EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	COMPUTER APPLICATIONS TECHNOLOGY		
QUESTION PAPER	1	2 X	3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	07 DECEMBER – 20 DECEMBER 2023		

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

The 2023 Computer Application Technology Paper 2 attempted to offer something from across the CAT syllabi from Grade 10 to Grade 12 and every CAT P2 question paper does have certain common objectives, no matter what their purposes are. Most CAT P2 examiners prefer difficult, too technical and application questions to make the process more stringent but what they fail to realise is that such difficult aspects might have a negative effect on students. The examiners should not challenge the existence of the examinee; rather they should motivate and help the examinee to express himself so that learners do not lose faith in the subject. One must also remember that the population of our country is huge and many candidates still lack the skills and knowledge required to answer even the easy questions. Learners from more affluent, technology inclined households would have had an advantage but not the rest. Application of knowledge still remains a major problem. Learners do not read the questions thoroughly before answering them.

In some instances, the paper also required a lot of experience and exposure to the Computer World as well as a lot of application. The content is sometimes being embedded in real life scenarios and therefore some of the students struggle to identify with it.

Many educators as well as candidates rated the paper as not easy. It is generally accepted that CAT has evolved into a more analytical and technical subject and success in the subject is dependent on hard work, thorough preparation and dedication.

Once again, a large percentage of the learners in the Eastern Cape failed to achieve 40%.
This is extremely worrying. They have as usual achieved much lower marks in Paper 2 than in Paper 1. This is clearly an indication of the level of preparation and commitment to the task. It

is often claimed that the diverse socio-economic background and the availability of resources play a significant role in the NSC results.

More textbook content must be included in the theory question paper. These may be higher level questions. Some questions come over as being too technical for CAT. Therefore, markers also need to be trained to be more divergent in their thinking and award marks to comments that go beyond the marking guideline.

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

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

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

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

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

GENERAL COMMENTS ON IMPROVING THE TEACHING AND LEARNING OF CAT THEORY

- **More time and effort should be spent on teaching theory by following the instructions in the CAPS document as well as the EXAM GUIDELINE.** According to DBE teachers should ONLY make use of the CAPS document and EXAM GUIDELINES to teach from and are NOT supposed to be textbook bound. This is a huge problem because in the CAPS and exam guidelines the different terminologies are listed, without clear guidance on what exactly the learners should study and thus resulting in curriculum overload. According to DBE learners are supposed to study these terms in full – meaning definitions, how it works, advantages, disadvantages, application of these terms in real life, examples, etc. As we all know, teachers only have so much time to teach already – now teachers need to do research on all these different terms, which is an impossible situation. Teachers should ONLY explain the theory and make sure that learners understand what they are learning. Curriculum guidelines should therefore be

detailed, giving teachers a specific scope of what to teach, just like in all the other subjects. The fact that the theory is so broad and that there are no clear, in detail guidelines kills our subject – a subject that is supposed to teach skills and equip learners for the future.

- **CAT is a very dynamic subject**. Teachers must therefore make a concerted effort to keep up with this new technology and bring their learners into contact with new technologies on a regular basis. Teachers will be informed once a year on new technology that may be assessed in addition to the existing content of the CAPS syllabus. This will be added to the examination guideline document which will be released once a year. All new technologies should be made available as early as January.

- **Learners can also be challenged to come and share new technologies** which they came across in class. This can also be done as part of a homework or class activity. Encourage learners to browse for new technology on the Internet or find advertisements in local media. They can bring these to school where they can be discussed in class. Teachers can also make use of experts in the field of technology to come and explain and demonstrate some of the latest technologies to learners.

- **DBE advised teachers to familiarize themselves with the content of the CAPS document as well as the EXAM GUIDELINES and what is required from these documents.** However, there are three approved textbooks available for CAT but according to DBE, teachers are not supposed to teach from any textbooks.

- **Learners should also be given regular theory tests** – based on the format of examination papers. The results of these tests (learner's responses) should be discussed with them – not just be handed back. They should know why they lost marks.

- Although time is limited, teachers should try and **work through some question papers of previous years**. The memos of these papers should be discussed with learners to train them how to approach and answer a question paper as well as learning the content.

- Teachers should **teach learners to use the correct terminology and teach learners to write in full sentences** when answering questions. They should not be allowed to answer questions by using words such as *it, things, they … etc.* Learners also do not read the instructions: the instructions clearly stated that answers such as 'cheaper', 'slower'/'faster', etc. will NOT be marked.

- **Teachers should explain the meaning of the following terminology/ concepts used in questioning: user friendly interface, word processing/database options/features, most suitable, best suited, most likely, software settings, measures, criteria to consider, difference between examples and uses, difference between media and medium,**

network and internet (do not need a network to have internet and if you have internet it does not mean you have a network), give specific examples of....

- **WHERE A QUESTION REQUIRES A LEARNER TO LIST OR NAME – ONLY THE FIRST NUMBER OF ANSWERS/FACTS REQUIRED WILL BE MARKED.**

- **Grade 10 and 11 content**: Teachers are reminded that according to the CAPS syllabus, learners are assessed on all theory done from grade 10 – 12 in the final examination. Learners should therefore keep summaries of their gr 10 and 11 theory in notebooks. Throughout the grade 12 year, teachers should incorporate grade 10 and 11 knowledge in tests to prepare learners for the final examination.

NOTE TO SUBJECT ADVISORS:

- CAT is still a new and very dynamic subject. Many teachers do not have the training or support to continually provide quality education to learners. Subject advisors should play a more active role in assisting teachers in gaining the needed knowledge and expertise. Subject advisors should also make sure that all schools receive the new and updated examination guidelines as well as new terminology for the New Year and make sure they use these documents in their teaching. Short training courses presented by themselves or other specialist teachers can only benefit this valuable subject.
- There are also schools who do not have the necessary hardware, software and Internet access to offer this subject. We would also appeal to the department and subject advisors to play a supportive role in this regard – especially in schools where there are trained teachers available.

MISTAKES MADE BY LEARNERS IN ANSWERING THE PAPER:

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

- **Learners giving one-word answers.** It often happens that learners respond with only one word to a question to list advantages/disadvantages/ characteristics. It is impossible for markers to judge from that whether the learner knows the work. No marks will be awarded in such cases. Other learners again, write paragraphs instead of sentences – often contradicting their answer. This must also be discouraged.

- **Vague and generic answers.** Some learners, when they do not really know the answer, often fall back on vague and generic answers such as "it is easier and faster" and terms like "things" and "stuff" etc. Answers like these which do not include any motivation, reason or an explanation or the correct terminology which can be used to judge a learner's comprehension will not earn any marks and should be discouraged. This statement is clearly outlined in the instructions and information at the beginning of the question paper (instruction number 10).

- **Learners do not read the questions/scenarios/instructions properly.** They read until they think they know the answers, or they only notice some keywords and then they assume the rest of the question. Learners should be encouraged to read the whole question

slowly and with comprehension before attempting to answer it. In many scripts it is clear that learners are losing marks because they do not read the questions properly. A lot of students tend to re-write the question as their answer. This is completely unacceptable. Learners should also be encouraged to read the instructions at the beginning of the question paper.

- **Mark allocation.** Teachers should indicate to learners that the paper is marked on a "one mark per fact" basis. Thus, if a question is indicated to count <u>two</u> marks, they need to write down <u>two</u> facts.

- **Handwriting**. As with all subjects, <u>handwriting</u> is a problem with many candidates where markers have difficulty deciphering the handwriting in order to mark the script.

