



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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

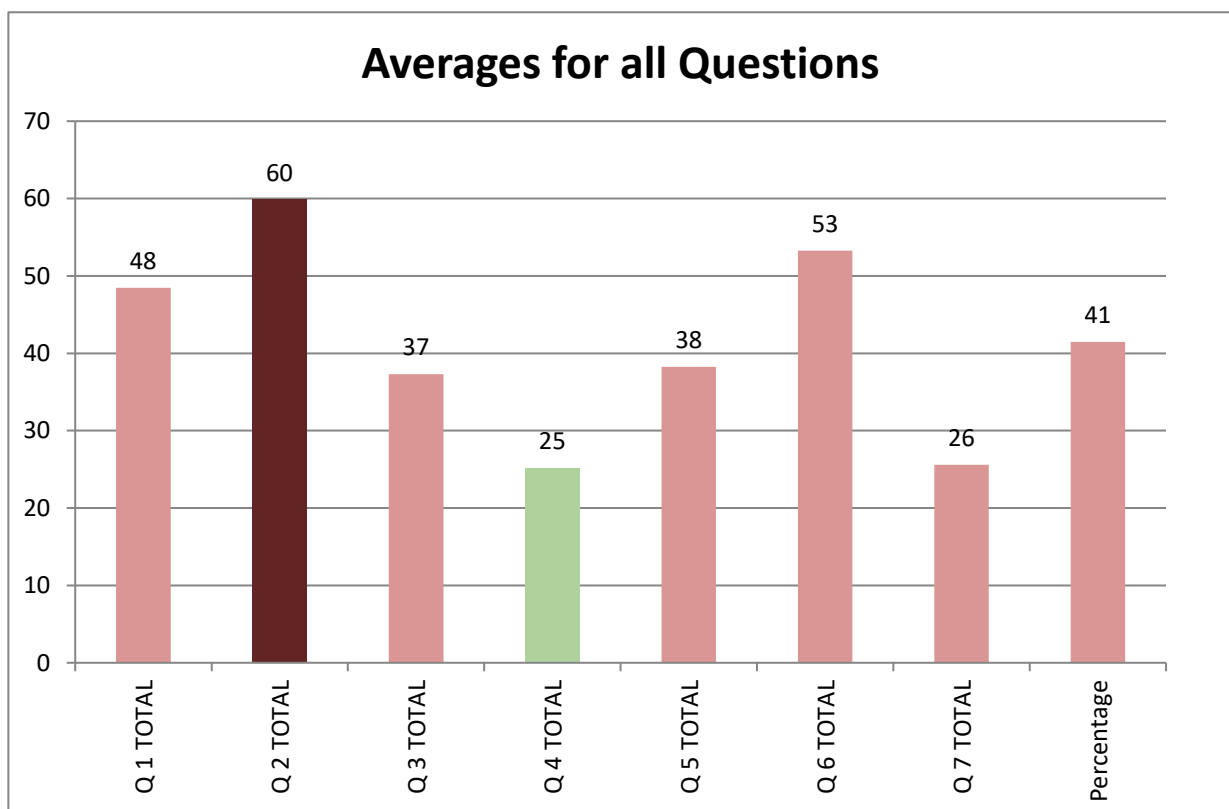
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2023 NSC CHIEF MARKER'S REPORT

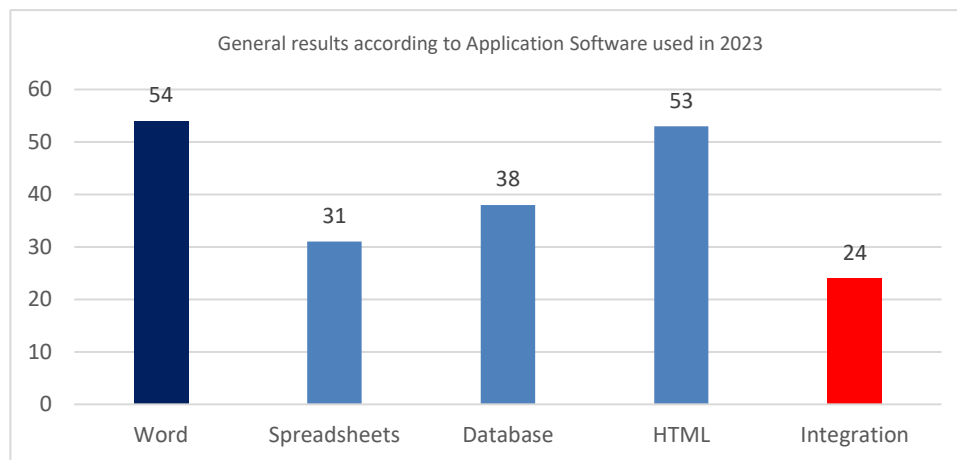
SUBJECT	CAT		
QUESTION PAPER	1	2	3
DURATION OF QUESTION PAPER	3 hours		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	7 – 20 December 2023		

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

This paper was of a high standard. The minority of candidates perform very well in this paper. The candidates that did not finish the paper were less than previous years. They attempted the all the questions but lacked the skills and knowledge to do well. The results will be similar to previous years.



