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### **NSC 2016 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>COMPUTER APPLICATIONS TECHNOLOGY</b>
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<b>PAPER</b>	<b>2</b>
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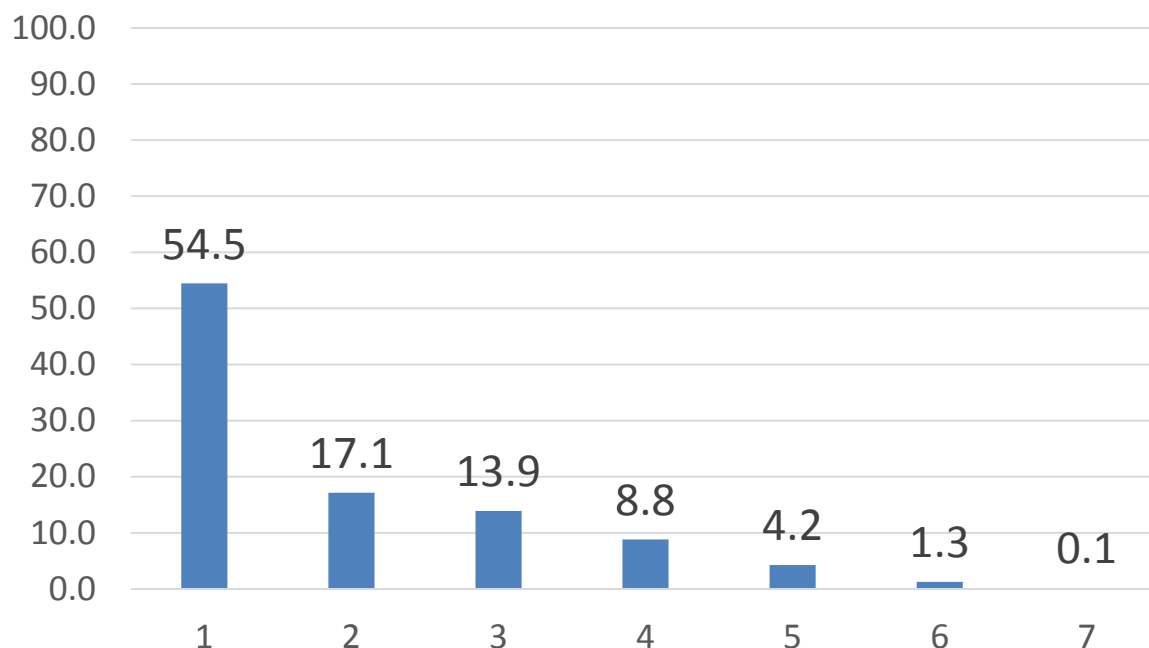
<b>DATE OF EXAMINATION:</b>	<b>03-11-2016</b>	<b>DURATION:</b>	<b>3 HOURS</b>
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#### **REPORT 1: QUALITATIVE ANALYSIS OF LEARNER RESPONSES**

#### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

As with previous examinations, CAT learners did not perform well in Paper 2. They have as usual achieved lower marks in Paper 2 than in Paper 1. The graphs below and all the graphs in this report were created from data attained by entering the results of 100 random sample scripts. Please note that this does not reflect the most accurate picture as it is very difficult to extract a sample of 100 scripts which would be 100% representative of the performance of the province as a whole. As can be seen from the graph below, only 45.5% of learners passed this examination compared to 60% last year. The amount of level 7 performers dropped from 66 to 6 and the level 1 candidates increased from 40% to 54.5%.

# 7 POINT SCALE



This is quite disturbing. The standard of the paper was found to be of a very high standard. As wonderful as it is to lift the standard, it almost feels like we are starting to lose the learners who took this as a skills subject and are less academically inclined. The paper definitely had a few very challenging questions which would make getting 80% very difficult. The learners did not know how to interpret some of the questions and therefore only answered the questions in general. The department should send an updated curriculum at the beginning of the year from which they will ask theory questions. This gives the teachers a structure in which to teach these new concepts and then the department should only ask questions on that which they send. More textbook content must be included in the theory question paper. These may be higher level questions. Learners who take this subject are those that battle with the high end subjects. They are the ones that need a skill based subject. There were too many practical questions scattered throughout the paper. There were too many interpretation questions and questions that need experience about e-mails, blogs, apps etc. Therefore markers also need to be trained to be more divergent in their thinking and award marks to comments that go beyond the marking guideline.

It will also be to the advantage of the learners if they can receive both the English and Afrikaans versions of the paper.

As mentioned earlier, learners are still performing better in the practical paper than in the theory paper.

- The obvious reason for this is the language barrier of candidates. Learners do not always understand and interpret the questions correctly and if they do, they do not have the vocabulary to express themselves correctly. This results in responses from learners that is very difficult to read and to understand. Although everything in our power is done to accommodate the language barrier of learners and even that of many teachers who teach in their second language, there is only so much that can be done. Teachers and learners

should do everything in their power to improve their English language.

- I am also of the opinion that teachers do not spend enough teaching time on preparing learners for the theory paper and that learners do not study for CAT theory. Teachers and learners must realise that theory is just as an important component in the CAT syllabus and that it contributes the same weight in the overall mark for CAT.

