing a survey to make sure the results can be analysed (graphs etc.)
     - Open-ended questions are sometimes difficult to analyse

     NOTE:
     You will need at least 30 completed questionnaires/survey forms.
   - Plan on how you are going to find data from other sources (such as printed media, etc.) that will answer the questions to help you to complete the task/solve the problem.

     Example: Fuel consumption and travel costs
6. Indicate for each question, how answering that question will help to complete the task or solve the problem, e.g. naming the tourist attractions in the area will help to identify three attractions to gather information on for the report and eventually for a brochure.
7. Access relevant/appropriate data/information for all the main aspects (topics/headings and subtopics/subheadings).

8. Provide evidence of the data/information found, e.g. notes taken from books, clippings from magazines, newspapers, copies of printed material, brochures, screenshots from electronic material, printouts of websites, your survey or opinion poll, etc. Make a summary, highlight important facts, add comments, etc.
9. Provide evidence that the data/information found is linked/cross-referenced to questions, e.g. highlight a question and all information related to that question in the same colour, insert comments, etc.
10. Create an appropriate electronic file structure, with subfolders, that is clearly labelled to organise and store documents and evidence.
11. Keep details of all bibliographic information to use when compiling your final report.

Submit an appropriate electronic file structure that contains:

1. A document (±2–3 pages) prepared in a word-processing document containing:
   1.1. The description of the task and the problem in your own words
   1.2. The main question
   1.3. The set of questions posed (at least 15–20 questions):
      - Labelled according to level
      - Arranged according to topics/headings or subtopics/subheadings
      - Indicate for each question how the data will answer the question and how it will assist in finding a solution to the problem
2. Evidence of sources and information (folder containing electronic documents with single electronic document containing links to evidence and a paper folder for hard copy evidence such as completed surveys/questionnaires) found such as:
   - Completed questionnaires and surveys
   - Summaries of completed surveys and questionnaires
   - Notes on interviews conducted
   - Clippings, photocopies, and saved copies of websites, scanned documents
   - Printouts, screenshots and disk/folder with electronic copies, etc. **[40]**

Phase 2 Due date: _____

Task 1: Use information – Planning

In completing this task you must:

1. Create a framework using a diagram, mind map, word outline or storyboard etc. to indicate:
   - How the data will be organised and used
   - How you will organise your information based on the questions, e.g. use headings and subheadings in the final report
2. Start planning the final report.

   Under each heading and subheading:
   - o Briefly note what will be in that paragraph
   - o Indicate where and how you intend using the applications

This task is meant to plan every section and paragraph of your final report in which you will present your findings/solution/recommendation to the problem.

Task 2: Use information – Processing/Analysing

In completing this task you must:

1. Create the documents (at least one per package) using the application programs to manipulate/process data to answer questions.
   - Create and use the spreadsheet to manipulate/process/analyse data to answer questions or contribute to the solution, e.g. calculations to convert currencies, etc.
     - Use formulae and functions to manipulate and/or process/analyse data
     - Use graphs to display results of processed data for easy interpretation thereof
   - Create and use the database to store/manipulate/process/extract data, e.g. accommodation table, provide report with types of accommodation, average tariff per type, etc.
     - Create table(s) with enough fields and records to provide data in meaningful records
     - Create meaningful queries
     - Create meaningful reports

Submit an appropriate file structure that contains the following:

1. Documents prepared in an appropriate application containing a framework of how information will be organised
2. The completed documents and electronic files used for processing/manipulating/ analysing data:
   - Completed spreadsheet
   - Completed database **[40]**

Phase 3 Due date: _____

Task 1: Use information – Final presentation/synthesis

In completing this task you must:

1. Finalise your report.
2. Prepare the report and the presentation.
   - Decide which of the information manipulated/processed will support your discussion/proposal and will be used in your final report and presentation.
   - Present the findings/solution/recommendation supported by evidence collected/ processed in previous tasks.
   - Use the word processor to compile the final report.
3. Use the fourth package to create a summary or a visual presentation of the report.
4. Submit an appropriate electronic file structure that contains the following:

   4.1. A report (± 10 pages) using the word processor (with appropriate font sizes) containing the following:
   - Introduction
   - Body/Paragraphs discussing the task and the solution including information, graphics/images, tables, graphs, queries, reports created in Phase 2 to support the recommendation or findings
   - Conclusion – give the solution/make a proposal/present your findings/ideas

   The report must include the following:
   - A title page
   - A table of contents
   - A list of references
   - Hyperlinks to documents/evidence from previous phases

   4.2. A summary of the report/findings/plan/proposal/solution/recommendation or a visual presentation on any related matter using the fourth package that you studied, e.g. slide show(s) using a presentations program, such as PowerPoint or Impress. **[60]**

Computer Applications Technology

Practical Assessment Task (PAT)

2012

GRADE 12

Assessment Tools

This section consists of 9 pages, including this page.

Phase 1 Task definition, find, access and evaluate information

Name of learner:_____

Phase 1: Criteria						Maximum Mark	Mark Obtained
1	The learner describes the task/problem in his/her own words:					4	
	4	3	2	1	0		
	Clearly described and unambiguous – clearly states where the learner will go and what needs to be done Learner clearly understands all aspects of the task/problem	The description is clear but with minor shortcomings Learner understands most aspects of the task/problem	The description is vague, leaving the reader unsure of what the purpose is Learner understands some aspects of the task/problem	The description is so vague that no discernable purpose can be found Little evidence of understanding the task/problem	No description		
2	The main question has been posed to help complete the task and direct the investigation					1	
3	The learner created a set of questions (at least 15–20 overall) to help answer the main question					1	
4	Appropriate headings and sub-headings have been identified					1	
5	The learner created questions for all headings and sub-headings identified					1	
6	Questions are grouped/arranged according to headings/subheadings					1	
7	All the questions are relevant to the topic					1	
8	The questions are labelled according to level					1	
9	Overall variety/quality of questions					4	
	Level 1: Can be answered explicitly by facts, e.g. questions starting with What? When? How many? Where? Who? Level 2: Help to examine, explore, query, e.g. questions starting with Why? How? Level 3: Help to adjust, alter or predict, e.g. questions starting with If? What if? Level 4: Help you to make a judgment, critique, review or find a larger meaning of some sort, e.g. questions starting with Would it be better if? What recommendations? How can I determine? What would be the best way?						
	4	3	2	1	0		
	Four levels of questions included	Three levels of questions included	Two levels of questions included	Only one level of questions included	No questions formulated		
10	It is indicated how the answer to the question will assist the investigation					3	
	3	2	1	0			
	For each question	For most questions	For less than 50% of the questions	No indication			
11	Scope (as indicated through task definition and questions)					3	
	3	2	1	0			
	The scope is clear and manageable Clear understanding of the focus and what will be part of the investigation	Some minor shortcomings. Not always clear on what the focus will be	Vague No clear scope can be determined	Unlikely to lead to anything or completion of task			