The graphs above and below is a reflection of a sample of 100 scripts that were captured. Candidates did fairly well in Word Question and html and poorly in the Excel questions, however in the applications it shows that the Database and Integration is still a problem

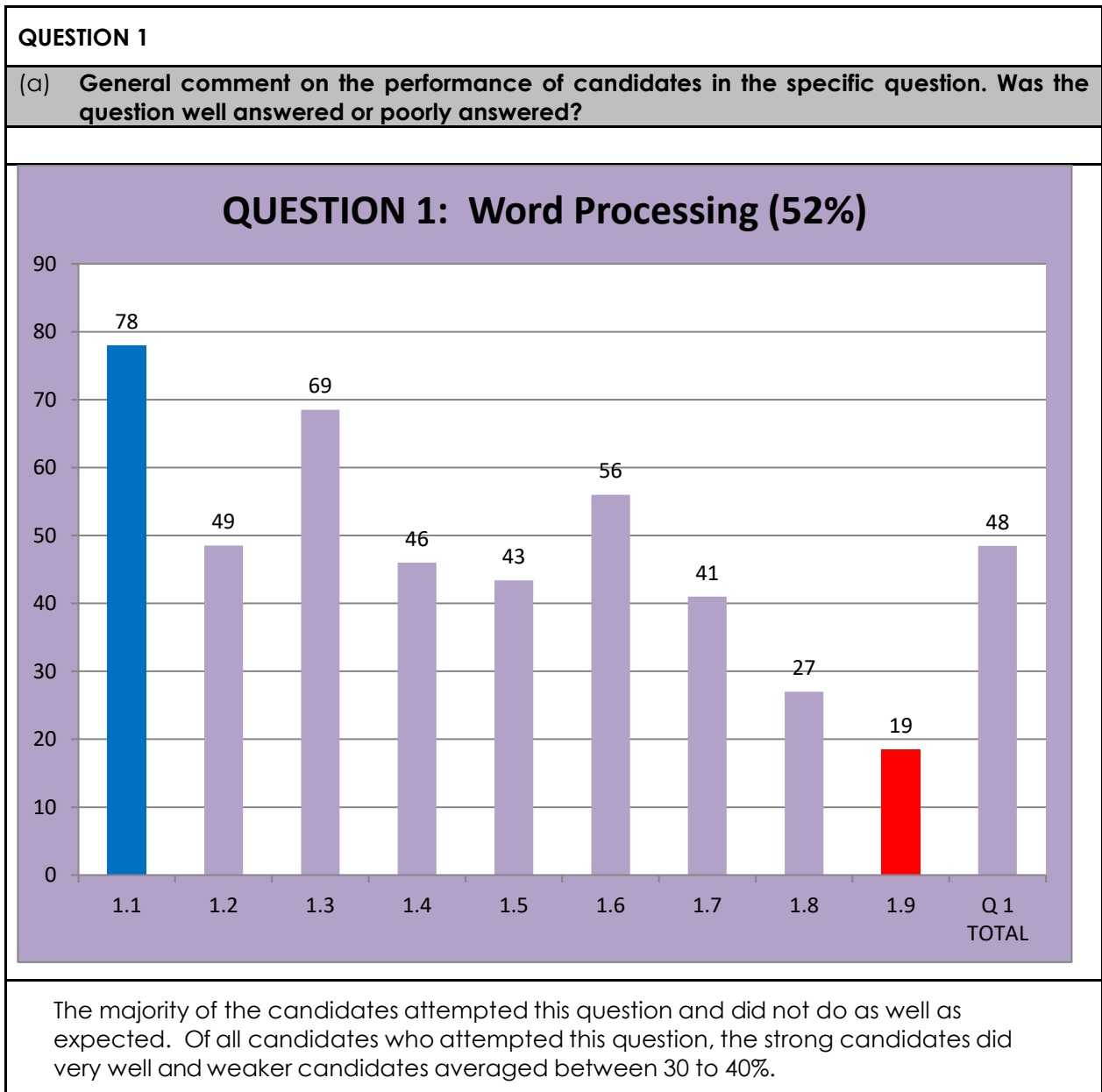


- The paper was of a high standard.
- Several challenging (higher order) questions in the paper. The challenges were difficult, but not unfair.
- More candidates completed the question paper this year.
- The results are still very disappointing. The marks in general are very low. There are however centres where some candidates performed very well.