Because the suggestions for improving teaching and learning (SECTION C) as well as the useful comments to teachers (SECTION E) are very much the same for all the different questions, I will discuss them generally at the beginning of the report and then just refer to it in the discussion of the different questions.

### **GENERAL COMMENTS ON IMPROVING THE TEACHING AND LEARNING OF CAT THEORY**

- **More time and effort should be spent on teaching theory.** Teachers should explain the theory and make sure that learners understand what they are learning. Teachers should teach theory in a practical way. Bring examples of technology and demonstrate how it works. Research should be done on new concepts and new technology evolving.
- **CAT is a very dynamic subject.** Teachers must therefore make a concerted effort to keep up with this new technology and bring their learners into contact with new technologies on a regular basis. Teachers will be informed once a year on new technology that may be assessed in addition to the existing content of the CAPS syllabus. This will be added to the examination guideline document which will be released once a year.
- **Learners can also be challenged to come and share new technologies** which they came across in class. This can also be done as part of a homework or class activity. Encourage learners to browse for new technology on the Internet or find advertisements in local media.  
They can bring these to school where they can be discussed in class. Learners can be given notes/summaries on this for future reference and study. Teachers can also make use of experts in the field of technology to come and explain and demonstrate some of the latest technologies to learners.
- **Teachers are advised to consult more than one textbook when teaching theory.** There are three approved textbooks available for CAT. Books approach topics from different angles and can even have additional information on topics. It can only be to learner's advantage to consult more than one textbook.
- **Learners should also be given regular theory tests** – based on the format of examination papers. The results of these tests (learner's responses) should be discussed with them – not just be handed back. They should know why they lost marks.
- Although time is limited, teachers should try and **work through some question papers of previous years.** The memos of these papers should be discussed with learners in order to train them how to approach and answer a question paper as well as learning the content.
- Teachers should **teach learners to use the correct terminology** in class and also when answering questions. They should not be allowed to refer to e.g. *things* and a computer virus *is when* .... and *it* ... *etc.*
- **Grade 10 and 11 content:** Teachers are reminded that according to the CAPS syllabus, learners are assessed on all theory done from grade 10 – 12 in the final examination. Learners should therefore keep summaries of their gr 10 and 11 theory in notebooks. Throughout the grade 12 year, teachers should incorporate grade 10 and 11 knowledge in tests in order to prepare learners for the final examination.

### NOTE TO SUBJECT ADVISORS:

- CAT is still a new and very dynamic subject. Many teachers do not have the training or support to continually provide quality education to learners. Subject advisors should play a more active role in assisting teachers in gaining the needed knowledge and expertise. Short training courses presented by themselves or other specialist teachers can only benefit this valuable subject.
- There are also schools who do not have the necessary hardware, software and Internet access to offer this subject. We would also appeal to the department and subject advisors to play a supportive role in this regard – especially in schools where there are trained teachers available.

### MISTAKES MADE BY LEARNERS IN ANSWERING THE PAPER:

The following mistakes were experienced and we appeal to teachers to please discuss this with their learners.

- **Writing down the same option twice.** Often, when learners are expected to list more than one fact, they repeat the same fact twice, just rearranging the words to make it sound like a different fact. Obviously only one mark will be awarded.
- **Learners giving one-word answers.** It often happens that learners respond with only one word to a question to list advantages/disadvantages/characteristics. It is impossible for markers to judge from that whether the learner knows the work. No marks will be awarded in such cases. Other learners again, write paragraphs instead of sentences – often contradicting their answer. This must also be discouraged.
- **Vague and generic answers.** Some learners, when they do not really know the answer, often fall back on vague and generic answers such as “it is easier and faster” and terms like “things” and “stuff” etc. Answers like these which do not include any motivation or the correct terminology which can be used to judge a learner’s comprehension will not earn any marks and should be discouraged.
- **Learners do not read the questions/scenarios properly.** They read until they think they know the answer or they only notice some keywords and then they assume the rest of the question. Learners should be encouraged to read the whole question slowly and with comprehension before attempting to answer it. In many scripts it is clear that learners are losing marks because they do not read the questions properly. A lot of students tend to re-write the question as their answer. This is completely unacceptable.
- **Mark allocation.** Teachers should indicate to learners that the paper is marked on a “one mark per fact” basis. Thus if a question is indicated to count two marks, they need to write down two facts.
- **Handwriting.** As with all subjects, handwriting is a problem with many candidates where markers have difficulty deciphering the handwriting in order to mark the script.
- **Answering of questions.**
  - Start each new question on a new page.
  - Leave a line open between questions.
  - Answer the questions in the order they appear on the question paper.
  - Keep sub-sections of a question together.
  - Use the numbering system as indicated on the question paper for each question.
  - If learners decide not to attempt a sub-question of a question, they must at least write the number of the question so that markers can clearly see that a question has been left out. It makes it very difficult for markers who mark under a lot of pressure to lose time in an attempt to look for the correct answers.
- **Answer sheet.** Use the answer sheet on page two of the answer booklet for Question 1 and 2, if the normal lined pages are used, be sure to write in capital letters to aid

the marker.

