



## EXAMINER'S REPORT

<b>SUBJECT:</b>	<b>COMPUTER APPLICATIONS TECHNOLOGY (CATN)</b>
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<b>GRADE:</b>	<b>12</b>	<b>PAPER:</b>	<b>1 (PRACTICAL)</b>
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<b>DATE OF EXAMINATION:</b>	<b>30 OCTOBER 2008</b>	<b>DURATION:</b>	<b>3 HOURS</b>
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### 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 Los and ASs.
- 1.3 How did the candidates perform in the question?
- 1.4 Where and how did candidates lack or fail in giving an appropriate answer to score high marks in the question?

#### QUESTION 1

- |      |   |
|------|---|
| 1.1  | Delete Games: well-answered. A few pupils renamed it!   |
| 1.2  | Given   |
| 1.3  | Password to Pins: not well answered. Those pupils who did answer sometimes did not use the capital letter and therefore lost marks. Some pupils used the password in the modify option as well. |
| 1.4  | Rich Text File. Worst answered question of the paper.   |
| 1.5  | Largest file (Cell Funny); fairly well answered.  |
| 1.6  | Given   |
| 1.7  | Create a folder (correspondence). Well-answered.  |
| 1.8  | Move spreadsheets to Statements. Well-answered  |
| 1.9  | Copy holiday docs to Personal. Many pupils moved in stead of copied.  |
| 1.10 | Shortcut: either full marks or no marks   |

- 1.11 Kilobytes: size of the image; disk space. PLEASE do not ask this question again! Too many variables. Very time-consuming to mark.
- 1.12 Screenshot: fairly well answered. Many pupils did not know how to modify the display by putting the date first.

## **QUESTION 2**

Pupils experienced problems in the following areas:

- Setting of Tabs (especially with leaders)
- Superscript
- Converting Text to Table
- Inserting footnotes
- Realising the difference between a paragraph and the entire document (with paragraph spacing)
- Inserting Symbols e.g. é
- Manuscript signs and instructions (editing symbols)
- Outline numbering

## **QUESTION 3**

Pupils experienced problems in the following areas:

- Vertical centring – most pupils centred horizontally
- Automatic Table of Contents
- Footnotes
- Omitting page number from first page
- Inserting the current date in the footer
- Inserting Text into autoshapes

## **QUESTION 4**

- 4.1 No problems; some pupils used Wrap Text instead of widening the column.  
We awarded a mark
- 4.2 Custom header; please specify on memo what to do if pupil inserts a header but does not use the specific word e.g. “Suppliers”. We awarded a mark for the skill,  
even if a pupil put his name on the right instead of the word “Suppliers”.

- 4.3 Month day format. Very poorly answered. Most pupils used Month Year format. We recommend that teachers teach the custom option in formatting the date. Pupils need to follow any examples given on the question paper. Many pupils chose 7/14 instead of customising **July-14**
- 4.4 ROUND function; many pupils did not know how to use it. AVERAGE was well used.
- 4.5 LARGE function was well used when known. Many pupils left it out.
- 4.6 IF Statement (10% discount if more than 50 phones ordered): Many pupils left out the second IF (nested IF). Pupils lost marks because they used >= instead of >.
- *Suggestion for MEMO. Please allocate a specific mark for fill down as well. Some pupils worked each calculation out individually. These pupils obviously lost time in the rest of the paper because they spent too much time on unnecessary individual calculations.*
  - *Possibly the question paper could specify that a column range should NOT be used in such a function. Instead of B5>50, pupils used B5:B14>50; the formula works as long as the contents of the cell don't change, because the calculation only refers to the first row cell. Pupils seem to think this is the way it should be done.*
- 4.7 Pie chart; generally answered well.  
The question is also ambiguous because it does not specify that the name of the company should be present. An experienced teacher would realise that the name should be present, but as somebody mentioned, we generally find that the weaker pupils choose to do CAT and might not pick up the clues. We realise that it is going against the spirit of OBE, but is it possible to include a few hints for the weaker pupils? Some are being disadvantaged.
- 4.8 Sort in ascending order: well answered.

## **QUESTION 5**

- 5.1 **First sheet: Phone Usage**
- 5.1.1 Format main heading: well answered (5.1.1)
- 5.1.2 Concatenation: Surprisingly well-answered. Many schools taught ampersand. Pupils were very creative in using LEFT and RIGHT functions in different columns (sometimes on a different worksheet, sometimes in

rows 50+) and then using the Concatenate in the correct column based on their own created columns. Marks awarded.

- NOTE: some pupils inserted the column and did the concatenate in the second spreadsheet because they did not read the question paper properly. We awarded marks for the skill.
- Naturally many pupils worked out the Client ID in their heads and just typed it in for each client, thereby penalising themselves and wasting unnecessary time.

5.1.3 Golden Clients (IF statement); many pupils lost marks because they used  $\geq 900$  instead of  $> 900$ .

5.1.4 SUMIF: Golden clients; Generally very poorly answered. Weaker pupils were misled by the fact that the three qualifying clients all lay at the bottom of the table and therefore just did a SUM(J9:J12). In the spirit of giving hints to the weaker pupil, is it possible in the future to have at least ONE of the criteria for the SUMIF to be separated by two or three rows so that pupils don't fall into this trap?

5.1.5 Changing pie chart to line graph; fairly well-answered; there are some pupils who don't know how to change a graph type and then do a new one and paste it very neatly over the original so that it can't be seen. Generally pupils got full marks (3 out of 3) or 1 out of 3 for this question through forgetting to add axis titles.

