Province of the EASTERN CAPE EDUCATION

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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	**Computer Applications Technology**
PAPER:	**1**
DURATION OF PAPER:	**3 Hours**
DATES OF MARKING:	**30 Nov 2018 – 14 Dec 2019**

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

Cat P1 - Analysis of 100 scripts per Question - November 2018
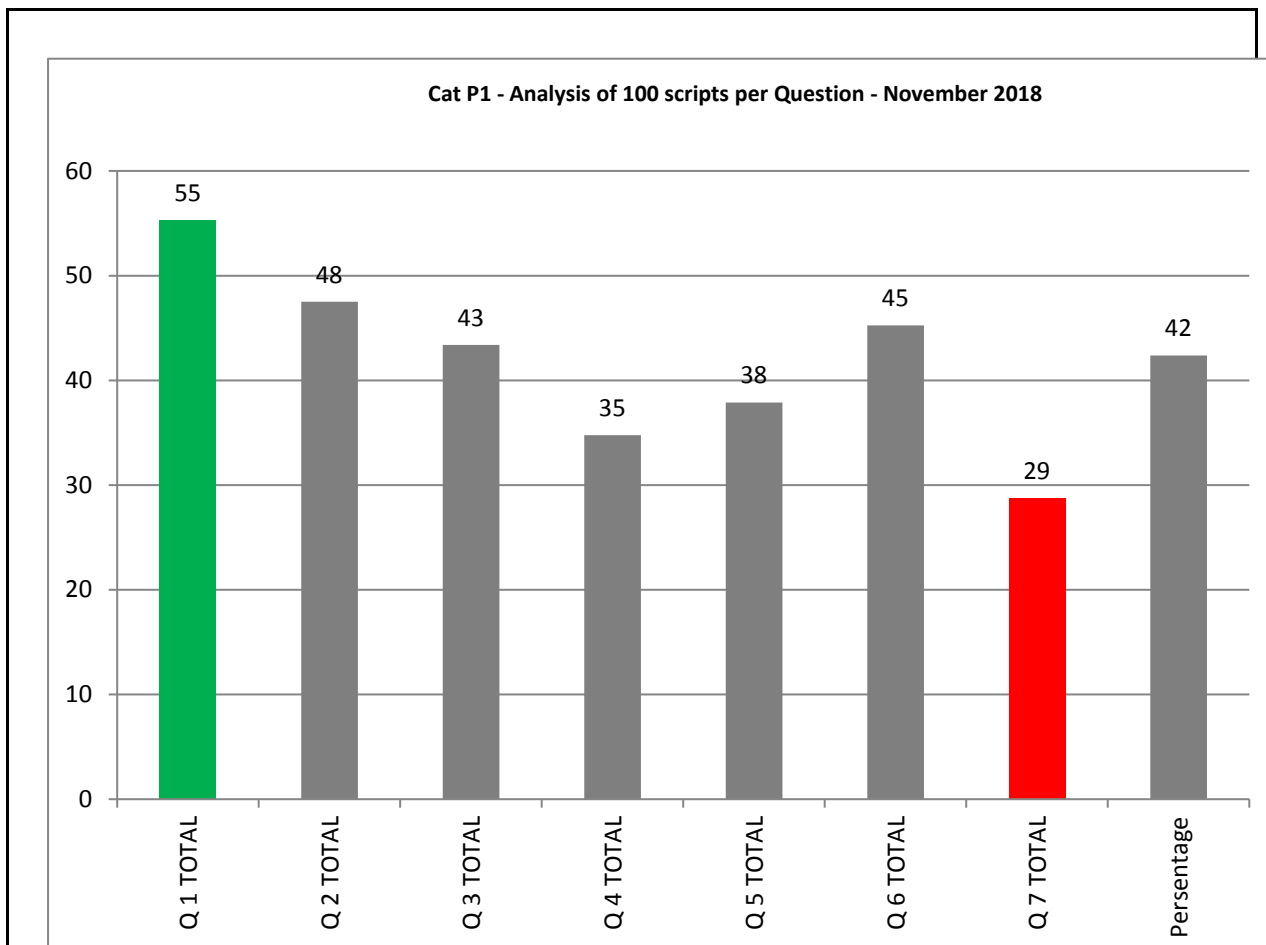
Figure 1: The above graph is a reflection of a sample of **51% weak, 24% average and 27% good** performing learners.
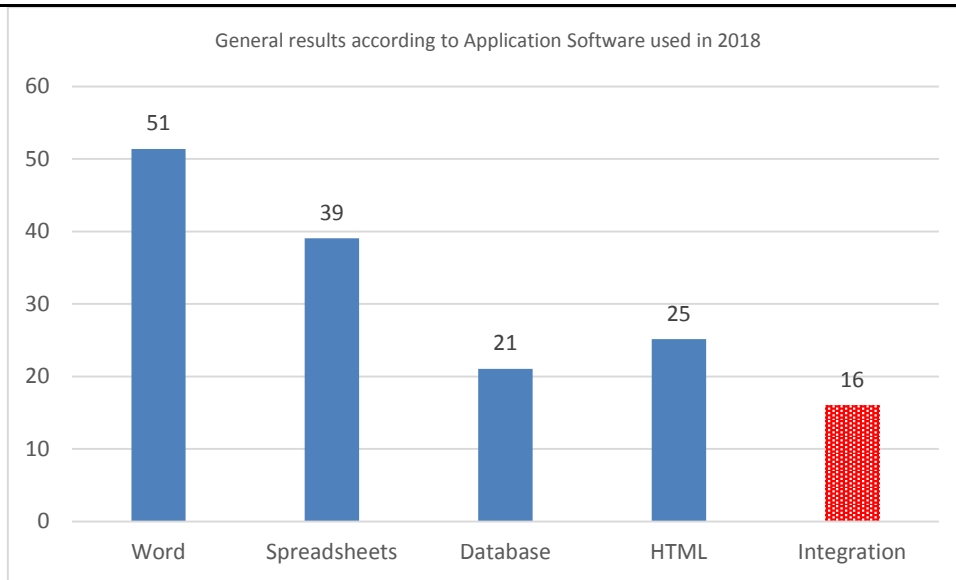
Figure 2: The above graph is a reflection of **the general achievement of learners according to Applications examined.**

