



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

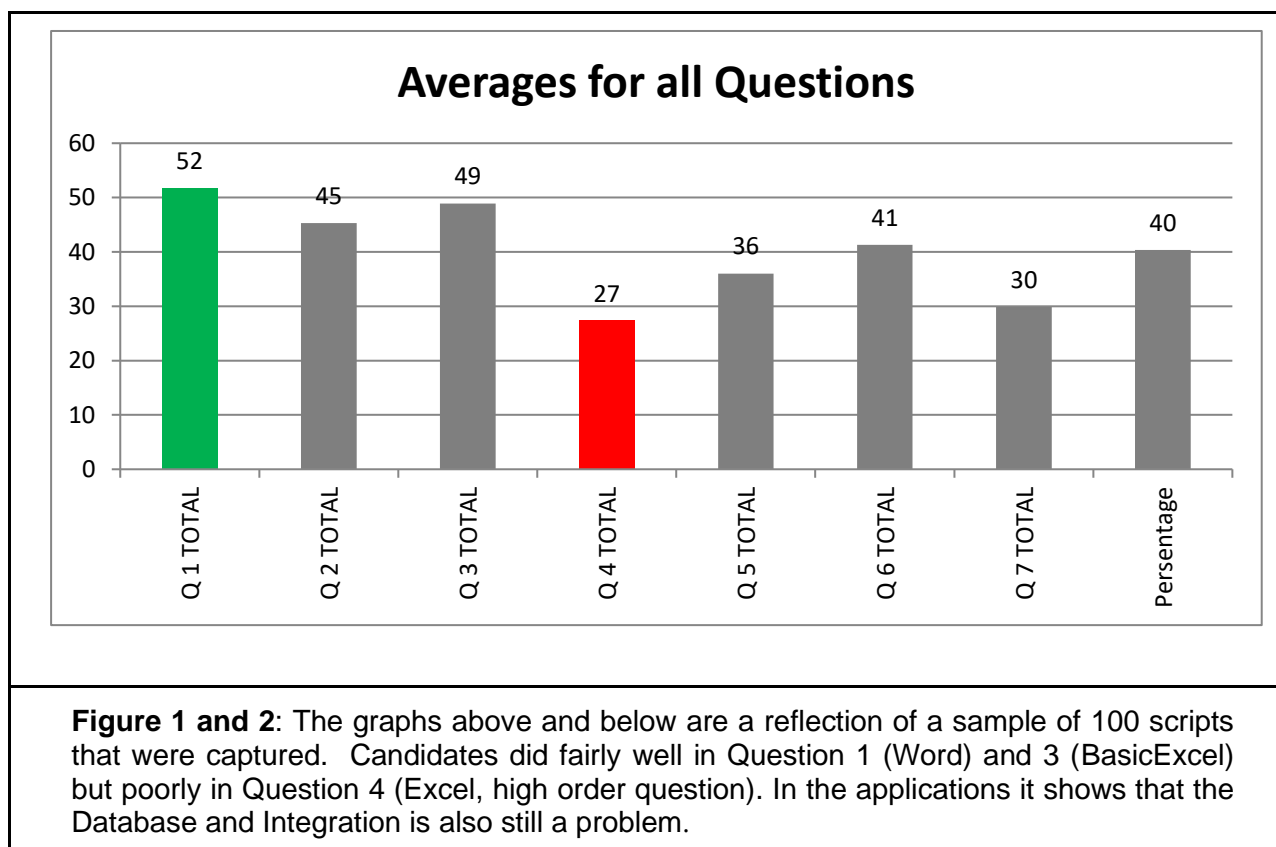
Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

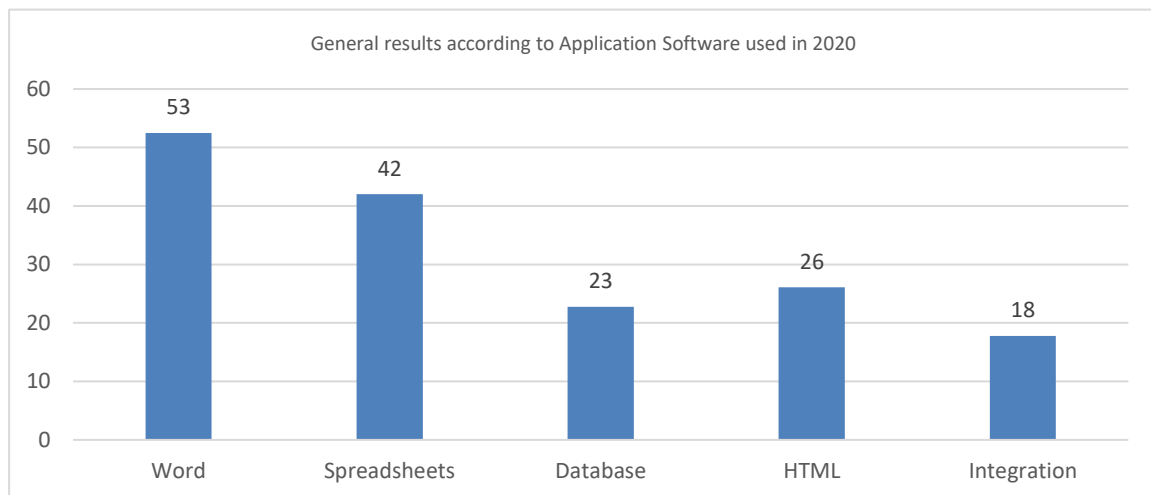
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	CAT
PAPER:	P1
DURATION OF PAPER:	3 hours

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





- The paper was of a very high standard.
- There were a number of challenges (higher order) questions in the paper.
- Fewer candidates completed the question paper this year.
- There were still too many candidates who lacked the basic skills and knowledge required to answer even the easy questions (Grade 10 work).
- The results were very disappointing. The marks in general are very low. There are however centres where some candidates performed well and where some candidates achieved good results.

Difficulty of paper was fair in general.

- Well set paper with a fair spread of very easy to difficult questions.
- Schools where the results are weak were not well prepared as there were easy questions for weaker candidates to at least achieve a pass.
- Sufficient balance between easy and difficult questions.

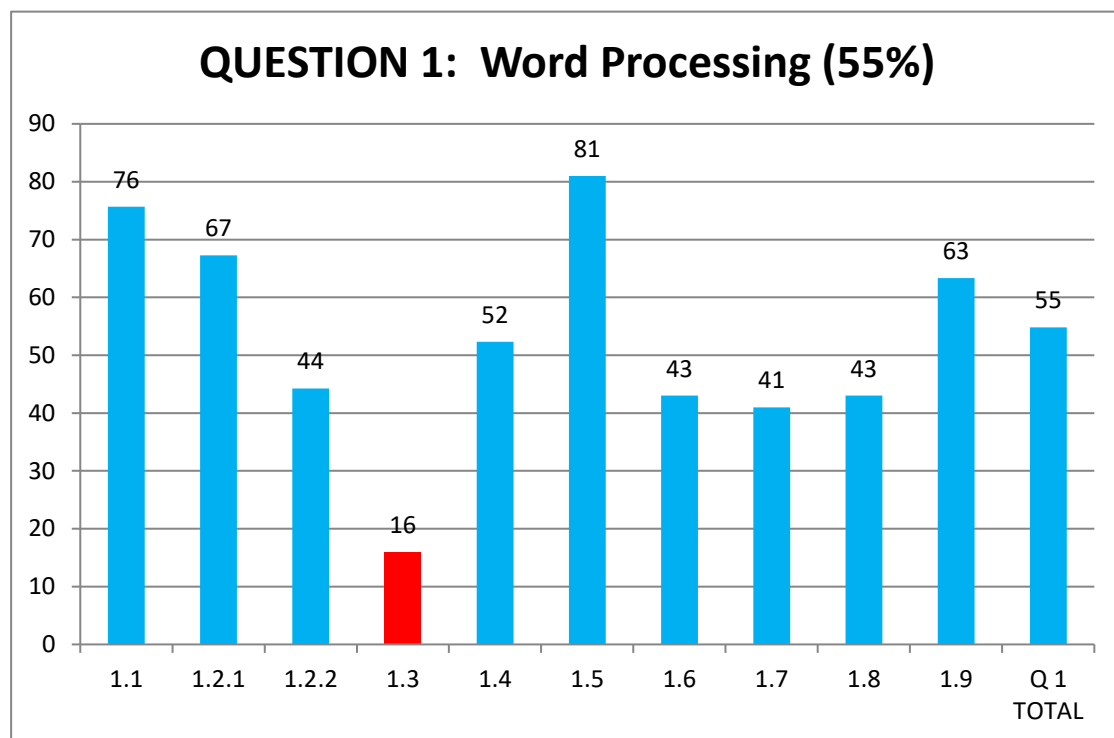
SECTION 2:

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



The majority of the candidates attempted this question and did fairly well. This was the 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 averaged between 30 to 40%.

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

Question 1.3 Website source

Candidates did not know how to create a website source. This skill (references) is taught when candidates do the PAT.

Question 1.4 Find and Replace

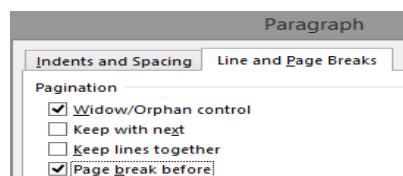
Candidates were requested to find a nonbreaking character in the question and to replace it with a feature. Most of the candidates could not do this.

Question 1.5 Indentation

The candidates misunderstood this question as they wanted to change the right indent in the dialog box and **not** on the ruler as the question instructed them to do. Candidates had to make changes on the ruler and accuracy and position was once again very important here.

Question 1.7 Paragraph settings

Paragraph settings seemed to be a problem for the candidates.

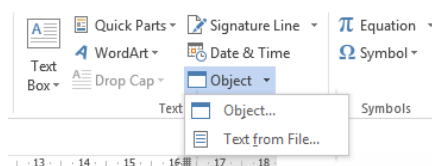


Question 1.7

Some candidates inserted Text from file. Other candidates pasted a screenshot of the file.

Use **Insert** – Object

(Gr 11 syllabus)



Question 1.10 Watermark

Most candidates knew how to insert a watermark. Candidates struggled to remove watermark on other pages. Candidates did not know how to use Section break so that they would be able to remove the watermark. This could be related to page numbers.