Difficulty of paper: the paper was fair in general.

- Well-set paper with a fair spread of easy to difficult questions.
- Schools where the results are weak were not well prepared as there were lower and medium order 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



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

Question 1.2

Candidates used **WordArt** and not **font formatting** to display the heading.

WordArt



Font formatting



Question 1.7

Incorrect → 

Correct → 

Question 1.9

Candidates must be taught how to use ALL the tools under the Header and Footer toolbar.

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

More workshops for teachers in Advanced Word to upskill them to improve the quality of results or candidate performance.

Teachers and candidates need new study material like new updated textbooks. Work from different textbooks.

Teachers must follow the Examination Guidelines as well as the ATPs.

Some candidates did not know Word Processing well, more practise in certain aspects of Word is needed. **Grades 10 and 11 work must be revised in Grade 12.**

Encourage candidates to explore all possible alternatives (go beyond the syllabus).

Winter and Summer schools for candidates, this will also provide an opportunity for candidates that do not have computers at home to practice.

(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.

For some candidates, the language is still an issue, candidates do not understand what's expected of them.

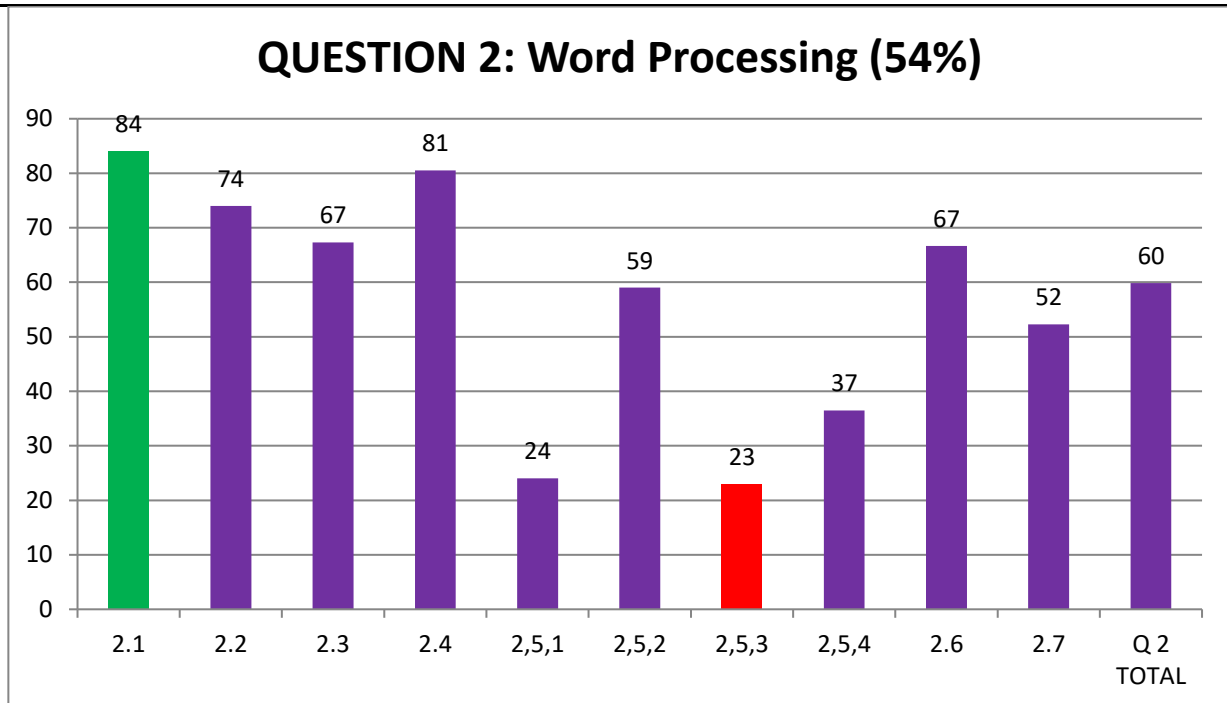
Teachers can work through previous papers with candidates to improve their performances.

Teachers must follow the Examination Guidelines as well as the ATPs.

Some schools do not have enough computers, candidates are sharing computers, maybe the Department can help and provide resources to such a school.

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 forms. Emphasise accuracy in answering question paper. This was the best answered question in the paper and had a good spread of lower, middle and higher order questions.