- The paper was of a high standard.
- A few challenging (higher order) questions in the paper.
- More learners completed the question paper this year and not many questions were left undone. Those questions that learners did not do were due to not knowing how to do it and NOT due to time.

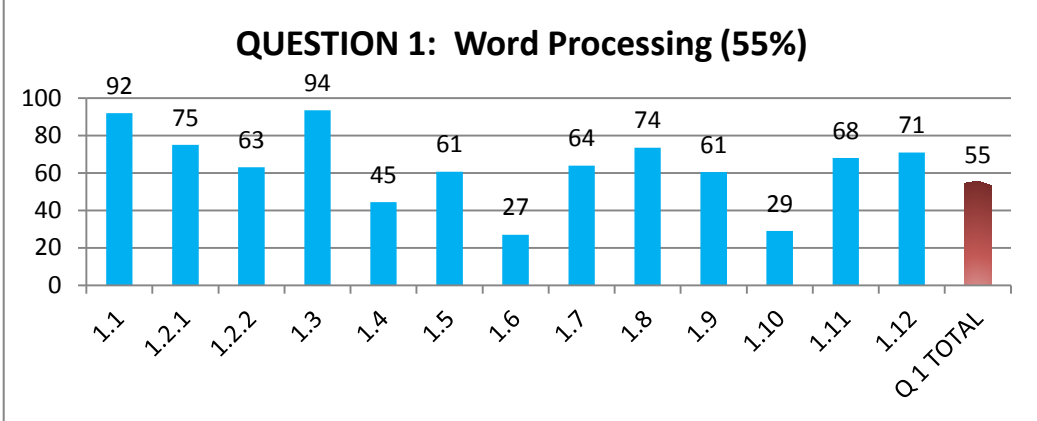 Less learners struggle with the language component.
- There are still too many learners that lack the skills and knowledge required to answer even the easy questions.
- In general, the learners did much better in this paper than in the past, more learners attempted HTML and the Database. The expectation is that there will be more level 7's this year than the past 2 years.