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

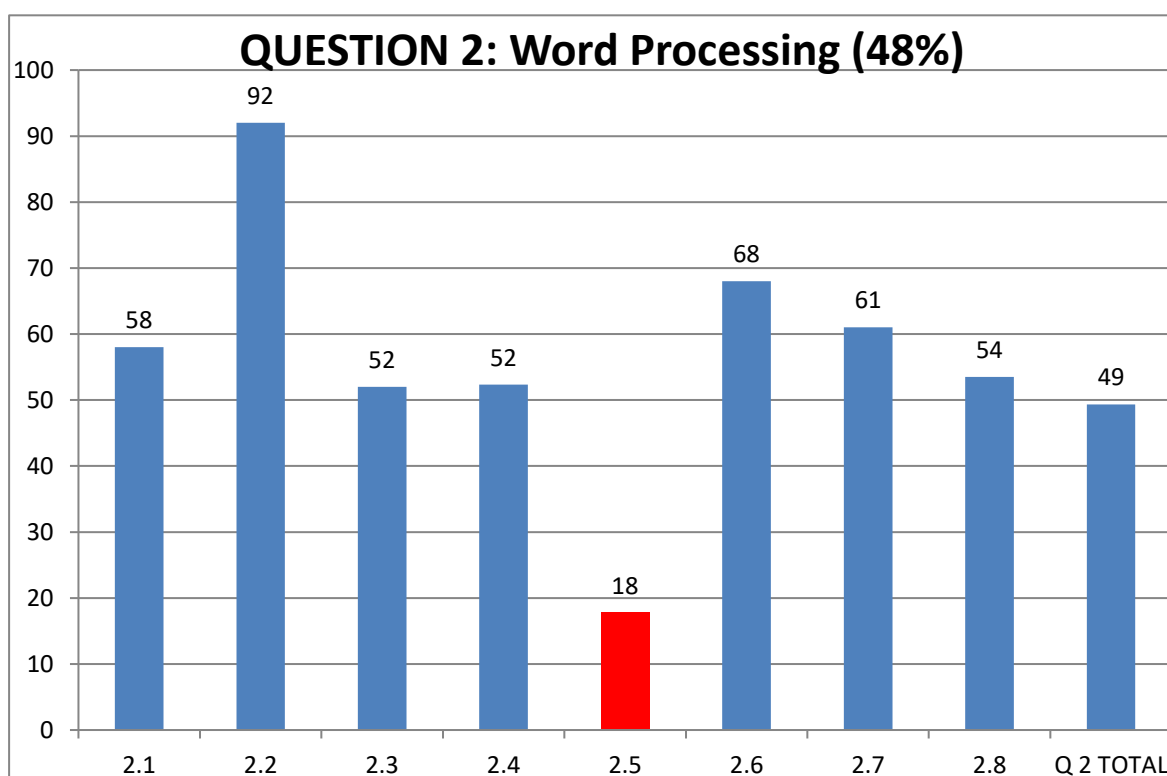
- Some candidates do not know Word Processing well and more practice in certain aspects of Word is needed. Grade 10 and 11 work must be revised in Grade 12.
- Educators must ensure that they give candidates a clear indication of what is “always” asked in the final paper.
- Candidates must work through previous years’ papers as the same type of questions are often asked.
- Candidates need to be familiarised 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 learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Candidates do not read the instructions carefully and therefore make mistakes when answering.
- Suggest that they do more revision using 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 learners in the specific question. Was the question well answered or poorly answered?



The majority of candidates did well in this question. Candidates still need to practise Table to Text and headings in the Table of Content TOC. Emphasise accuracy and position in answering question papers.

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

Question 2.1 Cover page

Candidates deleted the control and inserted their examination numbers in a normal textbox.

Question 2.3 TOC

Most candidates could not do this question 100%. Candidates need to be taught how to do TOC levels.

{TOC\h\zlt"Heading 1,2,Title,1"}

Question 2.4 Page numbering

Candidates could not manage to insert page numbering in the left margin on the 3rd page. Candidates should be able to use different styles of page numbering.

Question 2.5 Table to text

Table to text is Grade 10 work; most candidates did not know how to do this question.

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

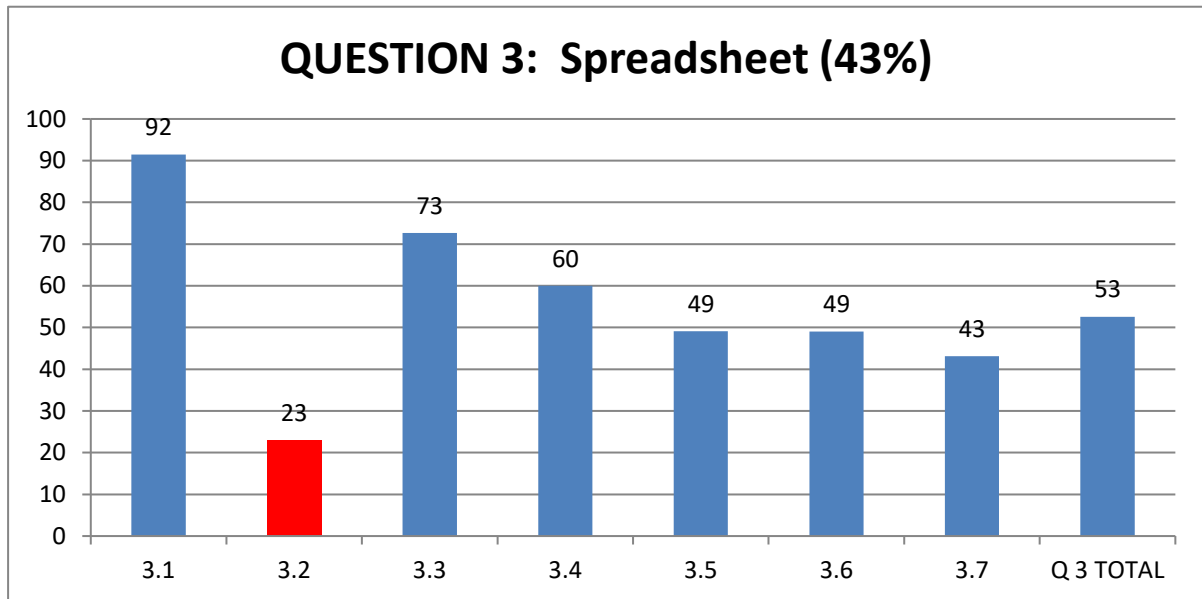
- Teachers must do more past papers with the candidates.
- They need to spend more time in Word processing. Although Word is the best answered question, the candidates will do so much better if they know how to use Word.

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

- Emphasise accuracy and position when answering a question.
- Remember to recap on TOC options.
- Practise to Edit the citation.
- Practise the setting of cross references.
- Make sure learners understand the different options and results of their changes.
- There must be advance courses for educators on Word Processing.

QUESTION 3

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



Candidates' mathematical skills remained a challenge throughout the question paper. Most candidates could not extract the month from a date given. More attention must be given to graphs.

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

Question 3.2

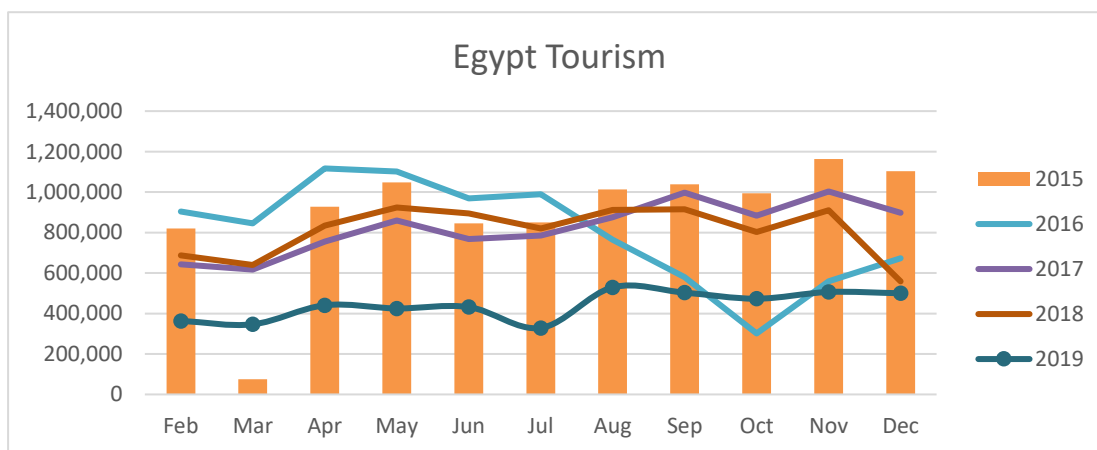
=MONTH(A3)

Candidates struggled with this date function. Too many date functions in the paper. Teachers must emphasise the importance of date and time functions. Candidates must practise these functions more and more.

Question 3.7 Graph

The candidates made numerous mistakes with their interpretation of the image of the graph that they were given. Some of them could not do the following:

- Change the Legend series (Year) to 2015
- Apply the 1 000 separator to the vertical axis
- Insert markers on the 2019 data



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

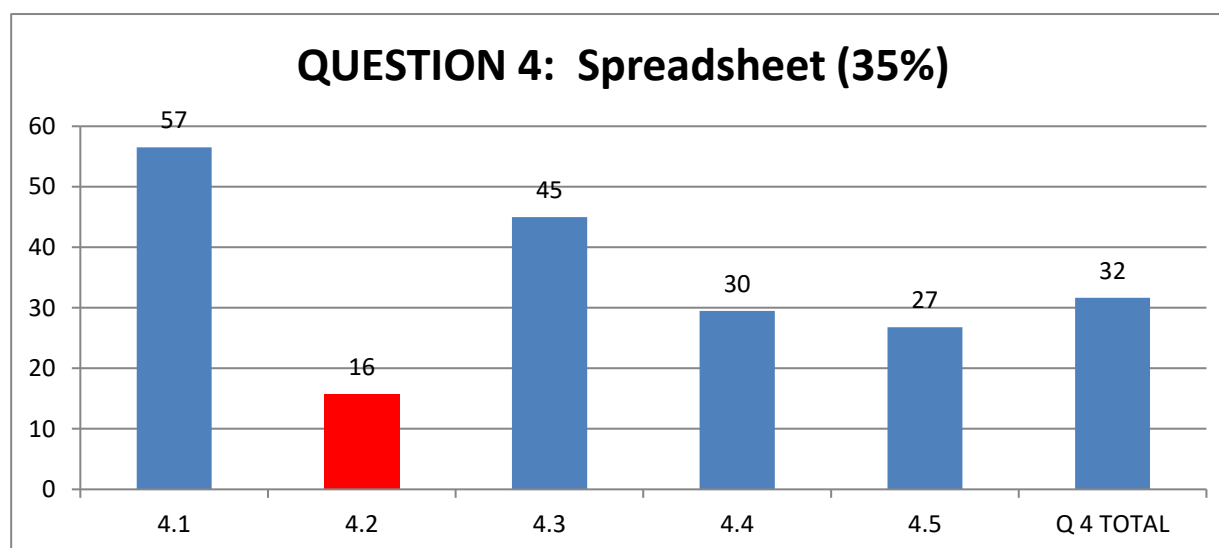
- Teachers must put more emphasis on the difference between modify and create AS WELL as formula and functions.
- Practise more difficult conditional formatting features.
- Teachers must teach the **AND/OR** function and incorporate it with the IF function.
- Teach candidates to use the building blocks.
- 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 learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Encourage candidates to use functions or programme features by default even when not specifically stated so in questions.
- Excel is still a poorly answered questions and should become a focus area.
- 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 learners in the specific question. Was the question well answered or poorly answered?