<table>
<tr><td>12</td><td colspan="4">Survey or questionnaire</td><td rowspan="2">3</td><td rowspan="2"></td></tr>
<tr><td>3</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td></td><td>Most appropriate use of survey or questionnaire
Will provide relevant data to help the investigation or answer the questions</td><td>Used and will provide some useful data to help the investigation or answer the questions</td><td>Used but not appropriately
Data collected not always relevant</td><td>Not used</td></tr>
<tr><td>13</td><td colspan="4">Evidence of sources is available, e.g. completed questionnaires, interviews, photocopies, screen dumps or saved copies of websites
Give two marks each for the following up to a maximum of 4 marks: (no evidence = 0)</td><td rowspan="4">4</td><td rowspan="4"></td></tr>
<tr><td colspan="2">Completed questionnaires/surveys or summary of questionnaires/surveys</td><td>Evidence of interviews conducted</td><td>Photocopies/clippings from printed media or scanned information from printed media</td></tr>
<tr><td colspan="2">Printouts or screenshots of e-mails</td><td>Copies or screenshots of whole web pages from websites (not text copied to word processor only)</td><td></td></tr>
<tr><td colspan="4">Other: List</td></tr>
<tr><td>14</td><td colspan="4">Data/information found is highlighted/marked/cross-referenced/annotated/linked to the questions asked or to groups of questions</td><td rowspan="2">3</td><td rowspan="2"></td></tr>
<tr><td>3</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td></td><td>For all major categories (headings/subheadings)</td><td>For most categories (headings/subheadings)</td><td>For less than 50% of the categories (headings/subheadings)</td><td>Not indicated</td></tr>
<tr><td>15</td><td colspan="4">Evidence that relevant/appropriate data/information was found, i.e. motivation that found data is likely to direct the investigation or answer the questions</td><td rowspan="2">3</td><td rowspan="2"></td></tr>
<tr><td>3</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td></td><td>For all categories (headings/subheadings)</td><td>For most categories – >= 50% but < 100% (headings/subheadings)</td><td>For less than 50% of the categories (headings/subheadings)</td><td>None</td></tr>
<tr><td>16</td><td colspan="4">Electronic file structure</td><td rowspan="2">2</td><td rowspan="2"></td></tr>
<tr><td colspan="2">2</td><td>1</td><td>0</td></tr>
<tr><td></td><td colspan="2">Learner created an appropriate e-file structure with subfolders to store files and evidence that is clearly labelled
Logical organization within structure</td><td>Created with minor shortcomings
File structure not appropriate or not clearly labelled or no subfolders or no logical organization of documents within structure</td><td>Not created</td></tr>
<tr><td>17</td><td colspan="4">The spelling and grammar of the document was checked and corrected</td><td>1</td><td></td></tr>
<tr><td>18</td><td colspan="4">Overall presentation and evaluation of phase 1</td><td rowspan="2">3</td><td rowspan="2"></td></tr>
<tr><td>3</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td></td><td>Phase 1 is done comprehensively indicating thorough thought and planning
Clear that the learner will be able to proceed smoothly with subsequent phases</td><td>Minor shortcomings</td><td>Some aspects are questionable. Learner could encounter problems with subsequent phases</td><td>Major shortcomings. Learner is unlikely to proceed with subsequent phases</td></tr>
<tr><td colspan="5">Total for Phase 1:</td><td>40</td><td></td></tr>
</table>

Comments:

Phase 2 Task 1: Use information – plan
Task 2: Use information – process/analyse

Name of learner:_____

Phase 2: Criteria					Maximum Mark	Mark Obtained
Planning – Task 1						
1	Planning document				3	
	3	2	1	0		
	Planning is clearly done by section and paragraph Learner clearly understands the problem and where he/she is heading Learner shows insight in planning and use of information	Planning is done by section and paragraph in most instances Planning shows some evidence of understanding and insight	Planning done, but not by section and paragraph	No planning		
2	The planning framework is created in an appropriate format, e.g. diagram, mind map, storyboard, word outline with headings and subheadings				1	
3	Organisation of information				3	
	3	2	1	0		
	Planning framework clearly indicates how information will be organised and used	Planning framework indicates how information will be organised and used with minor shortcomings	Framework given but not clear on how information will be organised and used	Not included		
4	Questions				3	
	3	2	1	0		
	Planning framework clearly outlines and indicates where the questions (grouped according to headings and subheadings) will be accommodated in the final report	Planning framework outlines and indicates where the questions (grouped according to headings and subheadings) will be accommodated in the final report but with minor shortcomings	Framework given but not clear on how questions will be accommodated	Not indicated		
5	Paragraphs				2	
	2	1	0			
	Planning framework indicates briefly what one could expect in each paragraph	Planning framework indicates briefly what to expect for some paragraphs/sections	No indication			
6	Planning document indicates how all four different application programs will be used to solve the problem				1	