- **Answering of questions**.

  - Start <u>each</u> new question on a <u>new page</u>.

  - <u>Leave a line open</u> between questions.

  - Answer the questions in the order they appear on the question paper.

  - Keep sub-sections of a question together.

  - Use the numbering system as indicated on the question paper for each question.

  - If learners decide not to attempt a sub-question of a question, they must at least write the number of the question so that markers can clearly see that a question has been left out. It makes it very difficult for markers who mark under a lot of pressure to lose time in an attempt to look for the correct answers.

  - **Some of the learners did not adhere to the instructions in the question paper as stated earlier in this report. According to the instruction's learners are not allowed to just write: "cheaper", "faster", "easier", etc.**

<u>SECTION 2</u>:

<u>NOTE</u>: All the graphs in this section were created from data attained by entering the results of 100 random sample scripts. Please note that this does not reflect the most accurate picture as it is very difficult to extract a sample of 100 scripts which would be 100% representative of the performance of the Eastern Cape.

The following graph shows the percentage per rating level in the individual questions taken from the sample of 100 scripts.

PERCENTAGE PER RATING LEVEL

	1	2	3	4	5	6	7
■ PERCENTAGE	39	17	15	16	11	2	0
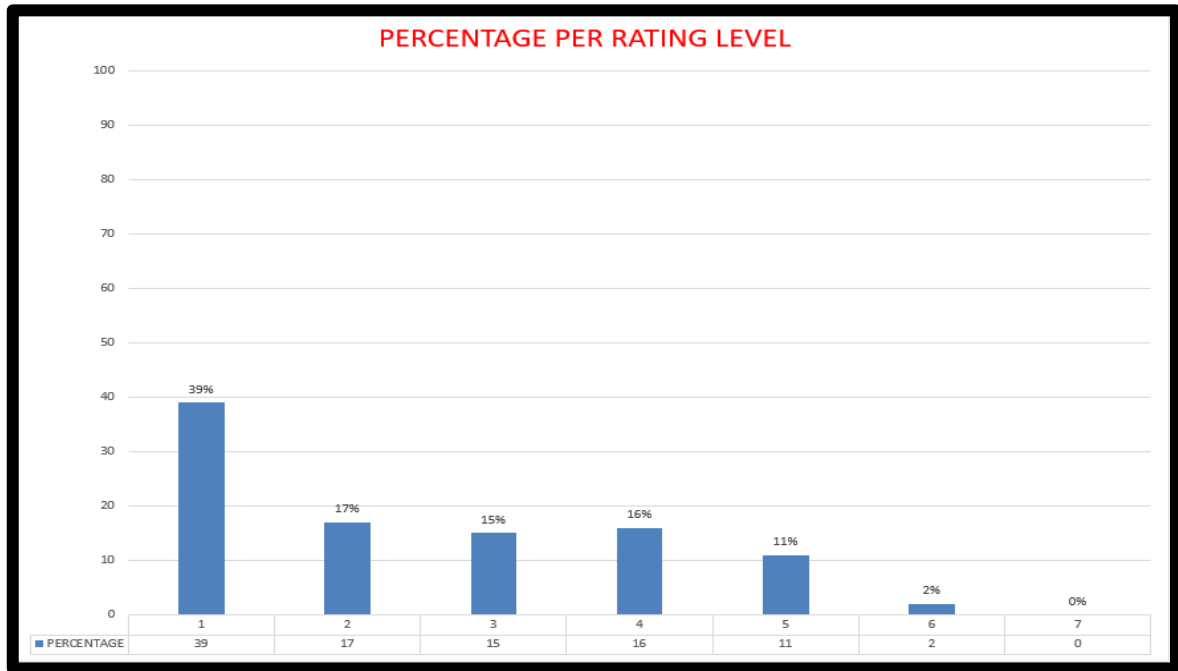
The following graph shows the average performance in the individual questions taken from the sample of 100 scripts.

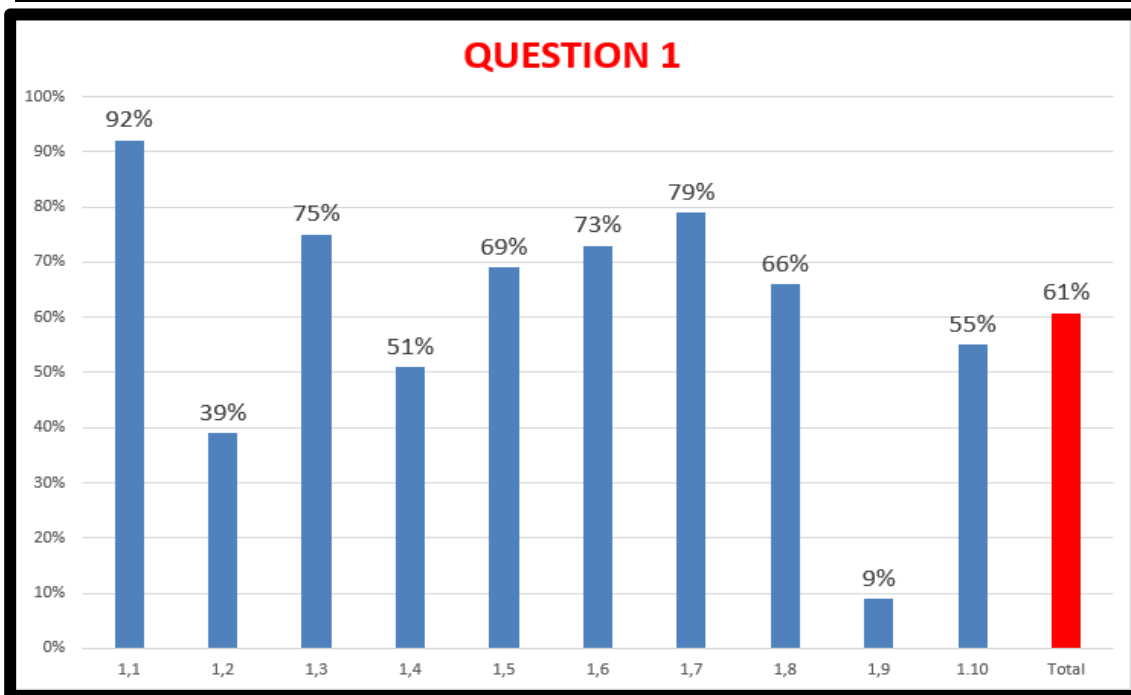**AVERAGE PERFORMANCE PER QUESTION**
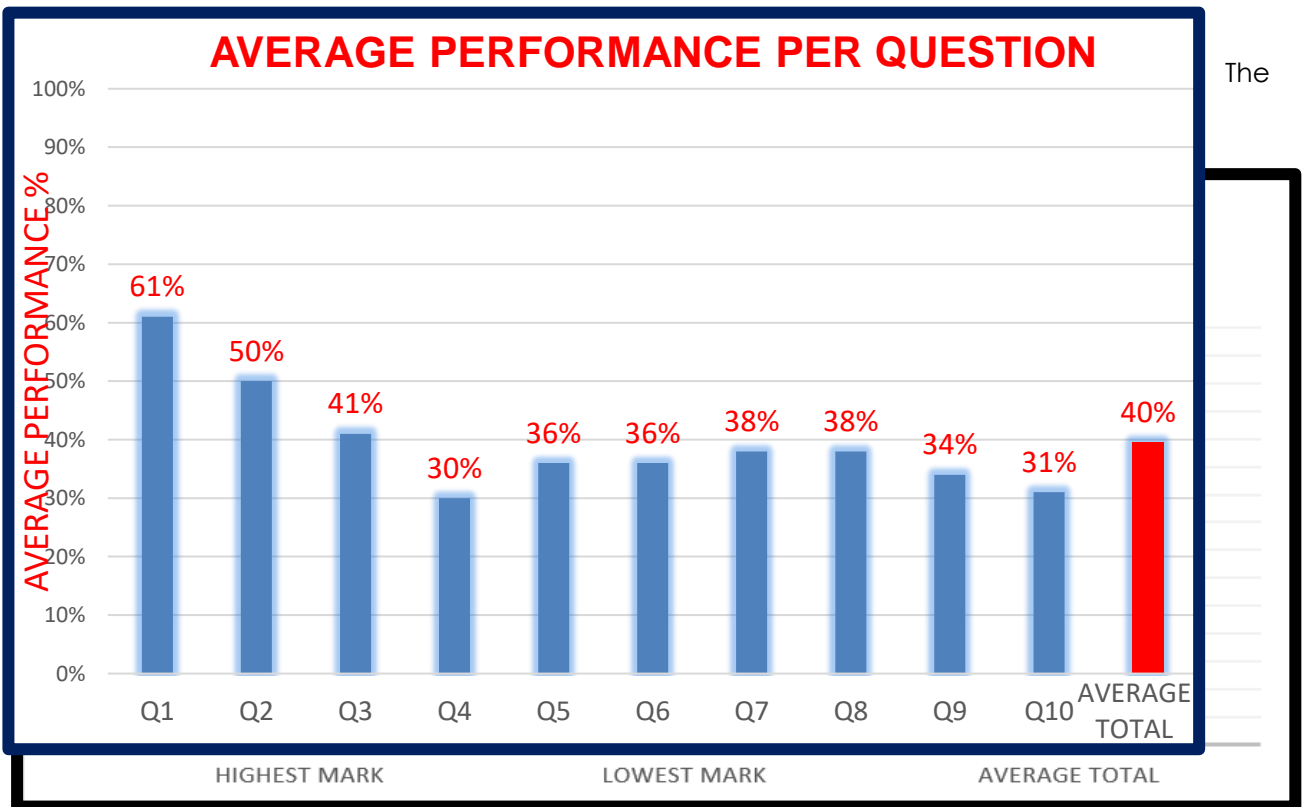
The following graph shows the highest and lowest mark as well as the average total for CAT Paper 2 in the Eastern Cape.

