These guidelines consist of 50 pages.
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**Guidance for Teachers**

**What are the learners required to do and provide?**

Under teacher guidance and with appropriate management/supervision, the learners are required to:

- choose an area of interest within the topic/scenario provided
- use a focus question to direct their investigation/research
- plan, research and carry out the project
- deliver a report to a specified audience
- communicate information via a website
- provide evidence of all stages of the project for assessment.

**How will learners go about it?**

Every learner will:

- plan and complete an individual project, applying a range of information management skills and strategies to meet the objectives as set out by the PAT requirements
- identify questions to ask
- obtain, critically select and use selected information from a range of sources; process and analyse data, apply it relevantly and demonstrate understanding of appropriate, connections and complexities of the topic and focus question
- select and use a range of skills, including the applications and technologies studied in CAT, solve problems, take decisions critically, creatively and flexibly, to answer the focus question
- support discussion(s), claims, conclusion/recommendation(s) using reasoned arguments based on evidence
- evaluate outcomes both in relation to PAT requirements and own learning and performance.
- use appropriate communication skills and media to present evidence in an appropriate format.

**Skills required**

The learner must be able to:

- understand routine and non-routine procedures and problems in a wide range of familiar and unfamiliar contexts and situations
- select and apply a range of mathematical skills and methods to find solutions
- compare, select, read and understand texts and use them to gather information, ideas, arguments, claims and opinions
- write documents, including extended writing; and communicate information, ideas and opinions effectively and persuasively
- manage information storage to enable efficient retrieval
- bring together information to suit content and purpose
- enter, develop and format information independently to suit its meaning and purpose, including:
  - Text and tables
  - Images
  - Numbers
  - Graphs and records
- apply decision-making and problem-solving skills
- extend planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop confidence in applying the content, application software and technologies they have studied
• develop and apply skills creatively, demonstrating initiative and creativity/originality
• seek advice and support when needed

What must the learners be taught beforehand?

Before embarking on the PAT the learners need to be taught the following:

• application software and ICT skills that will enhance the production of the report and the development of the project covering research, analysis and execution
• information management content and skills including the ability to define a task, setting a focus, identify and ask questions, search for and identify suitable sources of information and prior reading or relevant work already undertaken, including the evaluation of sources
• project management skills including time, resource and task management
• the format and structure of accepted forms of a research report to include an abstract, introduction, discussion together with all sources cited, conclusion, references.

Malpractice

Learners must not:

• get help/guidance from others without acknowledgment (complete Annexure F for each phase)
• submit work which is not their own
• lend work to other learners in their own or another school
• allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to another learner, but that learners should be prevented from plagiarising other learners' research)
• include work copied directly from books, the Internet or other sources without acknowledgement and attribution
• submit work typed or word-processed/captured by another person

These actions constitute malpractice, for which a penalty will be applied.

If malpractice is identified the assessment authorities must be notified and details of any work which is not the learner’s own must be recorded.

Learner authentication of the PAT

For each phase, learners complete a declaration (Annexure F) for the work done during that specific phase. All substantive advice/help given to the learners should be recorded as part of the phase documents.

After completing the PAT, learners need to sign the final declaration of authenticity (Annexure G) to confirm that the work submitted is their own.
Role of the teacher

The teacher will teach the information management content, skills and strategies prior to the project.

The teacher must

- perform own background reading/information gathering of the topic on hand before discussion with the learners
- manage the project and supervise the learners
- conduct an initial planning review to discuss the topic/scenario, requirements, objectives and development of the project
- facilitate pre-reading by the learners in order for them to gain background information about the topic/scenario
- approve the questions (learners should record the guidance given as part of the phase 1 document – Declaration of Authenticity (Annexure F) – e.g. where appropriate, record their own initial questions with clear evidence of the guidance and the final questions)
- give regular feedback to learners, e.g. on formulating questions that will direct the investigation.
- assess the work of the learners at the end of each phase using the standardised assessment tool and record feedback given
- endorse each learner's assessment by signing the assessment tools for each phase including a final declaration that the evidence submitted for assessment is the unaided work of the learner
- confirm their general evaluation based on continuous observation and feedback to provide a final impression regarding independent work, management of information, insight and problem-solving
- assess the work of the learners following any standardising and internal moderation procedures required

The teacher will assess the potential of the project (task definition, questions) against the following checklist.

- Is the focus/are the research questions, suitable for the project?
- Does the project/research questions allow the learner to investigate and to access the higher-level concepts and skills in the assessment objectives, i.e. plan, research, analyse, evaluate and explain, rather than simply describe and narrate?
- Are the focus areas and proposed action clear and focused on an issue which can be managed within the timescale, available resources and word total?
- Does the research questions and proposed action indicate that the learner will be capable of investigating and researching the topic or carrying out the activity or task independently and within appropriate ethical or methodological guidelines?
- Is the learner likely to face difficulties in understanding the task and issues associated with the research questions?