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

Question 2.5.1



6. And, finally, make sure your new vehicle is fitted so that you are always in control.

Contact form

Surname:

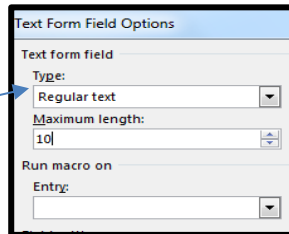
Name:

Contact number:

E-mail address:

Preferred time to call:

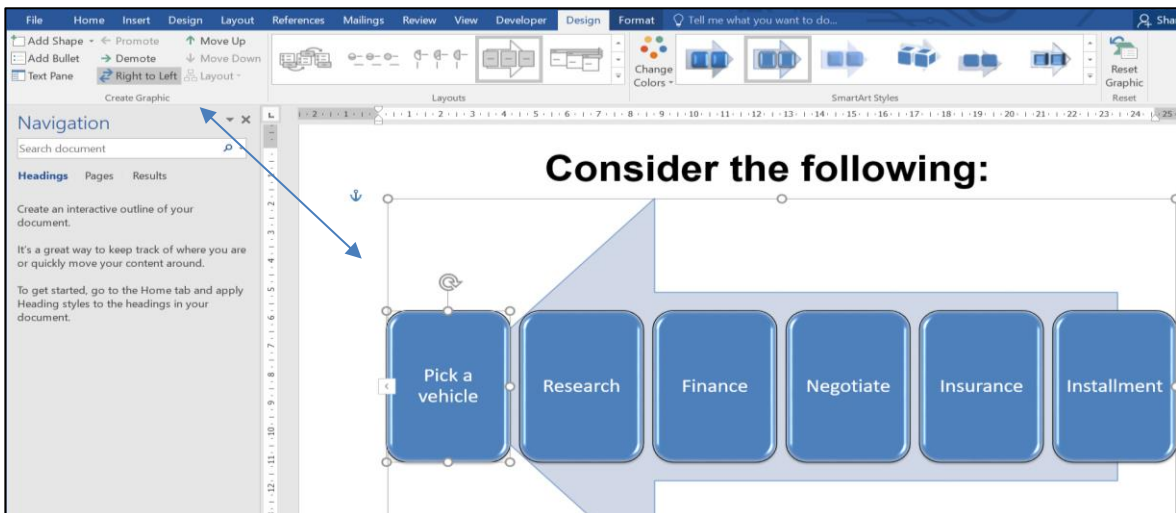
Question 2.5.3



Cell Number field must be regular text and not Number

Question 2.7

SmartArt must NOT be rotated. The feature right to left must be used.



(b) 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. Teachers must revise Grade 10 and 11 work in Grade 12.

Teachers must work through the Examiners Report and also show their candidates what common mistakes the candidates make in the exams.

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

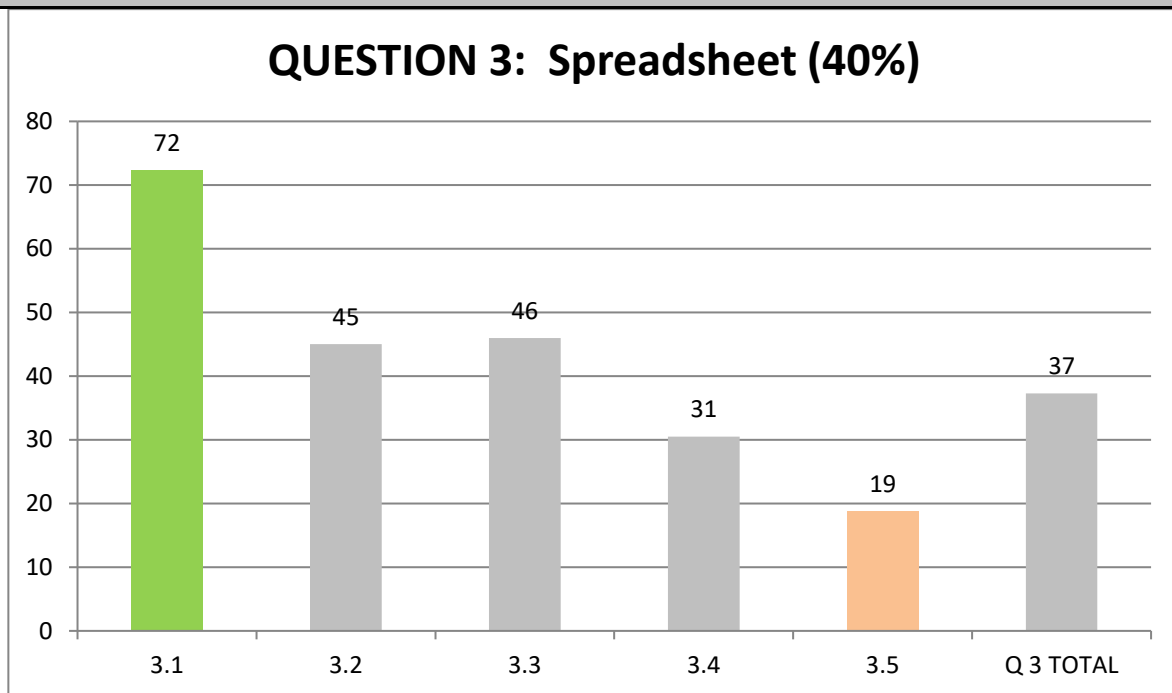
Emphasise accuracy when answering a question.