Difficulty of paper is fair in general.

- Good balance between easy and difficult questions.
- Schools where the results are weak were not well prepared as there were sufficient easy questions for weaker learners to at least achieve a pass.
- Well set paper with a fair spread of very easy to 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 learners in the specific question. Was the Question well answered or poorly answered?

QUESTION 1: Word Processing (55%)

A bar chart showing scores for sub-questions:
- 1.1: 92
- 1.2.1: 75
- 1.2.2: 63
- 1.3: 94
- 1.4: 45
- 1.5: 61
- 1.6: 27
- 1.7: 64
- 1.8: 74
- 1.9: 61
- 1.10: 29
- 1.11: 68
- 1.12: 71
- Q.1 TOTAL: 55

The majority of the learners 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.

Question 1.1 (Font)

Most learners did this successfully, weaker learners had a challenge with the language as they changed "Welcome to Impressionism" and not the font.

Question 1.4 (Indents)

The majority of the learners did well in this question, still there were some learners that did not understand what they had to do even though there was a screenshot that could help them, they still used tab stops, etc. and not the Indentation feature.

Question 1.5 (SmartArt)

This question was a challenge to the learners, some made the shape colourful and did not apply "**colourful variation**" as a feature to the shapes. Many could not add a sub-art that was requested.

Question 1.6 (Find and Replace) (Wingdings character code 122)

The word colours had to be replace with ⌘… Only 26% of the learners could not do this. This has been

asked in previous examinations and it seems like it hasn't been taught correctly.   This is a difficult question

that requires many actions for a few marks.

Question 1.10 (Page numbering)

Page numbering (still a challenge to most learners). Learners do not know the difference between page and section breaks – they do not know where to apply them. Page numbering on specific page is a huge challenge for learners and teachers.

Question 1.11 (Table of figures)

The weaker learners submitted a Table of Contents instead of Table of figures.

Question 1.12 (Index)

Learners created a new Index instead of updating the existing Index.

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

Language might have been a barrier for some learners. Learners did not seem to know Word Processing well, more practise in certain aspects of Word is needed. Advanced Word aspects has to be covered by the teacher, work out past papers, etc.

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

- Educators must ensure that they give candidates a clear indication of what is "always" asked in the final paper.
- Learners must work through previous years' papers as
    o the same type of questions are often asked and
    o Candidates need to be familiarized with the way questions are asked.
- Work out of different text books.
- Encourage candidates to explore all possible alternatives (go beyond the syllabus).
- Training for teachers in Word to upskill them to teach the learners.

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

- Language barrier is still an issue, but language seems to be much easier than in past papers.
- Learners must be taught to work under pressure.
- Learners need to practice more, spend more time on Word Processing skills.
- Teacher development, training is very necessary.
- Include CAT in winter/summer schools.

QUESTION 2

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

QUESTION 2: Word Processing (48%)