The teacher will authenticate the PAT:

- Teacher to confirm on the assessment tool that the work assessed is solely that of the learner concerned and was conducted under supervised/controlled conditions
- Teacher to sign and date the assessment tool of each phase

Supervised/Controlled conditions

The PAT must be supervised/managed in such a manner that the teacher can confirm that the work assessed is solely that of the learner concerned.
Managing the PAT

The teacher must plan his/her work schedule according to the time allocated for the PAT in the CAT CAPS (teaching plan for Grade 11).

There are different possible approaches to managing the PAT:

Option 1:
- The teacher could dedicate a portion of the time on a weekly basis to the PAT while simultaneously continuing with normal teaching to complete the Grade 11 curriculum in the rest of the week.
- If he/she chooses this option, he/she should start with the PAT process in the second term/beginning of the third term.

Option 2:
- The teacher could dedicate a continuous period of time to the PAT, e.g. the last week(s) of a term, also starting with the PAT process in the second term/beginning of the third term.

The teacher needs to bear in mind that the PAT should be completed THREE weeks before the commencement of the final examinations, according to page 21 of the NATIONAL PROTOCOL FOR ASSESSMENT, GRADES R – 12.

It is suggested that the teacher records the learners' topics/focus when they start with Phase 1 to avoid 'instant projects' that might possibly not be the learner's own work.

Assessment Evidence

Evidence presented for assessment must show how the individual learner has met the assessment objectives and criteria and include the planning, feedback and progress of the project.

The evidence for assessment will include the following:
- the project product including a written report of approximately 1000 – 1500 words (content only, excluding cover page, table of contents, references, graphics) website (home page plus 1 other page) and other evidence (for each phase)
- the completed learner assessment tool (for each phase)

Requirements

(National Protocol for Assessment Grades R – 12, Chapter 3)

Practical Assessment Task components must:
- comprise assessment tasks that constitute the learners' PAT mark as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statement for CAT
- include a mark awarded for each assessment task (phase) and a consolidated mark
- be guided by assessment components as specified in Chapter 4 of the Curriculum and Assessment Policy Statement for CAT
- be available for monitoring and moderation
- be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance
Non-compliance

(National Protocol for Assessment Grades R – 12, Chapter 3)

The learner will be given three weeks before the commencement of the final end-of-year examination to submit outstanding work or present himself or herself for the PAT. Should the learner fail to fulfil the outstanding PAT requirements, such a learner will be awarded a zero ("0") for the PAT components not completed/submitted.

In the event of a learner not complying with the requirements of the PAT, but where a valid reason is provided:

- He or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the applicable assessment body.
- The learner must, within three weeks before the commencement of the final end-of-year examination submit outstanding work or present himself or herself for the PAT. (*reference to page 21 of the NATIONAL PROTOCOL FOR ASSESSMENT, GRADES R – 12*)
- Should the learner fail to fulfil the outstanding PAT requirements, the mark for these PAT components will be omitted and the final mark will be adjusted for promotion purposes in terms of the completed tasks.

**Note:** In the case of CAT, such a situation is not very likely (unless a learner's illness spans over a long period) as the PAT is not a once-off sitting/assessment.

Valid reason in this context includes the following:

- illness, supported by a valid medical certificate, issued by a registered medical practitioner
- humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate
- the learner appearing in a court hearing, which must be supported by written evidence
- any other reason as may be accepted as valid by the Head of the assessment body or his or her representative

In the event of a learner failing to comply with the Practical Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.
What is the PAT?

The PAT (Practical Assessment Task) in CAT (Computer Applications Technology) is an individual research project and involves extended independent work. It provides an opportunity to demonstrate your information management skills. You will also be required to demonstrate your ability to use the applications which you have studied during the year to produce quality outputs in the form of:

- A short description of the problem and the task
- A set of high quality questions
- A list of appropriate information sources
- A questionnaire
- Information which has been sifted, evaluated and summarised
- A spreadsheet and database which reflects the management, processing and analysis of data and information
- A report regarding your investigation
- A simple website which conveys information about the topic you investigated

The PAT will be done in three phases as outlined in the Mark allocation table below:

### Mark allocation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Focus</th>
<th>Maximum Mark</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Find and access data and information</td>
<td>35</td>
<td>22%</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Process data and information</td>
<td>49</td>
<td>31%</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Present information/solution</td>
<td>76</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>160</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Your teacher will provide you with dates and deadlines for each phase. It will be in your best interest to keep to the deadlines /cut-off dates given.

The PAT counts 25% of your final mark for CAT, therefore it is vitally important that you strive to produce work of a high standard.

The PAT is a compulsory component of your final CAT mark.