The majority of candidates did poorly in this question. Only a few could adhere to the challenges of this question. The results in this question dropped by 13% from last year – extremely difficult for the candidates. Candidates' mathematical skills remains a challenge throughout the question paper.

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

- The majority of the candidates did not do Question 4.
- This question was a challenge for average to strong candidates.
- A lot of date functions were asked and some weaker candidates are not comfortable with date and time, as well as some functions and calculations.
- Candidates don't know how to break down the question in smaller parts (building blocks).

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

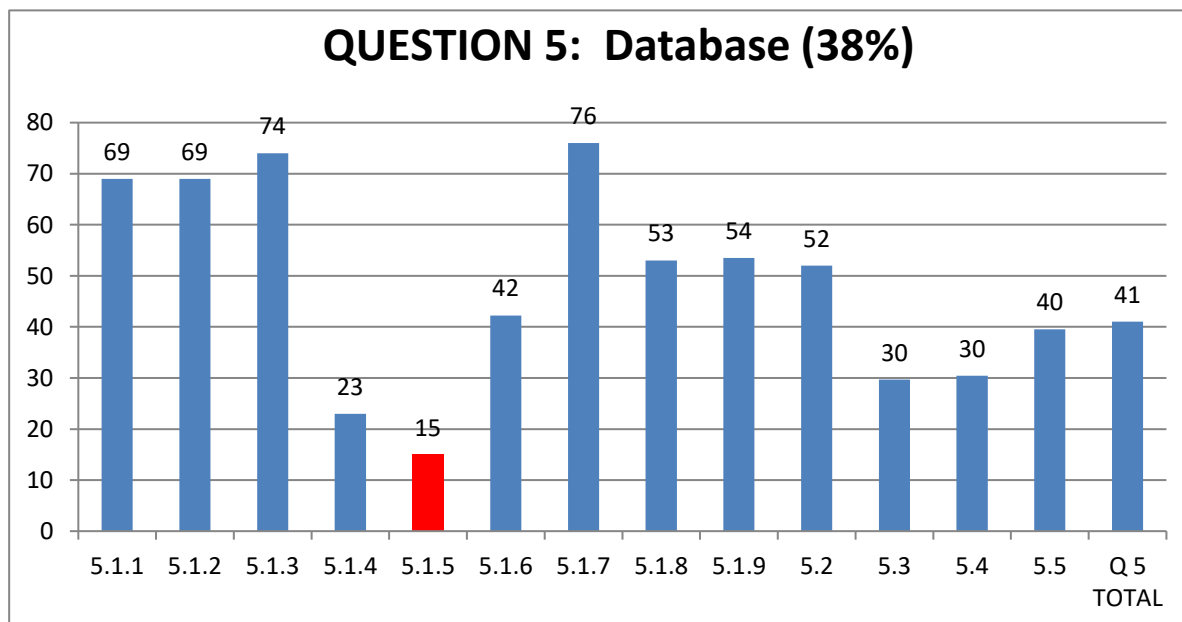
- Teachers can place more emphasis on the use of building blocks. Weaker candidates who do not have the insight to combine functions can gain by this. They just have to indicate that they made use of the building blocks.
- Emphasise that the table in Vlookup must always have absolute cell referencing.

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

- Candidates with slightly better mathematical skills 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 have to do more past papers to encourage them to practise the different functions and formulae.
- Teachers also need an advance course to sharpen their knowledge and ways of thinking and teaching.
- Teachers must advise candidates that they must attempt a question even if they think it's difficult. A candidate can get part of the mark for the question.

QUESTION 5

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

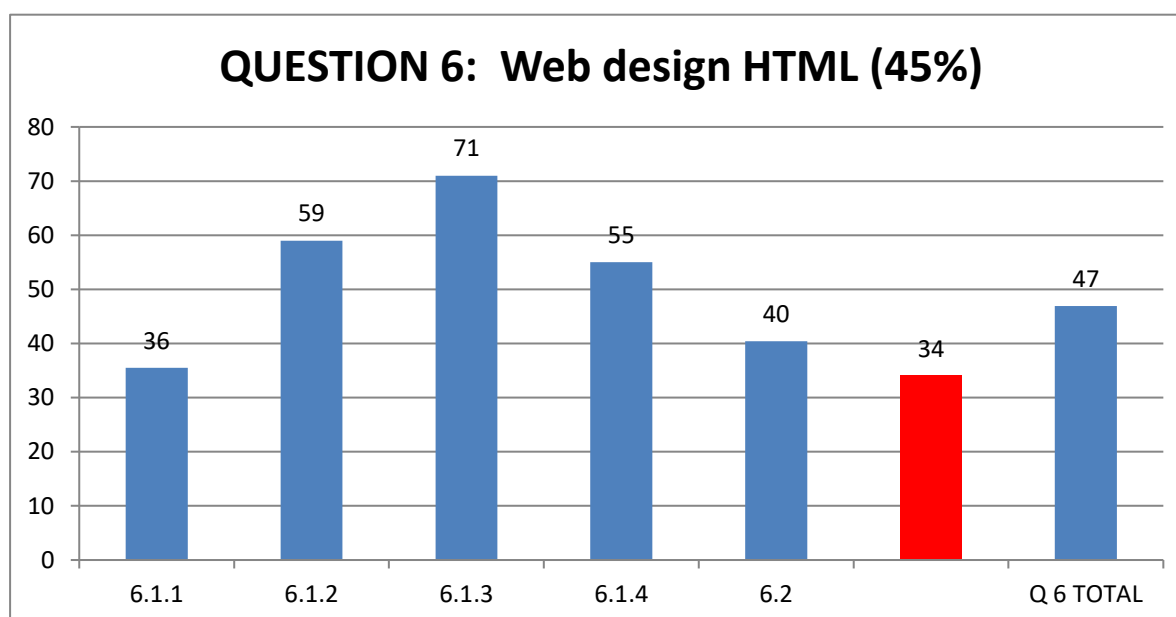


Most candidates attempted this question. Although the average for the question was only 41%, most candidates could answer more questions than in the previous papers. The weak candidates didn't attempt the higher order questions. The average to stronger candidates managed to do the challenging questions.

(b)	Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	<p>Question 5.1.6</p> <p>Instruction was not clear, candidates did not know where to do Input Mask.</p> <p>Question 5.2</p> <p>Many candidates did not know the difference between a label and a field.</p>
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	<ul style="list-style-type: none"> • 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 tables, queries, reports and forms with the candidates. • Do calculation in queries and reports over and over, especially with the candidates that do not offer mathematics as a subject. Teach them to think logically. • Spend more time on grouping as well as the date and time functions in Access. • More test should be done on Access to see what candidates can do or not do. • Work through past papers.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	<ul style="list-style-type: none"> • 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 life. • 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 learners in the specific question. Was the question well answered or poorly answered?



The majority of candidates attempted Question 6. The average for this question was 59% last year; this is a matter of great concern. The weaker to average candidate could not answer 6.1.1 and 6.2 correctly. More time must be spent on tables in HTML.

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

- Problem areas included the following: Hyperlink to text and the table.
- Candidates need to be taught how to use these tags correctly.
- The use of opening and closing tags and triangular brackets is still a 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

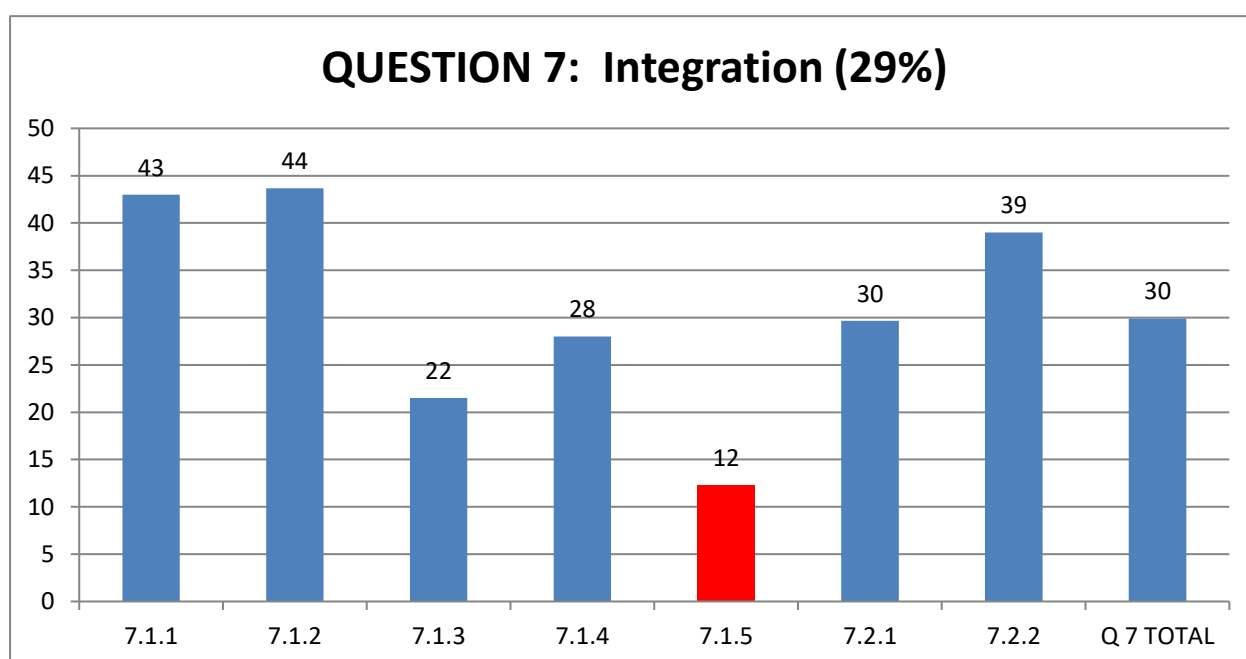
- Teachers must spend more time on the tags, triangular brackets and nesting of the webpages.
- HTML is one of the sections that candidates enjoy in general.

(d) Describe any other specific observations relating to responses of learners 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 candidate can obtain the positive mark awarded in HTML questions.
- Teachers must teach their candidates how to use tags for rows and headings in the table.
- 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.

QUESTION 7

(a) General comment on the performance of learners 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. This was the weakest answered question again in this year. There were many different applications tested in this question. Candidates could not do the Word Processing (Mail Merge) and the Spreadsheet functions.

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

Question 7.1.2 Chart

Very few candidates managed to do the vertical axis major units to 0.2.

Question 7.1.3 Chart saved as image

The weak and average candidates struggled with this question; they were not able to save the image as a jpg file.

Question 7.2.1 Data validation

The candidates don't know Data validation and if they attempted it, they didn't know how to use the feature. Very few candidates managed to do the changes, but they did not know how to amend the validation list.

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

- Please teach the candidates to be accurate throughout the paper: they should not do a function/formula in a wrong cell, they should not put the Input Mask in the wrong field, etc.
- Accuracy – correct spelling is important.

