



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2019 NSC CHIEF MARKER'S REPORT

SUBJECT	CAT	
PAPER	P1	
DURATION OF PAPER:	3 HOURS	
DATES OF MARKING	30 November to 14 December 2019	

REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

1. STANDARD OF THE QUESTION PAPER

Was the paper of an appropriate standard for Grade 12? Substantiate using the following headings:

Compliance to CAPS and Examination Guidelines

The standard of Paper 1 for Computer Application Technology was high and complies with the guideline of the CAPS document.

The total mark allocation of the paper (180 marks) and the distribution of marks amongst the Applications taught in CAT as well as the **time provided** for the paper (3 hours) was according to the CAPS guidelines.

Cognitive skills assessed

Was there an appropriate distribution of questions in terms of low, middle and higher order cognitive skills? (If No Please attach a weighting grid to show the distribution of the cognitive skills assessed). Were choice questions assessing similar cognitive skills?

Yes, there was an appropriate distribution. There are no choice questions in this paper.

The distribution of questions was appropriate, the **high order** questions tend to be difficult, especially in the spreadsheet and database sections, therefore the marks for spreadsheets and database are much lower than the other questions. Some of the centres did not answer the Spreadsheet and Database questions and in **most** of the scripts that we marked the marks for HTML are much better than previous years.

(c) Difficulty level of question paper

In general do you think the paper was difficult, fair or easy? Please provide examples with reasons. Were choice questions of equal level of difficulty?

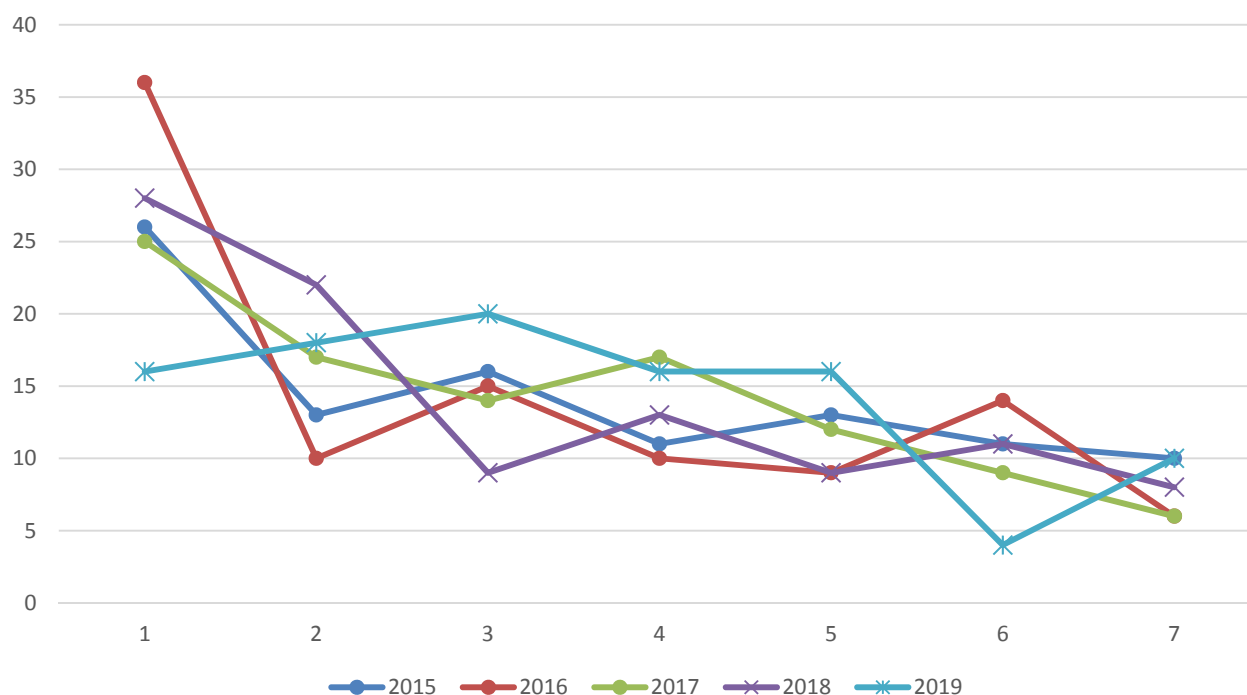
The paper was of a very good standard. Candidates should not fail the paper if they were well prepared. There were candidates who achieved extremely well marks as there were no unfair questions that they could not answer. Every application assessed in this paper had easy and difficult questions.

The spread of difficult questions were well planned.

The marking guideline was amended at the marking guideline discussion at National level to accommodate **all** possible outcomes.

No choice questions for CAT P1.

CAT P1 LEVEL DISTRIBUTION 2015 - 2019
(EASTERN CAPE)



(d) Coverage of prescribed Content and Skills

Does the paper cover the Content and Skills as prescribed in the CAPS? If your answer is no, indicate which Content and Skills were not adequately covered?

All the requirements of the CAPS document were adequately covered. As in past papers there was a small percentage of the higher order questions that were not asked before and were challenging to the CAT candidates.

This paper covers the prescribed Content and Skills that are expected for Grade 12 CAT P1 CAPS.

2. FAIRNESS OF QUESTIONS

Were there any questions that were unfair? List them and substantiate why each one was unfair.

The questions were fair and of a **high** standard.

Most of the candidates that did this paper lacked knowledge and skills in answering question papers like these one's. The weak candidates (80%+) that answered this question paper struggled and it seemed very difficult for them.