7	Appropriate use of packages					
	3	2	1	0	3	
	The use of all four packages is most appropriate in all instances in the context of the task/directing the investigation	The use of one of the packages is not appropriate in the context of the task/directing the investigation	The use of more than one of the four packages is not always appropriate	Not appropriate at all		
	Use of application programs (spreadsheet and database) – Task 2					
	Spreadsheet					
8	Design					
	2	1	0		2	
	The design of the spreadsheet allows for easy interpretation of information	Information can be interpreted but there are minor shortcomings or some vague areas	Difficult to interpret or not clear			
9	Functions/formulae/calculations					
	3	2	1	0	3	
	Functions/formulae/ calculations used are meaningful Definitely answers questions and contributes to the solution	Functions/formulae/ calculations answer questions but with some minor gaps Contribution to solution not always clear or sometimes forced	Used but shows little evidence of understanding the problem	Not used		
10	Use of Graph(s)					
	2	1	0		2	
	Graph(s) included are meaningful and serve a purpose Definitely answers questions and contributes to the solution	Graph(s) do not always serve a purpose or contribute to answering questions. "Forced" in some instances	No graphs included			
11	Design of Graph(s)					
	2	1	0		2	
	Headings, labels, legends and formatting make it easy to interpret the graph Clear and easy to understand and interpret	Shortcomings make it difficult to understand and interpret	No graphs included			
	Database					
12	Design					
	2	1	0		2	
	The design of the database allows for easy interpretation and capturing of information Good design principles used, e.g. field types, size, properties	Information can be interpreted and captured but there are minor shortcomings or some vague areas	Difficult to interpret or capture information and not clear			
13	Table					
	2	1	0		2	
	Table definitely includes an appropriate number (20+) of meaningful records to answer questions and solve the problem	Could have included more records	No records or table			

14	Queries					
	3	2	1	0		
	Queries are meaningful Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem	No queries	3	
15	Reports					
	3	2	1	0		
	Reports are meaningful Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem	No reports	3	
16	Calculations					
	2	1	0			
	Calculations in reports and/or queries are appropriate. Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps Contribution to solution not always clear or sometimes forced	No calculations used in reports and/or queries		2	
17	Overall presentation and evaluation of phase 2					
	3	2	1	0		
	Phase 2 is done comprehensively indicating thorough thought and planning Clear that the learner will be able to proceed smoothly with the next phase	Minor shortcomings	Some aspects are questionable. Learner could encounter problems with the next phase	Major shortcomings. Learner is unlikely to proceed with the next phase	3	
				Total for Phase 2 –Tasks 1 and 2	40	

Phase 3

Task 1 and 2: Use information – Final presentation/synthesis

Name of learner:_____

	Task 1 and Task 2: Criteria			Maximum Mark	Mark Obtained
	Task 1 – Report				
	Introduction				
1	Introduction			2	
	2	1	0		
	Problem clearly stated. Reader knows what the report is about	Some shortcomings	No introduction		
	Flow of thought				
2	Organisation of information			2	
	2	1	0		
	Well organised using headings/subheadings that group related information together	Headings/subheadings do not always group related information	No information or no headings/subheadings used		
3	Graphics/images			2	
	2	1	0		
	Relevant and support or explain content/contribute in a meaningful manner Woven into report	Do not always support or explain content or not always meaningful	No graphics/images or totally irrelevant		
	Problem (Hypothesis) and conclusion				
4	Content vs. the original problem (hypothesis) – the questions posed in previous tasks			2	
	2	1	0		
	Content relates to the original problem/questions posed. Clear relationship throughout	Some shortcomings	No relationship		
5	Data or information presented in report			2	
	2	1	0		
	No duplication of data or information in the report	Some data or information unnecessary duplicated	Many instances of duplication		
6	Findings			2	
	2	1	0		
	Clear and make sense	Not always clear or meaningful	Unclear or not meaningful		
7	Proposal/plan/solutions/recommendations			2	
	2	1	0		
	Well-supported by data or evidence in a meaningful manner	Some shortcomings – not always supported or not always meaningful	No data or evidence to support or not meaningful		
8	Hyperlinks to evidence			2	
	2	1	0		
	Active hyperlinks to supporting documentation and/or evidence	Some shortcomings, e.g. hyperlinks not active or not working correctly	No hyperlinks		