	2.1	2.2	2.3	2.4	2.5	2.6	Q 2 TOTAL
Value	83	82	85	35	23	59	48
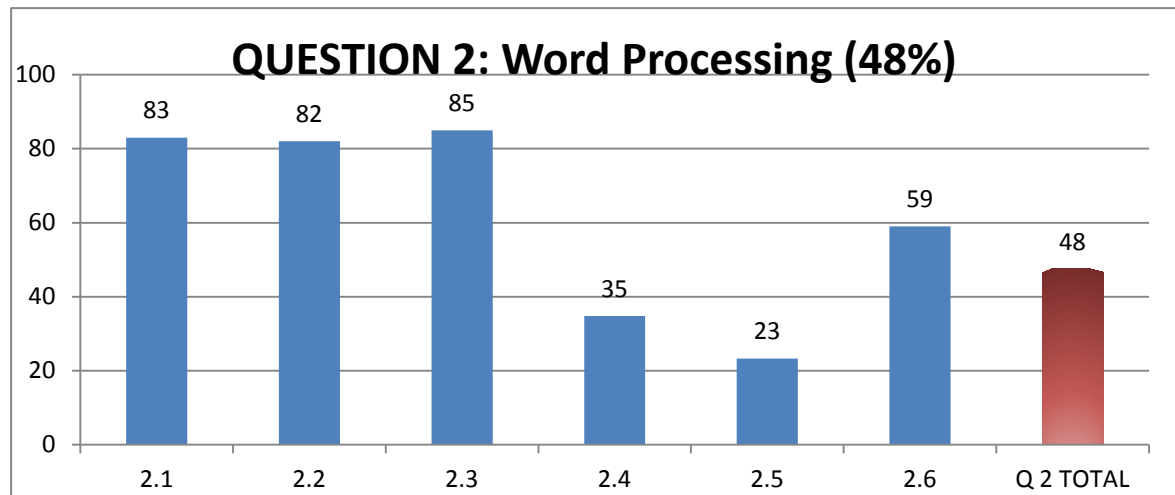
The majority of learners did well in this question. 2nd best answered question, learners still need to practise forms in Word.

Question 2.4 (Form fields) and 2.5 (Tabs)

Learners typed in the date and didn't use a form field

Vote by completing the details below:

Name

Date voted   19/01/10

Voting as   Artist

Contr + Tab after setting the Tab

Majority of learners did not know how to fill in a form or to create a field.

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

Learners did not know how to enter the date field. A similar date was asked previously and one should think that the teacher would teach their learners how to do this.

Tab settings: More than 70% of learners did not know how to set the tabs in a table.

Only a few learners knew how to merge a table.

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

- Teachers must spend more time on filling in and creating forms. (Teach this in the PAT component).
- Do more past papers with the learners.
- They need to spend more time in Word processing, although Word is the best answered question, the learners can do so much better if they know how to use Word.

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

Training for teachers is needed so that they know how to teach the form functions in Word Processing.

QUESTION 3

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

QUESTION 3: Spreadsheet (43%)

Sub-question	Value
3.1	79
3.2	64
3.3	69
3.4	25
3.5	32
3.6	43
3.7	28
3.8	21
3.9	53
Q 3 TOTAL	43
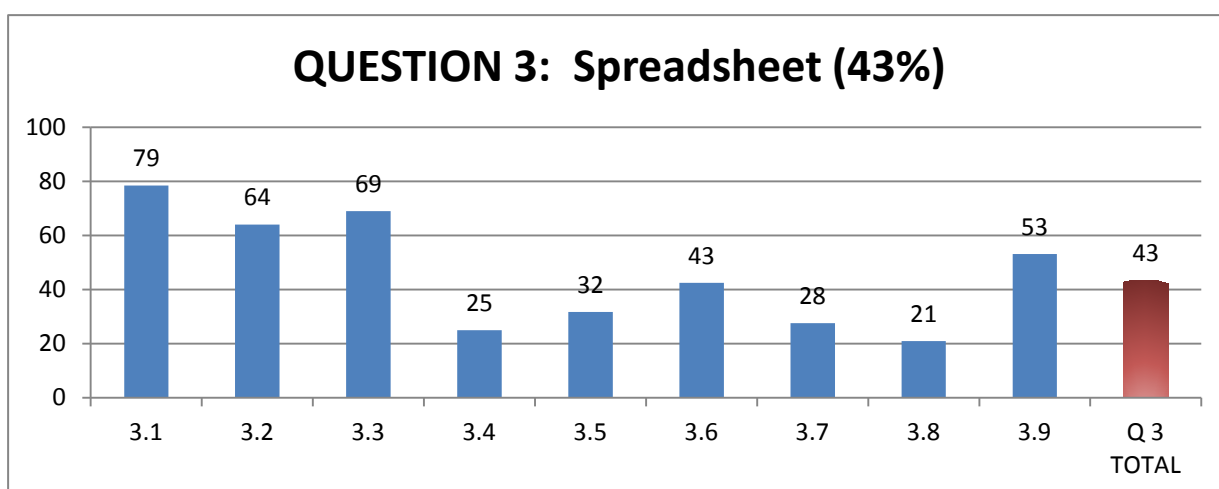
Learners' mathematical and language skills remains a challenge throughout the question paper. These challenges were much better answered than in the past, therefore more learners attempted this question.

