education

Department:
Education
REPUBLIC OF SOUTH AFRICA

COMPUTER APPLICATIONS TECHNOLOGY

GUIDELINES FOR

PRACTICAL ASSESSMENT TASKS

2008

This guideline consists of 28 pages.

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Computer Applications Technology

Practical Assessment Task (PAT)

2008

Guidelines for the teacher

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1. Introduction

The seventeen National Curriculum Statement subjects which contain a practical component all include a PAT, i.e. a Practical or Performance Assessment Task. These subjects are:

- AGRICULTURE: Agricultural Management Sciences, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- HSS: Life Orientation
- SCIENCES: Computer Applications Technology, Information Technology
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Engineering Graphics and Design, Mechanical Technology

A PAT allows the teacher to directly and systematically observe applied competence. The PAT comprises the application/performance of the knowledge, skills and values particular to that subject and counts 25% (i.e. 100 marks) of the total promotion/ certification mark out of 400 for the subject.

The PAT is implemented across the first three terms of the school year and should be undertaken as one extended task, which is broken down into different phases or a series of smaller activities that make up the PAT. The planning and execution of the PAT differs from subject to subject.

2. The PAT in Computer Applications Technology

The 2008 Grade 12 PAT requires the presentation of a comprehensive report. The report requires learners to advise the school management team how to use an integrated package such as MS Office to administer school events. The learner needs to generate a report using four application programs (a word processor, spreadsheet, database program and a fourth program such as a presentation program) in an integrated manner to communicate **his/her** solution to the school management team. The report should include examples / evidence that will explain and demonstrate **how** the application programs would facilitate the planning / administration / reporting of the event.

In order to do so, the learner will have to:

- Choose any appropriate school event such as:
    - A Grade 8 variety concert
    - An athletics competition for the Grade 8 learners to identify potential athletes
    - A field trip
    - Competitions
    - The Matric dance
    - RCL (Representative Council of Learners) elections
    - Soccer round robin, etc.
- Find information on how the event works / background to the type of event(s), what processes are involved, what data and information processing needs to be done for the event, what data / information needs to be stored / displayed, what possible queries will need to be answered, etc.
- Plan and create electronic documents that could be used for gathering information / data, processing information / data, storing data, extracting information, etc.

The PAT includes the planning process and related evidence along with the proposal of **his/her** solution. It is about the **process** of planning as well as finding and accessing information to *solve a problem / make a recommendation / draw a conclusion / present an idea or a plan* **using** the application programs in an integrated manner.

3. Planning for the task

3.1 Description

In Computer Applications Technology learners are given a scenario for the PAT activity. The PAT is open-ended, i.e. the learner may choose his / her own topic or focus area within the scenario.

The PAT is completed and assessed in phases. The documentation for each phase is submitted at specified intervals on dates set by the teacher. These documents are assessed as they are submitted.

Summary of the phases:

Phase	Marks	%
Phase 1: Task Definition	35	±10%
Phase 2: Information finding strategies	30	±9%
Phase 3: Access information and determine relevance	40	±11%
Phase 4: Use information – planning	40	±11%
Phase 5: Use information – processing / analysing	80	±23%
Phase 6: Use information - final presentation / synthesis	85	±24%
Final evaluation: Evaluate the process and the product	40	±11%
	350	

(Also see content for Learning Outcome 3 on page 22 in Subject Statement and Annexure 1 in the Learning Programme Guidelines as well as Annexure 1 in the Subject Assessment Guidelines.)

3.2 Requirements of the task

The learner needs to adhere to the following broad, minimum criteria in developing the report. The instructions for the different phases in the learner section of this document provide more detailed information.

Phase 1: Describe the task that you need to complete in your own words (Task definition)

Phase 2: Write down questions that he/she will ask to determine the type of information that he/she will need (i.e. that will help you to understand how the event works, what processes are involved, what processing needs to be done, etc.) and the amount of information that he/she will need in order to complete the task or solve the problem

Phase 3: Search, locate, access, extract, use and manipulate / process information / data

i. Demonstrate the use of at least three different sources of which one should be the Internet.
ii. Process / manipulate data / information using appropriate application programs.

Phase 4: Complete the task / solve the problem

Phase 5: Present his/her idea / plan / recommendation / conclusion / solution for the problem

Phase 6: Demonstrate the appropriate use of the following application programs:

i. Word processing program
ii. Spreadsheet program
iii. Database program
iv. The fourth application program that you studied e.g. presentations program

The learner is expected to do his/her planning and organisation in phases and to hand in evidence of the process.

4. Instructions for the learners

See the Learner Section of this document.