Comment on candidates' performance in <u>individual questions</u>

QUESTION 1

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

Average mark from the sample of 100 :		6/10
SUB-QUESTION	**TOPIC OR ASPECT TESTED**	**AVERAGE % FROM SAMPLE**
1.1 – 1.10	MATCHING ITEMS	61%

QUESTION 1

Question number	1,1	1,2	1,3	1,4	1,5	1,6	1,7	1,8	1,9	1.10	Total
Question Value	1	1	1	1	1	1	1	1	1	1	10
Maximum	1	1	1	1	1	1	1	1	1	1	9
Minimum	0	0	0	0	0	0	0	0	0	0	2
Average	92%	39%	75%	51%	69%	73%	79%	66%	9%	55%	61%
Median	1	0	1	1	1	1	1	1	0	1	6

The performance of learners in this question was average.

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

Questions were fair but phrases like "best suited" and "most likely" were used in a few questions and that definitely had an impact on the possible answers.

Question 1.2 was interpreted differently with some learners selecting A as the correct answer and some learners selecting B as the correct answer, depending on if they noticed the phrase

"best suited". The formal marking guideline only accepted A as an answer but for marking purposes, DBE said that we can also accept the following answer A/B. The answer B on its own was not accepted, however a lot of learners only wrote B, that was not accepted. This also complicated training as well as marking for the markers. As said previously, examining panels need to make sure that only one answer will be correct in this section.

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

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

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

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

Many learners continue not to answer some of the questions which is quite surprising, or they tend to write down two options (A/B) as if the marker will choose between the 2 answers. Although this question is not a guessing game, learners should be encouraged to at least try an answer out of the options left. I would like to appeal to teachers to teach their learners to answer this question using the answer sheet provided.

QUESTION 2

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

Average mark from the sample of 100:		5/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1 – 2.10	MATCHING ITEMS	50%
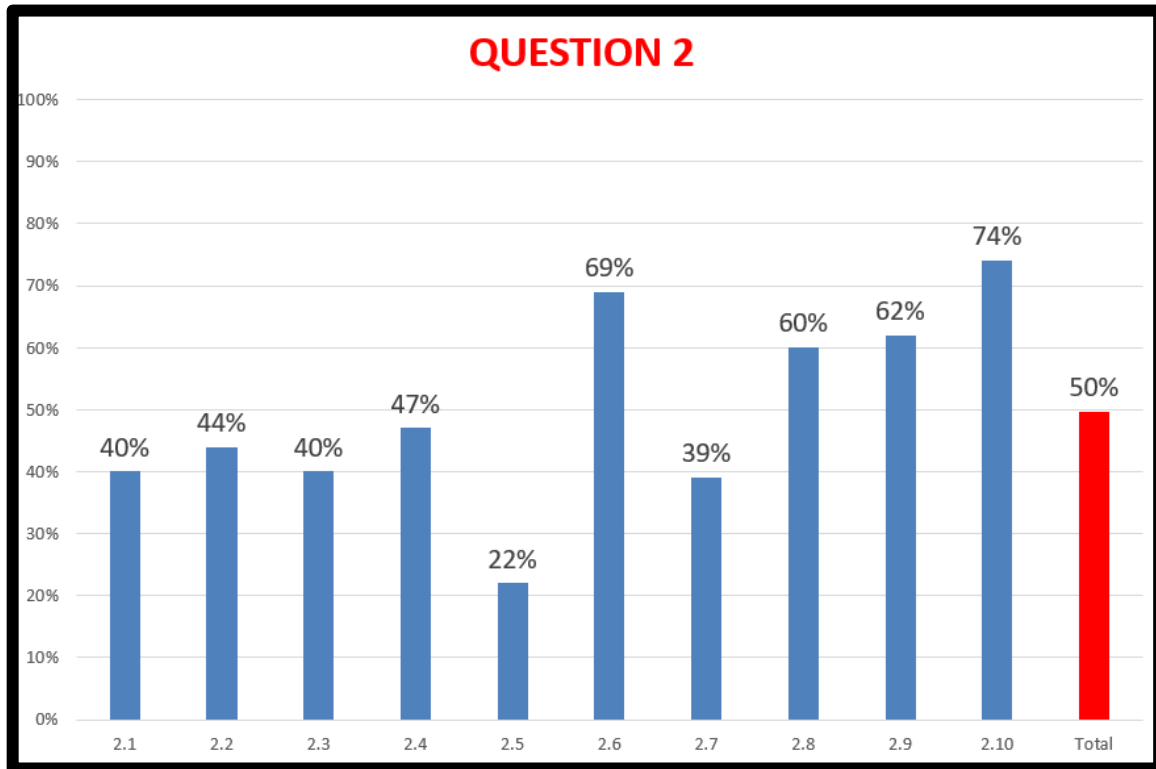
QUESTION 2

Question number	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	Total
Question Value	1	1	1	1	1	1	1	1	1	1	10
Maximum	1	1	1	1	1	1	1	1	1	1	10
Minimum	0	0	0	0	0	0	0	0	0	0	0
Average	40%	44%	40%	47%	22%	69%	39%	60%	62%	74%	50%
Median	0	0	0	0	0	1	0	1	1	1	5

The performance of learners in this question was average.