The highest mark in the 100 scripts sampled was 179/180 and lowest mark 0.

There is nothing wrong with paper, the standard of these candidates are very weak.

3. LANGUAGE

Is the language used appropriate for Grade 12 candidates? List questions that were linguistically complex and show how these questions can be re-phrased.

The level of language used was of a high standard and easy to follow and understand. Instructions were clear in most cases and the data retrieved was clearly labelled and shaded to improve on the level of understanding.

The use of shorter sentences and bullets assisted in the reading and understanding of the paper.

4. LENGTH OF QUESTION PAPER

Were candidates able to complete the examination within the allocated time?

No, the weaker candidates did not complete the question paper in the allocated time. Reason for this is that they try and find the correct function in the application programme OR they do not have the language skills to read, comprehend the instructions immediately, poor time management and they lack knowledge and skills to complete the questions.

Many of the candidates struggle to complete paper in time.

Time was wasted on scenarios and high order questions that they could not do.

5. USE OF APPROPRIATE TEXTS

Were the texts/ contexts used appropriately? Substantiate.

The context and text was appropriate and there was nothing that could have mislead candidates or could be deemed inappropriate for them.

6. MARKING GUIDELINE

Is the mark allocation for all questions appropriate? If no provide examples.

Does the marking guideline cater for all alternative responses?

If No please list all correct responses which were not included in the memo.(indicate the question number and response)

The mark allocation were appropriate and fair.

The marking guideline caters for most of the responses received from candidates.

The marking guideline caters for alternative responses and in Excel additional notes indicated that candidates have used "building blocks" to answer questions and that cell references may differ depending on the candidate's response.

response.

(c) **RECOMMENDATION**

The paper compares well with past papers. The paper is of a good standard and has a fair spread of high and lower order questions catering for all cognitive levels.

Candidates who were adequately prepared would not be disadvantaged by this paper and could have achieved good results.

There is no **constructive evidence** that candidates were disadvantaged to any extent that warrants an adjustment of marks.

I suggest the Raw Marks therefore be accepted.

1. Raw Marks Accepted	Yes
2. Adjustment Upwards	
(d) Adjustment Downwards	

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

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

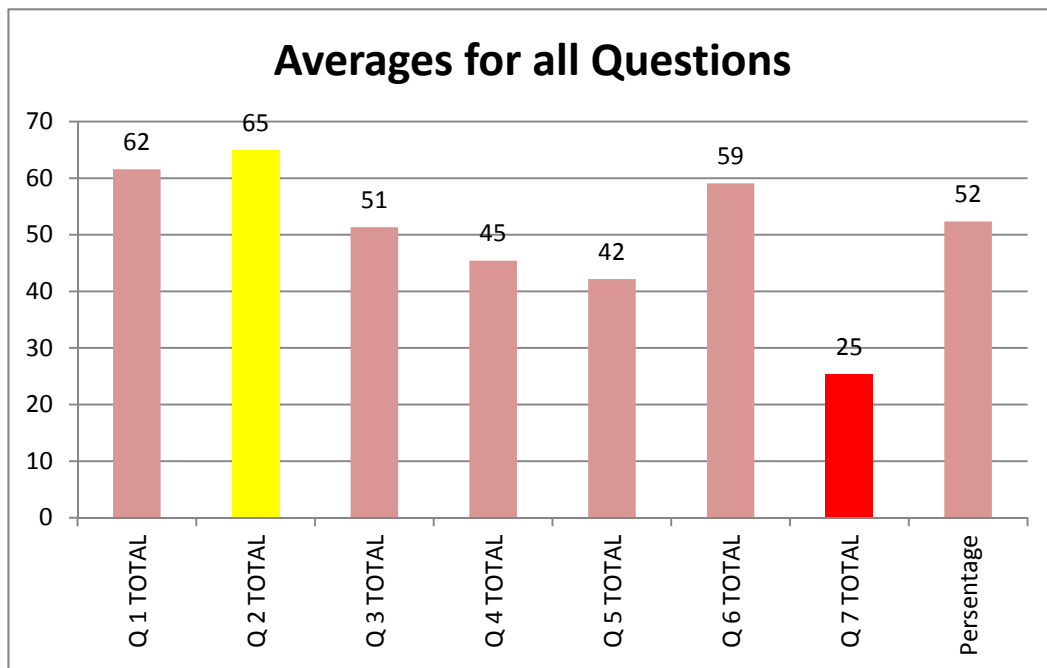
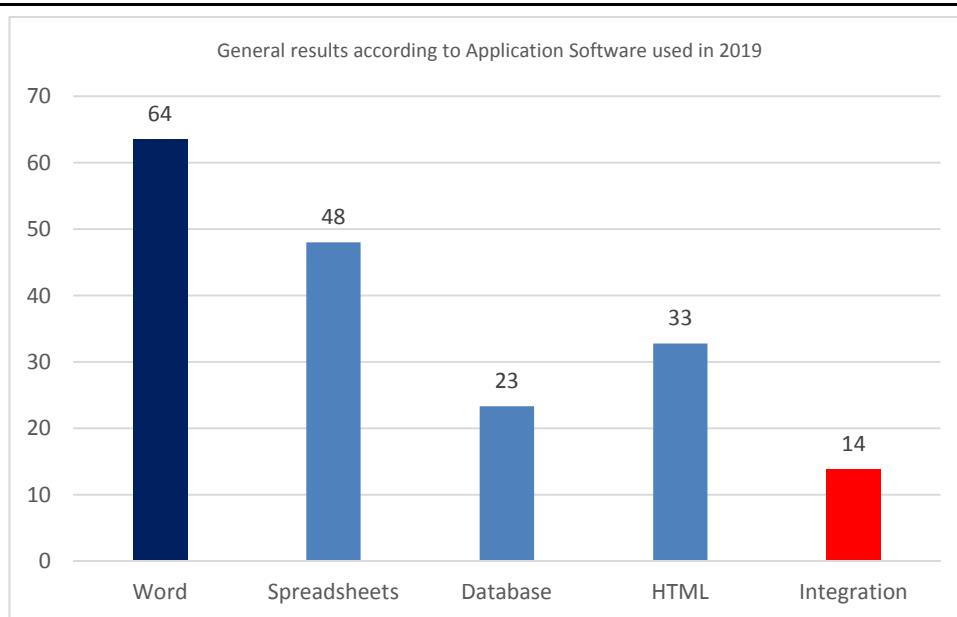