5. Resources

Learners will need the following resources to be able to complete the task:

- Access to a computer with the following programs:
  - Word processing such as Word
  - Spreadsheet such as Excel
  - Database such as Access
  - Fourth (additional) package e.g. Presentation program such as PowerPoint
- Access to the Internet and by implication access to a search engine
- Access to electronic reference material such as Encarta
- Any other material / people that will help you to find the information that you will need

All phases of the task should be completed under controlled conditions in the classroom / at school and facilitated and monitored by the teacher. Certain aspects could be done at home such as sourcing / collecting information (Phase 3) or specific tasks pertaining to the PAT assigned by the teacher.

6. Assessment of the PAT

See the Assessment Tools Section for the assessment sheets for the different phases.

Let learners study the marked assessment tool after each phase and allow them to reflect on their efforts. This will help them to improve on the subsequent phases and the final product. Note, however, that the phases will not be re-assessed.

7. Recording and Reporting

- Each teacher will determine the deadlines for handing in the different phases individually as well as the final product, taking into account the final dates on which projects must be submitted.
- After each phase learners will hand in the required document(s) after which the teacher will assess the phase, record the mark and give feedback to the learner in the form of remarks on the assessment sheet.
- After the final product is handed in, the marks for the different phases are added and converted to 100 or 25% of the final promotion mark.

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- Candidates may revisit previous phases and bring about improvements in order to improve the subsequent phases and the final product. The phases will, however, not be re-assessed.

8. Guidelines for managing the PAT

It is recommended that the learners start with the PAT towards the end of the first term, but not later than the beginning of the second term. The learners should at least have started with phase 5 by the beginning of the third term.

There are two approaches to manage the PAT:

Option 1:

- You could dedicate one or two periods per week to the PAT while simultaneously continuing with normal teaching to complete the Grade 12 curriculum in the rest of the week.
  If you choose this option, you will need approximately 14 - 16 weeks for the PAT and you should start with the PAT towards the end of the first term.

Option 2:

- You could choose to complete most of the Grade 12 curriculum and then dedicate a continuous period of time to the PAT i.e. dedicate most periods per week to the PAT.
  If you choose this option, you will need approximately 6 – 8 full weeks for the PAT and you could start with the PAT towards the end of the second term.

You will have to plan your work schedule according to the option that you prefer.

It is suggested that you 'register' the learners' topics (events) when they start with phase one to avoid 'instant projects' that might possibly not be the learner's own work.

9. Hints

First explain the PAT and provide an overview of the process to the learners.

Discuss the example events with the learners and let them come up with ideas of how they will use the different applications for these events and discuss the appropriateness thereof.

You could use some of the ideas in the following table to guide learners with their PATs and to get them going.

They could come up with ideas for the other events listed or other appropriate events they may think of.

How would the event be planned / administered / reported on?

Event	Internet Information finding	Survey / questionnaire	Excel	Access	Word	Fourth package
Soccer round robin	How does a round robin work? How is it scheduled? How are points awarded to teams? What are the rules for round robins? What is the background on the game of soccer or soccer in schools or soccer competitions?	How many teams? Which team(s) are the most popular / most likely to win / have won the most games in the past season, etc? Which player is the top goal scorer? How many leagues has each team won? Etc.	How to determine the winner / runner up? Set up a spreadsheet to calculate the points for the day, determine the winner, player of the day, etc. to process the data gathered from the survey to do a budget for the day to work out a schedule, field allocation, time / duration of the games, etc.	Set up a database: Store the details of the teams participating, players participating Queries: All teams that have won leagues before Winners for the day Reports: Indicating the total number of goals scored by each team during the previous season Results for the day (import info from Excel), etc	Create questionnaire / survey Integration: Name tag for each player using the information in the database Registration form for teams using DB Final report	Presentation on findings of survey Web page to advertise / convey info regarding the round robin to public Brochure in Publisher with info, programme for the day Presentation to summarise report
RCL elections	How do elections work? What are RCL elections like in other countries? In South Africa? What are the rules / process for RCL elections? What is the background or the history or RCLs? What are the tasks of RCLs, etc? What process does the school follow? What process would be best for the school?	Who is the most likey learner to become chairperson? Opinion poll on which issues learners think should be addressed by the RCL Would it be better if there are different portfolios of representation? What should the portfolios be?	How would the representatives be elected? Set up spreadsheet: To count votes, determine the representative for each category, etc To process data from opinion poll / survey To determine voting tendencies per grade, etc. Graph on percentage poll, spoilt votes, etc.	Tables with learner names and details who are eligible to vote – use one field to fill in once they have voted to prevent them from voting twice Table with names and details of candidates Queries: All learners who have voted / not voted Reports: Voting process Candidates and their performance	Mail merge: Create Ballot papers with names of nominees / candidates / portfolios / photos Final report	Presentation to explain voting process to learners Presentation to introduce candidates Web page with info about the election process Use publisher to create a brochure on the voting process

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How would the event be planned / administered / reported on?