Candidates do not read the questions properly. Teachers must make candidates aware of pictures being used in question papers. They must be taught how to interpret these pictures.

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 remain a challenge throughout the question paper.

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

Question 3.3

Format all cells based on their values

- Format all cells based on their values
- Format only cells that contain
- Format only top or bottom ranked values
- Format only values that are above or below average
- Format only unique or duplicate values
- Use a formula to determine which cells to format

Edit the Rule Description:

Format all cells based on their values:

Format Style: 2-Color Scale

Minimum: Percent, Value: 0, Color: Blue

Maximum: Percent, Value: 50, Color: Yellow

Preview: [Color gradient bar]

OK Cancel

Not a difficult conditional formatting, less than 50% of candidates could do this.

Question 3.5

=HLOOKUP(MAX(C7:I7),C7:I8,2,FALSE)

More emphasis should be placed on the LOOKUP function. Candidates struggle with this question, only 19% of candidates managed to do this question.

(b) 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 spreadsheet features, formulas and functions.

Practise more difficult conditional formatting features.

Teachers should encourage candidates to experiment with the tools available in each program.

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.

Candidates must do more 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.

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

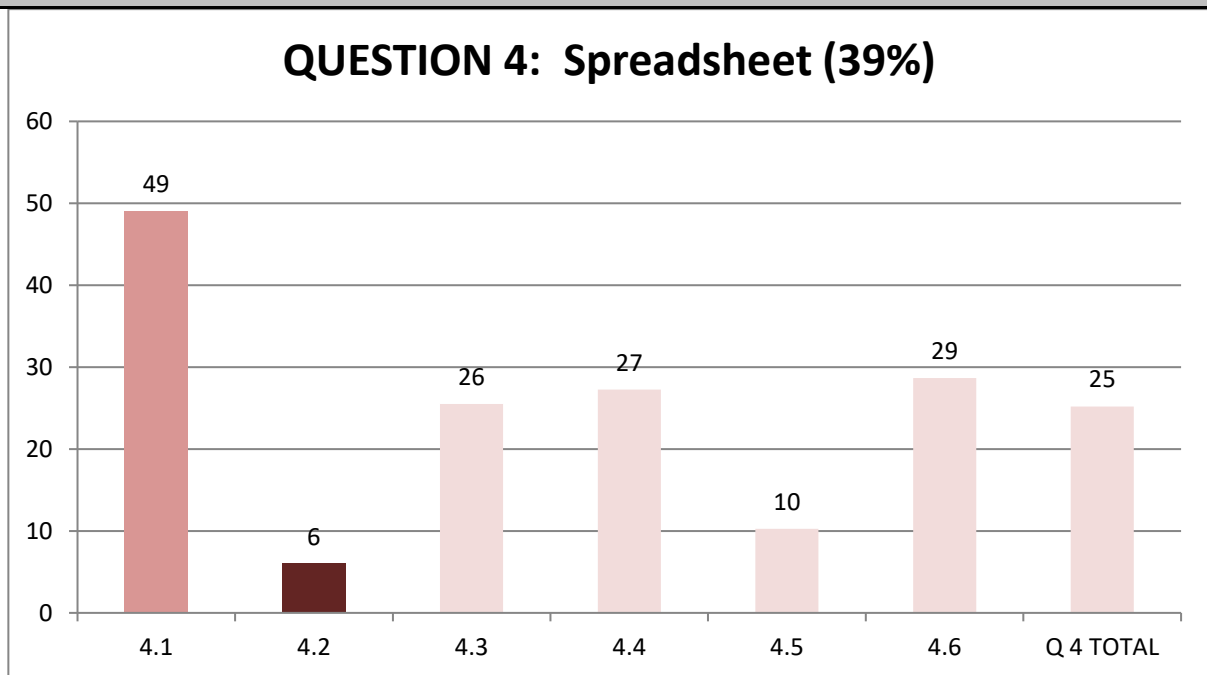
Excel is still a weak answered question and should become a focus area.

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, 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 adapt to the challenges of this question. Candidates' mathematical skills remains a challenge throughout the question paper. More attention must be given to graphs. Some candidates seem to have a problem with interpreting what they need to do with the graph, seeing that they only have an image to work on.