Figure 1 and 2: The graph above and below is a reflection of a sample of 100 scripts that were captured. Candidates did very well in Question 1 and 2 (Word) and poorly in Question 7 (Integration).



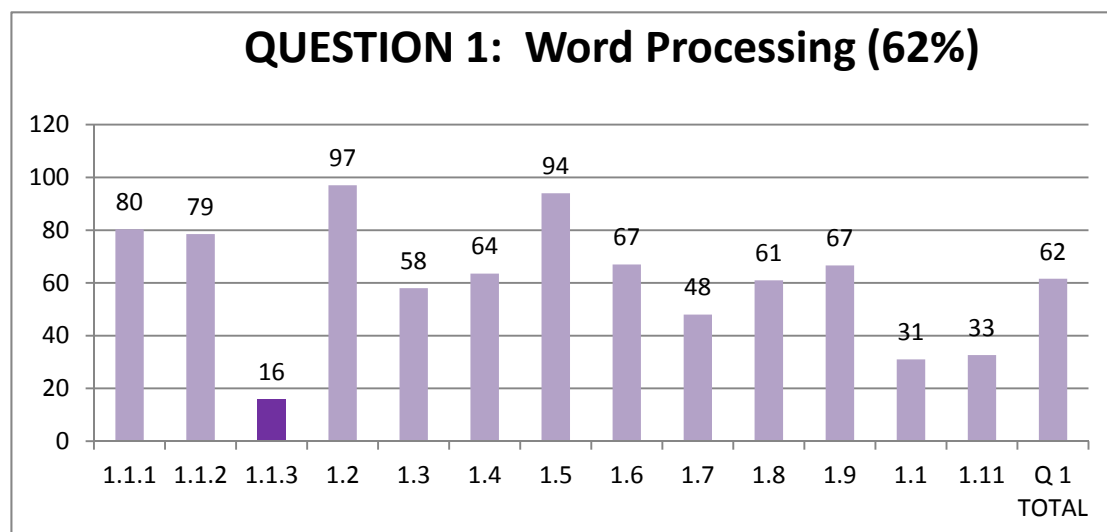
- The paper was of a high standard.
- A few challenging (higher order) questions in the paper.
- More candidates completed the question paper this year.
- There are still too many candidates that lack the skills and knowledge required to answer even the easy questions.
- The results are disappointing. The marks in general are very low. There are however centres where the candidates performed well and where the candidates achieved good to excellent results.
- **Difficulty of paper is fair in general.**
- Well set paper with a fair spread of very easy to difficult questions.
- Again, schools where the results are weak were not well prepared as there were sufficient easy questions for weaker candidates to at least achieve a pass.
- Good balance between easy and difficult questions.

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 candidates in the specific question. Was the question well answered or poorly answered?



The majority of the candidates attempted this question and did well. This was the second best answered question in the paper and had a good spread of lower, middle and higher order questions. Almost all candidates attempted this question, the strong candidates did very well, the weaker candidates average between 30 to 50%.

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

Question 1.1.3 (Vertical page alignment)

For some reason most candidates did not know how to set the vertical page alignment to centre, skill that is taught in Grade 10.

Question 1.10 Hidden text (font effect)

Candidates did not know how to apply this rule or did not know what to do. They deleted the text or made the font white instead of hiding the text.

Question 1.11 Page footer

Candidates must be taught how to use Section breaks/Page break in headers and footers. Some weaker candidates inserted the 'Tay Mahal' picture in the footer, they misread the instruction or misunderstood what they had to do.

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

- Some candidates did not know Word Processing well, more practise in certain aspects of Word is needed. Grade 10 and 11 work must be revised in Grade 12.
- Educators must ensure that they give candidates a clear indication of what is "always" asked in the final paper.
- Candidates must work through previous years papers as the same type of questions are often asked.
- Candidates need to be familiarized with the way questions are asked.
- Work out of different text books.
- Encourage candidates to explore all possible alternatives (go beyond the syllabus).
- Need training for teachers in Advance Word to upskill them to teach the candidates.

(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

Q 1.6 Confusion between footnote and endnote.

Q 1.1.3 Candidates could do Bullets but not in the **style**.

Q 1.8 Candidates (weaker) couldn't do subentries.

Candidates do not read the instructions carefully and therefore make mistakes in when answering, the language in this question **might** have been difficult for some candidates.