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

Question 3.4 (Roundup)

The NOTE about TWO decimal places confused learners – as a result they used round (…, 2) which is incorrect.

Question 3.5 (Sumifs)

More learners manage to do the Sumifs function this year – weaker learners were still confused and did not use the correct ranges and criteria's in the correct places.

Question 3.7

Most learners did not understand this question and lost 2 marks. The question states that a formula should be used but a function was required to get the current year – this mislead the majority of learners who simply typed in the current year, 2018.

Question 3.8

Even though it was a new question many learners managed to do it.

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

As the examination pattern changes, teaching and learning materials should reflect this changes, learners need more practice time.

Teachers must teach learners the importance of understanding a question first before answering because sometimes learners do not lose marks because they don't know how to do the question, but they lose the marks because they do not understand the question. These days if learners can follow the instructions, they can easily score marks.

More time should be spent practising how to answer such questions.

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

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

Learners with a bit more mathematical skill do much better in Excel. Learners should be encouraged to take time to read the questions properly and make sure they do what is asked of them.

Teachers should be sure to teach the countifs and sumifs functions.
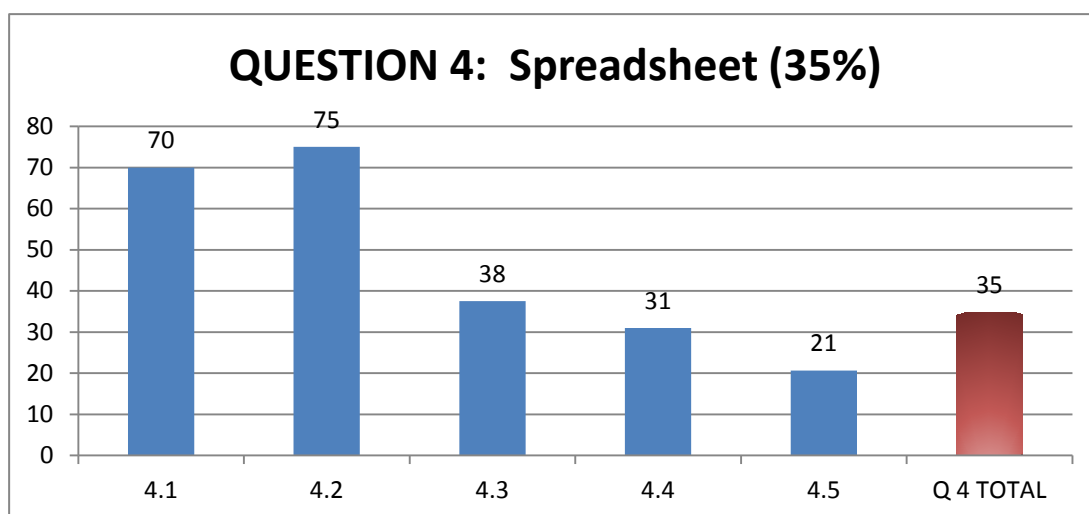
Encourage learners to use functions or programme features by default even when not specifically stated so in questions.

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

Schools need to be aware of which areas their learners achieved poorly in so that individual teachers can alter their approach individually to address these problem areas.

QUESTION 4

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

QUESTION 4: Spreadsheet (35%)

A bar chart showing the following values:
- 4.1: 70
- 4.2: 75
- 4.3: 38
- 4.4: 31
- 4.5: 21
- Q 4 TOTAL: 35

This question dropped from 41% last years to 35% this year. This question was either good or badly answered, hardly anything in-between.