## SECTION 2: Comment on candidates' performance in individual questions

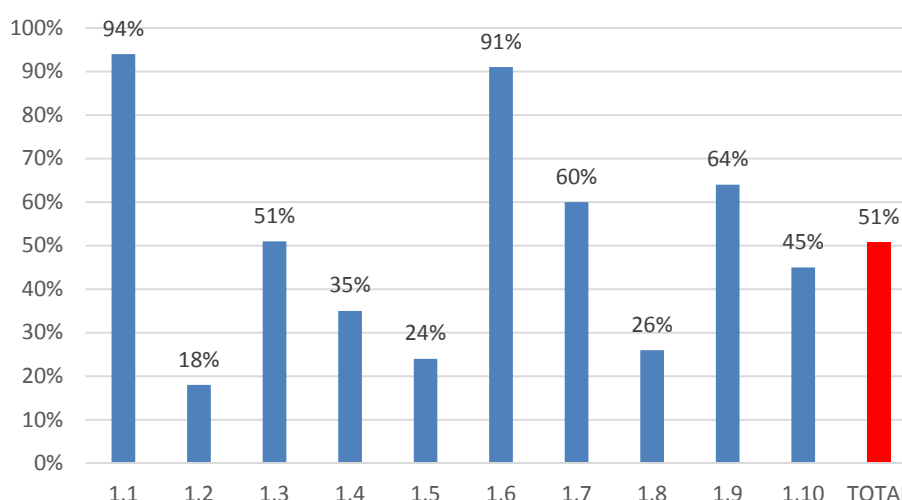
(It is expected that a comment will be provided for each question on a separate sheet).

### QUESTION 1

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

Average mark from the sample of 100 :		5/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1 – 1.10	MULTIPLE-CHOICE QUESTIONS	51%

### QUESTION 1: AVERAGE PERFORMANCE



The performance of candidates in this question varied from very well to very poor. However, the candidates from poor performing centers performed very poorly in this question as well.

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

Question 1.2, 1.5 and 1.8 were the questions that many learners got wrong.

This can be attributed to the fact that for Question 1.2 the learners did not learn grade 10 work and for Question 1.5 they are not supposed to know the name of the company producing operating systems and as for Question 1.8 they needed to apply practical work to theory which is very difficult for students.

The students also got confused because the examiner used terms such as “*most suitable*”, “*most likely*” and not asking the questions straight forward.

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

Learners should be taught to arrive at an answer adopting a process of elimination. Selecting the most probable answers and then removing them one by one.

Often learners have the practical knowledge but lack the theoretical knowledge of what they are doing. Teachers should explain these basic terms to learners as they do the practical

work.

Also refer to the general comments in Section 1 of this report for more comments and suggestions which could help teacher developments as well as advantage our learners.

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

I would like to appeal to teachers to teach their learners to answer this question using the answer sheet provided. Many learners continue to leave out the answers to questions they do not know. Although this question is not a guessing game, learners should be encouraged to at least try an answer out of the options left.

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

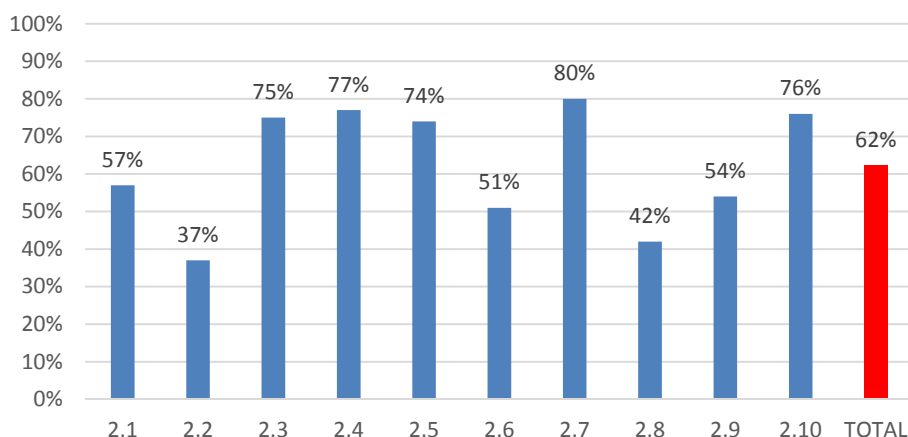
Refer to the general comments in Section 1 of this report.

**QUESTION 2**

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

<b>Average mark from the sample of 100 :</b>		<b>6/10</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
2.1 – 2.10	MATCHING ITEMS	62%

**QUESTION 2: AVERAGE PERFORMANCE**



Although there were learners that performed very well in this question, in general the performance of learners in this question was not up to standard.

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

It seems as if the learners are not familiar with the different terms as well as abbreviations used in this question. Learners still need more explanation on the difference between Google Docs and Google Chrome. Question 2.2 was a very confusing question in the sense that the students need to apply practical to theory which makes it very difficult for students not performing in practical.



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

Learners should be taught the difference between Google Docs and Google Chrome as well as the different abbreviations that is part of the CAPS syllabus.

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

Many learners continue not to answer some of the questions which is quite surprising. Although this question is not a guessing game, learners should be encouraged to at least try an answer out of the options left. I would like to appeal to teachers to teach their learners to answer this question using the answer sheet provided.