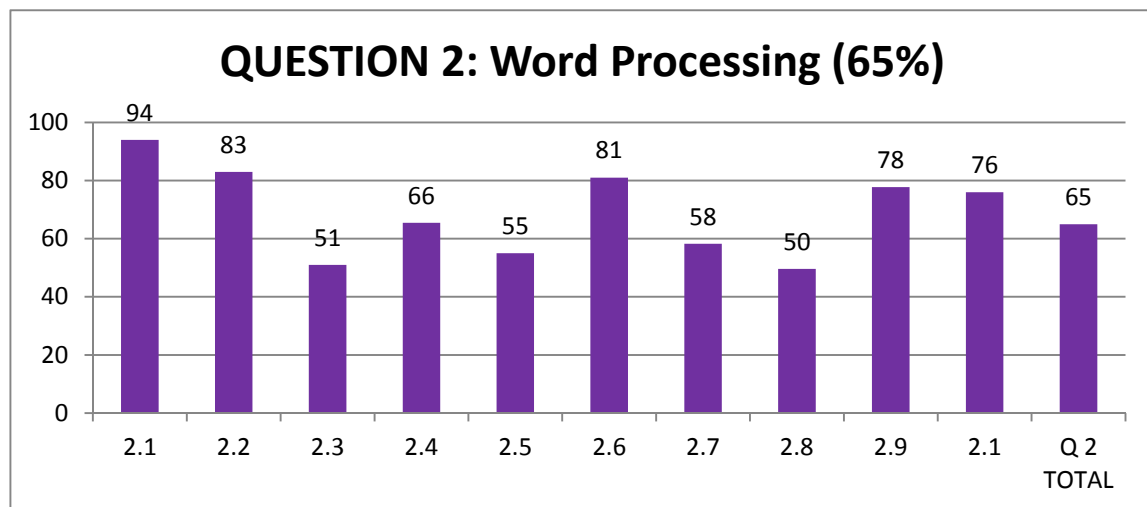
Suggest is that they do more papers.

Teachers must make marking guidelines available to candidates so that they can see what is expected of them to obtain all the marks.

Advance courses for educators on Word Processing in the beginning of the year.

QUESTION 2

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



The majority of candidates did well in this question. Best answered question, candidates still need to practise tables and numbering in Word Processing.

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

Question 2.7 Table

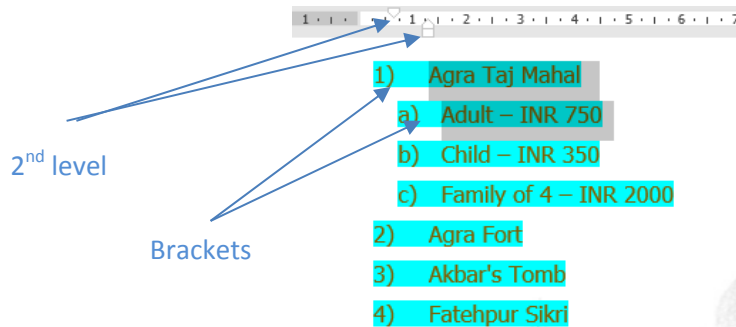
Only a few candidates knew how to merge the first row of the table. Candidates did not know that they had to Autofit the table to Window.

Interesting facts	
1	The false tombs are the only non-symmetrical aspects of the Taj Mahal.
2	The Taj Mahal was declared a World Heritage Site in 1983.
3	The influx of tourists poses many challenges for the upkeep of the site.

Some candidates had the thick border inside and the thin border outside on the bottom border, they did not look at the picture properly.

Question 2.8 Multilevel list

Most candidates (50%) lack the skill to do numbering. The screenshots were very clear, but some candidates read it wrong and produced wrong answers.



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

- Teachers must spend more time on numbering and multilevel listing.
- Teachers must do more past papers with the candidates.
- They need to spend more time in Word processing, although Word is the best answered question, the candidates will do so much better if they know how to use Word.

(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

Q 2.3 Candidates created a **new** style within the existing style instead of changing the style to **any** Accent Bar. They didn't read the instruction properly.

Q2.4 Crowds had to be **replaced** with a cross reference, not a cross reference next to 'crowds'.

Q2.5 Candidates had to **add** the text, instead they created a new source.

Q2.7 Some candidates used the wrong borders, the picture was very clear.

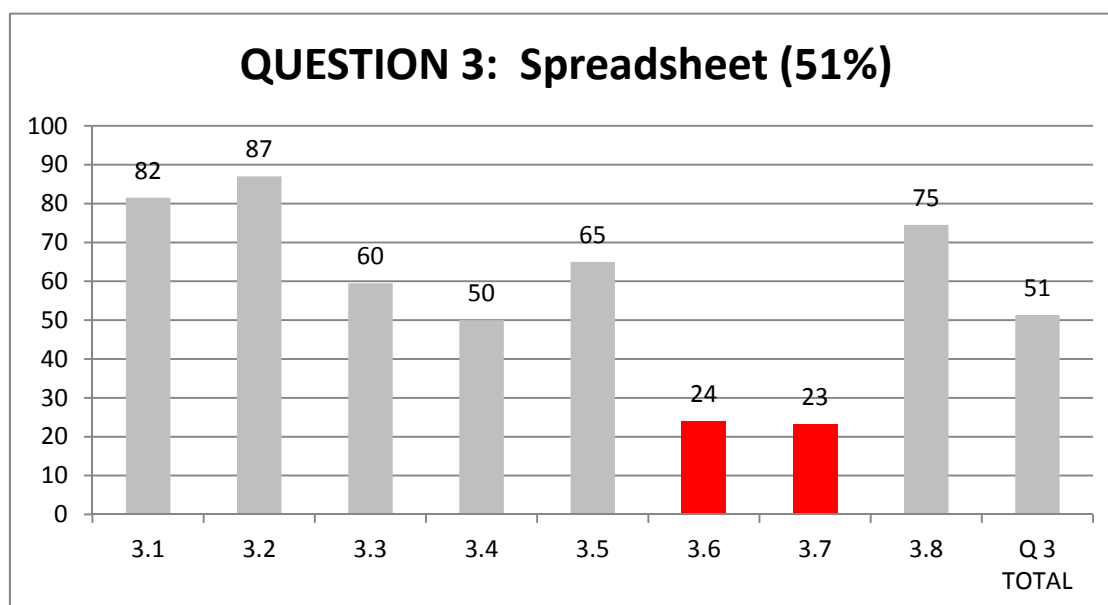
Q2.9 Candidates used the wrong data to create a pie chart – not reading properly.