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

Questions were quite straight forward for those who prepared well for the examination.

Question 2.2 again allowed for two possible answers as indicated on the marking guideline.

Questions 2.5 (VPN) and 2.7 (Cell padding) were answered poorly in comparison with the rest.

VPN is not a new term and teachers should focus on this term and cell padding is a practical

question asked in theory.

(c) **Provide suggestions for improvement in relation to Teaching and Learning**
Learners should be taught to arrive at an answer adopting a process of elimination. Selecting the most probable answers and then removing them one by one.

| **(d)** **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| --- |
| Many learners continue not to answer some of the questions which is quite surprising, or they tend to write down two options (A/B) as if the marker will choose between the 2 answers. Although this question is not a guessing game, learners should be encouraged to at least try an answer out of the options left. I would like to appeal to teachers to teach their learners to answer this question using the answer sheet provided.

Examining panels need to make sure that only one answer will be correct in this section. |

QUESTION 3

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

Average mark from the sample of 100 :		2/5
SUB-QUESTION	**TOPIC OR ASPECT TESTED**	**AVERAGE % FROM SAMPLE**
3.1 – 3.5	TRUE/FALSE ITEMS	41%
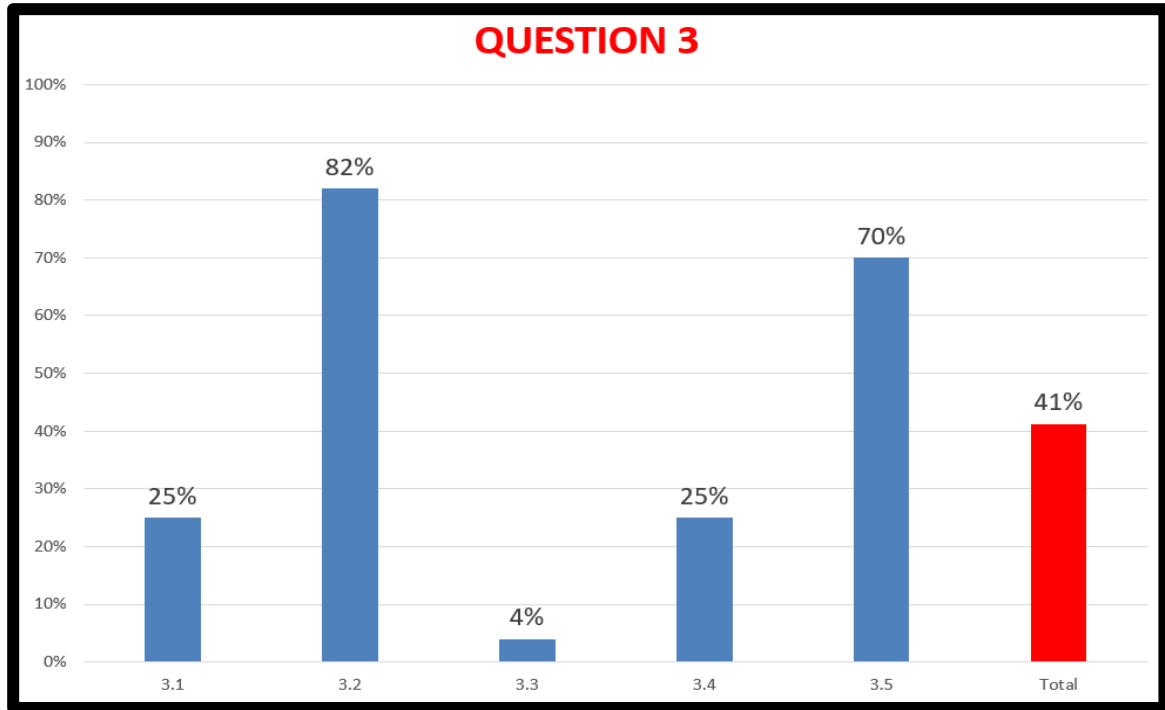
Question number	3.1	3.2	3.3	3.4	3.5	Total
Question Value	1	1	1	1	1	5
Maximum	1	1	1	1	1	5
Minimum	0	0	0	0	0	0
Average	25%	82%	4%	25%	70%	41%
Median	0	1	0	0	1	2

The performance of learners in this question varied from poor to very poor.

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

Learners still battled with this question this year.

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

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

I believe that with some input by teachers, the learners can do much better in this question in the future.

Question 3.3 was poorly answered by most learners – learners don't know how to apply practical questions in theory.

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

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

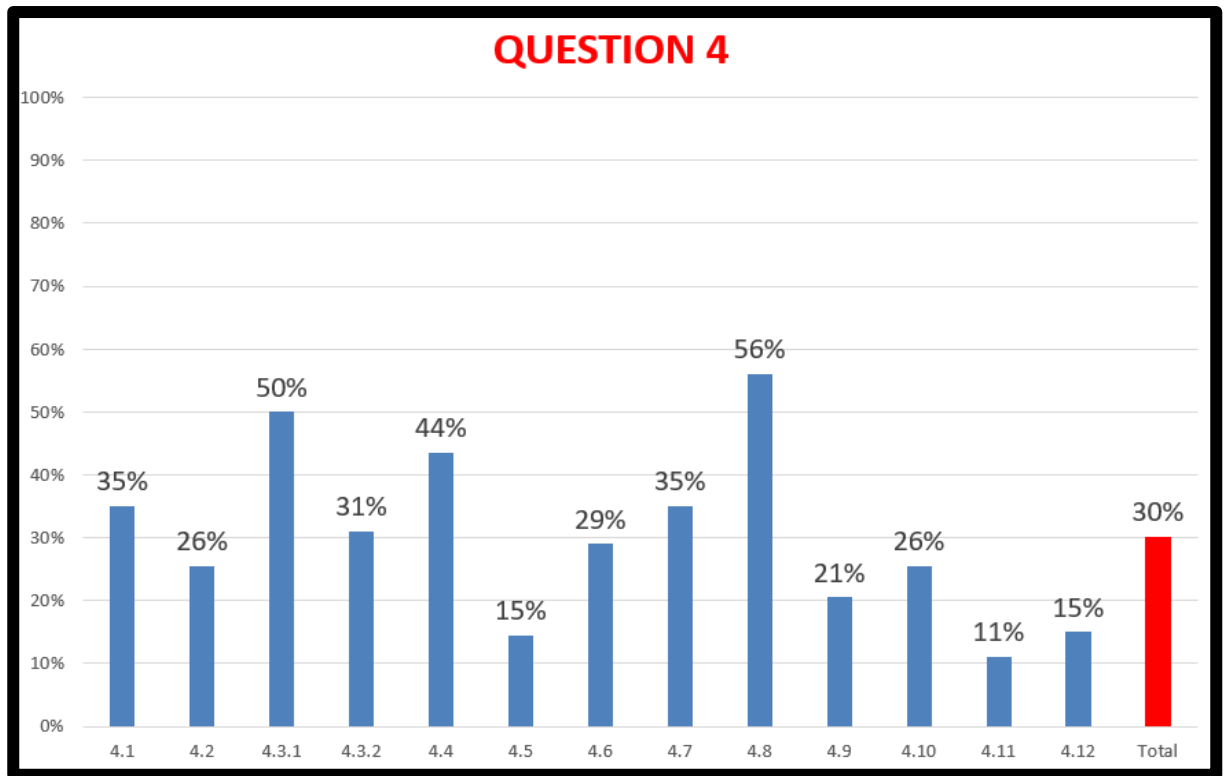| (d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