**You need to complete the PAT at least 3 weeks before you start your final Grade 11 examinations.**

Read and take note of the sections referring to 'misconduct' and 'non-compliance'.

Refer to *What you will need to complete the PAT* section (see page 4) in this regard.
Cybercrime

As more and more people use the Internet, mobile devices and engage with/in social media and social networks so does the activities of cyber criminals increase.

Cybercrime involves the use of computers and the Internet to commit unlawful acts, irrespective of whether the computer is used as a weapon or a target. Anyone or any business with a website, an online profile, or a SIM card is vulnerable to any of the following types of cybercrime listed below:

- identity theft
- software piracy
- credit card theft
- network intrusions/DOS (Denial of Service) attacks
- virus dissemination
- hacking/cracking
- cyber stalking
- cyber bullying
- cyber terrorism, etc.

Figure 2: Types of cybercrime

The increase in cybercrime activities, coupled with ineffective legislation and ineffective law enforcement, pose critical challenges for maintaining the trust and security of global computer infrastructures. Cybercrime has a negative effect on South Africa’s productivity, national security and her attraction as an investment environment.

Your Academic Head is concerned about the increase in cybercrime and wants to make learners and the local community aware of how various types of cybercrime may affect them.

Amongst other things, the Academic Head would like

- to know about at least TWO types of cybercrime
- the extent of the damage caused by the various types of cybercrime,
- advice on who/where to report cybercriminals to,
- a solution on how to prevent these types of cybercrimes,
- information/recommendations for victims of cybercrime OR
- information/recommendations on suitable punishment for cybercriminals.

The Grade 11 CAT learners are requested to investigate this matter, focussing on cybercrimes affecting their local community. Limit your investigation to your school, learners, parents, and local businesses in your community, as much as possible.

You are required to investigate at least TWO types of cybercrime, other than the distribution of pornography.

You need to compile a formal report of your investigation that would be published as a link on the website of the school. Therefore you will also need to create a website based on your investigation that will appear as a link on the school’s main website.
You must select **ONE** focus question from the list below.

The **focus question** that the Academic Head requires you to answer is:

- **How can I educate my community and my fellow learners on ways to identify and protect themselves against cybercrime?**

  OR

- **How can the community and learners be educated on ways to identify and protect themselves against cybercrime?**

  OR

- **How can my school community and my fellow learners be educated on ways to identify and protect themselves against cybercrime?**

**The answer to the focus question that you have chosen is the solution to the problem and must be reflected in your final report.**

As a minimum, your report should include at least **TWO** types of cybercrime.

Consider some of the following areas:

- A description of the type of cybercrime – What it is?
- Simple explanation of how the type of cybercrime works
- Disadvantages of the type of cybercrime
- The impact of the type of cybercrime on personal lives, learners, e-commerce, etc.
- People in your community affected by the type of cybercrime
- Types of cybercrime affecting your community
- Impact of the type of cybercrime on people’s and businesses budgets/sums of money lost
- Number of businesses and/or people linked to cybercrime:
  - Database of online businesses: types/categories of goods/services they sell, price range of those goods/services, delivery methods,
  - Database of various cybercrimes: categories, frequency/prevalence, how often/where prevalent, who (age group) is affected by it, etc.
  - Database of community members/people/businesses: types of cybercrime they have been exposed to, losses they have incurred, etc.
- Ways to prevent/combat the type of cybercrime
- Punishment for cybercriminals
- Any other interesting facts about the cybercrime that you want to share, e.g. career opportunities to combat cybercrime

See **Annexure A** for more information on research questions.
Overview of tasks

Phase 1
(Planning and sourcing of data and information)
• Create a suitable folder structure
• Formulate a task definition
• Work with the given focus question
• Perform background research
• Draw up research questions to guide the process/research
• Identify sources to find quality information
• Identify the research methods you will use
• Gather relevant data and information
• Draw up and conduct a questionnaire/survey
• Hand in Phase 1 document

Phase 2
(Critical assessment of information sources)
Capturing and analysis of data)
• Critically assess/evaluate information sources
• Summarise data and information
• Design and use a spreadsheet and database to analyse the survey results and other data/statistics gathered
• Hand in Phase 2 documents

Phase 3
(Findings, conclusions and reporting)
• Prepare findings, conclusions and recommendations in your own words
• Compile a word processing report and a website to report on the process, findings and recommendations
• Hand in Phase 3 final report, website and supporting documents

General
For each phase you are expected to hand in your own, original work. You will show that your work is original by:

• Signing a declaration for each phase that all the work done is your own (Annexure F)
• Signing the final declaration of authenticity (Annexure G) after completing the PAT.
What you will need to complete the PAT

To complete the tasks, you will need

- An office suite with the following software
  - Word processing software
  - Spreadsheet software
  - Database software
- HTML editor (Notepad ++) and a web browser (e.g. Internet Explorer)
- Internet access to
  - Find data and information
  - Administer electronic questionnaires, e.g. use e-mail (or Google Docs application) to send questionnaires to respondents and receive completed questionnaires back from respondents
- Access to other sources such as printed media (e.g. magazines, newspapers, brochures, textbooks)
- Access to facilities to convert hard copies to electronic documents, e.g. scanner, digital camera
- Storage media to store and backup your work electronically, e.g. flash drive, rewritable CD/DVD or in the cloud (using OneDrive, Dropbox, etc.)

