



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**COMPUTER APPLICATIONS TECHNOLOGY**

**OPTIONAL SPEED/ACCURACY QUESTION**

**FEBRUARY/MARCH 2014**

**MARKS: Not applicable**

**TIME: 5 minutes reading time PLUS 10 minutes keying-in time PLUS printing time**

**This question paper consists of 4 pages.**



**INSTRUCTIONS AND INFORMATION**

1. Time: FIVE MINUTES will be allowed for READING the speed/accuracy text.

TEN MINUTES will be allowed for the KEYING IN of the text.

2. Default settings:

LANGUAGE	SA English or UK English
UNITS OF MEASUREMENT	Centimetres (cm)
JUSTIFICATION	Left
FONT AND FONT SIZE	Courier New 12 or Courier 12
MARGINS	2.54 cm
HEADER/FOOTER	1.27 cm
LINE SPACING	1½ (1.5 lines) or double-line spacing

3. Insert a header containing the following:

<b>CAT Speed February/March 2014</b>	(Left aligned)
<b>Examination number</b>	(Right aligned)

4. Provision has been made for speeds up to 70 words per minute.
5. Insert an extra line space before the start of a new paragraph.
6. You may not edit your answer after the 10-minute keying-in time has elapsed.
7. Use your **examination number** as the file name to save your document. Save the file in Rich Text Format, as shown below. Make a printout of your answer and submit it to the invigilator. You may submit **only ONE printout of this question**.

File name:	<input type="text" value="Your examination number"/>	<input type="button" value="Save"/>
Save as type:	<input type="text" value="Rich Text Format"/>	<input type="button" value="Cancel"/>

**NOTE: Invigilators must ensure that all candidates' optional speed questions are saved to CD for the purpose of marking. Printouts must be handed in with the electronic copies on the CD.**



Key in the following paragraphs as fast and as accurately as you can.

[Adapted from an article at <http://EzineArticles.com/3168139>]

As a child, I remember how much I used to love reading fiction and how I hated reading non-fiction. It did not matter how many educational books my parents bought for me, I would always have a strong desire to read my fantasy books. There was something magical about immersing myself in the creative world of the author and sharing his or her imagination.

Nothing is more important than encouraging children to get into the habit of reading educational books. They should not see these books as just short research tools or quick resources that they can consult. Educational books do much more than simply help a person when he or she is researching a topic for a project. Many people will agree that we all prefer to read up on the subjects that interest us and we tend to avoid those subjects that we do not like. If children find books boring, it will not inspire them to read.

20 wpm

In a recent study, which involved observing school children being instructed to spend a set time to sit and read quietly, it was found that many of the children moaned, groaned and whispered instead of reading. The problem is the lack of motivation to read, which results in boredom. The trick is to introduce children to books in an interesting way.

There are ways in which a child can be encouraged to read educational books through some tried and tested approaches. These approaches are practical and involve some work by the parent or teacher. These guidelines are based on what has worked for those who have successfully been able to instil an interest for reading non-fiction and educational books. The method is not an easier approach, but involves a lot of interaction.



The first thing to do is to be excited about the activity you are about to undertake. If you want children to take an interest in history, take a field trip to the local history museum or go on an excursion to look at some historical buildings. This approach will require some preparation and planning as well as research if it is to work. Be sure to take pencils, pens and sketch pads so that the children can be creative. Speak to them about the buildings and give them some insightful information about the place they are going to visit.

The next thing to do is to point out how you found the information through reading. You can demonstrate your passion for reading by introducing the children to the books from which you sourced the information. The trip may raise some questions in the minds of the children and in turn they may want to find out more. If they see you reading, they may want to do the same thing.

It is important to read aloud to children, even if it is an educational book about Ancient Rome. It is also essential that they understand what is being read to them. You can keep them engaged by changing the tone of your voice. Be animated in the way you deliver the words. Encourage them to continue reading on their own.

Teachers can work with children in a class to make up a collection of information. For instance, if the aim was to develop an interest in and an understanding of Roman history, then they can ask the children to draw pictures of that period. This can be used to produce a workbook or a project folder that they can refer to. The success of this project will depend on the fun that the children will have and the insight that they will gain. Teachers and parents should encourage their children to visit the library more often

**END**



Die eerste ding om te doen is om opgewonde te wees oor die aktiwiteit waaraan jy gaan deelneem. Indien jy wil hê dat kinders in geskiedenis moet belangstel, besoek die plaaslike geskiedenismuseum of gaan op 'n uitstappie om na 'n paar geskiedkundige geboue te gaan kyk. Om hierdie benadering te laat werk, is 'n mate van voorbereiding en beplanning asook navorsing nodig. Maak seker dat jy potlode, penne en tekenboeke saamneem sodat die kinders kreatief kan wees. Praat met hulle oor die geboue en gee hulle insiggewende inligting oor die plek wat hulle gaan besoek.

Die volgende ding om te doen is om daarop te wys dat jy die inligting deur te lees bekom het. Jy kan jou passie vir lees demonstreer deur die leerders aan die boeke waaruit jy die inligting bekom het, bekend te stel. Die uitstappie kan sekere vrae by die kinders laat ontstaan en hulle sal dan meer wil uitvind. As hulle jou sien lees, sal hulle dalk dieselfde wil doen.