Q2.10 Candidates do not read, they had to place the picture as a page background and NOT in the graph background.

- There must be advance courses for educators on Word Processing.

QUESTION 3

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

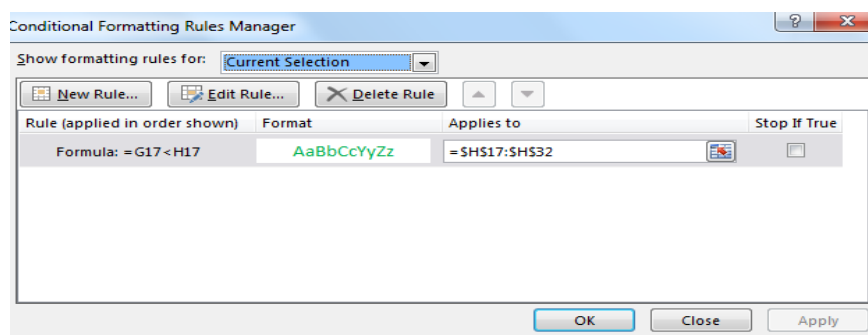


Candidates' mathematical skills remains a challenge throughout the question paper. These challenges were much better answered than in the past years, the average for this question improved by 8%.

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

Question 3.6 (Conditional formatting)

Candidates manage to do some of the question and obtain 1 or 2 marks, they couldn't do the formula in this question.



Question 3.7 (Nested IF)

Candidates used the wrong columns, instead of using DEF they used H and G for this calculation. Candidates overall did not do well in this question, although building blocks could be used. Candidates do not know how to use the **AND** and **OR** functions.

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

- Teachers must put more emphasise on the difference between modify and create AS WELL as formula and functions.
- Practise more difficult conditional formatting features.
- Teachers must teach the **AND/OR** function and incorporate it with the IF function.
- Teach candidates to use the building blocks.
- Teachers must teach candidates the importance of understanding a question first, before answering, because sometimes candidates do not lose marks because they don't know how to do the question, but they lose marks because they do not understand the question. If candidates can follow the instructions, they can easily score marks.
- More time should be spent practising how to answer such questions.
- Teachers should encourage candidates to experiment with the tools available in each program.

(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

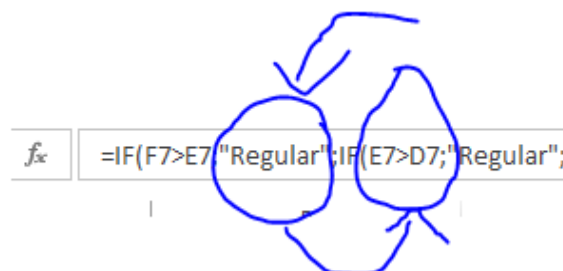
Q3.1 Candidates centred and merge the heading instead of only merging.

Q3.3 Candidates don't know how to exchange different currencies.

Q3.4 Majority of weak candidates were unsure of what was expected of them in this question. They had to modify the function and not delete it or change it to a formula.



=SUM(C9;C15;C33;C42;C52;C63;C73)



=IF(F7>E7;"Regular";IF(E7>D7;"Regular";

Q 3.7 Candidates are not able to distinguish between the < and > operators.

Candidates also don't know that if the next statement is in the true section it operates as an **AND**.

Encourage candidates to use functions or programme features by default even when not specifically stated so in questions.