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

The general feeling is that some learners are simply not confident about Excel and did not attempt it. Others simply does not have the insight to do it.

Some learners performed really well. Many did not attempt the question or otherwise just did something, but often not worth any marks. In Question 4.3 many learners simply followed the clue in the question paper and tried to enter something along with the / and *.

Question 4.2

Learners often used Count instead of Sum and even sometimes Sumif. Some learners do not know the difference between Count and Sum.

Question 4.3

Learners often calculated the number of French artists instead of the number of Non-French artists. Could be a language barrier or simply not reading the question properly. Learners x100 and format the cell to percentage.

Learners used the building blocks to do the calculation and then used the answer in a formula.

Many learners counted the totals manually.

The building blocks often done in random cells all over the worksheet and difficult for the markers to find.

The learners often do not do cell reference to the building blocks but type in the results into the cell where the answer should be.

Question 4.4

In Question 4.4 learners mostly missed the instruction of using the first letter of the art form and many left out the absolute cell referencing.

Question 4.5

This question was extremely poorly answered. Learners could not manage to do the IF function.

Learners struggled to get the top 3, they also used conditional formatting to get the top 3 and used those numbers to do a nested if. Some learners used a vlookup table to answer the question. The general bullets before the question states that the function should still work if the data is changed, but in the question, it simply states that the function should still work if it is copied down and it does if you type in the values.

Absolute cell referencing was often not done.

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

Teachers can place more emphasis on the use of building blocks as this could help learners a lot in Questions 4.3 and 4.5. Weaker learners who doesn't have the insight to combine functions together can especially gain by this.

Emphasise that the table in Vlookup should always have absolute cell referencing.

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

Learners with a bit more mathematical skill does much better in Excel. Learners should be encouraged to take time to read the questions properly and make sure they do what is asked of them.

QUESTION 5

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

QUESTION 5: Database (38%)

A bar chart titled "QUESTION 5: Database (38%)" with the following values:

5.1.1	5.1.2	5.1.3	5.1.4	5.1.5	5.2	5.3	5.4	5.5	5.6	Q 5 TOTAL
50	44	34	49	25	58	28	10	38	33	38
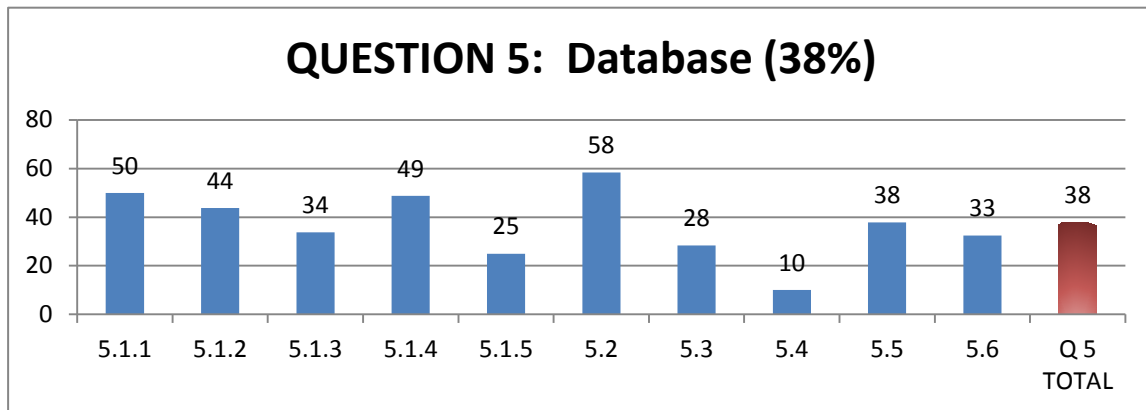
Most learners did this question.   Although the average for the question is only 38%, most learners could do more than in the previous papers.