Misconduct

As the PAT is an individual project that is part of your final promotion mark, you may NOT:

- get help from others without acknowledging this help
- submit work which is not your own
- lend your PAT work to other learners in your own or another school
- allow other learners to access or use your own material/resources/research (this does not mean that you may not lend to or borrow books from another learner, but you may not plagiarise other learners' research)
- include work directly copied from books, the Internet or other sources without acknowledgement and recognition
- submit work typed or captured by another person

The above actions constitute misconduct, for which a penalty will be applied.

Non-compliance

Should you fail to fulfil any Practical Assessment Task requirements, you will be awarded a zero ('0') for the outstanding part or for the entire PAT (should all parts be outstanding).
**Preparation**

1. Ensure that you understand the Information Management content of CAT, e.g.:  
   - what a task definition is and how to formulate one,  
   - how to formulate research questions, (which will help to answer the focus question)  
   - types of information sources,  
   - how to evaluate information,  
   - what a questionnaire is and how to compile one,  
   - how to process data and information (using spreadsheets and databases, inter alia)  
   - how to write a report  
   - how to create a website  
   - how to link information to a website.  

2. Choose a topic/sub-topic(s) and do some pre-reading regarding the topic before you start with Phase 1 to gain background information about the topic.  

3. It would be helpful to complete a K-W-L-S chart after your pre-reading. See Annexure H.  

4. Create an appropriate file structure to save your work. Within the main folder, each phase must have its own subfolder with more subfolders to organise the work done in the different phases. (Your main PAT folder could be named as your SURNAME Name Gr11 PAT.)  
   
   All the documents that you created and the evidence that you collected must be saved in the appropriate folders. The documents and folders must have meaningful file names and must be organised in such a way that it is easy to navigate and find information.  
   
   **It is your responsibility to ensure that you keep a backup copy of all your work at all times.**  

5. Create a blank word processing document for phase 1 in which to record your work in this phase. Give the document a sensible/logical file name and save it in the folder created for Phase 1.  

6. Create a blank word processing document, spreadsheet and database for Phase 2 in which to record your work in this phase. Give the document a sensible file name and save it in the folder created for Phase 2.  

7. Create a blank word processing document for your report for Phase 3 which you will use to complete your summarised report. Give the document a sensible file name and save it in the folder created for Phase 3.  

8. Create a website for Phase 3 to display your findings of the research.
Instructions for Phase 1

The purpose of this phase of the PAT is to determine:

- what the problem is and what needs to be done – get 100% clarity
- what the focus of your investigation will be
- what data and information you will need for the project
- where the information (sources) could possibly be found.

Define the task

To show that you understand why you are doing this investigation, you must be able to describe what you will investigate and what you are required to do in your own words. This is called the task definition.

1. Your task definition should
   - provide a clear statement of the problem (current situation) and the purpose of the investigation (desired outcome)
   - indicate the focus of your investigation, i.e. give an overview of aspects to be investigated and covered
   - indicate in broad terms how you will approach the task (study the requirements of the PAT and indicate how you intend to collect the data and information, manipulate it, etc.)
   - indicate the target audience that the final report will be presented to
   - indicate how you will present the information
   - consist of ±200 words or take up half a page in font size 12 pt.

Answer the following questions to help you write your own task definition:

- Why am I doing the investigation?
- What will the focus of my investigation be?
- How will I go about conducting the investigation, considering the PAT requirements?
- Who is the information for (target audience)?
- How must I present the information?

Ask questions that will guide your investigation

To solve the problem and answer your chosen focus question you need to ask more questions to help you find appropriate data and information.

2. Re-read the focus question that you have chosen to answer. The focus question should guide you to identify additional quality research questions that will help you to find the data and information that you need.

3. Remember that you will also need data and information which can be
   - processed using a spreadsheet
   - saved and manipulated using a database—by means of queries and reports.

4. Identify headings related to the investigation (at least THREE) which you can use to organise your questions and information. Place each question under an appropriate heading.

5. Complete your list of research/investigative questions (at least TEN). See Annexure A for some ideas.
6. Evaluate the quality of the research/investigative questions. You need a variety of question types that show different levels of thinking, e.g. questions that will

1. provide facts (who, when, where, what, how many, etc.) (level 1 questions)
2. give direction to the investigation (why, how, etc.) (level 2 questions)
3. support predictions or help with adjustments (what if, if, etc.) (level 3 questions)
4. support judgement or help to evaluate, critique, review or find meaning (would it be better if, what recommendation(s), what would be best, etc.) (level 4 questions)

Note that, collectively, your (minimum of) TEN questions should represent at least THREE of the above-mentioned FOUR different types/levels of questions for your investigation/research.

