Shape

Description automatically generated with low confidence

**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

|  |
| --- |
| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

|  |  |
| --- | --- |
| **SUBJECT** | **CAT** |
| **PAPER** | **P1** |
| **DURATION OF PAPER:** | **3 hours** |

**REPORT FORMAT**

**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 fairly well in Q1,2 (Word)and Q6(HTML) and poorly in Q7 (Integration). |
| * The paper was of a very high standard. * A number of challenges (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 (Grade 10 work). * The results are very disappointing. The marks in general are low. There are however centres where some candidates performed well and where some candidates achieved good results.   **Difficulty of paper is 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 candidates 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. The strong candidates did very well, the weaker candidates average between 30 to 40%. |
| 1. **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.** |
| **Question 1.6 Multilevel List**  Candidates did not use the correct number as per example and they could not indent the text correctly.  **Question 1.10 Inspect document**  The candidates could not remove the hidden text correctly.    Showe/hide on  Hidden text    Step 1      Step 2 Step 3  Step 4 |

|  |
| --- |
| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| * Some candidates did not know Word Processing well, 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 textbooks. * 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. |
| (c) Describe any other specific observations relating to responses of candidates 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 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. * Candidates must know all the ribbons. |

|  |
| --- |
| **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. Candidates still need to practise headings in the Table of Content TOC as well as different fields that must be inserted. Emphasise accuracy in answering question paper. |

|  |
| --- |
| 1. **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.** |
| **Question 2.4 Caption**  The candidates had no idea where to find the alternative text.    **Question 2.8 Footnote**  This was a new concept for the candidates and must be taught and explained. The footnote must be ON the word.  Select only the word and not the space, then select the following:    Apply the settings          **Question 2.9 Field: NumWords**  **(Alt + F9) {NUM \\*MERGEFORMAT}**  Candidates typed the number of word and did not insert with a field. |
| 1. **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. |
| **(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.** |
| * Emphasise accuracy when answering a question. Remember to recap on TOC options. * Practice to Edit the caption. * Practice the setting of cross references on pictures. * Make sure learners understand the different options and results of their changes. * There must be advanced 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. Most candidates could not do the conditional formatting and the nested IF function. |
| 1. **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.** |
| **Question 3.5**  Candidates struggled to do the formula for Air on Column C and struggled to apply conditional formatting to Column G.  Formula: =C6:C55 = “Air”    **Question 3.7**  Candidates struggled with this nested function. This was a high order question; most candidates did not even attempt this very difficult question. |
| 1. **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. * Practice more difficult conditional formatting features. * 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 do not 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 practicing how to answer such questions. * Teachers should encourage candidates to experiment with the tools available in each program. |
| **(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.** |
| * Encourage candidates to use functions or programmed features by default even when not specifically stated so in questions. * Excel is still a weak answered questions and should become a focus areas. * Teachers need training in Excel, advanced 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?** |
| The majority of candidates did poorly in this question. Only a few could adhere to the challenges of this question. Extremely difficult for the candidates. Candidates’ mathematical skills remains a challenge throughout the question paper. |
| 1. **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.** |
| * This question was a challenge for average to strong candidates. * Candidates are not comfortable text functions and calculations. * Candidates don’t know how to break down the question in smaller parts (building blocks). * Most candidates that attempted Question 4.3 used Vlookup, Nested IF, etc. instead of the text function. |

|  |
| --- |
| 1. **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. * 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. |
| **(c) 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 practice the different functions and formulas. They must also be taught how to do text functions, exchange rates and conversions. * Teachers also need an advance course to sharpen their knowledge and ways of thinking and teaching. |

|  |
| --- |
| **QUESTION 5** |
| 1. General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered? |
| Most candidates attempted this question. This question was poorly answered. The weak candidates did not attempt the higher order questions. The average to stronger candidates manage to do the challenging questions. |
| 1. **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.** |
| **Question 5.1.3**  Many candidates did not know how to do this question.  **Question 5.3**  Candidates did not know how to group, this has been asked in plenty of the past papers.  **Question 5.4**  Candidates still do not know how to use AND and OR in queries.    **Question 5.5**  Candidates still struggle with dates and calculations in queries.  **Question 5.6**   * Candidates had to do the report from a screenshot and had to base this on query 5.4. * Most learners struggled with this question and the errata that was send for 5.4 and 5.6 confused them even more. * Candidates also did not know how to insert a field in an existing report. * Some candidates created a new report instead of modifying the existing one. |

|  |
| --- |
| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| * Candidates must have computers at home as well as the appropriate software to practice 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. * Please teach the candidates the difference between AND and OR in queries. * 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 as well as the date and time functions in Access. * Work through past papers. |
| **(c) 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 lives.   * 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. The average for this question was 59% last year, this is a matter of great concern. The weaker to average candidate could not answer 6.1.4 and 6.2 correctly. More time must be spend with tables in HTML. |
| 1. **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates 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 huge problem. * Candidates must practice HTML more often. * Placing information in wrong places even though the question numbers are indicated on the data retrieved, is still problematic, but better than last year. |
| 1. **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. |

|  |
| --- |
| **(c) 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 teach their learners 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 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 again. There were many different applications tested in this question. Candidates could not do the Word Processing (Mail Merge) and the Spreadsheet functions. |
| 1. **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.** |
| **Question 7.1.1 Form controls**  Most candidates could not manage to set the Current Date.  **(Alt + F9, Form text Date)**  **Question 7.1.2 Mail Merge**  Candidates that attempted this question, could not filter correctly. This question still a hugh problem.  **Question 7.2**  Candidates could not do this function.  **Question 7.3**  Candidates can still not filter in Excel. |

|  |
| --- |
| 1. **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 he weaker candidates struggled with the linguistic and mathematical challenges that the paper posed. * Our candidates’ mathematical ability will always be a challenge as well. |
| **(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.** |
| * Please teach the candidates to be accurate everywhere, they cannot do a function/formula in a wrong cell, they cannot put the Input Mask in the wrong field, etc. etc. * Accuracy – correct spelling is important. |