### **Second Sheet: CELL PHONE SALES**

5.2.1 Renaming the sheet: Pupils generally seemed to forget to add the word SALES. A mark was awarded for the skill of renaming a worksheet. Should this not be acceptable we request that the memo in future make provision for the mark awarded for the skill and another for the correct naming. In this case we gave the benefit of the doubt. (*B or D*)

5.2.2 Merging cells A:F – generally well-answered. Some pupils did merge the entire row (no marks awarded). When they merged only 5 instead of 6 cells, we gave *B of D* and awarded one mark.

5.2.3 South African Rand – mark awarded for Afrikaans Rand, Xhosa Rand, Zulu Rand and English Rand (LOL). We did not check whether each one had been formatted to South African Rand. If we saw a R, we awarded the mark! Question very well answered.

5.2.3 SUM Function: very well-answered. Some pupils did not select the entire range, but left out the first or last cell in the column. Educators must please

advise pupils to be meticulous in this area.

5.2.4 COUNTIF Function: Many pupils gave the Cell Reference instead of "A".

We gave *B of D* even though we know if the content of the cell is changed, it will affect the result.

5.2.6 \$D\$2 to totals. Many pupils did not lock the cell D2 but added +2. Some calculated each total separately. Absolute cell references need attention.

### **Third Sheet: Company Stats**

- Discrepancy between B11 and B7. It is disconcerting to start from the bottom (B11) and have to answer that question first.
- It would be fairer to the candidates to ask the questions in logical order. We feel the question on B7 should have come before the question on B11. Many pupils mixed up the two.
- Some markers queried the use of the word "Link", as they had been taught the phrase "Extract". Possibly it would be best to use all the different types of terminology?

MANY pupils put SUM in front of these references/ calculations. The problem of SUM is cropping up in nearly all calculations e.g. =SUM(D5-D6), or =SUM(D5\*D6). If any teacher knows of a good way to eradicate this usage among pupils we would be grateful for the tips!

### **QUESTION 6**

- Difficulties in formulas, brackets.
- Pupils experienced problems with the headings, date and the footer in forms.
- 6.1.1 Most learners didn't create the new table in a new database, but rather into an existing database such as Q6EasyCell.mdb.
- 6.1.2 The learners that did this question answered it well.
- 6.1.3 Very few learners placed the primary key on the correct field.
- 6.1.4 Data was entered satisfactorily by many centres but some learners entered this data into the description column.
- 6.2.1 The learners that did this question answered it satisfactorily, but many also left out the criteria.
- 6.2.2 Most students struggled to answer this question.
- 6.2.3 Students managed to create the report but in most cases the students could not insert the correct formulas, students don't know how to create the

headers and footers.

- 6.3 This question, when answered was answered satisfactorily, but most students struggled with the validation rule, and the form was created in many cases, but learners did not receive a mark as there is no mark allocated for learners that managed to create the form but couldn't create the header and footer, marks should in future be allocated to award at least one mark for this scenario.

### **QUESTION 7**

- Question was very poorly answered by the greatest majority of the centres. In many centres not even one learner managed the question or even attempted to do anything with regards to it. This could be the result of a few factors such as too little time or lack of knowledge.
- 7.1.1 This question was answered the best amongst the learners.
- 7.1.2 Poorly answered at some centres, this could be because of a lack of knowledge.
- 7.1.3 Students struggled to link the spreadsheet, very poorly done.
- 7.1.4 Answered well by most centres, although it seems that many of the weaker centres did not understand what a hyperlink is.
- 7.1.5 Given.
- 7.2 Very poorly answered.
- 7.3 Very few learners managed to complete the mail-merge correctly. More attention should be given to mail-merge. It seems that many students managed to do the mail-merge, but left out the last step and thus it was not completed and saved incorrectly.

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

- Schools should write 3 hour 200 mark question papers in Grades 11 and 12 right through the year.
- Teach pupils to do the easy questions (or parts of the questions) first and then go back and try the more difficult questions.
- Do more integration work. Pay more attention to Mail Merge, especially the

saving of the final merge.

- Competent subject advisers for CAT in ALL geographical areas are needed, not just in certain areas.
- Teachers should get training.
- Schools which achieve below a certain percentage should be visited by the Education Department to determine the cause.
- Basic file management is needed. Teach learners about file names and directory structures. Educators should see that they know how and that it is done correctly by the learners.

## 8. ANY OTHER COMMENTS

### DURING EXAMS:

- **PLEASE ONLY ONE CD PER CENTRE plus a backup.** Please do NOT send individual CDs with each pupil's work. If there are two sessions, use the same CD but create two different folders, e.g. Session 1, Session 2.
- **CHECK EACH CD/FOLDER AFTER WRITING to see if the data is on the CD as many CD's had empty folders.**
- Do not rename individual **questions** inside the examination folders. There is no need to add names and examination numbers to the question e.g. **q4Suppliers** (should stay as is). Stick to what the paper asks.
- Examination **folders** should however be renamed / created as follows:  
**EXAMINATION NUMBER\_SURNAME\_INITIALS**
- Viruses: Data is lost due to viruses on the flash disks or CDs which are sent for marking. **Schools must carry the responsibility to keep the Anti-Virus programs continually updated.** This is a huge problem in certain areas.
- It is important to copy all the examination data onto the CD, and not just individual questions. The given data is required to answer the File and Folder management question (Question 1) properly.
- Please do not **copy other school work** onto the CD with the examination data.  
**No school work is supposed to be on the computer** during writing the exam.

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