Event	Internet Information finding	Survey / questionnaire	Excel	Access	Word	Fourth package
Field trip	Which destinations or venues are the best suited? What is the cost? What is the purpose: recreation / education? Visit web sites of possible venues to get info	Which venues do learners want to visit? Survey to determine venue learners want to visit	Set up spreadsheet To work out budget / what it will cost each learner To work out distance / fuel consumption for the bus using fuel rates, etc.	Table with learner names and details including field for payments Queries: Learners who paid / did not pay	Mail merge: Letter to parents with indemnity form and return slips from learner table in DB	Presentation to learners regarding different venues / budget Final report

Computer Applications Technology

Practical Assessment Task (PAT)

2008

Instructions for the Learner

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1. Planning for the task

1.1 Topic

The school management team has approached the Grade 12 CAT learners to advise them how to use an integrated application package such as MS Office to administer school events.

You need to generate a report for the school management team using the application programs (a word processor, spreadsheet, database program and a fourth program such as a presentation program) in an integrated fashion to communicate **your** solution to the school management team.

The report should include examples / evidence that will explain and demonstrate **how** the application programs would facilitate the administration / reporting of the event.

In preparing the report you will have to:

1. Choose any appropriate school event such as:
    - A Grade 8 variety concert
    - An athletics competition for the Grade 8 learners to identify potential athletes
    - Field trips
    - Competitions
    - Matric dance
    - RCL (Representative Council of Learners) elections
    - Soccer round robin, etc.
2. Find information on how the event works / background to the type of event, what processes are involved, what processing needs to be done for the event, what data / information needs to be stored / displayed, what possible queries will need to be answered etc.
3. Plan and create electronic documents that could be used for gathering information / data, processing information / data, storing data, extracting information, etc.
4. In completing the task you will apply the following knowledge and skills that you have studied:

- Information Management
    - Find and collect information and data
    - Manipulate / change / process data / information to represent what you want to say
    - Present the information to someone or to an audience
- Word Processing
- Spreadsheet
- Database
- The fourth package e.g. a presentation program
- Internet and search engines

1.2 Phases of the PAT

The PAT is completed and assessed in phases, summarised as follows:

Phase	Marks	%
Phase 1: Task Definition	35	±10%
Phase 2: Information finding strategies	30	±9%
Phase 3: Access information and determine relevance	40	±11%
Phase 4: Use information - planning	40	±11%
Phase 5: Use information – processing / analysing	80	±23%
Phase 6: Use information - final presentation / synthesis	85	±24%
Final evaluation: Judge the process and the product	40	±11%
	350	

The documentation / evidence of what you do in each phase is submitted at specified intervals on dates set by the teacher. These documents are assessed as they are submitted and the marks for the phase are recorded.

After the teacher has returned the assessment sheet for the phase, study the feedback from the marked assessment tool and reflect as follows:

- Revise the steps completed so far
- Look at the steps that you still have to complete
- List things that you did not or still do not understand about the task
- Ask yourself whether you have enough material and information for the next step / phase in the process
- List questions that you can ask your teacher / others that can help you to complete the task

This will help you to improve the next phases and the final product. However, note that the phases will not be re-assessed.

1.3 What you will need to complete the task

You will need the following resources to be able to complete the task:

- Access to a computer with the following programs:
  - Word processing such as Word
  - Spreadsheet such as Excel
  - Database such as Access
  - Fourth (additional) package e.g. Presentation program such as PowerPoint
- Access to the Internet and a search engine such as Google
- Access to electronic reference material such as Encarta
- Any other material / people that will help you to find the information that you will need

The task should be completed under controlled conditions in the classroom / at school and facilitated and monitored by the teacher. Certain aspects could be done at home such as sourcing / collecting information or specific tasks pertaining to the PAT assigned by your teacher.

1.4 Requirements of the task

In order to develop the report, you need to complete the following broad, minimum criteria:

(Instructions for the different phases in Section 3 provide more detailed information.)