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

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

QUESTION 4

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

Average mark from the sample of 100 :	7.5/25	
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1 – 4.12	SYSTEMS TECHNOLOGIES	30%

QUESTION 4 — bar chart showing average % from sample: 4.1 = 35%, 4.2 = 26%, 4.3.1 = 50%, 4.3.2 = 31%, 4.4 = 44%, 4.5 = 15%, 4.6 = 29%, 4.7 = 35%, 4.8 = 56%, 4.9 = 21%, 4.10 = 26%, 4.11 = 11%, 4.12 = 15%, Total = 30%

Question number	4,1	4,2	4.3.1	4.3.2	4,4	4,5	4,6	4,7	4,8	4,9	4,10	4,11	4,12	Total
Question Value	1	2	3	2	2	2	2	2	1	2	2	2	2	25
Maximum	1	2	1	2	2	2	2	2	1	2	2	2	2	22
Minimum	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average	35%	26%	50%	31%	44%	15%	29%	35%	56%	21%	26%	11%	15%	30%
Median	0	0	2	0	1	0	0	0	1	0	0	0	0	6

The learners' response to this question was disappointing, upsetting and not up to standard. Question 4 is always a difficult or challenging question for learners, so much that most learners do not even get 40% pass mark for this question. Some questions were unfair due to the phrasing of the question and/or incorrect terminology used by the examination panel. Learners found Questions 4.2, 4.5, 4.6, 4.9, 4.10, 4.11 and 4.12 the most difficult as seen in the graph above.

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

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

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

Q 4.2

Learners were confused by the term "information cycle" used and did not know if it referred to the "information **processing** cycle" that they are used to.

Q 4.3.2

This is an unfair question in terms of the answers on the marking guideline.

Q 4.5

The word "tussentydse" in the Afrikaans paper really confused the Afrikaans learners. They thought that the paper referred to "intydse" and therefore did not know how to respond to this question.

Q 4.6

Learners were only exposed to the advantages of defragmenting a hard drive and not the disadvantages.

Q 4.9

Learners were only exposed to the advantages of convergence and not the disadvantages. This question paper concentrated a lot on disadvantages.

Q 4.11

Most learners only wrote the definition of a firewall and not the limitations of a firewall. They were again not exposed to the limitation of a firewall but rather the uses or advantages of firewalls.

Q 4.12

Learners did not understand what are expected from them and was too technical for CAT learners, as they do not have the knowledge of bottlenecks or the exposure to technology to be able to answer this question. Learners were also confused when they saw the term "local storage areas" and did not know if it referred to the hard drive or a storage area elsewhere.

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

- Teachers should spend more time showing learners how to read a question in its entirety and explain how to break the question up into smaller sections to make it easier to understand. They should also be shown how to identify what the question wants with regards to advantages, disadvantages, reasons, etc.

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

- As with a few of questions in this paper, learners did not know what was expected from them due to the way the questions were phrased.
- As mentioned at the start of this report, many learners tend to write very vague answers using words like "this", "things", "stuff", "fast", "easy", "they", "it", etc. instead of the correct terminology but this was due to the fact that learners were not exposed to disadvantages and limitations in some of the questions.

QUESTION 5

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

Average mark from the sample of 100 :		5.5/15
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
5.1 – 5.9	INTERNET AND NETWORK TECHNOLOGIES	36%
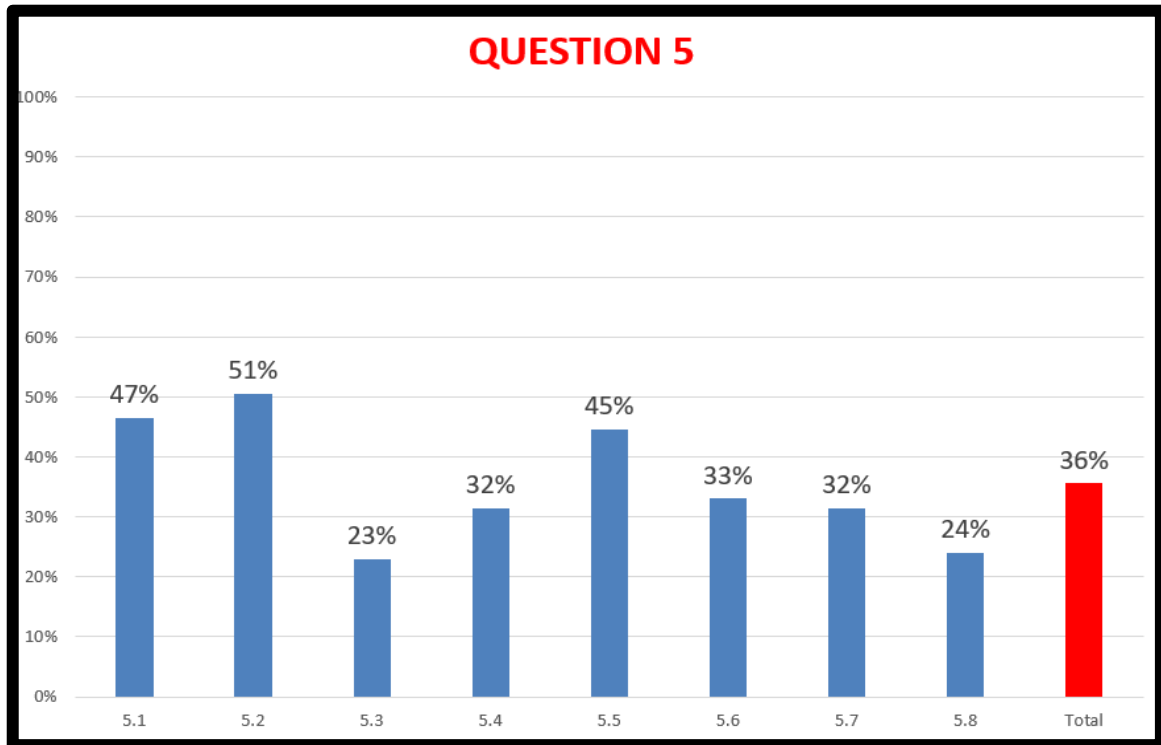
uestion number	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	Total
Question Value	2	2	1	2	2	2	2	2	15
Maximum	2	2	2	2	2	2	2	2	13
Minimum	0	0	0	0	0	0	0	0	0
Average	47%	51%	23%	32%	45%	33%	32%	24%	36%
Median	1	1	0	0	1	0	1	0	5

The performance of learners in this question was very poor.

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

Lack of content knowledge, using wrong terminology by the examining panel as well as getting confused with some of the terminology.

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

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

Q 5.2

Popular responses from learners were that you should consider the time zones before deciding on doing a video conference and the marking guideline did not cater for that response.

Q 5.3

Poor responses from learners. Learners wrote the function of a NIC is to communicate and this answer was not accepted on the marking guideline.

Q 5.5

In the Afrikaans paper the wrong terminology was used: The question stated: "Noem twee voordele van **wolkverwerking** ten opsigte van berging". The Afrikaans students don't know the term "wolkverwerking" but "wolkberging" or "wolkrekenarisering". The wrong term was thus used and was definitely to the disadvantage of the Afrikaans students.