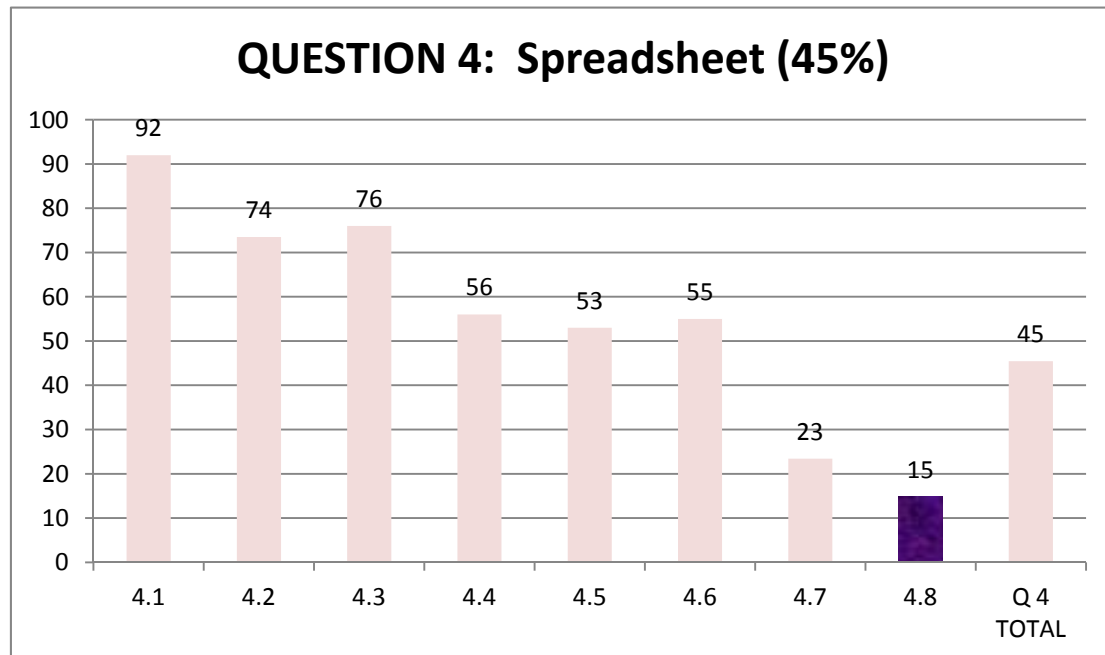
Excel is still a weak answered questions and should become a focus areas.

Schools need to be aware of which areas their candidates achieved poorly in so that individual teachers can alter their approach individually to address these problem areas.

Teachers need training in Excel, advance courses should be presented.

QUESTION 4

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



This question was much better answered than last year. Average for this question was 35% last year.

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

The majority of the candidates did Question 4. The only difficult, high order questions that the weak candidates could not do and did not even attempt were 4.7 and 4.8. The strong candidates performed really well.

This question was a challenge for average to strong candidates.

A lot of date function were asked and some weaker candidates are not comfortable with date and time, as well as functions and calculations.

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

Question 4.7

Candidates' only mistake made in this question is the return column (in this case it was a cell that should be selected instead of a value). They also did not know to * with F7.

```
=VLOOKUP(D7,Countries!$A$3:$C$65,K7)*F7
```

Question 4.8

Candidates couldn't modify the date functions that were given. Candidates must be taught the different date and time functions.

Teachers can place more emphasis on the use of building blocks. Weaker candidates who do not have the insight to combine functions can gain by this. They just have to indicate that they made use of the building blocks.

Emphasise that the table in Vlookup should always have absolute cell referencing.

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

comments that are useful to teachers, subject advisors, teacher development etc.

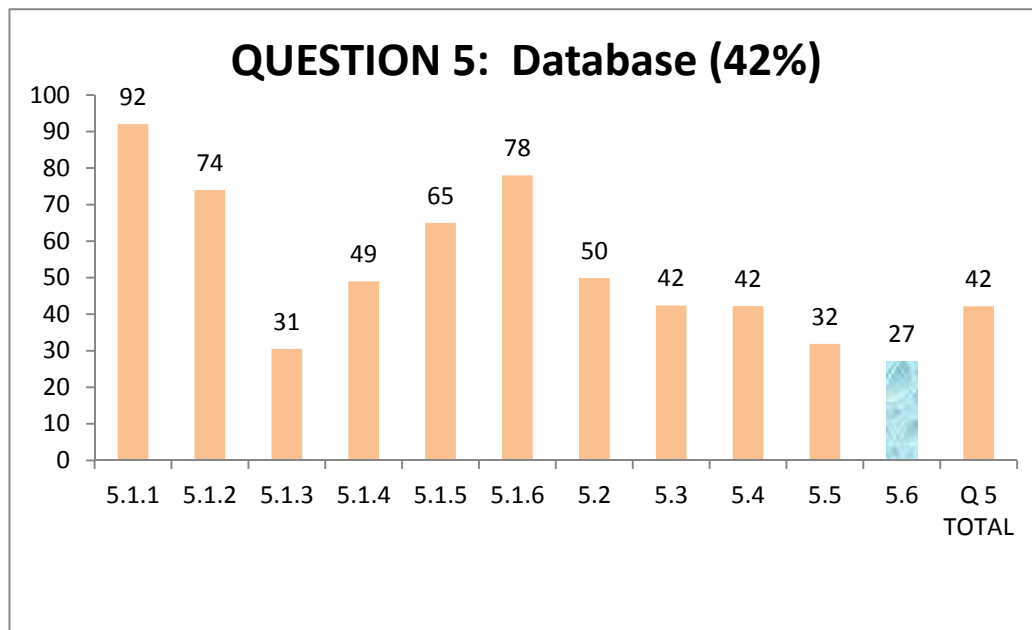
Candidates with a bit more mathematical skill do much better in Excel. Candidates should be encouraged to take time to read the questions properly and make sure they do what is asked of them.

Candidates to do more past papers to encourage candidates to practise the different functions and formulae. They must also be taught how to do exchange rates and conversions.

Teachers also need an advance course to sharpen their knowledge and ways of thinking and teaching.

QUESTION 5

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



Most candidates attempted this question. Although the average for the question is only 42%, most candidates could do more than in the previous papers. The weak candidates didn't attempt the higher order questions. The average to stronger candidates manage to do the challenging questions.