7. Check your final list of headings and questions against the task definition and the focus question to make sure that you stay focused on the problem and the task.

8. Rework or change questions should it be necessary and finalise your list of headings (at least THREE) and questions (at least TEN) which you will use to complete your investigation.

Gather information and data

To solve the problem, you need to identify possible sources of information and gather quality information.

9. For each heading (minimum of) THREE headings (see number 4 on the previous page), complete a question and source table as follows:

- Start each heading (table) on a new page of your word processing document.
- Use the table in Figure 4 (Example of question and source table) as a guide.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Type/Level</th>
<th>Possible source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4: Example of question and source table

- For each question that falls under the specific heading you must:
  - Indicate the type or level of thinking for each question (e.g. 1, 2, 3 or 4 as discussed in number 6 on the previous page) to show that you have thought about the quality of your questions.
  - For each question, write down a possible source where you are likely to find the information for that question (you need not give any details about the source at this stage).
- You must have at least TEN research questions in total, i.e. questions that will guide your investigation.
Identify sources

To collect data and information from people, you need to set a questionnaire.

10. Use the Internet (at least **TWO** different websites) **plus** at least **ONE** other source, e.g. media (printed or electronic) such as newspapers, magazines, brochures, textbook, etc. or expert (using e-mail or conducting an interview), etc. You should also use the questionnaire to collect data from people (see page 10).

11. Save a copy (URL/screenshot/copied content) of each website that you intend to use in an appropriate folder.

12. Gather all other information and data you will need to complete the project. Save electronic copies of the information and data in an appropriate folder.

13. Provide bibliographical information of the sources (at least **TWO** websites and **ONE** other source)
   - For each website, complete a table similar to the one below:
     
     | WEBSITE SOURCE          |
     |-------------------------|
     | Name of website         |
     | Name of web page        |
     | URL                     |
     | Authors(s)/Organisation/Publisher |
     | Date created/updated    |
     | Date updated            |

     Figure 5: Example of source table – Website

   - For each printed source such as a book or magazine complete a table similar to the one below:
     
     | OTHER SOURCE             |
     |--------------------------|
     | Title of book/magazine   |
     | Article name/chapter/pages |
     | Author(s)/Publisher      |
     | Date published/issued    |

     Figure 6: Example of source table - Printed media

14. Record all the information you need to create a list of references. (You could already enter these in your Phase 1 document at the end, using the referencing functions of your word processor.)
Create a questionnaire

To collect data and information that you may not find in other sources or to support data or information from other sources, you need to ask people. To do this you will need to compile a questionnaire.

15. The questions in the questionnaire should help you to gather data/information from people (i.e. data/information not likely to be found in other sources, e.g. opinions, preferences) such as:
   - What they know about cybercrime and the types of cybercrime?
   - What precautions do they take to protect their personal information?
   - Do they know what steps they can take to prevent becoming victims of cybercrime? etc.

16. Remember that questions with only one answer or questions where people are able to choose an answer from a list are often easier to process.

17. Questionnaires are often easier to interpret when they have headings and clear instructions for users.

18. Design the questionnaire to suit the way in which it will be administered, e.g. use content controls/form fields to enable respondents to complete them electronically and for you to easily save the data.

19. Refer to the Example of a Questionnaire (Annexure C) and use some of the questions provided in Annexure B (you may add/use your own questions as well) and create a one-page questionnaire with at least FIVE (5) questions, excluding biographical data (e.g. name, gender, age, address) of the respondent. It is important that you include questions that will give you data (numbers, quantities, statistics, etc.) that you will be able to process in a spreadsheet afterwards.

20. Distribute the questionnaire to at least FIFTEEN people. Try and include a variety of people in this group in terms of e.g. age, gender, etc.

21. Receive/collect/scan/photograph the questionnaires after they have been completed and save them in an appropriate folder. Ensure that each questionnaire has an appropriate (different) file name.
Hand in for Phase 1

Your teacher will give you the date on which to submit your Phase 1 work for assessment.