<table>
<tr><td>9</td><td colspan="4">Conclusion</td><td rowspan="2">2</td><td rowspan="2"></td></tr>
<tr><td></td><td>2</td><td>1</td><td>0</td><td></td></tr>
<tr><td></td><td>Conclusion answers the main question and provides a clear finding/solution/recommendation/ plan/ proposal</td><td>Conclusion does not answer the main question or does not provide a clear finding/solution/ recommendation/ plan/ proposal</td><td>No conclusion</td><td></td><td></td></tr>
<tr><td>10</td><td colspan="4">The learner interpreted information/ conveyed thoughtful ideas/knowledge</td><td rowspan="2">3</td><td rowspan="2"></td></tr>
<tr><td></td><td>3</td><td>2</td><td>1</td><td>0</td><td></td></tr>
<tr><td></td><td>Learner effectively interprets information and conveys knowledge/thoughtful ideas based on his/her findings which effectively addresses the original problem or issue</td><td>Interprets some information and conveys some knowledge/thoughtful ideas which addresses original problem or issue</td><td>Interpretation not always correct. Conveys knowledge/ideas of others with regard to the original problem or issue</td><td>Little evidence of understanding the problem or issue</td><td></td><td></td></tr>
<tr><td></td><td colspan="4">Physical layout and handling of sources</td><td></td><td></td></tr>
<tr><td>11</td><td colspan="4">Title page present</td><td>1</td><td></td></tr>
<tr><td>12</td><td colspan="4">Table of contents present</td><td>1</td><td></td></tr>
<tr><td>13</td><td colspan="4">References present (See Appendix example for a sample of a declaration of own work.)</td><td>1</td><td></td></tr>
<tr><td>14</td><td colspan="4">Sources cited correctly, using APA or Harvard method (See Appendix for examples.)</td><td>1</td><td></td></tr>
<tr><td></td><td colspan="4">Word processing</td><td></td><td></td></tr>
<tr><td>15</td><td colspan="4">Table of contents is created automatically using a word processing function</td><td>1</td><td></td></tr>
<tr><td>16</td><td colspan="4">Automatic page numbering used on all pages, except cover page</td><td>1</td><td></td></tr>
<tr><td>17</td><td colspan="4">Spelling and grammar</td><td rowspan="2">2</td><td rowspan="2"></td></tr>
<tr><td></td><td>2</td><td>1</td><td>0</td><td></td></tr>
<tr><td></td><td>Spelling and grammar checked and corrected
No evidence of obvious spelling and grammar errors</td><td>One or two errors</td><td>More than two errors</td><td></td><td></td></tr>
<tr><td>18</td><td colspan="4">Other advanced technique(s) used (at least 2 other – 2 marks each), e.g. automatic index, cross-referencing, bookmarks etc.
List each of the techniques used.</td><td>4</td><td></td></tr>
<tr><td></td><td colspan="4">Task 2 - Fourth package – Criteria for presentations, web authoring, desktop publishing[1]</td><td></td><td></td></tr>
<tr><td></td><td colspan="4">Physical appearance</td><td></td><td></td></tr>
<tr><td>19</td><td colspan="4">Title page/slide/front cover present</td><td>1</td><td></td></tr>
<tr><td>20</td><td colspan="4">Table of contents or menu present</td><td>1</td><td></td></tr>
<tr><td>21</td><td colspan="4">Introduction clearly states what the audience can expect</td><td>1</td><td></td></tr>
<tr><td>22</td><td colspan="4">The body slides/pages are arranged logically according to the content/subheadings</td><td>1</td><td></td></tr>
<tr><td>23</td><td colspan="4">Action buttons/hot spots/hyperlinks used to link to other sections/slides/supporting documentation</td><td>1</td><td></td></tr>
<tr><td>24</td><td colspan="4">Logical navigation through action buttons, hot spots or hyperlinks – adds value</td><td>1</td><td></td></tr>
<tr><td>25</td><td colspan="4">The conclusion suggests a solution/conveys a message</td><td>1</td><td></td></tr>
<tr><td>26</td><td colspan="4">The summary/solutions solves the problem stated in the introduction</td><td>1</td><td></td></tr>
<tr><td>27</td><td colspan="4">Graphics/images explain/enhance content/motivate solution/recommendation</td><td>1</td><td></td></tr>
<tr><td>28</td><td colspan="4">Appropriate and tasteful use of colours of background and fonts (consistent use of colour, appearances and styles)</td><td>1</td><td></td></tr>
<tr><td>29</td><td colspan="4">Appearance suited to target group</td><td>1</td><td></td></tr>
</table>