PLEASE TAKE NOTE OF THE FOLLOWING GUIDELINES (ATTACHED TO THE REPORT EVERY YEAR):

These additional IMPORTANT guidelines to educators/principals of schools that offer Computer Applications Technology as a subject MUST be adhered to.

We **supply these guidelines every year** and find that some Centres make the same repeated errors every year.

The following items have had an impact on the performance of some of the candidates in CAT P1.

MANAGEMENT OF FINAL EXAM DATA:

- 1) **Educators** need to check each Candidate folder after burning them onto the CD. – too many empty folders still appear or folders are left completely off the CD. Many schools submitted Data folders for Candidates that had the unedited or original data OR shortcuts to files, as a result the learner will get 0 if the modified data cannot be retrieved in time.
- 2) In many of the **schools where the candidates did not perform well**, there were folders missing or incorrectly labelled. This is a **reflection on the CAT educator** that is not adequately equipped to teach CAT as he/she does not have the necessary file management skills to follow up on data copied to the CD.
- 3) **EXAMINATION NUMBERS:** Invigilators **MUST** make sure that the examination number on the data folder and the mark sheet correspond. **Please use only the EXAMINATION NUMBER** to label the folder for every individual candidate. There are still schools that use ID numbers or student names to label folders. It is not possible to complete the mark sheets for these schools as we do not know who these candidates are on the mark sheet and Data verification becomes a difficult task.
- 4) CDs with Candidate data **MUST** have the **Centre name written on the CD** as many schools only write the School name on the CD and when these CDs arrive separately from the mark sheet, it is very difficult to figure out which centre the CD/data belongs to.
- 5) A **CD must accompany every mark sheet** with the data of the candidates of that mark sheet on the CD. Many schools submit one CD and then there are no CDs with additional mark sheets. This causes a tremendous administrative burden as mark sheets are not always grouped together when submitted for marking at marking centres.
- 6) The mark sheets **MUST indicate if the candidate is absent or present**. Time is wasted following up on candidates as there is no data on the CD for the candidate, but the candidate is not ticked present or absent. We cannot merely assume the candidate was absent.
- 7) Copy **all the exam data onto the CD, and not just individual questions** done by the candidates, as some of the candidates' work may be omitted.
- 8) Additional problems are experienced when centres copy Open Source and Microsoft files to candidate folders. Some candidates then work in both of the packages and these delays marking as all markers are not able to mark in Microsoft and Open Source. Only the version installed at the examination centres should be available for candidates and copied to the CDs submitted.

9) Candidates should only answer what is asked and not do additional things that do not count marks and that could make it difficult for the marker to find the correct answer. **Candidates must not have 3 copies of the same question on the Data CD as the markers will not always be sure which version to mark.**

10) It is also very time-consuming scanning through all the copies trying to get the last version worked on.

PRIOR TO THE FINAL EXAMINATION

11) Subject Advisors must make sure that all CAT educators in the district are adequately equipped to teach CAT.

12) Subject Advisors must visit the schools early in the year to make sure that they have adequate facilities and hardware to offer CAT as a subject.

13) Schools offering CAT should work on the **latest versions of Microsoft Office**. Schools should **not use open source software** as markers are trained in Microsoft. This in turn disadvantages candidates.

14) Every CAT learner should have his own computer during class time. Candidates must not share a computer when being taught. The weak results of some schools are also a result of candidates not getting enough practical experience.

15) **PLEASE NOTE and this is IMPORTANT: District officials and Subject Advisors must please make sure that educators receive guidelines on how to manage a CAT practical examination.** Instructions must accompany the examination papers and must also be given to **Educators in advance to prepare the Lab according to the prescribed requirements.** CAT educators **MUST** be present during the practical examination in the lab when the paper is written (in a technical supportive role). CAT educators do not invigilate these exams but are only called to help if there are network or other technical problems. This is stipulated by the National Department of Education.

16) Candidates **do not know their Grade 10 work**. Build a sound foundation in Grade 10. Educators should always bear in mind that candidates are **examined on work done from Grade 10 to 12 in** the final examinations.

17) Schools should offer Computer Literacy in grades 8 and 9 in order to prepare candidates with the basic skills required. If candidates are only exposed to computers from grade 10 onwards, there is not enough time to reinforce the skills taught.

18) Make time for revision! Use the previous year's papers to do this. Show the candidates the memo so that they can see how their work is marked and so that they can check their answers. **Work through past papers** also to prepare candidates so that they can get used to problem solving activities. Candidates need to experience more 3-hour session exams in order to prepare them for the final exam.

19) Candidates are not **trained in Higher Order thinking skills and problem solving**. The grade 12 candidates should be able to **apply their application skills** to solve problems posed without being told what the steps are that they should take to solve the problem.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

COMPUTER APPLICATIONS TECHNOLOGY P1

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

COMPUTER APPLICATIONS TECHNOLOGY P1

NOVEMBER 2020(2)

MARKS: 180

TIME: 3 hours

**This question paper consists of 16 pages, an HTML tag sheet,
an input mask character sheet and a separate information sheet.**



INSTRUCTIONS AND INFORMATION

1. Owing to the nature of this practical examination, it is important to note that, even if you complete the examination early, you will NOT be permitted to leave the examination room until all the administrative functions associated with the examination have been finalised. During the examination, normal rules regarding leaving the examination room apply.
2. If you are working on the network, or the data files have been preloaded, you must follow the instructions provided by the invigilator/educator. Alternatively, the invigilator will give you a CD/DVD/flash drive containing all the files needed for the examination. If a CD/DVD/flash drive has been issued to you, you must write your examination number and centre number on the CD/DVD/flash drive.
3. At the end of the examination, you must hand in the CD/DVD/flash drive given to you by the invigilator with ALL your answer files saved onto the CD/DVD/flash drive, OR you should make sure that ALL the answer files are saved on the network/computer as explained to you by the invigilator/educator.
4. Make absolutely sure that all files can be read. Do NOT save unnecessary files/folders and **do NOT hand in duplicate answer files/folders. Do NOT delete any original files that you did not work on.**
5. The information sheet that has been provided with the question paper **MUST BE COMPLETED AFTER THE THREE-HOUR EXAMINATION SESSION.** Hand it to the invigilator at the end of the examination.
6. A copy of the master files will be available from the invigilator. Should there be any problems with a file, you may request another copy from the invigilator.
7. This question paper consists of SEVEN questions. Answer ALL the questions.
8. Read through each question before answering or solving the problem. Do NOT do more than is required by the question.
9. Read the question carefully as accuracy will be taken into account.
10. Ensure that you save each document using the file name given in the question paper. Save your work at regular intervals as a precaution against possible power failures.
11. You may NOT use any resource material.
12. Ensure that the regional settings are set to South Africa and that date and time settings, number settings and currency settings are correctly set.



13. In all questions involving word processing, you should set the language to English (South Africa). The paper size is assumed to be A4 Portrait, unless instructed otherwise. Use centimetres as the unit of measurement.
14. Formulae and/or functions must be used for ALL calculations in questions involving spreadsheets. Use absolute cell references only where necessary to ensure that formulae are correct when you copy them to other cells in a spreadsheet.

NOTE: All formulae and/or functions should be inserted in such a manner that the correct results will still be obtained even if changes are made to the existing data.

15. You may NOT use a word processing program such as Word to answer the HTML question.
16. The examination folder/CD/DVD/flash drive that you receive with this question paper contains the files listed below. Ensure that you have all the files before you begin with this examination.

• 1Back	Image
• 1Seven	Word processing file
• 2Ancient	Word processing file
• 3Canyon	Spreadsheet
• 4Trails	Spreadsheet
• 5Eiffel	Image
• 5Wonder	Database
• 6_1Places	HTML file
• 6_1Slides	Image
• 6_2Acropolis	Image
• 6_2Angkor	Image
• 6_2Kiyomizu	Image
• 6_2Man	HTML file
• 6_2Sophia	Image
• 7Natural	Word processing file
• 7Quote	Spreadsheet



SCENARIO

Some amazing structures created in ancient times have been called the Wonders of the World.

The Wonders of the World have been expanded to include marvellous creations in the following categories: Ancient, Man-made, Classic, Modern and Natural Wonders, etc.

QUESTION 1: WORD PROCESSING

Open the **1Seven** word processing document about the Seven Wonders of the Ancient World. Insert your examination number in the header or the footer.

1.1 Edit the cover page as follows:

- Change the picture to the **1Back** picture found in your examination folder.
- Add the text 'From Wikipedia' to the document subtitle control.
- Change the properties of the date control to display as dd MMMM yyyy.

NOTE: Ensure that the Developer Tab is active. (3)

1.2 Change the table of contents found on the second page of the document as follows:

- Use the 'Modern' format.
- Display TWO levels of headings. (2)

1.3 Add any automatic table of figures below the heading 'Table of Figures' on the second page of the document. (1)

1.4 Find the picture of the map of the world on the third page of the document and make the following changes:

- Restore the picture to its original appearance.
- Resize the picture to exactly 7 cm high and 15 cm wide. (3)

1.5 Find the table under the heading 'Wonders' and change the table as follows:

- Insert the table caption 'Ancient Wonders'. Accept the default position.
- Apply the 'Plain Table 1' style to the table.
- Remove the first two empty rows of the table.
- Change the layout of the content of the table to be left-aligned and vertically centred.
- Sort the table content in descending order by the 'Modern location' column. (7)

- 1.6 Use a word processing feature to ensure that the heading 'Arts and Architecture' always starts on a new page, even if other formatting or layout changes are made to the document. (1)
- 1.7 Insert a footnote on the text 'abduction of Helen by Paris' found below the heading 'Arts and Architecture' to read 'Trojan War'.
Use any format of your choice. (2)
- 1.8 Add the following source:
Type: Miscellaneous
Title: Wonders of Europe (2)
- 1.9 Convert the bulleted list below the heading 'Further reading' to a numbered list.
Use the number style A.,B.,C. for the numbered list. (2)
- 1.10 Copy the text on the last page, which contains the references, to a new word processing document.
Save the new word processing document in your examination folder in pdf format as **1References**. (3)
- Save and close the **1Seven** document. [26]

QUESTION 2: WORD PROCESSING

Open the **2Ancient** word processing document about the Wonders of the Ancient World.