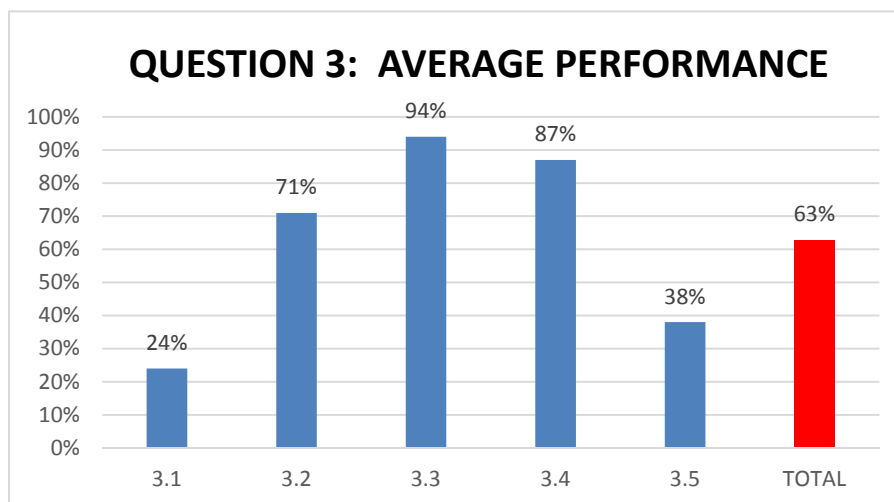
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Refer to the general comments in Section 1 of this report.

**QUESTION 3**

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

<b>Average mark from the sample of 100 :</b>		<b>6/10</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
3.1 – 3.5	TRUE/FALSE ITEMS	63%



The performance of learners in this question was generally poor although there were some learners who got full marks for 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.**

Learners still battled with this question this year.

Learners are still not used to a question of this format where they had to identify whether a statement is true or false AND then make the false statements true by changing the underlined concept/term.

The question was thus misunderstood by many learners. Some of the learners changed the statement to make the underlined word true instead of changing the word to make the statement on the question paper true. Some learners only write false without the correct word next to it.

I believe that with some input by teachers, the learners will do better in this question next year.

Question 3.4 was also an unfair question – general knowledge type of question.

Question 3.5 was poorly answered by most learners – they got mixed up with plagiarism and copyright.

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

Teachers should train the learners to answer question of this format by explaining to them how to attempt a question of this nature. They should then also expose learners to questions of this type in class tests and examination during the year.

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

This type of question might seem very easy, but to successfully answer a question of this format, learners should be taught to read the statements a few times with concentration and understanding.

Teachers should pay attention to this during the year. This is something that learners should be taught and exposed to.

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

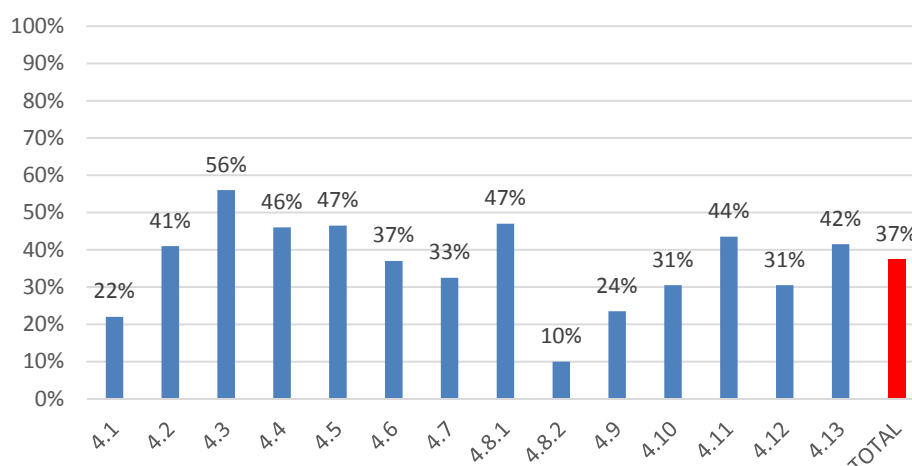
Refer to the general comments in Section 1 of this report.

## QUESTION 4

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

Average mark from the sample of 100 :		9/25
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1 – 4.9	SYSTEMS TECHNOLOGIES	37%

### QUESTION 4: AVERAGE PERFORMANCE



In general the performance of learners in this question was not up to standard.

In cases where learners performed poorly it is mainly due to:

- The language barrier
- Not answering questions in full sentences
- Not motivating their answers where needed
- Not reading the questions properly. They read questions only until they think they know what is requested and often they misinterpret the question.
- Lack of content knowledge.
- Learners seem to read only the first part of the question and assume what the rest of the questions will look like. In other cases they identify key words in the question and repeat the question as part of their answer.

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

The following questions were poorly answered by the majority of learners. Teachers should take note and act accordingly:

#### Q 4.1

Many learners did not understand this question. Therefore they could not respond.

#### Q 4.3

Most learners did not know what an optical drive is and therefore most of them wrote “software on a CD”. If they wanted to refer to a CD then it is supposed to be an “external CD”.

#### Q 4.4

Many learners did not read the question carefully. The question very clearly said, “other than

any costs involved". Most of the learners included "cost" in their answers – an indication that they did not read the question.

**Q 4.5**

Learners did not understand the term HDMI versus VGA. Most of the learners only wrote "faster". When learners do not really know the answer, they often fall back on vague and generic answers such as "it is easier and faster".