1. Provide a broad description of the task that you need to complete in your own words (Task definition).
2. Write down questions that you will ask to determine the type of information that you will need (i.e. that will help you to understand how the event works, what processes are involved, what processing needs to be done, etc.) and the amount of information required to complete the task or solve the problem.
3. Search, locate, access, extract, use and manipulate / process information / data
    a. Demonstrate the use of at least three types of sources of which one should be the Internet.
    b. Process / manipulate data / information using appropriate application programs.
4. Complete the task / solve the problem
5. Present your idea / plan / recommendation / conclusion / solution for the problem.
6. Demonstrate the appropriate use of the following application programs:
    a. Word processing program
    b. Spreadsheet program
    c. Database program
    d. The fourth application program that you studied e.g. presentations program

2. Instructions for the different phases

The instructions for the different phases are as follows:

Phase 1: Task definition Due date: _____

In completing this phase you will have to:

- Provide a broad description of the task or the problem that you have to solve in your own words – part of it has already been given in the topic section. Expand on it to describe in your own words exactly what needs to be done.
- Write down your main question
- Write down a set of other questions (at least 10 questions) that you will ask to identify the type and amount of information you will need (i.e. that which will help you to understand how the event works, what processes are involved, what processing needs to be done, what data / information needs to be stored, what information needs to be extracted, etc.) to complete the task or solve the problem:
    - Write down some questions starting with words such as What? When? How many?, etc.
    - Write down some questions starting with words such as Why? How?, etc.
    - Write down some questions starting with words such as What if?, etc.
    - Write down some questions starting with words such as Would it be better if? What recommendation? How can I determine? What would be the best way? etc.

Hand in a document prepared in an appropriate application containing: (± 2 pages)

- The detailed description of the task or the problem in your own words
- The main question
- The set of questions posed – at least 10 questions

Phase 2: Information finding sourcing strategies _____ Due date:

In completing this phase you will have to:

- Plan on where you will find information / data to help you to complete your task as described in phase 1 – write down a possible source of information next to each question set in phase 1
  Possible sources to consider (other than the Internet):
  - Electronic encyclopedia such as Encarta
  - Printed media such as magazines, brochures, newspapers, books, etc.
  - Documents that are currently used in a manual system that administers such an event
  - Opinion polls / surveys, interviews, e-mails, SMSs, telephone calls, etc.
- Plan on how you are going to find the data / information from the Internet that will answer the questions set in phase 1 to help you to complete the task, e.g. using key words for Internet searches
- Write down search words / strategies that you will use for finding information on the Internet and other electronic sources such as electronic encyclopaedias, e.g. Encarta
- Plan on how you are going to find information / data from other sources (such as questionnaires, interviews, electronic encyclopaedia, etc.) that will answer the questions set in phase 1 to help you to complete the task / solve the problem, e.g. write down the questions for the interview, questionnaire, etc.

Hand in a document prepared in an appropriate application containing: (± 3 pages)

- A list of possible sources that you intend to use
- Search words / strategies for Internet and other electronic searches to find the information that you need
- Tools that you intend to use to gather information such as questionnaires, questions for discussions with people, interviews, e-mailing an expert, etc.
- Questions for interviews / questionnaires, etc. to be addressed in e-mails, etc.
- Include screen dumps of Internet searches, etc.

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Phase 3: Access information and determine relevance ____ Due date:

In completing this phase you will have to:

- Access the information and provide evidence of the information found, e.g. notes taken from books, clippings from magazines, newspapers, copies of printed material, brochures, screen dumps from electronic material, printouts of websites, your survey or opinion poll, etc.
  Make a summary or highlight important facts, etc.
- Indicate how the information found will answer each question or part of a question posed in phase 1.
  Write down the answers to your questions in your own words or highlight texts and indicate which question(s) it will answer or partly answer
- Write down how you will determine whether the information is usable and of good quality e.g. if it is statistics, look at the date it was published, by whom, etc.
- Write down why the information / data will be used

Hand in (single document or file of evidence):

- Evidence of information found such as
  - Printouts, screen dumps, disk / folder with electronic copies
  - Completed questionnaires
  - Notes on interviews conducted
  - Clippings, photocopies, etc.
- Evidence that information found is linked / cross-referenced to questions, e.g. highlight a question and all information related to that question in the same colour, insert comments, etc.
- Evidence that the information is usable and of good quality (listing the date it was published, etc)
- Evidence of where the information will be used and why it will be used (indicate which question(s) it will answer or partly answer)

Phase 4: Use information - planning Due date: _____

In completing this phase you will have to:

- Start planning the final solution to the problem, your report and presentation:
  - Write down / show how the information / data will be used
  - Write down / show where and how the different application programs will be used to manipulate / process the information / data
- Create a framework of how you will organise your information, e.g. use headings and sub-headings, mind maps, diagrams, structure and organisational charts etc.