2.1 Edit the heading 'Wonders of the Ancient World' as follows:

- Change the font size to 31 pt.
- Change the paragraph spacing after to 24 pt. (3)

2.2 Set the vertical alignment of the first page of the document to top. (1)

2.3 Change the page numbering as follows:

- Ensure that the first page is not numbered.
- Align the numbering of the odd pages to the right.
- Change the numbering format from the second page of the document onwards to the format Page | 1. (4)

2.4 Replace all occurrences of any digit(s) in the document with an asterisk (*). (3)

2.5 Make changes to the Heading 1 style as follows:

- Change the style name to 'Ancient'.
- Base the 'Ancient' style (former Heading 1) on the Subtitle style and format the font of this style to a blue colour.
- Update all the instances of the Heading 1 style with the new style. (4)



2.6 Find the heading 'Mausoleum at Halicarnassus'.

Change the column format of the heading 'Mausoleum at Halicarnassus' together with its content (including the picture) to display as follows:

<p>Mausoleum at Halicarnassus</p> <p>Located in what is now south-eastern Turkey, the Mausoleum at Halicarnassus was a tomb built by Artemisia for her husband, Mausolus, the king of Caria in Asia Minor, after his death in *** B.C. Mausolus was also Artemisia's brother, and, according to legend, she was so grief-stricken at his passing that she mixed his ashes with water and drank them in addition to ordering the mausoleum's construction. The massive mausoleum was made entirely of white marble and is thought to have been about *** feet high.</p>	<p>The building's complicated design, consisting of three rectangular layers, may have been an attempt to reconcile Lycian, Greek and Egyptian architectural styles. The first layer was a **'-foot base of steps, followed by a middle layer of ** Ionic columns and a stepped, pyramid-shaped roof. At the very top of the roof lay the tomb, decorated by the work of four sculptors, and a **'-foot marble rendition of a four-horse chariot. The mausoleum was largely destroyed in an earthquake in the **th century and its remains were later used in the fortification of a castle. In ****, pieces of one of the mausoleum's friezes were extracted from the castle and now reside, along with other relics from the Halicarnassus site, in London's British Museum.</p> 
---	--

NOTE:

- Ensure that your cursor appears in the first column before you format the columns.
- Set the column sizes as shown on the ruler.
- The measurement of the second column is 10 cm. (3)

2.7 Insert a hyperlink on the text 'Sostratos' to link to a new blank document called **2Sos**.

NOTE: Ensure the new document is stored in your examination folder. (2)

2.8 Set a cross reference on the text '(HGoB)' on the last page to refer to the heading 'Hanging Gardens of Babylon'. (2)

2.9 Insert an Author control below the text 'Insert here' found at the end of the document and add your examination number to the Author control. (2)

Save and close the **2Ancient** document. [24]

QUESTION 3: SPREADSHEET**NOTE:**

- Use formulae and/or functions for ALL calculations in the spreadsheet.
- Use absolute cell references ONLY where necessary to ensure that formulae are correct when you copy them to other cells in the same column (copy down).
- Insert formulae and/or functions in such a manner that the correct results will still be obtained even if changes are made to the existing data.
- Should you need to use building blocks, use the allocated space in the spreadsheet.

The Grand Canyon, a large river valley in the Colorado Desert, is regarded as one of the Natural Wonders of the World.

Open the **3Canyon** spreadsheet and work in the **Hikers** worksheet.

3.1 Format the heading in **cell A1** as follows:

- Add a thick box border to the heading.
- Centre the heading vertically. (3)

3.2 Insert a function in **cell E3** to determine the distance of the third longest route (**column G**). (3)

3.3 Insert a function in **cell E4** to determine the total distance (**column G**) covered on 18 November 2020 (**column I**). (5)

3.4 Insert a function in **cell E5** to determine how many male hikers (**column D**) hiked any of the Kaibab trails (**column E**). (6)

3.5 Change the chart/graph that appears in **cells L12:R30** as follows:

- Move the chart/graph to a new worksheet.
- Format the chart/graph layout by using the Quick Layout 2 option.
- Each bar should have a different colour. Apply a chart/graph feature of the spreadsheet to vary the fill colours by data point. (3)

Work in the **Subtotal** worksheet.

3.6 Use the SUBTOTAL feature to determine the total distance covered by each Trail_Staproete.

HINT: The data must be sorted according to the field to which the subtotal is applied. (4)

Save and close the **3Canyon** spreadsheet.

[24]

QUESTION 4: SPREADSHEET**NOTE:**

- Use formulae and/or functions for ALL calculations in the spreadsheet.
- Use absolute cell references ONLY where necessary to ensure that formulae are correct when you copy them to other cells in the same column (copy down).
- Insert formulae and/or functions in such a manner that the correct results will still be obtained even if changes are made to the existing data.
- Should you need to use building blocks, use the allocated space in the spreadsheet.

Tour groups visit the Grand Canyon often. The details of the Grand Canyon trails are stored in the **4Trails** spreadsheet.

Open the **4Trails** spreadsheet and work in the **Trail** worksheet.

- 4.1 Insert a function in **cell B2** to determine the average size of the group (**column H**). (2)

- 4.2 The identification code for a route is determined by extracting the first character of each of the two words of the name of the route (**column B**), e.g. BA for the Bright Angel route.

The function to extract the left character of the identification code has been inserted in **cell A5**.

Modify the function in **cell A5** to display the identification code. (7)

- 4.3 Apply conditional formatting using any icon set that contains three icons to format the elevation (**column E**).

Use the following rules:

- Rule 1: Elevation is greater than 2 000
- Rule 2: Elevation is between 800 and 2 000
- Rule 3: Elevation is smaller than 800 (6)

- 4.4 Each vehicle can only take five tourists at a time on a tour around the canyon.

A formula has been inserted in **cell N6** to determine how many vehicles will be required to transport the River Trail Junction group.

Modify the formula by adding a function to ensure that enough vehicles are available to transport ALL the tourists in the group (**column H**).

Copy the function/formula down to the rest of the cells. (3)

- 4.5 **Columns I to M** show which amenities, e.g. drinking water, toilets, emergency phone, ranger station and camping site are available.

Use a combination of IF functions (formulae) in **cell Q3** to determine if the route (**column B**) is Bright Angel AND has a 'Yes' for all the amenities, or not.

Display the word 'True' if all the amenities are available and 'False' if it is not. (8)

Save and close the **4Trails** spreadsheet. [26]



QUESTION 5: DATABASE

The **5Wonder** database stores data about The 50 Man-made Wonders of the World and survey data from tourists who plan to visit these wonders.

Work in the **5Wonder** database.

5.1 Edit the **tblCountries** table by deleting the 'USA' record as it is a duplication. (1)

5.2 Open the **tbl5_2** table in Design View and change it as follows:

5.2.1 Add a primary key to the *WonderName* field. (1)

5.2.2 Change the *City* field as follows:

- Change the field size to 50.
- Change the field properties to force the user to insert a city.

NOTE: Select 'Yes' for any warning errors that may appear. (2)

5.2.3 Change the *Date* field properties to display the date in the Medium Date format. (1)

5.2.4 Create a lookup list for the *Country* field as follows:

Insert a lookup list using the values from the **tblCountries** table. (2)

5.2.5 The *GPS1* field should indicate the first part of the GPS position (i.e. the latitude) of each Wonder, e.g. 48.8566°N.

An input mask for the *GPS1* field has been created, but not completed.

Complete the input mask to accept data as follows:

- ONE optional digit or space, followed by
- ONE compulsory digit, followed by
- A full stop ('.'), already given in the data, followed by
- FOUR compulsory digits, followed by
- A degree symbol ('°') (ALT+0176), already given in the data, followed by
- ONE compulsory letter

NOTE: Do NOT delete the full stop and degree symbol. (4)

Switch to Datasheet View.

5.2.6 Insert the **5Eiffel** picture found in your examination folder into the *Picture* field of the Eiffel Tower record.

NOTE: The picture will only display if a form is created.

Save and close the **tbl5_2** table. (2)



- 5.3 The **frm5_3** form is based on the **tblChoices** table. Open the form in Design View.

Modify the form as follows:

- Insert your examination number in the form header.
- Change the background colour of only the form header to white.
- Insert only the current date in the form footer.

Save and close the **frm5_3** form.

(5)

- 5.4 The **qry5_4** query is based on the **tblChoices** table. Open the query in Design View and change the query so that when it is executed, it will display the following:

First Choice	CountOfFirstChoice
Abu Simbel Temples, Egypt	2
Acropolis of Athens, Greece	4
Alcatraz, USA	2
Angkor Wat, Cambodia	6
Anne Frank House, Netherlands	4
Arc de Triomphe, France	4
Brooklyn Bridge, USA	7
Buckingham Palace, UK	6
Christ the Redeemer, Brazil	4
Colosseum, Italy	5
Dole Plantation Maze, USA	5

Save and close the **qry5_4** query.

(2)

- 5.5 The **qry5_5** query is based on the **tblChoices** table. Open the query in Design View and change the query so that when it is executed, it will:

- Display only the *Name*, *Surname* and *DateOfSurvey* fields
- Of only those tourists who completed the survey in 2017
- And who chose 'Wonders in the USA' for both their first and second choices

Save and close the **qry5_5** query.

(8)



- 5.6 The **qry5_6** query is based on the **tblChoices** table. Open the query in Design View.

Surveys older than 36 months are no longer relevant.

Create a new calculated field called *AgeOfSurvey* to determine whether the survey is still relevant.

- Use today's date to determine the age of the survey in months.
- Use the Standard format for the field and display ZERO decimal places.
- Display all the records older than 36 months.

Save and close the **qry5_6** query.

(6)

- 5.7 Create a report called **rpt5_7**, based on the **qry5_7** query, that when it is executed, will:

- Display only the following fields: *Surname*, *Name*, *FirstChoice* and *DateOfSurvey*
- Group the report according to the date of the survey. Accept the default grouping for the date.
- Use a function to show the total number of tourists below each group

Save and close the **rpt5_7** report.

(6)

Save and close the **5Wonder** database.

[40]



QUESTION 6: WEB DESIGN (HTML)**NOTE:**

- An HTML tag sheet has been attached for reference.
- All files needed to complete this question are found in the examination folder.

ONE mark will be allocated for closing tags, triangular brackets and correct nesting for both the web pages.

(1)

- 6.1 Open the incomplete **6_1Places** web page in a web browser and also in a text/HTML editor (NOT a word processing program such as Word).

NOTE: Question numbers appear as comments in the coding to guide you where to insert the answer(s). DO NOT delete these comments.

**DISCOVER THE MANY WONDERS THIS WORLD HAS TO OFFER
FROM MAN-MADE TO NATURAL**

Many Wonders of the World lists have been compiled over the years since the original list of the Seven Wonders of the Ancient World. The legendary Pyramids of Giza in Egypt are the sole survivor.

In 2017 an official New Seven Wonders of the World list was compiled in an attempt to revive the concept of the Ancient Wonders. The following all deservedly made the grade:

- Jordan's incredible **Rose City of Petra**
- The white marble **Taj Mahal** in India
- The **Great Wall of China** and
- **Machu Picchu Inca ruins** in Peru



New lists have been compiled in recent years as well, including the Seven Natural Wonders of the World and the Underwater Wonders of the World.

You could spend a lifetime visiting them all and everyone will have their own top Seven Wonders list featuring worthy contenders that may have not quite made it onto the official lists.

Over 100 million votes were cast in the lead up to 2017's announcement of the architectural and archaeological marvels that had made the official Seven New Wonders of the World.

Voters chose from a selection of 200 existing monuments and the Pyramids of Giza were granted honorary status as the solo surviving Wonder from the Ancient World.

[Link to Man-made Wonders](#)

NOTE: Use the example on the previous page as a guide for answering this question.