**Q 4.6**

Poor response from learners. This question was out of learners' frame of reference. Learners did not understand what are expected from them.

**Q 4.8.2**

Learners struggled with this question. Only 10% of the learners new this answer. This is a practical question that we seldom use in practical work. Unfair question.

**Q 4.9**

This was maybe one of the higher order questions because the response of learners was very poor. This question was also out of learners' frame of reference.

**Q 4.10**

Learners could identify the incorrect specifications by they did not motivate what was wrong in each one. Therefore no marks were awarded.

**Q 4.11**

Learners know what an app store is but failed to define it correctly. They gave an explanation but unfortunately the memorandum did not accommodate their answers.

**Q 4.12**

Learners struggled with this question. Learners wrote the functions of an operating system and not reasons why it is necessary to keep an operating system updated.

**Q 4.13**

Learners tend to just re-write the question as part of their answer.

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

- Teachers should spend more time showing learners how to read a question in its entirety and explain how to break the question up into smaller sections to make it easier to understand. They should also be shown how to identify what the question wants with regards to advantages, disadvantages, reasons, etc.
- With regards to the interpretation of advertisements with hardware specifications learners should be encouraged by teachers to find advertisements and bring them to school to discuss. Provide learners with a challenge to find advertisements that contain specific specifications. This can be done as part of a task in class or as homework. These advertisements (the hardware, its function, the significance of the specifications, etc.) can then be discussed in class.

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

- Learners have great difficulty in interpreting the advertisement and the specifications within it.
- As with most other questions learners do not read with comprehension. This might be due to a number of factors such as a language barrier or from skipping sections of the question and only focusing on specific keywords.
- Learners do not understand basic terminology which should have been engrained since Grade 10.
- As mentioned at the start of this report, many learners tend to write very vague answers

using words like “this”, “things”, “stuff”, “fast”, “easy” etc. instead of the correct terminology.

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

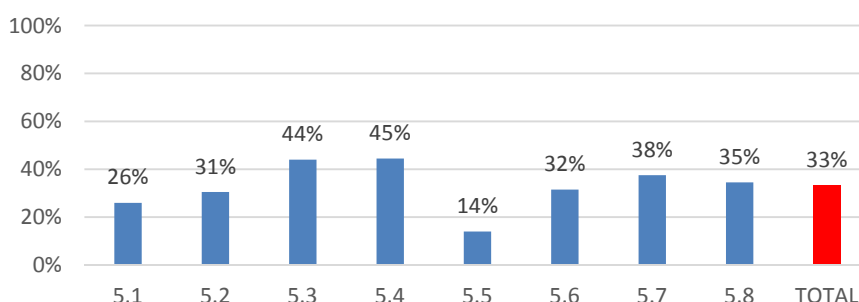
Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

**QUESTION 5**

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

<b>Average mark from the sample of 100 :</b>		<b>5/15</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
5.1 – 5.8	INTERNET AND NETWORK TECHNOLOGIES	33%

**QUESTION 5: AVERAGE PERFORMANCE**



The learners' response to this question was disappointing, upsetting and not up to standard. In cases where learners performed poorly it is mainly due to:  
Lack of content knowledge, using wrong terminology as well as getting confused with some of the terminology. Examples

- Most learners were not familiar with the function of a firewall. They don't understand the concept.
- They don't know the terms file synching, bookmarks/favourites and history.

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

The following questions were poorly answered by the majority of learners. Teachers should take note of the following:

**Q 5.1**

Learners did not understand that the '802.11' standard refers to wireless technology.

**Q 5.2**

Many learners did not know what a firewall is. Most of them confused it with anti-virus software and that it is used to prevent a virus. That is completely incorrect.

**Q 5.4**



Learners did not know what the advantages for a user are to use an app on a phone to access a banking site or Facebook. They only use the apps and do not know the advantages.

**Q 5.4**

It was very disappointing that many learners could not explain what file synching is. The idea was there but the vocabulary and correct terminology failed to appear.

**Q 5.6**

Unfair question – learners have no exposure to this kind of question. Learners need experience in order to answer this question.

**Q 5.7**

Learners tend to repeat what was asked in the question paper. New concept not covered in content.

**Q 5.8**

Learners do not really know the difference between bookmarks/favourites and history features on web browsers and therefore many of them could not give the correct reasons why it might be better to use bookmarks as opposed to using the history feature.

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

- Teach basic terminology and put more time and effort into theory.
- When teachers do practical, they need to explain the theory or how it works in theory as well.

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

- Learners do not read with comprehension. This might be due to a number of factors such as a language barrier or from skipping sections of the question and only focusing on specific keywords.
- Learners don't look at mark allocations.
- Learners don't know how to express themselves. Learners use too much general/vague terms and the memorandum only accepts certain words.