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

Question 5.1.2

Candidates changed the Names and Surnames in the **table** and re-typed the fields in the Datasheet, they did not know how to move the fields.

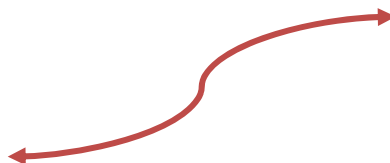
Question 5.1.3 (Input Mask)

The Input Mask was a challenge for most candidates, although the Input Mask Character Sheet was given to them.

Question 5.2 (Form)

Some candidates did not know where to make these changes. More time must be spent on Access and creating forms in Access.

The screenshot displays the Microsoft Access interface. On the left, a form titled "Taj Mahal Survey" is shown in Design View. It includes a header section with the form title and a unique identifier (4193420830027). Below the header, there are several text boxes for data entry: "SurveyNo", "Name", "Surname", "Country", "DateIn", and a "TravellerType" field which is a Combo Box. The "TravellerType" field is highlighted with an orange box. On the right side of the screen, the "Property Sheet" for the "TravellerType" field is open. It shows the "Format" tab selected, with properties such as "Control Source" set to "TravellerType", "Row Source" set to "SELECT [tblOptions].[Options]!", "Bound Column" set to "1", "Limit To List" set to "No", "Allow Value List Edits" set to "Yes", "List Items Edit Form" set to "Yes", "Inherit Value List" set to "Yes", "Show Only Row Source Values" set to "No", "Input Mask" set to "Default Value", "Validation Rule" set to "Validation Text", "Enabled" set to "Yes", "Locked" set to "No", and "Auto Expand" set to "Yes".



Question 5.3 (Query)

Candidates still don't know how to group in an query.

Question 5.4 (Query)

Majority of the candidates could not use the wildcard "*" and "<>" correctly.

Question 5.5 (Query)

Majority of candidates didn't attempt this question, the calculation was a high order question and candidates with poor mathematical ability will not be able to do this.

`CodeLetter:Left([Reaction],1)`

Question 5.5 (Report)

This question was poorly answered. Candidates didn't know how to change grouping. They didn't know how to insert a function. When they insert a function, it is often the wrong one. They didn't know how to change the font of the field to italics.

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

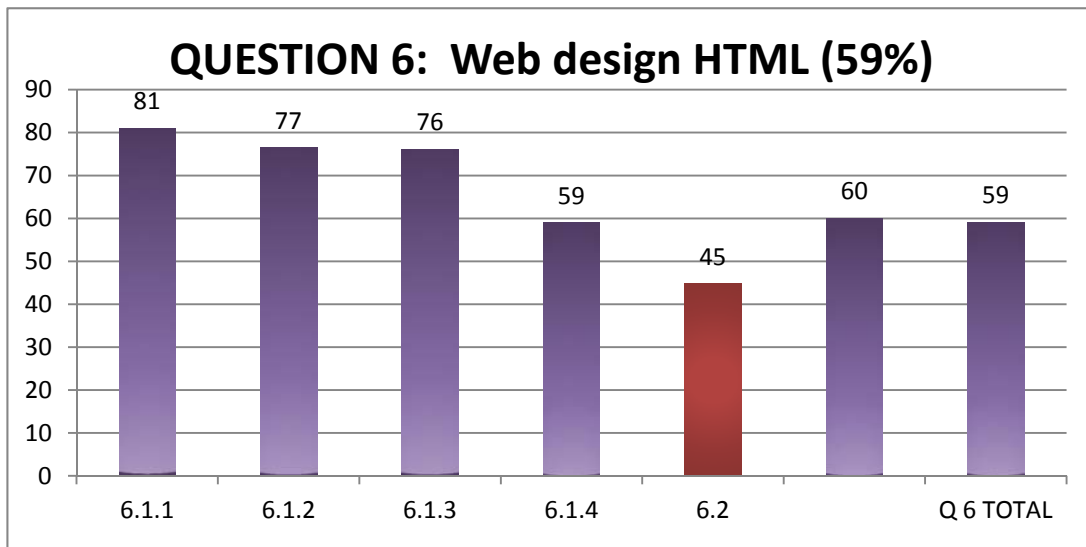
- Work through past papers.
- Candidates must have computers at home to practise if they do CAT or they should be able to use labs in the afternoons.
- Work hand in hand with candidates in Phase 2 of the PAT – this could improve Access skills.
- Teachers have to do lots of queries, reports and forms with the candidates.
- Do calculation in queries and reports over and over, especially with the candidates that doesn't offer mathematics as a subject, teach them to think logically.
- Spend more time on grouping in Access.
- More test should be done on Access to see what candidates can do or not do.

(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Candidates commented that the paper was fair compared to past papers.
- Regular courses in Access is a must. New teachers are not always confident to teach Access as it is not used often in our everyday lifes.
- Workshops for teachers are essential especially in schools not performing well.
- Teachers need more training in Access.

QUESTION 6

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



Majority of candidates attempted Question 6 and did much better in HTML than the previous years.

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

- This was the first time that the question was asked in this manner (new to candidates), but they seem to know what to do in the question.
- Problem areas included the following: Hyperlink to text and the table.
- Candidates need to be taught how to use these tags correctly.
- Spelling mistakes and the use of opening and closing tags and triangular brackets is still huge problem. Candidates must practise HTML more often.
- Placing information in wrong places even though the question numbers are indicated on the data retrieved, is still problematic.