Once you have completed Phase 1 of the research project:

1. Submit a copy of your entire PAT folder to your teacher. The following must be in your Phase 1 folder:

   A single document typed in a word processing application with:
   
   • your task definition
   • the focus question (which was given to you)
   • a table with research/investigative questions for each of the headings (see Figure 4: Example of question and source table)
   • a table for each website that you intend to use (see Figure 5: Example of source table - Website)
   • a table for each other source (printed media) that you intend to use (see Figure 6: Example of source table – Printed media)
   • the original questionnaire that you created for your survey inserted as an annexure to the document
   • copies of websites you intend to use; saved in an appropriate, separate folder
   • copies of any other sources that you intend to use (not the entire book, only the pages you need).
   • copies (electronic or hard copies) of all the completed questionnaires; saved in an appropriate, separate folder
   • hyperlinks in your document and/or tables that lead to the relevant information/sources/websites that work/open correctly
   • a screenshot showing the folder structure, including sub-folders, in Phase 1
   • your Declaration of Authenticity for Phase 1 (Annexure F) inserted as an annexure to the document.

   • Ensure that you have checked the Style guide (Annexure D) and that you have used consistent formatting throughout, appropriate fonts, line and paragraph spacing, word spacing and that you have checked your grammar and spelling.
Instructions for Phase 2

The purpose of this phase of the PAT is to:

- evaluate and summarise the quality and relevance of information found from appropriate sources.
- use information gathered to create a database with relevant information that could be queried and provide reports.
- analyse the questionnaire results as well as any other relevant data in a spreadsheet
- analyse/manipulate other information gathered into an evaluation report.

Engage with and use information and data

To be able to use the data and information to find a solution you first need to ensure that you have found quality information. Engage critically with the data and information, extract the relevant information and gain understanding by summarising the information in your own words:

1. Evaluate the quality of the information you found in the sources that you identified in Phase 1. For each source (e.g. website, article in magazine, etc.) complete a table similar to the one below to indicate that you examined the quality and usefulness of the information provided in the source (content of the sources that you are now going to use).

   Note: You may not copy and paste any information directly from the websites or other source into your Phase 2 document. If you do, you will not awarded any marks for this section of the task.

   Source name/title_______________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Motivation/ Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>The validity of the author</td>
</tr>
<tr>
<td>Currency</td>
<td>The date website was updated</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Correspondence of the info with other sources</td>
</tr>
<tr>
<td>Objectivity</td>
<td>Prejudice, bias, skewing of information</td>
</tr>
<tr>
<td>Coverage</td>
<td>The scope of the source</td>
</tr>
</tbody>
</table>

   Summary of source information

   

   Figure 7: Example of information evaluation table

2. Make sure that you have evidence of the source(s) you used.
Process data and analyse questionnaire results

Process and analyse all data (questionnaire data as well as other data, such as costs, etc.) that may require the use of a spreadsheet.

3. Import/capture the data in a suitable format.
   • Use suitable formatting to ensure that anybody will be able to easily interpret the results.
     o Use of formatting features such as colour, borders, word wrap and styles.
     o Make sure that column and row headings are formatted differently to other data.

4. Use formulae and/or functions to process data and answer data questions posed in Phase 1. Take note of the requirements of the types and complexities of spreadsheet functions and formulas needed as specified in point 6 of the Phase 2 Assessment Instrument.

5. Summarise the results that you will use in the report on a separate sheet.

6. Create appropriate, meaningful graphs in your spreadsheet program that you will be able to use in your report to substantiate/support other information, claims or arguments
   • Apply what you have learned in Mathematics/Mathematical Literacy when creating the graphs.
   • Ensure that the graphs are meaningful, easy to read and interpret.
   • You should have at least TWO relevant graphs, although more would be useful.

   NOTE: You should be able to use the information obtained from these formulas, functions and graphs as findings and conclusions in your final report.

7. Save the spreadsheet in your Phase 2 folder. Make sure that you use an appropriate file name.

Generate queries and reports

To enable further analysis of data and information you need to capture appropriate, relevant data in a database so that you can create queries and reports to support/substantiate the discussion of the problem or the recommendations/solution. (Do not merely copy your spreadsheet work as a database table. You may, however use some of the spreadsheet data in your database. You are expected to add ‘other’ data to your database.)

8. Create a database with a meaningful file name and save it in your Phase 2 folder. The information must be relevant to the investigation. See the section Overview of tasks for ideas.
   • Capture appropriate data (at least TWENTY (20) records) that could be used to answer or support questions.
   • Make use of appropriate field names and data types as well as validation techniques to ensure that the data is captured correctly.
   • Create queries (at least TWO – and preferably with more than one criteria) and at least ONE report to provide information or answer questions. Take note of the requirements of the types and complexities of functions needed as specified in point 9 of the Phase 2 the Assessment Instrument.

   NOTE: You should be able to use the information obtained from these queries as your findings and conclusions in your final report.

NOTE: The level and the quality of the processing in the spreadsheet as well as in the database will be evaluated and marks assigned accordingly.
Hand-in for Phase 2

Your teacher will give you the date on which to submit your Phase 2 work for assessment.