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

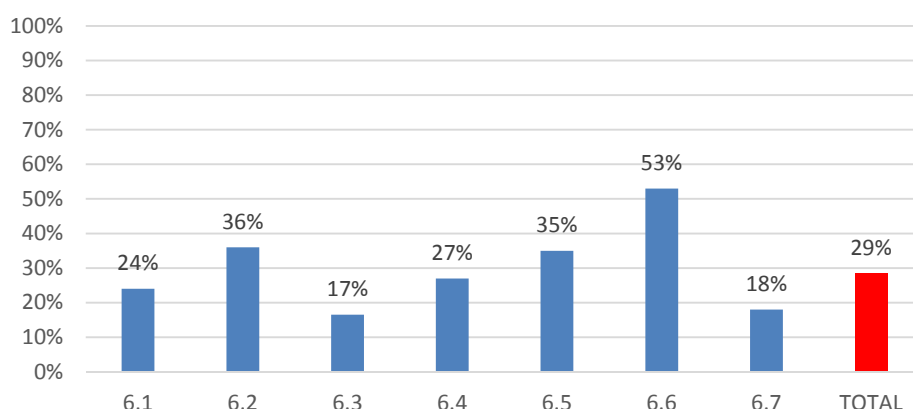
Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

## QUESTION 6

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

Average mark from the sample of 100 :		3/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
6.1 – 6.7	INFORMATION MANAGEMENT	29%

### QUESTION 6: AVERAGE PERFORMANCE



The performance of learners in this question was generally poor, disappointing, upsetting and not up to standard. I am of the opinion that the reason why learners did poorly in this question is due to:

- Lack of PAT/content knowledge.
- Unfair questions.
- Learners did not understand the question.
- General knowledge questions – not in the framework of the students.

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

The following questions were poorly answered by the majority of learners. Teachers should take note of the following:

#### Q 6.1

The question was unclear because the examiner did not specify if the questionnaire was done electronically or manually. Learners were confused and did not know if the examiner referred to a legacy tool object or just a plain text box. Teachers must emphasize to the learners that a questionnaire is done **electronically** and that you use only legacy tool objects. Then there is no reason for any confusion. Learners don't know examination terminology like "criticisms", "motivation", "criteria", etc. and teachers have to focus on these different examination terminologies used.

#### Q 6.2

Learners are not exposed to filling in forms – not general knowledge for students which makes this an unfair question as well.

**Q 6.3**

Poorly answered because learners need experience to answer this question. Not in their framework of reference. Not in CAPS.

**Q 6.5**

Question was challenging to learners because responses were based on the practical side.

**Q 6.6**

Difficult for students to get to the right answer – they answer just in general e.g. “to establish the gender of a person, or to know the status of people”.

**Q 6.7**

Tricky question. Most learners did not even understand this question.

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

I refer you to the list of suggestions under the same headings in Question 5. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

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

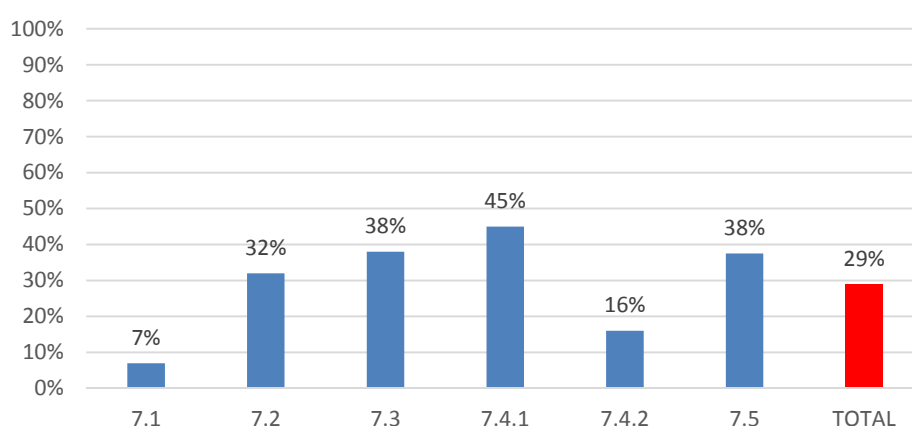
I refer you to observations made in the responses of learners in general in this paper. They are basically the same for all questions.

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

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

**QUESTION 7****(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

<b>Average mark from the sample of 100 :</b>		<b>3/10</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
7.1 – 7.5	SOCIAL IMPLICATIONS	29%

**QUESTION 7: AVERAGE PERFORMANCE**

The performance of learners in this question was also poor and disappointing.

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

**Q 7.1**

This was maybe a higher order question because the response of learners was very poor. Students probably only learned the definition of Kickstarter and not how it can financially benefit entrepreneurs or start-up companies. The answer to this question is: "They provide money for start-up projects getting multiple small donations ✓ from the public" ✓. Hardly any learner mentioned the words "public" or "donations" in their answers as expected by the memorandum. The learners used the words "people" and "sponsor" or "investment".

**Q 7.2**

Most learners focused on tagging in social networks. Some will only mention where the photo was taken and no indication of the word "location". Also not part of CAPS.

**Q 7.3**

The problem that I have with this question is that we as teacher promote green computing – in other words learners don't print often. If they don't print ever, how can the examiner expect the learners to know the answer to this question? Most learners mentioned different types of printers, ink saving methods, etc. but nothing to do with the printing options.

**Q 7.4.1**

Examples of criminal tasks were mentioned here instead of in 7.4.2.

**Q 7.4.2**

Poorly answered. Explanations were given and not the correct terms.

**Q7.5**

Learners did not read the question carefully. They gave the advantages and not the disadvantages and some will mention cost, when they specifically excluded any cost factors.

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

- When questions are differently phrased or structured, learners are unable to tackle those questions.
- The learners don't read the questions properly before they answer.