Hand in a document prepared in an appropriate application containing:

- Your planning / overview of your solution
  - Where and how each application program will be used
  - How the different packages will be integrated
- Your framework of how information will be organised

Phase 5: Use information – processing/analysing Due date: _____

In completing this phase you will have to:

- Create the documents using the application programs to manipulate / process information / data that you gathered or intend to use:
    - Create and use the spreadsheet to manipulate / process information / data
        - Use formulas and functions to manipulate and/or process data.
        - Absolute cell references should only be used where necessary
        - Use multiple sheets e.g. to summarise data / information
        - Use graphs e.g. to display results of processed data for easy interpretation thereof
        - Extra marks will be awarded for using advanced features such as pivot tables, etc.
    - Create and use the database to store data, manipulate / process / extract information / data
        - Create table(s) with at least 5 fields and at least 30 records to provide realistic, real-life data meaningful records
        - Create input form(s) for easy input of data and pays attention to data validation during input
        - Create at least 3 meaningful queries
        - Create at least 1 meaningful report, grouped according to specific fields that include calculations on fields per group and/or per report
        - Extra marks will be awarded for using advanced features such as a switchboard etc.

Hand in:

- The completed documents / files used for processing / manipulating information / data
    - The completed spreadsheet and
    - The completed database

Phase 6: Use information - final presentation Due date: _____

In completing this phase you will have to:

- Finalise your report and present you idea or proposal
- Prepare the report and the presentation
    - Decide which of the information manipulated / processed will support your discussion / proposal and will be used in your final report and presentation
    - Present the solution supported by evidence collected / processed in previous phases:

      Use the word processor to compile a report on the solution / plan
    - Use the fourth package to create a summary or a visual presentation on any related matter

Hand in:

- A report using the Word Processor (± 10 pages)
    - Introduction
    - Body / Paragraphs discussing the task and the solution including enough information / graphics / images, tables, graphs, queries, reports created in phase 5, etc to support the proposal / solution
    - Conclusion – give the solution / make a proposal / present your idea
- The report should include
    - Title page
    - Table of contents
    - Bibliography
- A summary of the report / findings / plan / proposal / solution or a visual presentation on any related matter using the fourth package that you studied:
    - Slideshow(s) using a presentations program such as PowerPoint **or**
    - Web page(s) using a web authoring program such as Front Page **or**
    - Brochure / Newsletter using a desktop publishing program such as Publisher

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Computer Applications Technology

Practical Assessment Task (PAT)

2008

Assessment Tools

Phase 1 (± 10% of final mark) **Name of learner:**_____

	Phase 1: Criteria			Possible Mark	Mark Obtained
Information Management content and skills	The description of the problem describes what is expected in the project:			6	
	6	3	1		
	Clearly described and unambiguous – clearly states where the learner will go	The description is vague, leaving the reader unsure of what the purpose is	The description is so vague that no discernable purpose can be found		
	A main question was formulated			1	
	The main question directs the other questions to be posed			2	
	The learner created a set of questions (at least 10) to guide the information needed			1	
	The questions are clear and unambiguous			3	
	3	2	1		
	All the questions set	Most of the questions set	Less that 50% of the questions set		
	A variety of questions are formulated:			3	
	3	1			
	Questions include closed / factual questions as well as open-ended questions	Questions include only closed / factual questions or only open-ended questions			
	'Single questions' are formulated i.e. only one set of information needed to answer the question. More complex questions are split into 2 or more sub-questions			4	
	4	2	1		
	All questions are 'single'	Most of the questions are 'single'	Less than 50% of the questions are 'single'		
	Questions direct the amount of information needed – will enough information be found to solve the problem when these questions are answered if compared to the task definition and the key question?			4	
	4	2	1		
	Yes, definitely	A few minor gaps	Major areas not addressed by questions		
	Questions direct the type of information needed e.g. venues, maps, graphics, statistics, etc.			4	
	4	2	1		
	Yes, definitely	A few minor gaps	Major types not addressed by questions		
End-user application skills	Planning document was made using an appropriate application program			1	
	The layout and formatting of the document enhances readability e.g. use of white space, font types, sizes and style, placing of graphics, etc			1	
	Learner used appropriate techniques to organize information and to enhance easy interpretation of information presented e.g. tabs, tables, columns, lists, etc.			1	
	Learner used advanced techniques / functions (Advanced tables, styles, hyperlinks, drawing tools, diagrams, etc) appropriately and effectively			2	
	The document was submitted free of typing, spelling and grammar errors			2	
			Total for phase 1:	35	