Q 5.8

This question was very difficult for learners to analyse and comment on – they did not know where the focus was with this question (picture).

| (c)	Provide suggestions for improvement in relation to Teaching and Learning
Teach basic terminology and put more time and effort into theory.	

(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
• Learners won't be able to express themselves if they don't understand the question asked.	

QUESTION 6

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

Average mark from the sample of 100 :	3.6/10	
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
6.1 – 6.5	INFORMATION MANAGEMENT	36%
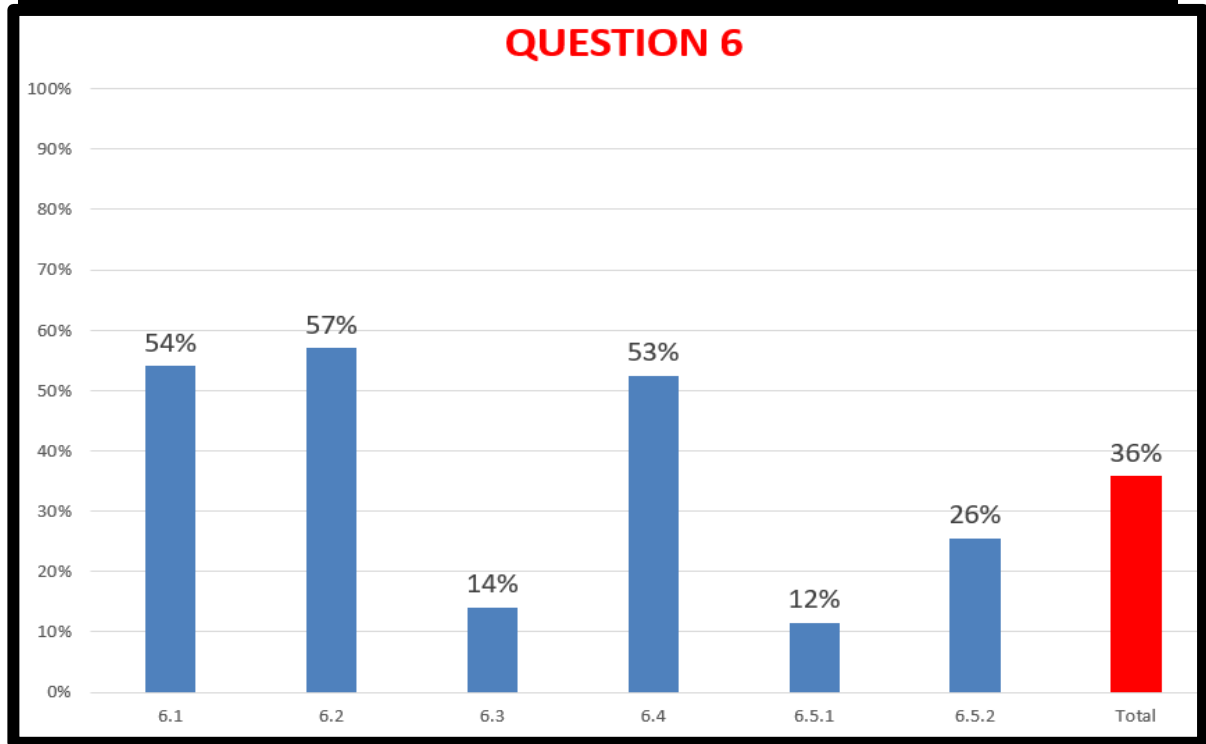
QUESTION 6

Question number	6.1	6.2	6.3	6.4	6.5.1	6.5.2	Total
Question Value	1	2	1	2	2	2	10
Maximum	1	2	1	2	2	2	9
Minimum	0	0	0	0	0	0	0
Average	54%	57%	14%	53%	12%	26%	36%
Median	1	1	0	1	0	0	3

The performance of learners in this question was very disappointing.

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

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

Q 6.3

Learners were not exposed to this practical question since we rarely use this in practical.

Q 6.5.1 and 6.5.2

Poor response from learners. These two questions were very similar and confused the learners. Most learners repeated themselves in question 6.5.2 because of the similarities in answers for these two questions. Learners are exposed to the criteria for evaluating websites and not really why evaluation is essential.

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

The learners need to know the importance of PAT type of questions in the theory paper.

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

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

QUESTION 7

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

Average mark from the sample of 100:		3,8/10
SUB-QUESTION	**TOPIC OR ASPECT TESTED**	**AVERAGE % FROM SAMPLE**
7.1 – 7.6	SOCIAL IMPLICATIONS	38%
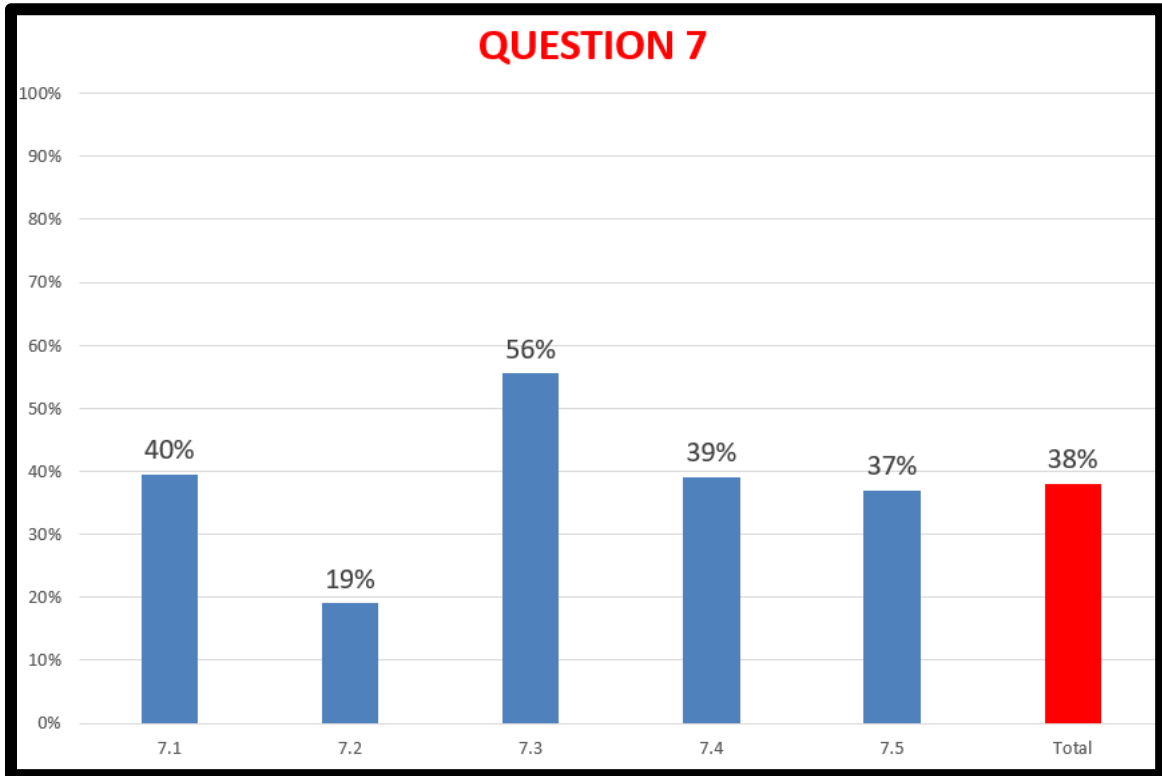
Question number	7.1	7.2	7.3	7.4	7.5	Total
Question Value	**2**	**2**	**2**	**2**	**2**	**10**
Maximum	2	2	2	2	2	10
Minimum	0	0	0	0	0	0
Average	40%	19%	56%	39%	37%	38%
Median	1	0	1	1	1	4

The learners' response to this question was poor.