Dit is belangrik om hardop vir kinders voor te lees, selfs al is dit 'n opvoedkundige boek oor Antieke Rome. Dit is ook noodsaaklik dat hulle verstaan wat vir hulle gelees word. Jy kan hulle betrek deur jou stemtoon te verander. Wees lewendig in die manier waarop jy die woorde sê. Moedig hulle aan om verder op hulle eie te lees. Onderwysers kan met kinders in 'n klas saamwerk om inligting te versamel. Indien die doel byvoorbeeld is om 'n belangstelling in en 'n begrip van Romeinse geskiedenis te ontwikkel, kan hulle die kinders vra om prentjies van daardie tydperk te teken. Dit kan gebruik word om 'n werkboek of kleurvolle projekteers saam te stel waarna hulle kan verwys

**EINDE**



Sluitel die paragrawe wat volg so vinnig en akkuraat as wat jy kan, in.

[Aangepas en vertaal uit 'n artikel by <http://EzineArticles.com/3168139>]

Ek onthou hoe lief ek as kind daarvoor was om fiksie te lees en hoe ek dit gehaat het om niefiksie te lees. Dit het nie saak gemaak hoeveel opvoedkundige boeke my ouers vir my gekoop het nie, ek sou altyd 'n sterk drang hê om my fantasieboeke te lees. Daar was iets magies daaraan om myself in die kreatiewe wêreld van die outeur te verdiep en sy of haar verbeelding te deel.

Niks is belangriker as om kinders aan te moedig om in die gewoonte te kom om opvoedkundige boeke te lees nie. Hulle moenie hierdie boeke slegs as vinnige naslaanmiddels beskou wat gekonsulteer kan word nie. Opvoedkundige boeke doen baie meer as om 'n mens maar net te help wanneer hy of sy 'n onderwerp vir 'n projek navors. Bate mense sal saamstem dat ons dit almal verkies om oor die onderwerpe te lees waarin ons belangstel en dat ons geneig is om daardie onderwerpe waarvan ons nie hou nie, te vermy. As

kinders dink dat boeke verveelig is, sal dit hulle nie inspireer om te lees nie.

20 w.p.m.

In 'n onlangse studie wat behels het dat skoolkinders waargeneem is wat vir 'n vasgestelde tyd moes sit en stil lees, is bevind dat baie van die kinders gekla, gekerm en gefluitster het, in plaas daarvan om te lees. Die probleem is die gebrek aan motivering om te lees, wat tot verveeldheid lei. Die kuns is om kinders op 'n interessante manier aan boeke bekend te stel.

Daar is maniere waarop 'n kind deur beproefde en bewese benaderings aangemoedig kan word om opvoedkundige boeke te lees. Hierdie benaderings is prakties en behels 'n bietjie werk deur die ouer of onderwyser. Hierdie riglyne is gebaseer op dit wat gewerk het vir diegene wat dit suksesvol kon regkry om 'n belangstelling in die lees van niefiksie en opvoedkundige boeke te vestig. Die metode is nie 'n makliker benadering nie, maar behels heelwat interaksie.



**INSTRUKSIES EN INLIGTING**

1. Tyd: VYF MINUTE sal vir die LEES van die spoed-/akkuraatheidstekse toegelaat word.

TIEN MINUTE sal vir die INSLEUTEL van die tekse toegelaat word.

2. Verstekstellings ('Default settings'):

TAAL	Afrikaans
MEETEENHEDE	Sentimeter (cm)
INLYNSTELLING	Links
FONTSOORT EN FONTGROOTTE	Courier New 12 of Courier 12
KANTLYNE	2.54 cm
BLADSYBOSKRIF ('HEADER')/BLADSYBOSKRIF ('FOOTER')	1.27 cm
REËLAFSTAND	1½- ('1.5 lines') of dubbelreëlafstand

3. Voeg 'n bladsyboskrif wat die volgende inligting bevat, in:

**RTT Spoed Februarie/Mart 2014**  
**Eksamennummer**  
 (Links inlyn gestel/linksgerig)  
 (Regs inlyn gestel/regsgerig)

4. Voor siening is gemaak vir spoed tot 70 woorde per minuut.

5. Voeg 'n ekstra reëlsparre voor die begin van 'n nuwe paragraaf in.

6. Jy mag nie jou antwoord redigeer nadat die 10-minute-insleutelyd verstrekke is nie.

7. Gebruik jou **eksamennummer** as die lêernaam om jou dokument te stoor. Stoor die lêer as 'Rich Text Format', soos hieronder getoon. Maak 'n drukstuk van jou antwoord en lewer dit by die toetsigheuer in. Jy mag **slegs EEN** drukstuk van hierdie vraag inlewer.

**LET WEL:** Toetsigheuers moet seker maak dat al die kandidate se opsionele spoedvrae op CD vir nasien doeleindes gestoor word. Drukstukke moet saam met die elektroniese kopieë op die CD ingelewer word.





**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**NASIONALE  
SENIOR SERTIFIKAT**

**GRAAD 12**

**REKENAARTOEPASSINGSTEKNOLOGIE  
OPSIONELE SPOED-/AKKURAATHEIDSVRAAG  
FEBRUARIE/MART 2014**

**PUNTE: Nie van toepassing nie**

**TYD: 5 minute leestyd PLUS 10 minute insleutetyd PLUS druktyd**

**Hierdie vraestel bestaan uit 4 bladsye.**

