



# INSTRUCTIONS

## EXAMINER'S REPORT FOR PUBLICATION

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**SUBJECT:** COMPUTER APPLICATIONS TECHNOLOGY

**GRADE:**

**PAPER:** 2

**DATE OF EXAMINATION:** 3-11-2008

**DURATION** 3 Hours

#### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

Give a detailed account of how the candidates performed in each question. In doing this, the following steps should be followed:

- 1.1 The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question).
- 1.2 Relevance or relation of the question to the syllabus.
- 1.3 How did the candidates perform in the question?
- 1.4 Where and how did the candidates lack or fail in giving an appropriate answer to score high marks in the question?

#### QUESTION 1

Questions 1 and 2 were multiple choice questions which tested the overall knowledge of the work covered from gr. 10 -12.

The marks that learners obtained in these two questions corresponds with the marks that they obtained in the rest of the question paper. Learners who did well in questions 1 and 2 also did well in the rest of the paper and learners who battled with these questions also battled with the rest of the question paper.

## QUESTION 2

See question 1

## QUESTION 3

THIS QUESTION MAINLY COVERED NETWORKS, FILE MANAGEMENT, HARDWARE AND SOFTWARE.

The question got a good response from learners.

**Question 3.2** was ambiguous. Instead of giving the rules that should be applied when saving work learners gave ways of relaying the rules to the computer users. Maybe the question should have been phrased better.

**In question 3.3** learners tended to analyse each storage device in stead of referring to external devices in general. They also overused the information in the scenario and based their answers on that, again, in stead of general disadvantages of these storage devices.

Learners battled with **question 3.4**. They could not express themselves and also did not recognise .docx as an extension as it had 4 digits.

Question 3.4.4: Only a few learners could define a text file. It is not only a file containing text – it is a file containing *plain, unformatted text*.

Learners interpreted **question 3.5.1** incorrectly as if something was wrong with their e-mail at home. Once again, the question was not read properly.

**Question 3.6:** Learners knew what components were needed to upgrade, but they could not motivate. They all said the upgrading of the components would speed up the computers but they could not say in what way.

**Question 3.8** was well answered.

**Question 3.9:** Learners did not know how to define an office suite. The use of the word *proprietary* confused them. It is important to mention that an office suite is a *collection* of software packages which are *integrated* with each other.

Learners do not know anything about *open source software* and should be taught that1

#### **QUESTION 4**

THIS QUESTION COVERED THE INTERNET AND HARDWARE.

Learners did quite well in this question as a lot of the questions were within the field of reference of most learners, i.e. digital cameras, cellphones and CD's.

However, in question 4.1.2 learners struggled to explain hibernation of laptops – they related it to the battery life – which it is not, it only saves battery life!

**Question 4.5.1:** Learners interpreted this question incorrectly. They again focussed on the scenario (music of the concert) in stead of on the use of CD's in general.

Learners battled with **question 4.6** as many of them (mostly in the rural areas) do not have Internet access. This was, however, a challenging question for above average learners.

**Question 4.7** was well answered.

**Question 4.7.1:** learners did not always realise that the question was about saving paper in general and not only in the computer centre as stated in the question paper. Not printing, is not a way of saving paper!

#### **QUESTION 5**

THIS QUESTION IS BASED ON PRACTICAL COMPUTING AND COMMUNICATION.

In this question the learner's performance was below average. The reason was because of the following questions:

**Question 5.3.1- 5.3.2:** Learners battled to put into words what they would have been able to do if they would sit in front of a computer. Maybe these question belong in the practical paper.

**Question 54:** Very few learners knew how to input data without using the keyboard. Maybe teachers should make this a research assignment – let learners find out about ways to do that.

**Question 5.5.2:** Most learners did not know how an optical mouse operates therefore they could not offer a solution to the problem with this mouse.

**Question 5.6.2:** Some learners confused the CRT and LCD screens.

**Question 5.7:** Was badly answered. Learners only knew about password as a way of restricting access to confidential files on a network. What about encryption and access rights?

**QUESTION 6**

THIS QUESTION MAINLY COVERED ACCESS AND ADVANTAGES AND DISADVANTAGES OF COMPUTERS.

The learner's performance in this question was fair, however it was evident that they did not understand Access – maybe because teachers are not comfortable with Access themselves?

It was also picked up by the markers that many learners still get confused with access and excel. Teachers should explain to them why a spreadsheet and why an access should be used.

Learners for example know that there must be a primary key, but they don't know what it is and how it works.

**QUESTION 7**

THIS QUESTION COVERED THE INTERNET: VIRUSES AND E-MAIL.

Learners did not perform very well in this question. It is where they got the lowest mark in the paper. Again the reason can be that there are learners who do not have access to the Internet.

**Question 7.1.1:** Although learners know very much about viruses, they could not define a virus. According to them a virus is a thing or something. They should be taught that a virus is *a malicious program/software that damages the software and data* and not the computer hardware!