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

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

Q 7.2

Poor response from learners. The moment a question excludes options, it makes it a very difficult question to answer.

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

- When questions are differently phrased or structured, learners are unable to tackle those questions.

- The learners do not read the questions properly before they answer.

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

- The understanding of some questions is still a problem.

- The learners do not read the questions properly before they answer.

QUESTION 8

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

Average mark from the sample of 100 :	5.75/15	
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
8.1 – 8.3	SOLUTION DEVELOPMENT	38%
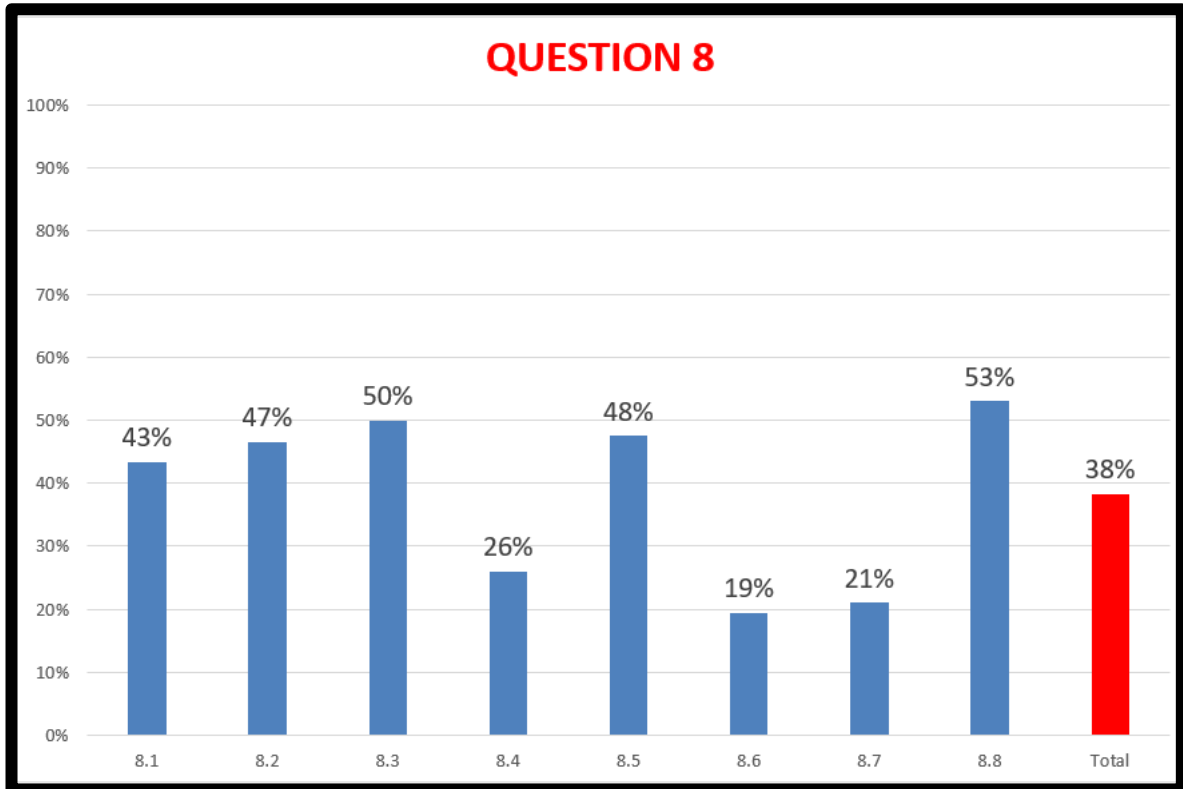
Question number	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	Total
Question Value	3	2	2	1	2	3	1	1	15
Maximum	3	2	2	2	2	3	1	1	13
Minimum	0	0	0	0	0	0	0	0	0
Average	43%	47%	50%	26%	48%	19%	21%	53%	38%
Median	1	1	1	0	1	0	0	1	6

These questions were based on practical work. This is a good example of teaching theory together with practical work.

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

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

- They do not know the reasons for using the totals button in access.

- They were not exposed to the ?? criteria used in a query.

- They are not familiar with the effect when certain attributes are removed from tags.

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

When teachers do practical, they need to explain the theory or how it works in theory as well.

Explain to the learners why we do certain functions and use certain criteria/tags/ attributes in practical as well as the advantages of using certain features in the different programs.

(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Learners do not know how to apply practical work in theoretical context.	

QUESTION 9

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

Average mark from the sample of 100 :		8.5//25
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
9.1 - 9.5	INTEGRATED SCENARIOS	34%
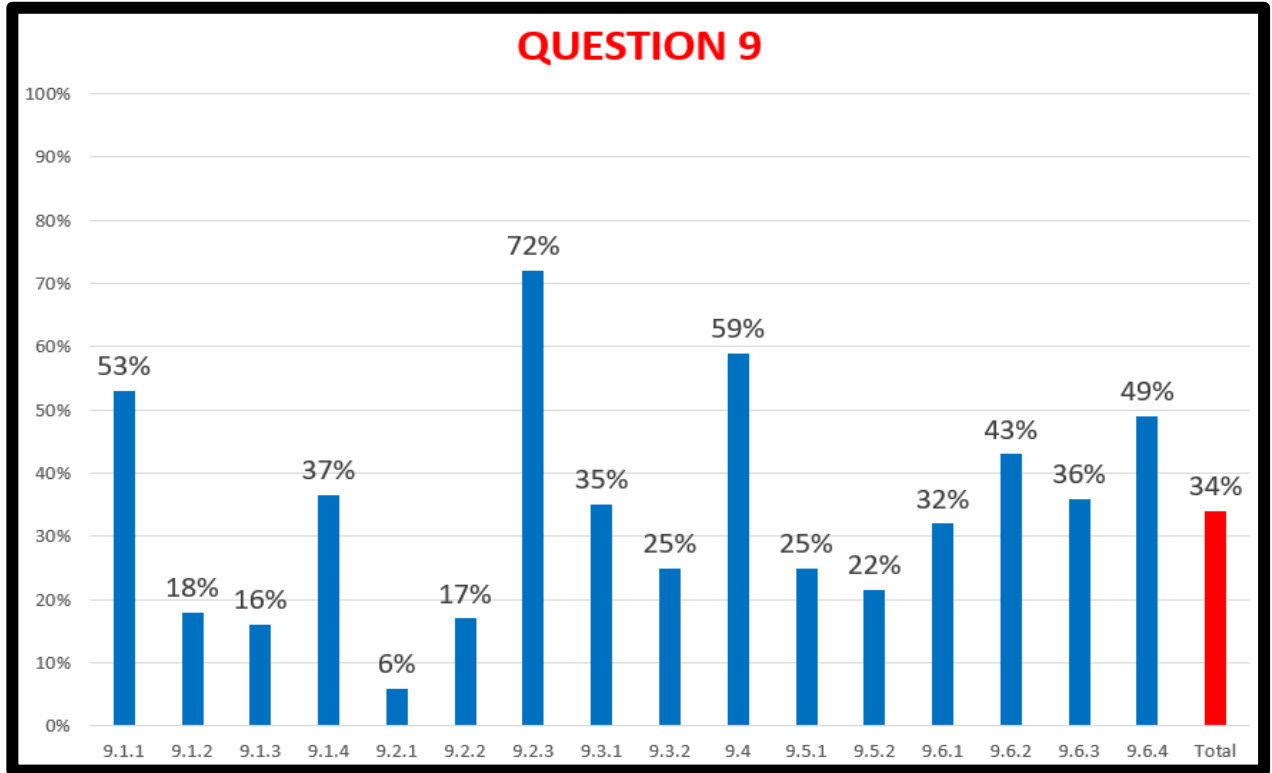
QUESTION 9