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

Question 4.2

`=SUM(E9:E50)*0.08=C3`

`=SUM(E9:E50)*0.08=E3`

Candidates were very confused by this question, they were only expected to change C3 to E3, but candidates thought they must do more because the result of False did not seem correct to them. Only 6% knew what to do.

Question 4.3

`=SUMIFS(E9:E50,C9:C50,"Hyundai",D9:D50,"i*")`

Only 26% of candidates knew what to do in this question. Lack of understanding of what was expected from them.

Question 4.4

`=MID(B11,0,LEN(B11))`

Candidates were requested to modify the function above and not recreate it, therefore the marks in this question are very low.

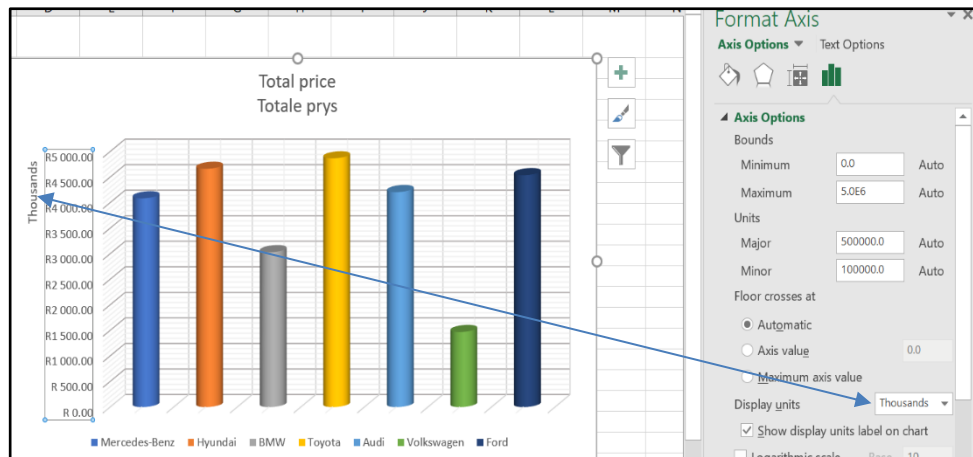
`=MID(B11,FIND(", ",B11)+2,LEN(B11)-FIND(", ",B11)+2)`

Question 4.5

This question was supposed to be an easy **IF-statement**, but it turned out to be the second most difficult question within question 4 for the candidates. Lack of understanding of what was expected from them.

Candidates don't know how to break down the question in smaller parts (building blocks).

Question 4.6



Thousands must be a display unit and not an Axis Title.

Most of the candidates seem to have a problem with interpreting what they need to do with the graph, seeing that they only have an image to work from.

(b) 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 from this. They just have to indicate that they made use of the building blocks.

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

Candidates with a bit more 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 to do more past papers to encourage them to practice the different functions and formulas/formulae.

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

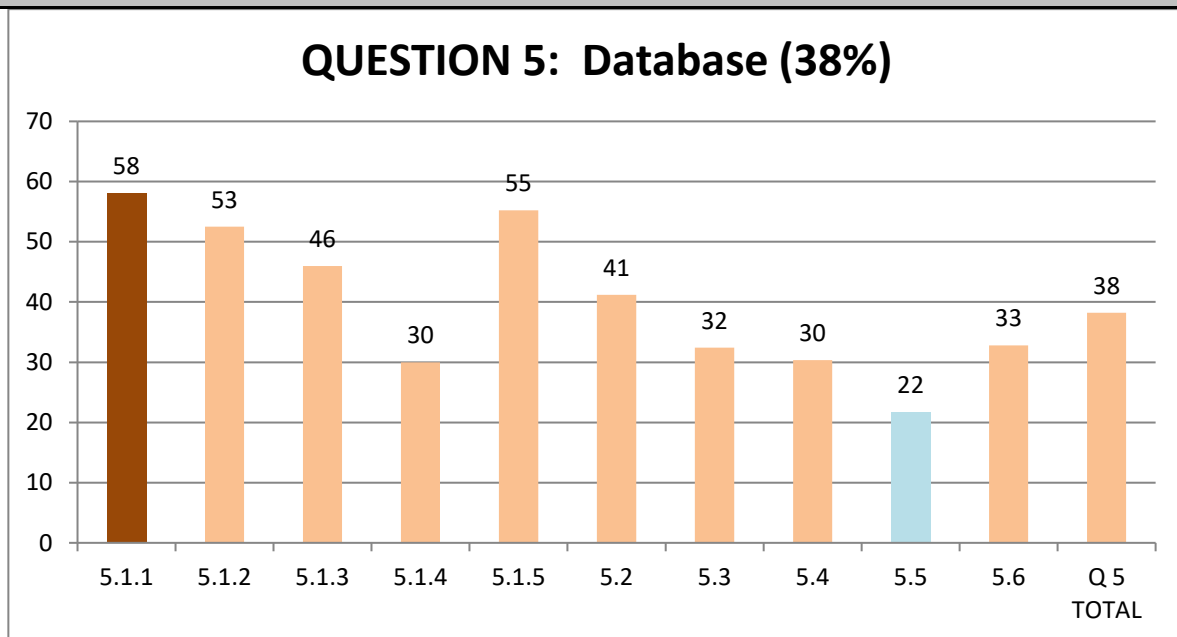
Subject advisors need to monitor schools consistently to make sure that there is progress in schools as early as possible.