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

Question 5.1.2 (Validation Rule and Text)

- Learners find validation rules difficult because of its mathematical nature. Learners are not always sure when to use >= and other mathematical operators.

- Learners must be taught to copy text from the question paper and use this as validation text.

- Learners are confused with the use of (AND, OR, BETWEEN and quotation marks) in validation rules.

Question 5.1.3 (Input Mask)

Input mask – usually a difficult question for learners. The learners were however given an Addendum with the list of input mask codes, but they still could not get the order of the Input Mask correct.

Question 5.4

- Learners found this question very difficult. Functions are not commonly used in the field properties of the database. Only 10% of learners earned some marks here, very few achieved full marks.

- Learners aren't familiar with the Subtotal feature and teachers must spend some time explaining this to them.

Field:	Painting	Artist	ID	Place	Length: Len([id])
Table:	tblPaintings	tblPaintings	tblPaintings	tblPaintings	
Sort:					
Show:	✓	✓	✓	✓	✓
Criteria:				Is Null	>=6
or:					

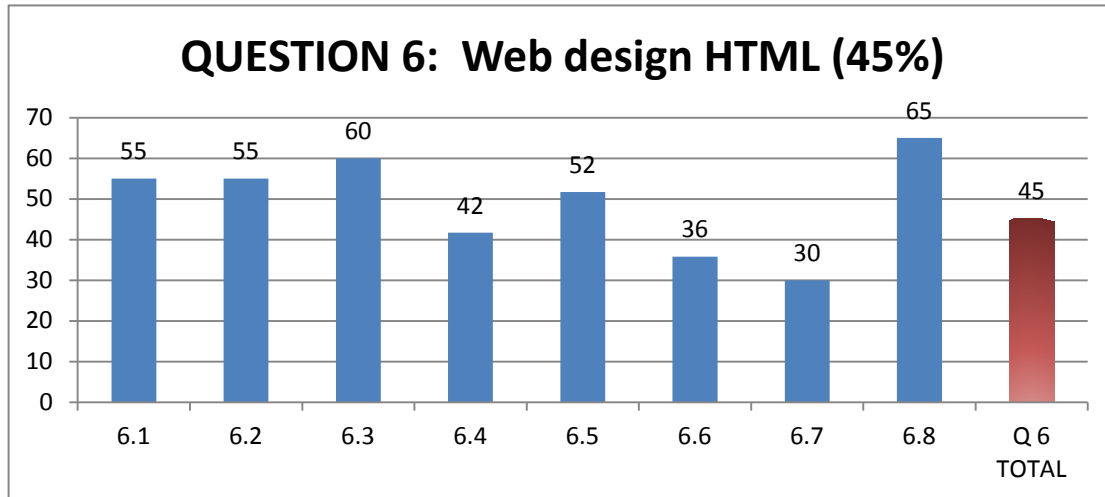| (c)   Provide suggestions for improvement in relation to Teaching and Learning |
| --- |

- Spend more time on tables, queries and reports.

- Educators need to make sure learners understand the difference between < and > and >= And how to apply them.
- Work through past papers.
- Learners must have computers at home to practice if they do CAT or they should be able to use labs in the afternoons.
- Work hand in hand with learners in Phase 2 of the PAT – this could improve Access skills.

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

- Learners 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 everyday life.
- Workshops for teachers are essential especially in schools not performing well.

QUESTION 6

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

QUESTION 6: Web design HTML (45%)

A bar chart showing values: 6.1 = 55, 6.2 = 55, 6.3 = 60, 6.4 = 42, 6.5 = 52, 6.6 = 36, 6.7 = 30, 6.8 = 65, Q 6 TOTAL = 45. The y-axis ranges from 0 to 70 in increments of 10.

Most learners attempt Question 6 and did much better in HTML than the previous years.

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

- Problem areas include the following: Rowspan, link to text etc. Learners need to be taught correctly how to use these tags.
- Spelling mistakes and the use of opening and closing tags and triangular brackets were also a huge problem.
- Placing information in wrong places even though the question numbers are indicated on the data retrieved, is still problematic.