Question number	9.1.1	9.1.2	9.1.3	9.1.4	9.2.1	9.2.2	9.2.3	9.3.1	9.3.2	9.4	9.5.1	9.5.2	9.6.1	9.6.2	9.6.3	9.6.4	Total
Question Value	1	1	2	2	2	1	2	2	1	2	2	2	1	2	1	1	25
Maximum	1	1	2	2	2	1	2	2	2	2	2	2	2	2	2	1	21
Minimum	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average	53%	18%	16%	37%	6%	17%	72%	35%	25%	59%	25%	22%	32%	43%	36%	49%	34%
Median	1	0	0	0	0	0	2	1	0	1	0	0	0	1	0	0	9

Once again, the performances of learners in this question range from poor to very poor.

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

Q 9.1.2

Learners did not respond well to this question because it was poorly phrased. Most of them wrote

inches, which refers to the measurement **unit** and not the way the monitor is measured namely diagonally.

Q 9.2.1

Learners either did not respond well to this question or only wrote one answer. Therefore, most of the learners only got one mark and not two marks. They are only familiar with UTP cables and not the rest of the answers catered for in the marking guideline.

Q 9.3.1

Learners did not respond well to this question due to the way the question was phrases. The question was very vague because it asked two physical safeguards to protect the computers while the marking guideline catered for the protection of the computer room. Therefore, most of the learners only got one mark out of the two marks.

Q 9.5.2

Most of the learners mentioned the cost factor that was not included in the marking guideline.

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

I refer you to the list of suggestions under the same headings in QUESTION 5. As those are the basic rules for successful teaching and learning in CAT P2 – applicable to all questions.

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

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

QUESTION 10

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

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Average mark from the sample of 100:		7.75/25
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
10.1 – 10.6	INTEGRATED SCENARIOS	31%
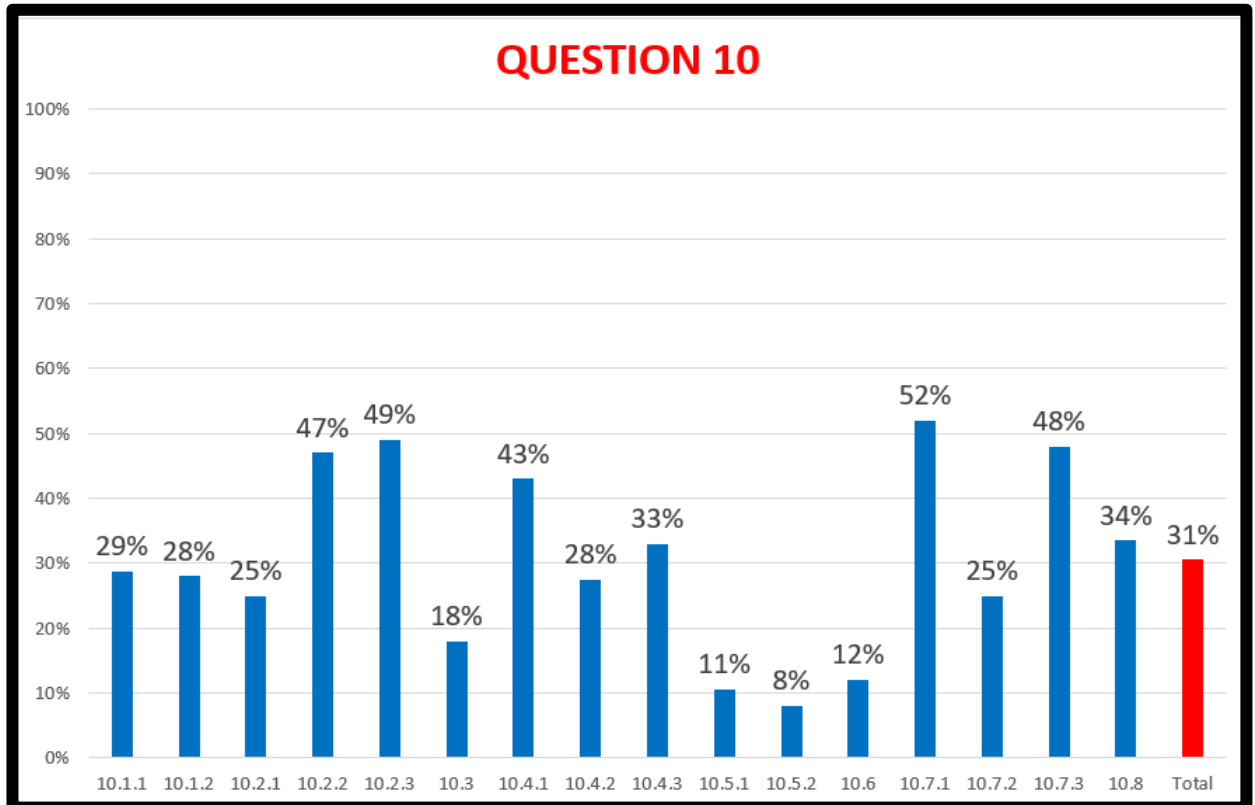
QUESTION 10

Question number	10.1.1	10.1.2	10.2.1	10.2.2	10.2.3	10.3	10.4.1	10.4.2	10.4.3	10.5.1	10.5.2	10.6	10.7.1	10.7.2	10.7.3	10.8	Total
Question Value	3	2	1	2	1	1	2	2	1	2	1	1	1	1	2	2	25
Maximum	3	2	1	2	1	1	2	2	1	2	1	1	1	1	2	2	20
Minimum	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average	29%	28%	25%	47%	49%	18%	43%	28%	33%	11%	8%	12%	52%	25%	48%	34%	31%
Median	1	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	7

The learners' response to this question was disappointing, upsetting and not up to standard.

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

Q 10.1.1

Learners did not respond well to this question because the question asked suggest three ways in which the layout of the form can be improved, the learners answered on basic layout and not on ways to improve the form for electronic use.

Q 10.1.2

Learners did not respond well to this question – this question was very confusing. Most of the learners wrote QUESTION 4 that was already a closed question. Most of the learners did not know what was expected from them.

Q 10.3

Learners did not respond well to this question because of the way the question was phrased. The question asked how a 3D printer can be used to create a distinguishing feature for each car.

The answers in the marking guideline catered for **examples** that can be printed from a 3D printer.

Q 10.5.1

Learners did not respond well to this question because they did not understand the question. Many learners need to be critical thinkers in order to answer this question.

Q 10.5.2

Most of the learners wrote megabytes per second and not megabits per second.

Q 10.8

This question is outside the framework of the learners because they know about metadata in files and not metadata in photos.

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

I refer you to the list of suggestions under Section 1 of this report. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

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

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

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

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