Most candidates did not attempt this question which shows that they were not well prepared at school.

Teachers must insist that the candidates use these features and formulae in PAT Phase 2.

QUESTION 5

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



The average to stronger candidates managed to do the challenging questions. Most candidates attempted this question. Although the average for the question is only 38%, most candidates could do more than in the previous papers. The weak candidates didn't attempt the higher order questions.

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

Question 5.1.4**Validation Rule**

30% of candidates did what the question asked them to do, the other candidates did not understand what was required.

Question 5.2

Candidates were required to change the Reason field to combo box and **NOT** to recreate the box.

Question 5.4

Candidates probably did not understand this question clearly, They had to display the clients that will use the shuttle service that will depart in December, the dates in the table is only for December, so this might have been very confusing for them.

Question 5.5

Only 22% of the candidates managed to score a mark with this question. This question might have a bit of a language issue, we assume that most candidates did not know what was meant by return trip. They either did not multiply by 2 OR they divided by 2.

Question 5.6

More than 60% of candidates did not know how to export the report as a PDF document.

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

Teachers should give candidates more activities on tables.

Work hand in hand with candidates in Phase 2 of the PAT – this could improve Access skills.

Candidates must have computers at home to practise if they do CAT or they should be able to use labs in the afternoons. Work through past papers. Access is part of the more expensive version of Office and therefore many learners do not have access to it at home. This also presents a challenge to learners to practice their skills in Access outside the classroom.

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

Teachers must pay more attention to the tables in Access, candidates can achieve easy marks in these questions, but they must be taught.

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.

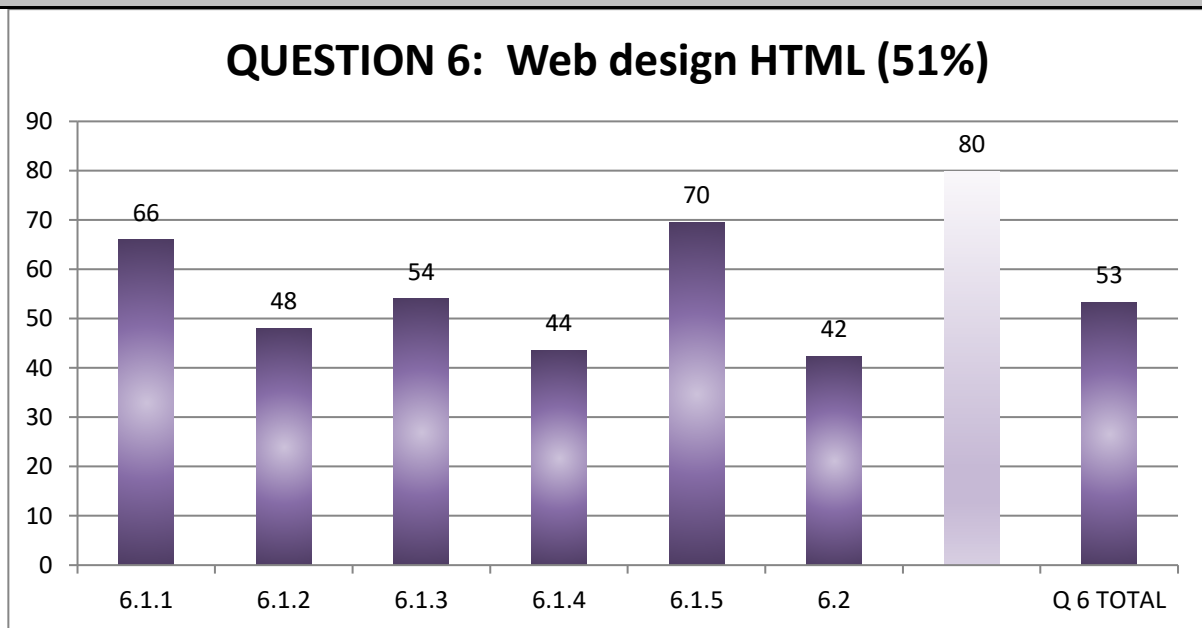
Workshops for teachers are essential especially in schools not performing well.