Phase 2 (± 9% of final mark) **Name of learner:**_____

	Phase 2: Criteria			Possible Mark	Mark Obtained
Information Management content and skills	Possible sources are provided for questions posed:			3	
	3	2	1		
	For all the questions set	For most questions	For less than 50% of the questions		
	A variety of sources are indicated (Internet, Other Electronic e.g. Encarta, e-mail an expert, Printed Media, Questionnaires/Surveys, Interviews, etc.)			3	
	3	2	1		
	More than 2 different sources	Two different sources	Only one source		
	Sources indicated are relevant / appropriate to the questions posed:			4	
	4	2	1		
	To all the questions	To most of the questions	To less than 50% of the questions		
	The Internet is used as one source			1	
	Search words are given for all questions to be answered using the Internet as source			1	
	Search words / strategies imply an effective search i.e. evidence of advanced searches Give one mark for each of the following up to a maximum of 3 marks			3	
	Domain specified	All words (Boolean operators) etc.	Without the words (NOT)		
	Dates specified Other: Specify	Exact phrases	At least one word (OR)		
	Search words/phrases are relevant to the questions asked:			3	
	3	2	1		
	To all the Internet questions	To most of the Internet questions	To less than 50% of the Internet questions		
	Strategies for other sources imply an effective search i.e. questions for interviews, surveys, key words for electronic encyclopedia, key words / phrases in printed media, etc.			3	
	3	2	1		
	For all other sources indicated	For most of the sources indicated	For less than 50% of the other sources indicated		
	Strategies for other sources are of good quality (will give the answers to questions posed in phase 1) e.g. questions in questionnaire, etc.			2	
End-user application skills	Planning document was made using an appropriate application program			1	
	The layout and formatting of the document enhances readability e.g. use of white space, font types, sizes and style, placing of graphics, etc			1	
	Learner used appropriate techniques to organise information and to enhance easy interpretation of information presented e.g. tabs, tables, columns, lists, etc.			1	
	Learner used advanced techniques / functions (Advanced tables, styles, hyperlinks, drawing tools, diagrams, etc) appropriately and effectively			2	
	The document was submitted free of typing, spelling and grammar errors			2	
			Total for phase 2:	30	

Phase 3 (± 11% of final mark) **Name of learner:**_____

	Phase 3: Criteria			Possible Mark	Mark Obtained
Information Management content and skills	Information has been found:			4	
	4	2	1		
	For each question	For most questions	For less than 50% of the questions		
	Printouts, screen shots or saved copies of the websites are available			2	
	Evidence of other sources are available e.g. completed questionnaires, interviews, photocopies, etc Give two marks each for the following up to a maximum of 6 marks:			6	
	Completed questionnaires printouts of e-mails	Evidence of interviews conducted Other: list	photocopies/clippings from printed media		
	Information found is highlighted/marked and cross-referenced to the questions asked			4	
	4	2	1		
	For each question	For most questions	For less than 50% of the questions		
	Evidence that trustworthiness of websites was checked Give one mark for each of the following up t o a maximum of 3 marks			3	
	Reputation Cross-referencing Date created Date updated Other: List				
	Evidence that information from other sources were evaluated			3	
	3	2	1		
	Relevant evaluation criteria used for all other sources	Relevant evaluation criteria for most of the other sources	Relevant evaluation criteria for less than 50% of the other sources		
	Relevance of information is determined: Information chosen for each question is relevant to the question i.e. will answer the question or part of the question			4	
	4	2	1		
	For each question	For most questions	For less than 50% of the questions		
	Indicates which information will be used			1	
	Gives valid/relevant reason(s) why this information will be used (how it will contribute to solving the problem)			6	
	6	3	1		
	For all the questions	For most questions	For less than 50% of the questions		
End-user application skills	Planning document(s) was made using an appropriate application program			1	
	The layout and formatting of the document enhances readability e.g. use of white space, font types, sizes and style, placing of graphics, etc			1	
	Learner used appropriate techniques to organise information and to enhance easy interpretation of information presented e.g. tabs, tables, columns, lists, etc.			1	
	Learner used advanced techniques / functions e.g. highlighting texts, inserting comments, auto shapes, textboxes, mail merge, word forms with fields, self-designed templates, etc.			2	
	The document was submitted free of typing, spelling and grammar errors			2	
			Total for phase 3:	40	