6.1.1 Change the web page title in the browser to display as 'New Wonders'. (1)

6.1.2 Find the heading 'DISCOVER THE MANY WONDERS THIS WORLD HAS TO OFFER FROM MAN-MADE TO NATURAL' and change the heading as follows: (3)

- Insert tags to set the heading style to Heading 3.
- Centre the heading.
- Insert a tag before the word 'FROM ...' so that the heading appears over TWO lines. There should NOT be an open line between the two parts of the heading.

6.1.3 Edit the unordered list below the second paragraph to: (2)

- Ensure that all items are correctly displayed in the list
- Move the tags to display the words 'Machu Picchu Inca ruins' in bold

6.1.4 Correct the tags so that the picture will display correctly. (1)

6.1.5 The hyperlink to the www.manwonders.com web page is incorrect. Correct the tags so that the hyperlink will function correctly. (2)

Save and close the **6_1Places** web page.

6.2 Open the incomplete **6_2Man** web page in a web browser and also in a text/HTML editor (NOT a word processing program such as Word).

HINT: Use tags given in the attached HTML tag sheet.

Complete the web page to appear as follows:

Man-made Wonders of the World			
These seven equally impressive Man-made Wonders made it onto the list of semi-finalists but didn't make the final list in the official New Seven Wonders selection. We think they're definitely worth an entry on your bucket list.			
			
Angkor Wat	Acropolis	Kiyomizu Temple	Hagia Sophia
An awe-inspiring example of Khmer genius, Angkor Wat is the most famous temple in the Angkor Complex and the symbol of Cambodia. Best seen at sunrise!	A universal symbol of Greek civilisation and its many achievements, the ancient Acropolis in Athens is easily the most popular monument from that era.	This Buddhist temple is one of the most celebrated temples of Japan and with good reason, thanks to its large veranda and beautiful setting in Kyoto.	Easily Istanbul's most stunning monument with its innovative architecture, this basilica-turned-mosque-turned-museum epitomises the great Byzantine empire.

(10)

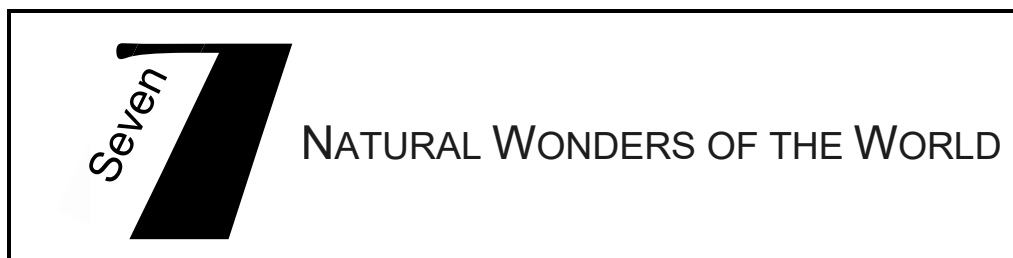
Save and close the **6_2Man** web page.

[20]

QUESTION 7: GENERAL

7.1 Open the **7Natural** word processing document and insert your examination number in the header or footer.

7.1.1 Create a logo at the top of the document similar to the one below. Use the text provided.

**NOTE:**

- The font type of the '7' is Broadway with a size of 120 pt.
- Do NOT insert a border around the logo.

HINT: You may use text boxes.

(5)

7.1.2 Use the Design feature of the word processor to customise the paragraph spacing style of the document as follows:

- Set the alignment to justified.
- Set the line spacing to Multiple 1.15.

(2)

7.1.3 Completely remove the comment from the document.

(1)

Save and close the **7Natural** word processing document.

7.2 Open the **7Quote** spreadsheet and work in the **Details** worksheet.

7.2.1 Insert a function in **cell C2** to randomly generate a group size from 10 to 30.

(3)

7.2.2 The entrance fee per group should be calculated as follows:

Step 1: Insert a function in **cell E3** to multiply the number of tourists (**cell C2**) by the entrance fee per person (**cell C4**).

Step 2: Insert data validation in **cell C3** to allow the user to select from a list. The values for the list are stored in **column B**.

Step 3: Insert a function in **cell C4** to determine the entrance fee per person for the subtrail chosen from **cell C3**.

NOTE: The values in **cell C2** and **cell E3** will change as the spreadsheet is updated.

(9)

Save and close the **7Quote** spreadsheet.

[20]**TOTAL: 180**

HTML TAG SHEET

Basic Tags		Formatting Tags continued	
Tag	Description	Tag	Description
<body></body>	Defines the body of the web page		Inserted before each list item, and adds a number or symbol depending on the type of list selected
<body bgcolor="pink">	Sets the background colour of the web page		Adds an image
<body text="black">	Sets the colour of the body text		Aligns an image: can be "left", "right", "bottom", "top", "middle"
<head></head>	Contains information about the web page	<align="center">	Aligns an image to the "center"
<html></html>	Creates an HTML document – starts and ends a web page		Sets the size of the border around an image
<title></title>	Defines a title for the web page		Sets the height and width of an image
 	Inserts a line break		Displays alternative text when the mouse hovers over the image or when the image is not found
<!-- -->	Comment	<hr/>	Inserts a horizontal line
Text Tags		<hr size="3"/>	Sets size (height) of a line
Tag	Description	<hr width="80%"/>	Sets the width of a line, in percentage or absolute value
<h1></h1>	Creates the largest heading	<hr color="ff0000"/>	Sets the colour of the line
<h6></h6>	Creates the smallest heading	Table Tags	
	Creates bold text	Tag	Description
<i></i>	Creates italic text	<table></table>	Creates a table
	Sets size of font, from "1" to "7"	<tr></tr>	Creates a row in a table
 	Sets font colour	<td></td>	Creates a cell in a table
	Sets font type	<th></th>	Creates a table header (a cell with bold, centred text)
Links Tags		<table width="50">	Sets the width of the table
Tag	Description	<table border="1">	Sets the width of the border around the table cells
	Creates a hyperlink	<table cellpadding="1">	Sets the space between the table cells
	Creates an image link	<table cellspacing="1">	Sets the space between a cell border and its contents
	Creates a target location in the document	<tr align="left">	Sets the alignment for cell(s) ("left", can also be "center" or "right")
	Links to a target location created somewhere else in the document	<tr valign="top">	Sets the vertical alignment for cell(s) ("top", can also be "middle" or "bottom")
Formatting Tags		<td colspan="2">	Sets the number of columns a cell should span
Tag	Description	<td rowspan="4">	Sets the number of rows a cell should span
<p></p>	Creates a new paragraph		
<p align="left">	Aligns a paragraph to the "left" (default), can also be "right" or "center"		
	Creates a numbered list		
<ol type="A", "a", "I", "i", "1">	Defines the type of numbering used		
	Creates a bulleted list		
<ul type="disc", "square", "circle">	Defines the type of bullets used		



INPUT MASK CHARACTER SHEET

CHARACTER	DESCRIPTION
0	Digit (0 to 9, entry required, plus [+] and minus [-] signs not allowed)
9	Digit or space (entry not required, plus [+] and minus [-] signs not allowed)
#	Digit or space (entry not required; spaces are displayed as blanks while in Edit mode, but blanks are removed when data is saved; plus [+] and minus [-] signs allowed)
L	Letter (A to Z, entry required)
?	Letter (A to Z, entry optional)
A	Letter or digit (entry required)
a	Letter or digit (entry optional)
&	Any character or a space (entry required)
C	Any character or a space (entry optional)
.,:;- /	Decimal placeholder and thousand, date and time separators (The actual character used depends on the settings in the Regional Settings Properties dialog box in the Windows Control Panel.)
<	Causes all characters to be converted to lowercase
>	Causes all characters to be converted to uppercase
!	Causes the input mask to display from right to left, rather than from left to right. Characters typed into the mask always fill it from left to right. You can include the exclamation point anywhere in the input mask.
\	Causes the character that follows to be displayed as the literal character (e.g. \A is displayed as just A).



Examination sticker

180**COMPUTER APPLICATIONS TECHNOLOGY P1 – 2020(2)****INFORMATION SHEET** (to be completed by the candidate AFTER the 3-hour session)

CENTRE NUMBER _____

EXAMINATION NUMBER _____

WORK STATION NUMBER _____

SUITE USED (Mark appropriate box with a cross (X))	Office 365	Microsoft Office 2019	Microsoft Office 2016	Microsoft Office 2013
WEB BROWSER USED (Mark appropriate box with a cross (X))	Internet Explorer	Google Chrome	Mozilla Firefox	Other (Specify)

FOLDER NAME _____

File names have been entered for each answer. Tick if saved and/or attempted.

Question number	File name	Saved (✓)	Attempted (✓)	Maximum Mark	Marker	SM	CM	IM/EM
1	1Seven			26				
	1References							
2	2Ancient			24				
	2Sos							
3	3Canyon			24				
4	4Trails			26				
5	5Wonder			40				
6	6_1Places			20				
	6_2Man							
7	7Natural			20				
	7Quote							
TOTAL				180				

Comment (for office/marker use only)



APPROVED MARKING GUIDELINE

EXAMINATION
NUMBER

IGNORE SPELLING IN ALL CASES WHERE IT WOULD NOT HAVE ANY IMPACT ON THE ANSWER.

QUESTION 1

File name: 1Pyramids

Total Q1: 29

No.	Criteria	Maximum Mark			Candidate Mark
1.1	Picture <ul style="list-style-type: none"> Picture width changed to 21 cm ✓ Picture positioned over top edge and across width of page ✓ All empty paragraphs below picture removed ✓ 	1		3	
		1			
		1			
1.2	Heading <ul style="list-style-type: none"> Strikethrough removed from whole heading ✓ Character spacing expanded ✓ by 1.5 pt ✓ Heading horizontally centred ✓ 	1		4	
		2			
		1			
1.3	Source <ul style="list-style-type: none"> Website source added ✓ Author 'Nina Sen' added ✓ (<i>Accept Sen, Nina OR any variation of Nina Sen</i>) Year '2012', Month 'September' OR 09 OR 9, Day '6' ✓ Added in the appropriate places ✓ 	1		4	
		1			
		1			
		1			
1.4	Find and replace <ul style="list-style-type: none"> Nonbreaking spaces replaced with a single normal space ✓ (<i>some replacements</i>) All 14 occurrences of nonbreaking spaces replaced ✓ (<i>Find nonbreaking spaces (^s), no occurrences</i>) 	1		2	
		1			
1.5	Indent: 'One of ...' <ul style="list-style-type: none"> First line indent ✓ Left or hanging indent set at 2 cm ✓ Right indent set at exactly 14 cm on ruler ✓ (<i>1.92 cm in dialog box</i>) 	1		3	
		1			
		1			
1.6	Line and Paragraph spacing: 'The grand ...' <ul style="list-style-type: none"> Paragraph spacing after changed to 8 pt ✓ Line spacing set to 'Multiple' ✓ At 1.4 ✓ 	1		3	
		1			
		1			
1.7	Paragraph settings: 'Insert here' <ul style="list-style-type: none"> 'Page break before' selected on text 'Insert here' ✓ (<i>Do NOT allocate mark for Page Break</i>) 	1		1	