**Question 7.1.2-7.1.5** was well answered but learners should be aware of the fact that they cannot name the different types of viruses (malware, Trojan horse, worms) as different problems with regard to e-mail. All of this is only one of the problems regarding e-mail.

**Question 7.2.1:** As with viruses, they knew what a search engine was, but they could not define it. It again was a thing, and not a *program/website*. They also failed to mention that it needed *keywords* in order to get a list of websites.

**Question 7.2.2 – 7.2.3:** Learners struggled to answer these questions. Teachers should pay attention to this and explain to learners exactly how to narrow your search as well as how to decide whether information is reliable. Teachers should allow the learners to be hands-on and do the searches with the learners and show them. That will enable them to understand and give more sensible answers.

**Question 7.2.4:** Learners could not define a blog. As with viruses, again, they knew, but could not put it into words. Teachers should just pay attention to these modern tendencies on the Internet – help learners to define them properly.

**Question 7.3:** Learners did not know what a pdf format of a file is. This is important as it is something that is often used. Therefore, they also did not know how to answer the rest of the question. Teachers should pay attention to this.

**QUESTION 8**

This question was on Internet banking and Excel.

Learners did not do very well in this question. From the very first question here it was evident that many learners did not know exactly how Internet banking works.

**Question 8.1.1:** Learners give general answers, e.g. quick, cheap, safe and they do not really explain why.

**Question 8.1.2:** They did not know how Internet banking benefits the bank.

Teachers should do something to explain Internet banking in a more practical way to learners.

**Question 8.1.3:** Again, as far as security measures were concerned, they only knew about passwords. Teachers should pay attention and teach and explain learners the other measures as well.

**Question 8.2:** Was well answered.

**Question 8.3** Learners did not know what to answer. They should switch the printer off and on again to clear the printer memory.

**Question 8.4.2:** Learners did not know what a “normal” cell reference is called a relative cell reference. They also had an idea but was not very clear when they explained what an absolute cell reference is.

**Question 8.5.2:** Learners were also confused by the contents of the excel file because time (hours worked) were used. It was easy to miss the fact that there were two commas – which was the reason why the formula gave the wrong answer.

**Question 8.5.4:** Learners did not know how to protect the spreadsheet. They do not know the difference between putting a password on so that it cannot be opened, in other words the contents is a secret, or protecting the spreadsheet, in other words, it can be opened but not altered.

**8. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS IN HELPING THE LEARNERS REACH THE EXPECTED LEVEL.**

The main problem why candidates struggled was because they could not read with understanding. Learners battled to relate the questions to the scenario. Teachers should always base their tests and assignments on scenarios so that the learners can get used to working with scenarios.

We suggest the use of exemplars and previous question papers to get the learners used to the methods of asking and also expressing themselves.

Teachers should not use only one textbook because that limits the knowledge of the learners to the content of that textbook.

Teachers should acknowledge their shortcomings/weaknesses. They should then approach somebody who can help them and in this way empower themselves.

CAT teachers should also work in groups with their colleagues close to them to share resources and knowledge.

It could also be a good idea to get a computer technician who you know to come and give a lesson to learners on the working of networks, the Internet, hardware and the latest developments in the computer technology, etc.

Teachers should teach learners to learn with understanding in stead of just reproducing facts. This will enable them to give reasons when they are expected to explain certain functions or facts.

In schools where the Internet is available, learners should be allowed to use the Internet for research so that they can get experience in how the Internet works and how to evaluate websites, where to go for specific searches.

Maybe teachers in schools where there are no networks, should take their learners to see what a networked environment looks like. We found that learners did not really understand how a network works.

Computer labs at schools should be made available to learners in the afternoon as many learners do not have computers at home and this is a hands-on subject.

## 9. ANY OTHER COMMENTS

### GENERAL

- The main problem we noticed was that learners did not have the ability to express themselves. They sometimes knew the answer but could not put it into words.
- It is evident that in many cases learners did not learn the theory and then gave very general answers to questions that needed specific answers. Teachers should encourage their learners to learn the theory and not only focus on the practical paper because they are too lazy to learn as it counts half the marks of this subject.
- Learners did not read properly. They did not read the scenarios, they just go straight to the questions. They lost marks because there is often something in the scenario that will determine the answer.
- Teachers of Afrikaans speaking learners can think about encouraging their learners to answer the paper in English as so many of the terminology sounds difficult/strange in Afrikaans. They are, however, allowed to answer in English and Afrikaans.
- Learners did not understand the questions as they were deduced from the scenarios and not directly asked.
- Revision of gr. 10 to 11 work is important because it lays the basics for gr.12 work and is also examined in gr. 12.
- From the answers that learners gave, we noticed that they have not been well taught in Access which means that the teachers themselves do not know Access. Teachers should really do something about this – it is not fair towards learners.
- Learners should be taught to answer the paper properly, e.g. leaving lines between different questions and starting each question on a clean page. Teachers should encourage learners to write neater. Some papers were very difficult to mark because of that.

**SIGNATURE OF EXAMINER/MODERATOR:** \_\_\_\_\_



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