Once you have completed Phase 2 of the project:

9. Submit your entire PAT folder to your teacher. The following should be in your Phase 2 folder:

   - The completed spreadsheet with the analysis of the data.
   - The completed database with relevant queries and report(s).
   - A single document typed in a word processor showing
     - a table (see Figure 7: Example of information evaluation table)
     - showing the authority, currency, accuracy, objectivity and coverage of the information
     - with summaries of information and notes regarding the quality and usefulness of the information
     - hyperlinks to the relevant information/sources/websites that work/open correctly
     - a screenshot showing the folder structure, including any subfolders, used for Phase 2.
   - Your Declaration of Authenticity for Phase 2 (Annexure F) as an annexure to the document.
Instructions for Phase 3

The purpose of this phase of the PAT is to:

- interpret data and information, manipulate, combine and adjust the information to show your understanding and insight and to answer the focus question.
- complete the report. Use good word processing principles and techniques. Use your own words.
- create a website using HTML that considers appropriate layout, readability and other usability issues.

---

Report

To be able to communicate the knowledge and insight that you have gained as well as the recommendation(s)/solution to the problem you need to write a summarised report (2 – 3 pages, not counting the cover page, table of contents, references and graphics) on your investigation and findings:

1. Apply the word processing skills you have learned to produce a professional document. Take note of the Style guide supplied with this PAT – see Annexure D.

2. Your report must consist of the following – see Annexure E for the Framework of a report.

- **A cover page**
  
  Create a professional looking, well-structured, custom-made cover page using appropriate content controls. The cover page must at least display the following:
  
  - your name and surname
  - the name of your school
  - the subject name
  - the PAT topic
  - the focus question
  - a meaningful abstract/extract – a brief paragraph of 150 – 250 words that summarises your entire report. (An abstract is written after the entire report is finished and covers the major points in your report. It should not be a copy of the task definition.)
  - the date (final completion date/date handed in)

- **A table of contents** as well as other references/tables, such as a table of figures or a table of authorities, etc.

- **Content**
  
  Use the headings and questions in Phase 1 as well as the data and information from Phase 2 and the understanding and insight that you have gained through your investigation to complete the report. Your report should consist of approximately 1000 – 1500 words (content only, excluding cover page, table of contents, references and graphics). Use the following outline for your report:
  
  - **Introduction**
    
    Provide background information that tells the reader what the report is about. Clearly state the problem, purpose and the focus of the investigation, i.e. answers the following questions:
    
    - What is the problem?
    - What was the purpose of the investigation?
    - What was the focus/which aspects did you investigate?
  
  - **Body**
    
    Headings from Phase 1 and Phase 2 with relevant, appropriate information under each heading discussing the investigation and findings as well as providing arguments/making claims. All arguments/claims for the questions must be supported by evidence from the investigation and motivated/explained.
    
    - Supporting evidence such as graphs, tables and data, where appropriate.
    - Interpret and integrate information where necessary.
Instructions to learners

- Provide findings/recommendations that clearly and effectively address the original problem/focus question.
- Check the sequence and flow of the information.
- Provide citations and/or footnotes where appropriate.
- The information you give must be written in your own words.
- Plagiarism is totally unacceptable. You will be heavily penalised if you copy and paste large chunks of text directly from the Internet or any other source.
- Be original and creative.

○ Conclusion
The conclusion should be drawn using the information and evidence presented and must address the original problem/focus question, appropriately summarised with no new information that you did not investigate.

3. All information must be clearly cited where appropriate.

4. The declaration of authenticity as well as other supporting evidence must be added as appendices.

5. The different parts of the report (cover page, table of contents, appendices) must be clearly separated using appropriate word processing principles and techniques such as section breaks. Different appendices must be clearly distinguishable from the main document and each other.

6. Organise the information in a logical and coherent way.

7. Use of graphics and/or graphs
   - The graphics and/or graphs included in your research project must be meaningful and add value to the document.
   - Graphs, tables, data, summaries, etc. must be easy to read and interpret.
   - Provide appropriate description/caption for graphics and/or graphs.
   - Graphics obtained from the Internet or other sources must be acknowledged.

8. Use of a word processing function to insert page numbers into the footer of the document. Page numbers should not be used on the title page and table of contents page. Page numbers of sections such as annexures should restart and/or be formatted differently.
Instructions to learners

Website

To be able to share the knowledge and insight you have gained with a broader audience you need to create a website:

9. Create a website with at least a home page and ONE link to another web page. Save it in your Phase 3 folder making use of meaningful/appropriate file names.

10. Your website should at least have the following:

   - a title
   - an introduction
   - a functional navigation system
   - good quality and factually correct information about the topic/your investigation. The information should be well-structured using appropriate web-design principles and techniques such as headings, paragraphs, lists, horizontal lines, etc.
   - hyperlink to other good, quality information where appropriate

11. Ensure that your website is well laid out, readable and has a consistent appearance. It should be easy to skim/scan the website and to find important information.