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

- Teachers must spend more time on the tags, brackets and nesting of the webpages.
- HTML is one of the sections that candidates enjoy in general. It is not too difficult to obtain good marks in this section.

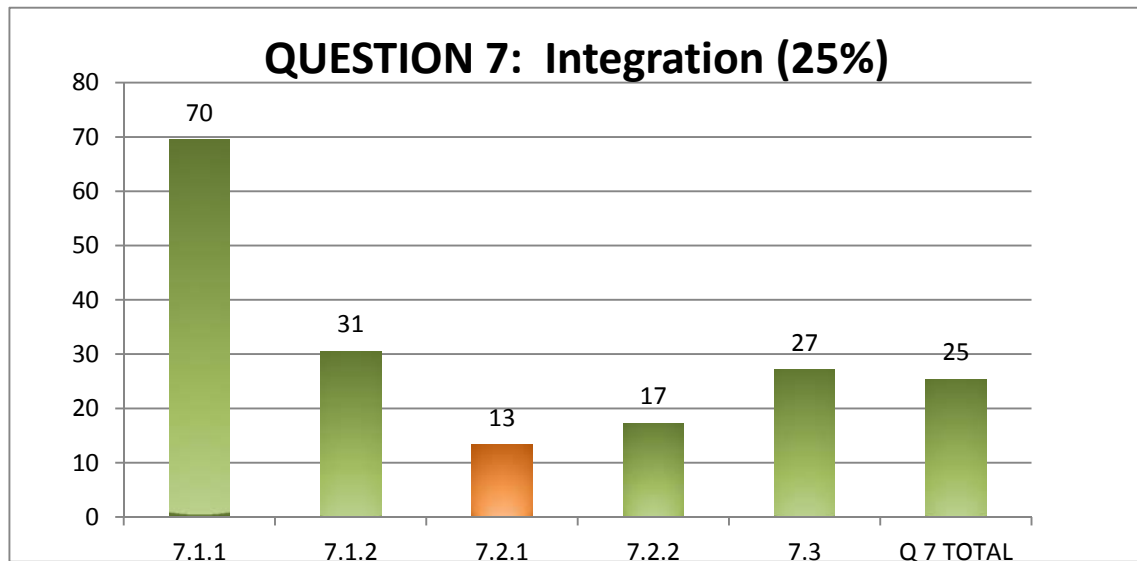
(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Advise teachers to work in Notepad ++ when teaching HTML.
- Teachers must teach the candidates to inspect their HTML document for errors so that the learner can obtain the positive mark that's awarded in HTML question.
- Teachers must know more than the basic CAPS requirements (must be confident in using HTML) so that they can show candidates how to set different backgrounds etc.
- Teachers can work with their candidates by doing the PAT website to improve their HTML skills.

- Courses in HTML is very necessary. Teachers are not always confident to teach HTML.

QUESTION 7

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



The majority of the candidates attempted this question, but the question was poorly answered. Weakest answered question again in this year. There were many different applications tested in this question. Candidates could do the Word Processing and not the Spreadsheet and Database.

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

Question 7.1.1

Automatic caption option not available on the older office packages. Candidates added caption to the picture on random places.

Candidates deleted the **figure 1** as the question read as follows: "Use the sentence below the picture as the caption text".

Unobstructed view of ~~Taj~~ Mahal



Unobstructed view of Taj Mahal

Question 7.1.2

The majority of candidates didn't know how to use this Word Processing feature.

Question 7.2.1

Candidates could find the # but they couldn't find the next function to compare the # with. The hint in the question paper helped with the 1st test, but candidates couldn't do the rest of the function/formula. The candidates could use the building blocks to get to an answer, but they didn't know how to use the building blocks.

Question 7.2.2

The candidates don't know the subtotal feature and if they attempted it they didn't know how to use the feature. Candidates also did it manual as the screenshot showed only part of the answer.

Question 7.3

This question was attempted mostly by the stronger candidates. The concern here is the fact that some candidates couldn't attempt this question due to regional settings that were incorrect. Some candidates only lost this 6 marks in question 7, (this raised great concern as some strong candidates would definitely attempt this question but couldn't because of the settings that were not fixed). This was not there wrong doing.

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

- Teach candidates to use functions or programme features by default even when not specifically stated so in questions.
- Work through past papers not only for revision but also for teaching as this will assist candidates in getting used to the structure of the question paper.
- Teach candidates to use problem solving methods like (sorting/filtering).
- It might help to take part in the Computer Olympiad – where candidates will be challenged by different types of questions.
- As mentioned before candidates should pay careful attention to tips/hints that come with the questions.
- It was quite clear that the weaker candidates struggled with the linguistic and mathematical challenges that the paper posed.
- Our candidates' mathematical ability will always be a challenge as well.

(d) **Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.**

- Schools need to be aware of which areas their candidates achieved poorly in so that individual teachers can alter their approach individually to address these problem areas.
- Teachers should read the exam guidelines religiously. There are many invaluable tips and pieces of information that would greatly assist candidates in their preparation for their exams.
- Also, this report, and previous years' reports, should be read by teachers to see what they can do to improve on their teaching.
- New teachers in the subject should receive in service training on how to present this subject, especially the nuances that come with it, e.g. the PAT. Current teachers should also undergo refresher courses and be trained on updated content as this subject changes and evolves constantly.
- It is important that schools get examination instructions well in advance from the department to ensure computers are setup correctly. Please ask your subject advisor to follow up on regional settings, etc.