DEPARTMENT OF BASIC
EDUCATION

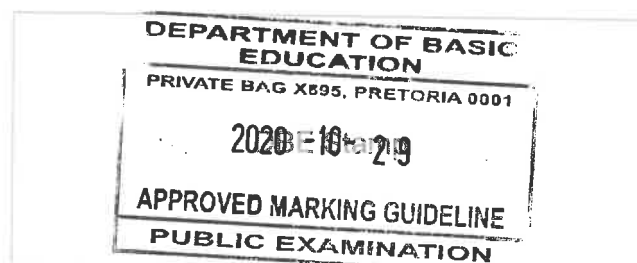
PRIVATE BAG X295, PRETORIA 0001

2020-10-29

APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

EXAMINATION NUMBER

1.8	File inserted as icon <ul style="list-style-type: none"> File 1Structure inserted ✓ (<i>Alt + F9</i>) As icon ✓ Icon named as 1Structure ✓ 	1 1 1	3	
1.9	Caption <ul style="list-style-type: none"> Picture 'cropped' to remove only text below ✓ Caption label changed to Structure ✓ (<i>Alt + F9, {Seq Structure * alphabetic}</i>) Caption label numbering changed to a, b, c, ... ✓ 	1 1 1	3	
1.10	Watermark <ul style="list-style-type: none"> Text watermark inserted ✓ Text 'Ancient' ✓ Watermark displays only on first page ✓ 	1 1 1	3	
Total for QUESTION 1			[29]	



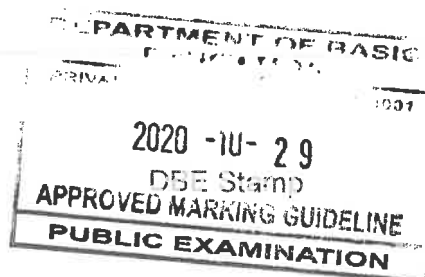
EXAMINATION
NUMBER

QUESTION 2

File name: 2Building

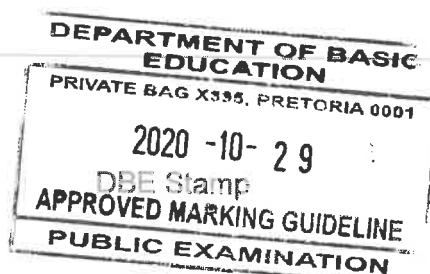
Total Q2: 21

No.	Criteria	Maximum Mark			Candidate Mark
2.1	Cover page <ul style="list-style-type: none"> Exam number inserted in 'Author' form control ✓ Abstract form control removed ✓ (<i>With or without text</i>) 	1		2	
		1			
2.2	Page border <ul style="list-style-type: none"> Page borders removed from document ✓ 	1		1	
2.3	Table of Contents {TOC\h\z\l"Heading 1,2,Title,1"} <p>Mind-Altering Facts about the Great Pyramid at Giza..... 1</p> <p>2.5 Million Blocks of stone were used to build the pyramid that covers more than 13 acres of land. 1</p> <p>The overall precision of the Great Pyramid is breathtaking..... 3</p> <p>The Orion Mystery..... 4</p> <ul style="list-style-type: none"> Two 'Heading 2' style headings changed to 'Heading 1' style headings ✓ Table of Contents inserted ✓ Table of Contents options set to 'Title' style level 1 and 'Heading 1' style level 2 ✓ 	1		3	
		1			
		1			
2.4	Page numbering <ul style="list-style-type: none"> Any automatic page numbering inserted ✓ Page numbers inserted anywhere in the left page margin ✓ (<i>Accept any format containing 'Page'</i>) Page after Table of Contents page numbered as 'Page 1' ✓ (<i>No page numbers on or before TOC page</i>) 	1		3	
		1			
		1			
2.5	Table to text <ul style="list-style-type: none"> Table converted to text ✓ with tabs at 4 cm ✓ Hanging indent set to tab position ✓ Text alignment set to justify ✓ (<i>No mark if table</i>) Any solid <u>paragraph border</u> inserted ✓ 	2		5	
		1			
		1			
		1			
2.6	Citation <ul style="list-style-type: none"> Citation displays <u>only</u> author ✓ (<i>Year suppressed. Ignore if Title NOT suppressed.</i>) Page number 'p. 433' inserted ✓ 	1		2	
		1			



EXAMINATION
NUMBER

2.7	Picture <ul style="list-style-type: none"> Picture background removed ✓ Text wrapping set to 'Tight'/'Through' ✓ Picture moved to approximate correct position ✓ 	1		3	
		1			
		1			
2.8	Cross reference <ul style="list-style-type: none"> Cross reference to 'ForEver' bookmark inserted ✓ (Alt + F9, {PAGEREF ForEver \h }) Only page number displays ✓ 	1		2	
		1			
	Total for QUESTION 2			[21]	



[illegible]

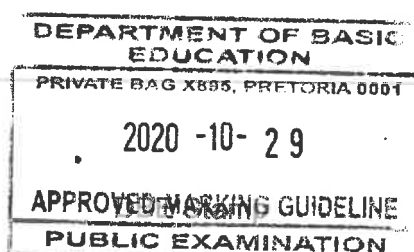
QUESTION 3

File name: 3Tourists

Total Q3: 27

- Mark the questions from the formulae and not the values/answers in the cell.
- Check against candidate's actual work (Cell references may differ, depending on the candidate's response).
- Candidate may use multiple formulae or cells as 'building blocks' to reach answers.
- Named ranges can be used instead of cell references.
- The answers must still be correct even if changes are made to the existing data.

No.	Criteria	Maximum Mark			Candidate Mark
Data worksheet					
3.1	Row 1: <ul style="list-style-type: none"> Cells A1:I1 merged and centred ✓ Font size increased to 13 (<i>All text</i>) ✓ 	1 1		2	
3.2	Cell C3: =MONTH(A3) <ul style="list-style-type: none"> MONTH function ✓ (A3) Cell format changed to 'General'/'Text' OR 'Number' with zero decimals ✓ 	1 1		2	
3.3	Cell C4: =AVERAGE(H8:H19) <ul style="list-style-type: none"> AVERAGE function ✓ (<i>Ignore if divided by 5</i>) Range: H8:H19 ✓ Cell <u>formatted</u> to show no decimal places ✓ 	1 1 1		3	
3.4	Cell C5: =SUMIF(B8:B19,"Peak",G8:G19) <ul style="list-style-type: none"> Criteria range: B8:B19 ✓ Criteria: "Peak" ✓ Sum range: G8:G19 ✓ 	1 1 1		3	



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3.5	Cell I8 (Check for building blocks): =IF(SUM(C8:G8)=H8,"Correct","Error") OR =IF(H8=SUM(C8:G8),"Correct","Error") <ul style="list-style-type: none"> =IF function in cell I8 ✓ SUM function ✓ Range (C8:G8) ✓ (No mark if absolute cell reference) =H8 ✓ Correct output ("Correct") if true ✓ Correct output ("Error") if false ✓ Formula copied to rest of cells ✓ 	1 1 1 1 1 1 1		7	
3.6	Conditional formatting (Check for building blocks) <ul style="list-style-type: none"> Conditional formatting applied to range C8:G19 ✓ To check for below average ✓ ('Below average' rule OR <752293 OR C8<AVERAGE(\$C\$8:\$G\$19)) Filled with any colour ✓ 	1 1 1		3	
Chart_Grafiek worksheet					
3.7	<ul style="list-style-type: none"> Chart type for 2015 data changed ✓ to column ✓ Legend series 'Year' changed to '2018' ✓ Legend appears to the right of the chart ✓ 1000 separator applied to vertical axis ✓ (Check Axis Options Number setting) Markers inserted ✓ on 2019 data only ✓ 	2 1 1 1 2		7	
Total for QUESTION 3				[27]	

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EXAMINATION
NUMBER**QUESTION 4****File name: 4Visitors****Total Q4: 23**

- Mark the questions from the formulae and not the values/answers in the cell.
- Check against candidate's actual work (Cell references may differ, depending on the candidate's response).
- Candidate may use multiple formulae or cells as 'building blocks' to reach answers.
- Named ranges can be used instead of cell references.
- The answers must still be correct even if changes are made to the existing data.

No.	Criteria	Maximum Mark			Candidate Mark
Pyr_Pir worksheet					
4.1	Page layout <ul style="list-style-type: none">• Page orientation set to landscape ✓• Row 2 set to repeat at top of each page ✓	1 1		2	
4.2	Cell D3 (Check for building blocks): =RIGHT(C3,LEN(C3)-FIND("@",C3)) OR =RIGHT(C3,LEN(C3)-SEARCH("@",C3)) OR =MID(C3,FIND("@",C3)+1,LEN(C3)-FIND("@",C3)) OR =MID(C3,FIND("@",C3)+1,LEN(C3)) <ul style="list-style-type: none">• Determine the position of the @ ✓ in cell C3 with FIND/SEARCH function ✓• Determine the length of string ✓ in cell C3 with LEN function• Extract text AFTER ✓ the "@" with MID/RIGHT function ✓	1 1 1 1 1		5	
4.3	Cell F4: =VLOOKUP(E4,Code_Kode!\$A\$2:\$C\$43,3) OR =VLOOKUP(E4,Code_Kode!\$A\$1:\$C\$43,3) OR =XLOOKUP(E4,Code_Kode!\$A\$2:\$A\$43,Code_Kode!\$C\$2:\$C\$43) <ul style="list-style-type: none">• VLOOKUP OR XLOOKUP function ✓• Lookup value: E4 ✓• Table array: Code_Kode!A2:C43 ✓ (OR Code_Kode!\$A\$1:\$C\$43)• Row index number: 3 ✓• Absolute cell referencing ✓	1 1 1 1 1		5	

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4.4	<p>Cell H5 (Check for building blocks): =ROUNDDOWN(((TODAY()-G5)/365.25),0)</p> <p>OR =ROUNDDOWN(DAYS360(G5,TODAY())/360,0)</p> <p>OR =ROUNDDOWN(DAYS(TODAY(),G5)/365.25,0)</p> <p>OR =ROUNDDOWN(YEARFRAC(G5,TODAY()),0)</p> <p>OR =TRUNC(((TODAY()-G5)/365.25),0)</p> <p>OR =INT((TODAY()-G5)/365.25)</p> <ul style="list-style-type: none"> • ROUNDDOWN (,0) ✓ (Allocate mark if INT OR TRUNC was used) • TODAY() ✓ OR NOW() • - ✓ • G5) ✓ • Correct order of subtraction ✓ • / 365.25 ✓ (Accept 365 OR 360 if DAYS360 function was used) 	1	1	1	1	1	1	6	
4.5	<p>Cell I14 (Check for building blocks): =IF(H14<60,IF(F14="Giza","Yes","No"),"No")</p> <p>OR =IF(H14<=59,IF(F14="Giza","Yes","No"),"No")</p> <p>OR =IF(H14>=60,"No",IF(F14="Giza","Yes","No"))</p> <ul style="list-style-type: none"> • Criteria 1: check for <60 OR <=59 ✓ • Criteria 2: check for "Giza" ✓ • Correct output ("Yes") if both true ✓ • Correct output ("No") if both false ✓ • Correct output ("No") if age (<60) is false ✓ 	1	1	1	1	1	1	5	
Total for QUESTION 4								[23]	