Phase 4 (± 11% of final mark) **Name of learner:**_____

	Phase 4: Criteria	Possible Mark	Mark Obtained
Information Management content and skills	Planning document indicates how the different application programs will be used 4: For 4 packages; 3: For 3 packages; 2: For 2 packages; 1: For 1 package	4	
	The purpose of the use of the word processor to solve the problem is clearly stated	1	
	The use of the word processor is appropriate in the context of solving the problem	2	
	The purpose of the use of the spreadsheet to solve the problem is clearly stated	1	
	The use of the spreadsheet is appropriate in the context of solving the problem	2	
	The purpose of the use of a database to solve the problem is clearly stated	1	
	The use of the database is appropriate in the context of solving the problem	2	
	The purpose of the use of the fourth package to solve the problem is clearly stated	1	
	The use of the fourth package is appropriate in the context of solving the problem	2	
	The planning document includes a framework to indicate how information will be organised	2	
	A framework is created in an appropriate format e.g. diagram, mind map, word outline function, sub-headings etc. to outline and indicate where all the questions posed will be accommodated in the final presentation	2	
	The framework is complete and corresponds to the questions 4: For all the questions; 2: For most questions; 1: For less than 50% of the questions	4	
	The framework is logical and hangs together as a whole: sequence, etc.	2	
	Integration between the packages is clearly indicated	1	
	Integration between the packages is appropriate and meaningful / serves a purpose	2	
	Extras – What did the learner plan / use over and above the criteria listed e.g. use of an extra application, etc. List to a maximum of 3 marks List these:	3	
End-user application skills	Planning document was made using an appropriate application program	1	
	The layout and formatting of the document enhances readability e.g. use of white space, font types, sizes and style, placing of graphics, etc	1	
	Learner used appropriate techniques to organize information and to enhance easy interpretation of information presented e.g. tabs, tables, columns, lists, etc.	2	
	Learner used advanced functions / techniques (Styles, hyperlinks, drawing tools, diagrams, outline function, etc) appropriately and effectively	2	
	The document was submitted free of typing, spelling and grammar errors	2	
	Total for phase 4	40	

Phase 5 (± 23% of final mark) **Name of learner:**_____

	Phase 5: Criteria			Possible Mark	Mark Obtained
Information Management content and skills	The type of information is appropriate for / matches the application program used for the manipulation / processing thereof			3	
	3	2	1		
	In all cases	In most cases	In less than 50% of the cases		
	The processing/manipulation was aimed at answering the questions posed			3	
	3	2	1		
	In all cases	In most cases	In less than 50% of the cases		
End-user application skills	Spreadsheet:				
	The design of the spreadsheet allows for easy interpretation of the information			2	
	The format of the cells correspond with the content of the cell e.g. text, date/time, currency, etc.			3	
	3	2	1		
	In all instances	In most instances	In less than 50% of the instances		
	Cell references are used			1	
	Absolute cell referencing is used			3	
	3	2	1		
	Only where necessary	Sometimes unnecessary	Totally inappropriately		
	Functions and formulae are used (1 per type of function/formula (functions without parameters e.g. sum, average, formulas only multiplying / subtracting 2 cells, etc.), 2 for more advanced types of functions/formula (functions with 1 parameter e.g. large, right, round, etc. formulas with combination of operators), 3 marks for functions with more than one parameter / ranges and criteria e.g. SumIf, 4 marks for advanced /less common types (e.g. nested if, lookup) – up to 15 marks) Note: No marks for using the same formula with the same function somewhere else in the spreadsheet. E.g. sum function only awarded a mark once even if it is used more than once in the spreadsheet			10	
	List these:				
	Functions / formulae used are meaningful – answers questions, contributes to solution			3	
	3	2	1		
	All functions / formulae used	Most of the functions / formulae used	Less than 50% of the functions / formulae used		
	Use of multiple sheets			1	
	Sheets are linked			1	
	Use of multiple sheets meaningful e.g. to summarise information / data			1	
	The spreadsheet is integrated with other programs			1	
	Integration with other programs is meaningful / serves a purpose			1	
	Graph(s) included			1	
	Graph(s) meaningful / serve a purpose			2	
	Type of graph is appropriate to the data used / information displayed			1	
	Graph – headings, labels, legends and other formatting make it easy to interpret graph			1	
	Database				
	Table(s) well designed i.e. meaningful field names, etc.			1	
	At least 5 meaningful fields are included			1	
	Fields included are appropriate to the problem to be solved			2	
	Table(s) include at least 30 meaningful records			1	

	Data types used correspond with the content of the fields			3	
	3	2	1		
	In all instances	In most instances	In less than 50% of the instances		
	A form for input is used			1	
	Instructions / labels on input form are clear and easy to understand – user will know what to do / enter			2	
	Data validation for input is used e.g. drop-down list, input mask, range check (1 per technique, 2 for less common/advanced techniques – up to 4 marks)			4	
	List:				
	Queries generated (1 mark per query (only including one field), 2 marks for more advanced queries i.e. using Boolean operators, more than one field, 3 marks for advanced e.g. queries with calculated fields, etc.– up to 6 marks)			6	
	Queries are meaningful e.g. answer questions asked in phase 1 / contribute to the information need / support solution			2	
	Calculated field(s) in queries included			1	
	Calculated field(s) in queries meaningful – answers questions / supports solution			2	
	Report(s) generated			1	
	Calculated field(s) in report(s) included			1	
	Calculated fields in report(s) meaningful – answers questions / supports solution			2	
	Grouping in report used			1	
	Report is meaningful e.g. answers questions asked in phase 1 / contributes to the information need / supports solution			2	
	Database program is integrated with other programs e.g. report exported to Word Processor			1	
	Integration is meaningful / serves a purpose			2	
Extras	Techniques that the learner used over and above the criteria listed such as advanced techniques or functions / techniques not listed in content framework used correctly, effectively and meaningfully e.g. linked tables, switchboard, pivot tables, etc. 3 marks each up to a maximum of 6 marks			6	
	List these:				
			Total for phase 5	85	