[1] Suitable assessment criteria must be substituted if another package other than a web-authoring, presentations program or DTP package is used.

30	Spelling and grammar checked					
	2	1	0			
	Spelling and grammar checked and corrected No evidence of obvious spelling and grammar errors	One or two errors	More than two errors		2	
31	Uniform alignment and styles where needed to give professional appearance				1	
32	Quality of multimedia effects: sparingly, appropriately, tastefully and professionally used				1	
33	Quality of animation: tastefully used on text, images and graphs where it contributes to meaning				1	
34	Quality of transitions/timings with regard to animations: sparingly used, appropriate, tasteful and meaningful				1	
35	Slides/pages not too "busy"				1	
36	Integration between packages such as import/export/copy and paste/mail merge/ hyperlinks					
	3	2	1	0		
	Integration between packages is very meaningful in all instances Integration has a clear purpose and contributes to the solution in every instance where used	Integration between packages is meaningful and has a purpose in most instances Minor shortcomings Contributes to the solution in most instances	Integration does not always serve a purpose or does not contribute to the solution Forced in most instances	No integration	3	
37	File organisation					
	2	1	0			
	Files and documents are well organised using folders and subfolders All files and folders are clearly labelled and easy to find Logical organisation within structure	Files and documents organised and labelled with minor shortcomings Not always easy to find or not clearly labelled	Files and documents disorganised, difficult to find		2	
38	Overall evaluation					
	4	3	2	1	0	
	Excellent Wow! Learner shows excellent insight	Proficient Yes, looking good Learner shows insight	Adequate Yes, but some room for improvement Shows insight in some areas	Limited in many areas Limited insight	Major shortcomings No insight	4	
					Total for Phase 3 – Tasks 1 and 2:	60

Appendix A: Examples of Referencing

There are some minor differences depending on which referencing method you use, as well as the media involved e.g. the Internet, a book or a CD. Most referencing systems require you to quote the author(s), publishers, title of the article or book, date published, all depending on availability.

There are specific requirements for referencing articles found on the Internet and CD. The following are examples of how to correctly reference based on the APA and Harvard methods:

Internet (APA method)

Murphy, I. (no date). *Basic Facts*. Retrieved 4 February 2012, from: http://www.mywebsite.co.za/stats.html

Internet (Harvard method)

Word Education Foundation (2 October 2010). *Subjects for a modern high school*. Available from:

http://www.wef.org.uk/articles/page1.html. (Accessed 4 February 2012)

Books (APA/Harvard methods):

Smith, D. (2009). *Education for the 21st Century*. Cape Town: Pinnacle Publishers.

Jones, A & Smith, D. (2010). *A relevant 21st Century Curriculum*. London: Maxwell Press.

Electronic encyclopaedias(APA/Harvard methods):

'Oxygen'. Discovering Earth [CD]. Educational Media Corporation.

Pyke, Nicholas. *Secondary Education*. Microsoft Encarta 2007 [CD]. Microsoft Corporation.

Appendix B: Sample of a Declaration of Own Work

GRADE 12 COMPUTER APPLICATIONS TECHNOLOGY PAT 2012

Name: .....

I confirm that all the work submitted for this PAT is my own work except where otherwise indicated, and that I have done all of the following:

- Correctly and clearly referenced all sources including text and graphics as appropriate and directed.
- Not made any use of the work of any other learner.

Date: .....

Signature:.....