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QUESTION 5

File name: 5Egypt

Total Q5: 40

No.	Criteria	Maximum Mark			Candidate Mark
Table: tbl5_1					
5.1.1	Field: TSurname <ul style="list-style-type: none">Allow for duplicates ✓ (Yes (Duplicates OK))	1		1	
5.1.2	Field: TBirthDate <ul style="list-style-type: none">Date displays in 'Short Date' format ✓	1		1	
5.1.3	Field: TAge <ul style="list-style-type: none">Decimal places set to 0 ✓	1		1	
5.1.4	Field: EContact <ul style="list-style-type: none">Validation rule: Like *@*<ul style="list-style-type: none">* ✓@ ✓* ✓	1 1 1		3	
5.1.5	Field: TType <ul style="list-style-type: none">Field size changed to 4 ✓	1		1	
5.1.6	Input Mask: <.LL? OR .<LL? <ul style="list-style-type: none">< ✓. ✓ (Accept in combination with /, \ or " ")LL ✓? ✓	1 1 1 1		4	
5.1.7	Field: PyramidCode <ul style="list-style-type: none">Text align is set to 'Center' ✓	1		1	
5.1.8	Field: PyramidSite <ul style="list-style-type: none">Combo box created ✓Row source: tblSites ✓ (14 options in combo box)	1 1		2	
5.1.9	Field: TPhoto <ul style="list-style-type: none">Any picture inserted for 'Peter Andrews' ✓5Andrews picture inserted ✓ (Accept linked icon)	1 1		2	
Form: frm5_2					
5.2	<ul style="list-style-type: none">Fields are in order <i>TSurname</i>, <i>TName</i>, <i>EContact</i> and <i>TPhoto</i> ✓Examination number replaces the form heading ✓<i>Date</i> field inserted in form header ✓ (Do not accept typed date)<i>EContact</i> field shaded to any colour ✓ (Accept shadow or shade. Not label)	1 1 1 1		4	

EXAMINATION
NUMBER**Query: qry5_3**

5.3	<ul style="list-style-type: none"> Total row switched on ✓ Pyramid: COUNT ✓ Site criteria: "Giza" ✓ 	1		3	
		1			
		1			

Query: qry5_4

5.4	<ul style="list-style-type: none"> Surname field moved to before Name field ✓ Criteria in BirthDate field: < #1960/01/01# ✓ OR <=#1959/12/31# OR YEAR([BirthDate])<1960 OR YEAR([BirthDate])<=1959 OR LEFT([BirthDate],4)<=1959 Criteria in DomainType field: ".org" ✓ OR ✓ ".edu" ✓ (Accept "*org" OR "*edu") Calculated field: Payable:[VisitorsCost] - ([VisitorsCost] * 0.15) Payable:[VisitorsCost] - ([VisitorsCost] * 15/100) Payable:[VisitorsCost] * 0.85 <ul style="list-style-type: none"> Calculated field name: Payable: ✓ Correct field: VisitorsCost ✓ 15% calculated ✓ (*15/100 OR *0.15) Subtracted from VisitorsCost ✓ (*0.85 OR -[VisitorsCost]) (Accept 0.85 OR 85/100 for last two marks) <p>(Expected number of records: 37)</p>	1		9	
		1			
		3			
		1			
		1			
		1			
		1			

Report: rpt5_5

5.5	<ul style="list-style-type: none"> Report saved as rpt5_5 ✓ based on tblVisitors Pyramid, Name, Surname, VisitorsCost fields display ✓ Grouping on Pyramid ✓ Function in Pyramid footer ✓ =MAX ✓ ([VisitorsCost]) ✓ 'Maximum Amount' label added for the function ✓ Border appears around 'Maximum Amount' textbox and appears as currency ✓ (Mark from Print Preview) 	1		8	
		1			
		1			
		1			
		2			
		1			
		1			

Total for QUESTION 5**[40]**DEPARTMENT OF BASIC
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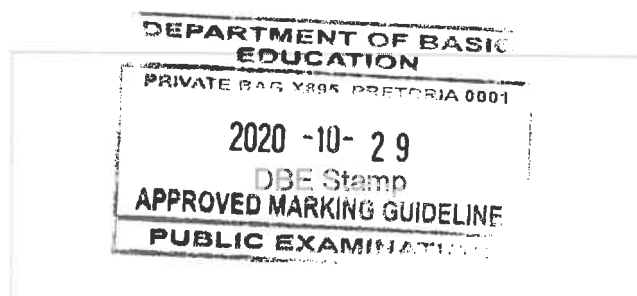


[illegible]

Total Q6: 20

- This question should be marked from the HTML code.
- Numerical attribute values do not need to be in inverted commas.

No.	Criteria	Maximum Mark			Candidate Mark
6_1NatGeo					
6.1.1	Centre <center> <i><h1>PYRAMIDS</h1></i> <i><p>The third of ... complex mortuary temple.</p></i> <i><p>Each massive pyramid ... other features.</p></i> </center> <ul style="list-style-type: none"> 'Center' OR paragraph and align tags inserted ✓ Text 'PYRAMIDS ... other features' (including picture) is centred ✓ 	1		2	
6.1.2	Heading <h1>PYRAMIDS</h1> <ul style="list-style-type: none"> 'Heading 1' tags correctly inserted ✓ Font tags correctly inserted ✓ 'Font face' set to "Papyrus" ✓ 	1		3	
6.1.3	Image <ul style="list-style-type: none"> Image tags inserted ✓ Image 6Group.jpg ✓ 	1		2	
6.1.4	Hyperlink <h2>The Future of the Pyramids</h2> <ul style="list-style-type: none"> Tags for anchor inserted <a ...> ✓ To correct web address "www.crystal.com" ✓ 	1		2	



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EXAMINATION
NUMBER

6_2Facts

6.2

```

...
<font size="6"><b>TOP 3 Egyptian Pyramid
Facts</b></font>
<hr/>
...
<table bgcolor="Burlywood" border="1">
<tr>
    <th>No.</th>
    <th>Question</th>
    <th>Answer</th>
</tr>
<tr>
    <td>1.</td>
    <td>Which pyramids are the most well known?
    </td>
    <td>Ancient Egyptian pyramids</td>
</tr>
...
</table>
<ul type="circle">
    <li>Most Ancient Egyptian ...</li>
    <li>Saqqara is a ...</li>
    <li>For over 3 800 years ...</li>
</ul>

```

- Tag for horizontal line <hr/> inserted ✓
- Table row tags <tr></tr> inserted for table heading ✓
- Table heading tags <th></th> inserted ✓ (OR bold and centred)
- Table row tags <tr></tr> inserted twice for table rows ✓
- Cell tags <td></td> inserted ✓
- Cell tags <td></td> inserted for two rows ✓
- Closing table tag </table> inserted before bulleted list ✓
- Unordered list tags inserted around the text ✓
- Bullet type is a 'circle' ✓
- List item tags inserted three times ✓

10

Closing tag(s), triangular brackets and nesting correctly used on both web pages

Total for QUESTION 6

[20]

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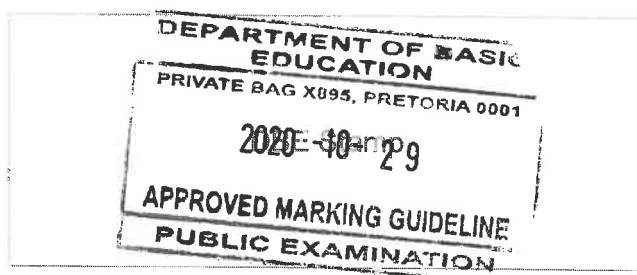
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[illegible]

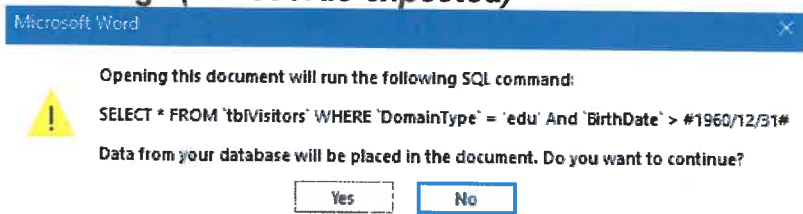
QUESTION 7 File names: 7Years, 7Invitation, 7Mail, 7InvitationMerged

Total Q7: 20

No.	Criteria	Maximum Mark			Candidate Mark
7Years					
Data worksheet					
7.1.1	Transpose <ul style="list-style-type: none"> Correct data appears in Data worksheet ✓ Column A is right aligned ✓ 	1 1		2	
Chart worksheet					
7.1.2	Chart <ul style="list-style-type: none"> Only the data series 2017 to 2019 is displayed ✓ Data labels added ✓ Vertical axis major units changed to 0.2 ✓ 	1 1 1		3	
7.1.3	Chart saved as image (7Chart.jpg) <ul style="list-style-type: none"> Chart saved as a file ✓ Saved as 7Chart.jpg ✓ 	1 1		2	
Visitors worksheet					
7.1.4	Cell J3: =COUNTIF(AmountSpent,">14000") <ul style="list-style-type: none"> COUNTIF function ✓ Named Range: AmountSpent ✓ (<i>OR</i> cell F2:F194) Criteria: ">14000" ✓ 	1 1 1		3	
7.1.5	Data validation: Column E <ul style="list-style-type: none"> In Validation List <ul style="list-style-type: none"> Option 'ord' changed to 'org' ✓ OR <ul style="list-style-type: none"> 'org' added to list Option 'gov' added to list ✓ Validation Rule Source changed to include amendments in validation list for column E ✓ (<i>OR</i> \$M\$4:\$M\$9 <i>OR</i> \$M\$4:\$M\$10 <i>OR</i> 'org' added) 	1 1 1		3	



EXAMINATION
NUMBER**7Invitation/7InvitationMerged**

7.2.1	Mail Merge (14 records expected)  <ul style="list-style-type: none"> • 7Invitation linked to data source 7Mail ✓ • Data source: <i>DomainType</i> criteria = edu ✓ • Data source: <i>BirthDate</i> criteria >=1961/01/01 ✓ OR >1960/12/31 • <<Name>> replaced with field <i>Name</i> ✓ • Any date and time field inserted in the footer ✓ to automatically update ✓ 	1 1 1 1 1 1		6	
7.2.2	Merged Document <ul style="list-style-type: none"> • Merged document saved as 7InvitationMerge ✓ 	1		1	
	Total for QUESTION 7			[20]	
	TOTAL			180	