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

- Teachers must spend more time on the tags, brackets and nesting of the webpages.
- HTML is one of the sections that learners enjoy in general. It is not too difficult to obtain marks in this section.

(d) Describe any other specific observations relating to responses of learners 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 learners to inspect their HTML document for errors so that the learner can obtain the positive mark that's awarded in HTML question.
- Teachers must know more than the basic CAPS requirements (must be confident in using HTML) so that they can show learners how to set different backgrounds etc.
- Teachers can work with their learners by doing the PAT website to improve their HTML skills.
- Courses in HTML is very necessary. New teachers are not always confident to teach HTML.

QUESTION 7

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

QUESTION 7: Integration (29%)

7.1.1	7.1.2	7.1.3	7.1.4	7.2	7.3	7.4	Q 7 TOTAL
60	35	40	25	28	8	19	29
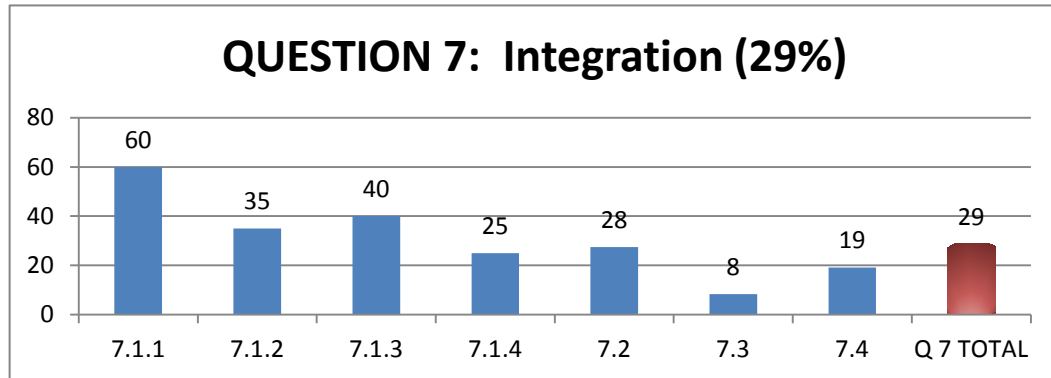
This question was mostly poorly answered. The majority of the learners did attempt this question, there were many different documents to open and it was a time-consuming question for only 20 marks.

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

- Learners waste time trying to figure out most of the functions in question. Knowing how a specific tool works, might speed up the process of answering question 7.
- Learners might not have expected a mail merge question in the paper.
- Question 7.3 was a new type of question.

- Most learners show little or no knowledge of how to approach analytical questions such as those asked in question 7.4.
- Question 7.4 was poorly answered by learners who did not do well in the other Excel questions. They might lack the ability to figure out the more challenging questions.

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

- Make sure that learners can do Mail Merge.
- Also, get learners 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 learners in getting used to the structure of the question paper.
- Teach learners to use problem solving methods like (sorting/filtering).
- It might help to take part in the Computer Olympiad – where learners will be challenged by different types of questions.
- As mentioned before learners should pay careful attention to tips/hints that come with the questions.
- Learners still type in the expected answers instead of typing in the functions/formulas expected. It was quite clear that the weaker learners struggled with the linguistic and mathematical challenges that the paper posed.
- Our learners' mathematical ability will always be a challenge 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.

- Schools need to be aware of which areas their learners achieved poorly in so that individual teachers can alter their approach individually to address these problem areas.

- Absolute cell referencing also remains poorly applied and teachers should look into improving this aspect of Excel.

- Teachers should read the exam guidelines religiously. There are many invaluable tips and pieces of information that would greatly assist learners in their preparation for their exams.

- Also, this report, and previous years' reports, should be read by teachers to see what they can do to improve on their teaching.

- New teachers in the subject should receive in service training on how to present this subject, especially the nuances that come with it, e.g. the PAT. Current teachers should also undergo refresher courses and be trained on updated content as this subject changes and evolves constantly.