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

- The understanding of some questions, is still a problem.
- The learners don't read the questions properly before they answer.

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

- The way some of the question were phrased forced learners to think "out of the box"/differently.
- Teachers should take time to teach and assess learners in these types of questions.

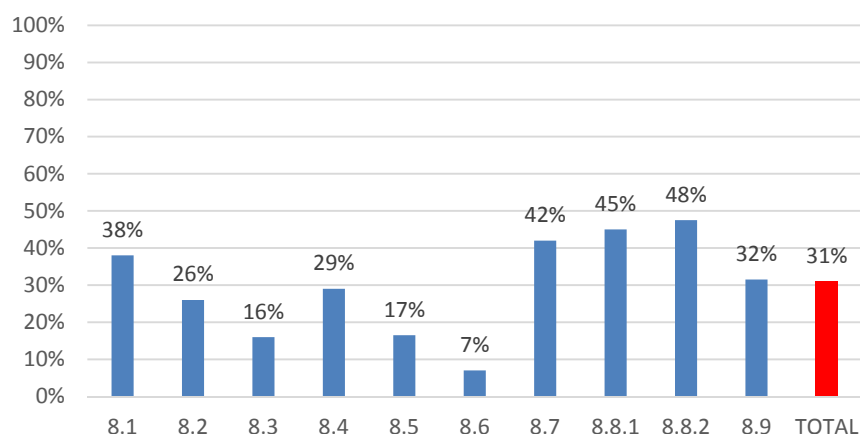


## QUESTION 8

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

Average mark from the sample of 100 :		5/15
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
8.1 – 8.9	SOLUTION DEVELOPMENT	31%

### QUESTION 8: AVERAGE PERFORMANCE



The performance of learners in this question was generally poor.

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

These questions were based on practical work. This is a good example of teaching theory together with practical work. Many learners could not respond correctly to these questions. Learners should be taught **not only** how to insert validation text but also what the meaning is of validation text. They should also **not only** be taught how to insert merged fields but also what the purpose is of a merged field.

Most learners could not explain the difference in the result if the AVG function were used in a group footer as opposed to the report footer in a database report.

#### Q 8.1 – 8.4

These questions were questions on website design. From the responses of learners in these questions it seems as if not all learners were exposed to this topic. Many learners could not respond correctly to these answers.

Learners specified what the tag was all about and did not know the general name for an HTML element.

#### Q 8.2

Some learners did not understand the effect/function of a HTML extension.

#### Q 8.3

Most of the learners focused on closing the tag – they supposed to know that certain tags you do not close at all. Poorly answered, a few learners mentioned the percentage or that the width is fixed.

**Q 8.4**

The way the question was phrased, confused the learners totally. The examiner asked the difference between cell spacing and cell padding in tables in word processing documents and HTML pages. We only teach learners the meaning of cell spacing and cell padding in HTML and not in Word.

Most learners could explain cell spacing, but with cell padding they were lost.

**Q 8.5**

Most learners did not even attempt this question. If they did attempt to answer the question, they could not explain WHAT the difference in the result would be if the AVG function were used in a group footer as opposed to the report footer in a database report. This question was yet again something that learners knew very well to do in a practical question but were totally unable to answer in the theory examination.

**Q 8.8.1 and 8.8.2**

Learners did not respond well to this question because they misinterpreted it. They focused more on the wording of the question "A French phrase" and therefore did not know how to present the answer.

**Q 8.9**

Very few learners knew about wildcards and could give the correct answer. Most of the learners explained the general function of an asterisk but did not explain the **purpose in the function**. In general learners usually battle to answer practical work in a theory paper.

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

When teachers do practical, they need to explain the theory or how it works in theory as well. Explain to the learners why we do certain functions and work in practical as well as the advantages of using certain features in the different programs.

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

Learners do not know how to apply practical work in theoretical context.

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

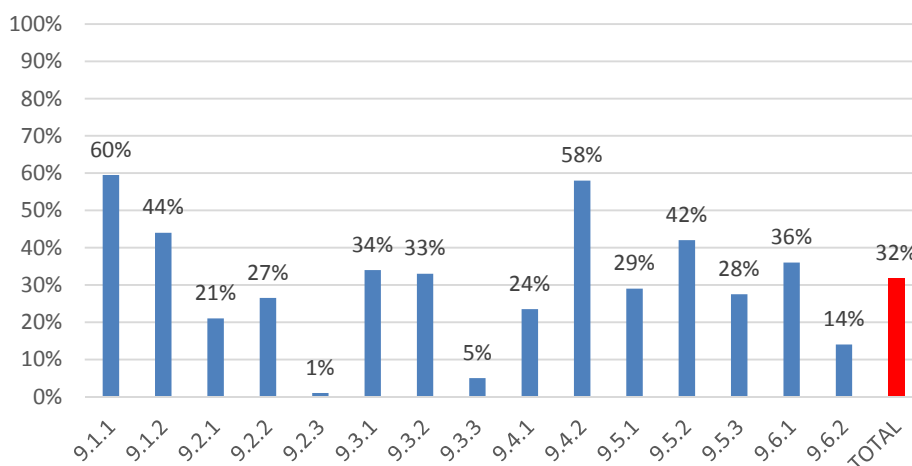
Refer to the general comments in Section 1 of this report.