Teachers need more training in Access.

Revision of past question papers.

QUESTION 6

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



The majority of candidates attempted Question 6. More time must be spent with tables in HTML.

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

Question 6.1.1

Candidates were supposed to insert an attribute to the body tag, instead, they created a new body tag.

Question 6.1.4

Some candidates could not create a link to the web page, 6_1Win.html, correctly. Some candidates inserted a bookmark as a link. They must be taught to do ALL the different links.

Question 6.2

The candidates did not interpret the screenshot correctly, they missed a couple of changes that had to be made, e.g. The horizontal line that had to be moved to appear below the heading.

Previous papers must be done on this question as well. Candidates can learn much by doing papers, they can see how questions will be asked, etc.

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

Teachers should 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 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 assisting with the PAT website to improve their HTML skills.

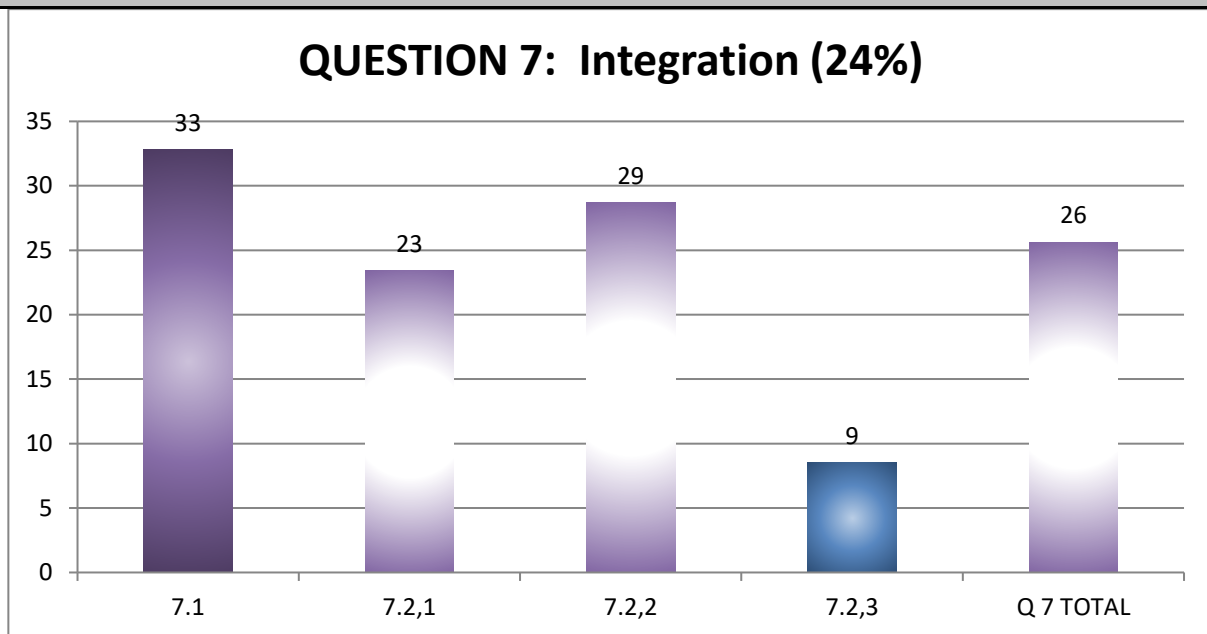
Teachers can attend HTML workshops.

Use PAT Phase 3 as a learning tool for HTML.

Teachers must use Notepad++ as it assist more with tags that's not closed.

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 very poorly answered. There were many different applications tested in this question.

(a) 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

Candidates did not know the difference between an image and a logo. Many candidates did not know how to save the logo as an image

Question 7.2.1 and 7.2.2

This question was a challenge for average to strong candidates.

Weaker candidates are not comfortable with date and time, as well as functions and calculations.

Question 7.2.3

This question was poorly answered in general. This could possibly be caused by time constraints as this was the last question in the paper or due to the candidates not understanding what was required of them.

Candidates are not familiar with the Page Layout and Page Setup tabs in spreadsheets, this must be taught.

(b) 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.

It might help to take part in the Computer Applications 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 too.

(c) Describe any other specific observations relating to the 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 the wrong cell, they cannot put the Input Mask in the wrong field, etc. etc.

Accuracy – correct spelling is important.

New formulas and functions must be included in our ATPs or in our teaching methods e.g. the **IFS** function.

In Conclusion

- Teachers must assist candidates in studying the ribbons.
- Candidates must be familiar with each ribbon and its commands.
- CAT candidates in Grade 12 must be able to apply any feature on the ribbons.
- The section on Theory which asks about Practical must be revised more often.