Phase 6 (± 24% of final mark) **Name of learner:**_____

	Phase 6: Criteria	Possible Mark	Mark Obtained
Information Management content and skills	The report/presentation has a definite introduction	1	
	The introduction clearly states what it is about	2	
	Body/paragraphs are arranged according to content	1	
	The body contains graphics/images to explain / support content	2	
	Information flow in body is logical and hangs together	2	
	Content correlates to questions posed in phase 1	2	
	Redundant information / data of previous phases was discarded	2	
	Enough information / data included to support solution / proposal / plan	2	
	Conclusion present	1	
	The conclusion gives the solution to the problem / summary of suggestions (answers the main question)	2	
	Original solution presented – clear evidence that the learner understood the problem, made interpretations and answered the questions	2	
	Bibliography included	1	
	Sources correctly cited	1	
	Title page included	1	
End-user application skills	Word processing		
	Automatic table of contents included	2	
	Long text is book marked / hyperlinked	1	
	Automatic page numbers included	1	
	Styles are used throughout the document	1	
	Styles are used consistently throughout the document	2	
	No spelling or grammar errors	2	
	Other advanced technique(s) used, e.g. forms with fields, etc.: List	2	
	Fourth package – Criteria for presentations, web authoring, desktop publishing (26 marks)[1]		
	Title page/slide/front cover is included	1	
	Overview/table of contents slide/page included in suitable/appropriate fashion	2	
	Introduction slide/page/section present	1	
	Introduction indicates the problem solved – what the presentation/website is about	1	
	The body slides/pages are arranged logically according to the content	1	
	Action buttons/hot spots/hyperlinks used to link to other sections/ supporting documentation and allows for logical navigation	2	
	Conclusion slide/page/section included and gives summary/solution	2	
	The construction of the slide show/website/section is logical – content has been arranged in a logical way	1	
	Hyperlinks allow for logical navigation within the program	1	
	Graphics / images are used	1	
	Graphics/images explain / enhance content / motivate solution / recommendation	1	
	Appearance of the slide show/website/electronic brochure (look and feel) suited to the intended audience – target group	1	
	Style and tone suited for the intended audience	1	
	No spelling / grammar errors	2	
	Uniform alignment and styles where needed to give professional appearance	2	
	Multimedia effects used are appropriate and tastefully and professionally used.	2	
	Animation used on text, images and graphs where it contributes to meaning	1	
	Transitions/timings relating to animation are appropriate and meaningful	1	
	Colour of background and font is appropriate	1	
	Slides/pages not too 'busy'	1	
	Total for phase 6	75	

[1] Suitable assessment criteria must be substituted if another package other than a web-authoring, presentations program or DTP package is used.

Final Evaluation (± 11% of final mark) **Name of learner:**_____

Evaluation : Criteria				Possible Mark	Mark Obtained
Time Management:				10	
10	6	2	0		
All deadlines met – all 6 phases	Most deadlines met (3 – 5 deadlines met)	Less than 50% of deadlines met (1 or 2 deadlines met)	No deadlines met		
Time and effort:				10	
10	7	4	1		
Excellent Wow!	Proficient Yes, looking good	Adequate Yes, but some room for improvement	Limited No, lacking in many areas		
Overall impression:				10	
10	7	3	1		
Shows insight Logical Clear justification / motivation Meets all requirements and goes beyond requirements in some instances	Justification / motivation not always convincing Some small flaws / minor errors Meets all requirements	Justification / motivation not always convincing Some serious flaws / errors Meets most of the requirements	Little evidence of understanding and logic No justification / motivation Meets less than 50% of requirements		
Appropriateness of solution in the context of the scenario				10	
10	7	3	0		
Most appropriate Good application for scenario The proposal is a working solution that can be applied in a real-life situation	Appropriate Application in scenario not always convincing The proposal is a solution that can be applied in a real-life situation with some fine tuning	Inappropriate Application in scenario not convincing Some parts can be applied in the real–life situation	Totally inappropriate No application for scenario No value for real–life situation		
			Total:	40	

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