## QUESTION 9

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

Average mark from the sample of 100 :		8/24
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
9.1 - 9.6	INTEGRATED SCENARIOS	32%

### QUESTION 9: AVERAGE PERFORMANCE



In comparison to the previous year, this question was answered very poorly this year.

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

#### Q 9.1.1

The whole question paper is based on application of theory or practical. Another application question and learners are not used to this type of questions. Therefore learners wrote only "cheap, fast, easy, etc." without any explanations.

#### Q 9.1.2

Learners did not understand the question. They answered very vaguely or just wrote "share it". They used incorrect terms like USB instead of USB cable. Learners could not differentiate between how to transfer records from the tablet directly on the server offline or online.

#### Q 9.2.1

Learners know the practical part, but do not know how to express themselves in words and what the general purpose of an import function is.

#### Q 9.2.3

Most learners did not even attempt this question. This was also a practical question but the teachers do not explain this to the learners.

#### Q 9.3.1

Learners do not understand/know basic terminology which should have been engrained since Grade 10. This was also a practical question.

**Q 9.3.3**

Learners did not understand this question well and the answers were based on 9.3.2 or a vague response. This was also a practical question.

**Q 9.4.1**

The majority of answers were: “not to open e-mails you are not familiar with” or “not to visit unsecure websites” with no mentioning of the **link**. Learners gave general precaution but they did not relate their answers to phishing.

**Q 9.4.2**

Poorly answered because learners need experience to answer this question. Not in their framework of reference.

**Q 9.5.1**

The learners actually rewrote the question in their answers and did not really answer the question.

**Q 9.5.2**

Learners referred to errors/bugs in the software. Most responses were related to: “testing the software in order to make a decision”. The concept of compatibility is not being well taught.

**Q 9.5.3**

Briefly explain what a template is, as well as how one would use it.

Learners could not explain this answer for the full 2 marks – only managed the second mark.

**Q 9.6.1**

Learners did not read the question carefully. They gave the definition of BYOD and not the technical problems related to implementing the BYOD policy and some will mention cost, when they specifically excluded any cost factors.

**Q 9.6.2**

Learners struggled with the term “proxy server”. If the learners do not even know the meaning of this term they will definitely not be able to state two benefits of using a proxy server.

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

I refer you to the list of suggestions under the same headings in QUESTION 5. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

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

These questions were based on application as well as practical. Many learners could not respond correctly to these questions.

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

The understanding of some questions, is still a problem.

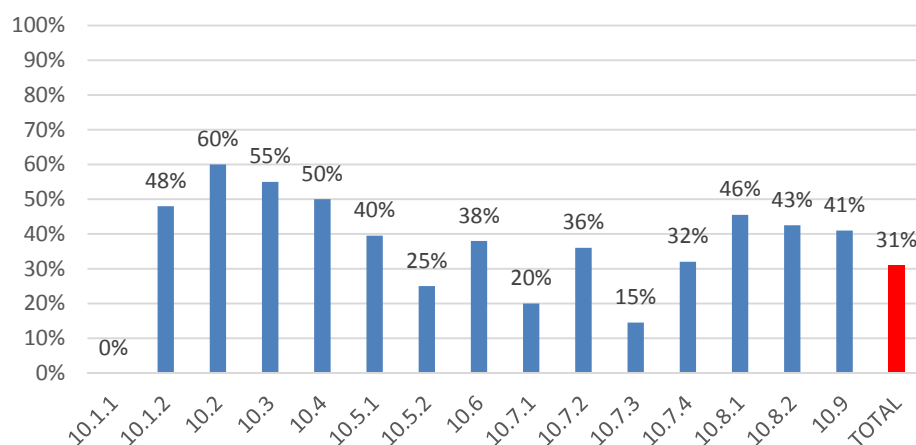
The learners don't read the questions properly before they answer.

## QUESTION 10

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

<b>Average mark from the sample of 100 :</b>		<b>8/26</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
10.1 – 10.9	INTEGRATED SCENARIOS	31%

### QUESTION 10: AVERAGE PERFORMANCE



Once again the performances of learners in this question range from average to very poor. Learners generally struggled with responding to questions as questions were too general and focused a lot on practical components again.

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

#### Q 10.1.1

None of the learners could answer this question.

#### Q 10.2

Learners did not understand this question. They do not know the meaning of attributes/search filters you can use to search for files using the search facility of the operating system. This is part of basic file management and teachers don't focus on this anymore.

#### Q 10.5.2

It was very disappointing that many learners could not explain what an RSS feed is and why it saves the user time. The idea was there but the vocabulary and correct terminology failed to appear.

#### Q 10.7.1

Most learners refer to the graph and not the linking of the graph. Also a practical question.

#### Q 10.7.3

Learners did not respond well to this question because they misinterpreted it. They focused on the function as is therefore did not know how to present the answer. I think a question like this, rather belonged in the practical paper.

#### Q 10.7.4

This question was poorly answered because it was yet again something that learners knew very well to do in a practical question but were totally unable to answer in the theory

examination.

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

I refer you to the list of suggestions under the same headings in QUESTION 5. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

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

These questions were based on application as well as practical. Many learners could not respond correctly to these questions.

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

The understanding of some questions, is still a problem.

The learners don't read the questions properly before they answer.