12. Different elements/parts of the pages must be clearly distinguishable.

13. Graphics/images should be relevant to the topic or purpose of the site, enhance understanding, display correctly and be of a high quality. They must be appropriately sized and cropped, and should also take into account visually impaired users.

14. Use good ‘standard’ English and ensure there are no spelling and/or grammar mistakes.

15. Acknowledge information and graphics used from other sources appropriately.

Hand-in for Phase 3

Your teacher will give you the date on which to submit your Phase 3 work for assessment.

Once you have completed this part of the project:

16. Submit your entire PAT folder to your teacher—make sure that the completed questionnaires, electronic copies of sources, web pages used as sources, report documents from Phase 1 and Phase2, spreadsheet, database, report and website are saved correctly.

17. Ensure that you have completed the Final Declaration of Authenticity (Annexure G) as part of your report.

18. Hand in the file containing any hard copy evidence you have collected and that has not been converted to electronic format.
Assessment Tool – Phase 1

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK DEFINITION (± 200 words/half a page)</td>
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<tr>
<td>Clearly describes, in the learner’s own words, the intention of the task/project (PAT), i.e. shows a thorough understanding of the problem (what the problem is), what he/she needs to investigate and why he/she is doing the investigation. Provides a clear overview of the focus of his/her investigation and the aspects to be investigated and covered as well as, how he/she will go about it, to whom it must be presented and how it must be presented.</td>
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<tr>
<td>□ Why am I doing the investigation?</td>
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<td>□ What will the focus of my investigation be?</td>
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<td>□ How will I go about it considering the parameters of the PAT?</td>
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<td>□ Who is the target audience?</td>
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<td>□ What format will the information be presented in?</td>
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</tr>
<tr>
<td>□ All 5 questions (in criteria) are clearly answered and done in learner’s own words</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>□ Only 4 of the 5 questions (in criteria) are clearly answered and done in learner’s own words</td>
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<tr>
<td>□ Only 3 of the 5 questions in the criteria are clearly answered and done in learners own words</td>
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<tr>
<td>□ Only 2 of the 5 questions in the criteria are clearly answered OR Any 1 question is not clearly stated in learner’s own words</td>
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<tr>
<td>□ Not done or Less than 2 of the 5 questions in the criteria answered or The questions are so vaguely answered that no apparent/logical purpose can be found or Task definition is not in learner’s own words</td>
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</tbody>
</table>
### Computer Applications Technology Assessment Tools

**PAT Grade 11 – 2015**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible Mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark Obtained</th>
</tr>
</thead>
</table>
| **2 RESEARCH/INVESTIGATIVE QUESTIONS – QUALITY** (Questions to guide the research – NOT questions of a personal nature which are found in the QUESTIONNAIRE)  
A minimum of **TEN questions**, on at least **three** different levels (e.g. ‘factual/closed’, ‘investigate/explore’, ‘predict/change’, ‘judge/evaluate’) relevant to the focus question, that will help to answer the focus question and provide a solution to the problem/focus question within the parameters of the PAT requirements, i.e. will provide qualitative as well as quantitative information. | 3 | □ | □ | □ | □ | □ | Not done or All three aspects inappropriate |
| □ All questions provided are relevant to the focus question and will help to answer the focus question. | 3 | □ | □ | □ | □ | □ | Clearly contains all 3 aspects |
| □ Includes questions that will give data/statistical type answers, for example How many? How many times? How often? | 3 | □ | □ | □ | □ | □ | Clearly contains 2 of the 3 aspects |
| □ Includes a variety of questions (at least **three** questions each on **three** different levels) | 3 | □ | □ | □ | □ | □ | Clearly contains only 1 of the 3 aspects |
| **3 RESEARCH/INVESTIGATIVE QUESTIONS – TECHNICAL ASPECTS**  
Technical aspects such as organisation of questions, a minimum of **TEN questions** together with relevant sources indicated | 3 | □ | □ | □ | □ | □ | Not done or All three aspects inappropriate |
| □ All organised under appropriate headings that are relevant to the topic (at least **3** headings) | 3 | □ | □ | □ | □ | □ | Clearly contains all 3 aspects |
| □ Possible appropriate source type (e.g. Internet/printed media/people) indicated for each question | 3 | □ | □ | □ | □ | □ | Clearly contains 2 of the 3 aspects |
| □ At least **TEN** questions included | 3 | □ | □ | □ | □ | □ | Clearly contains 1 of the 3 aspects |
| **4 SOURCES – BIBLIOGRAPHICAL INFORMATION**  
Appropriate sources identified to answer questions and source details clearly indicated for all sources as required by the type of source and reference function in word processor | 4 | □ | □ | □ | □ | □ | No source details or Only 1 of the listed details provided for any 1 source or Listed details for more than 1 source totally omitted |
| □ Source name | 4 | □ | □ | □ | □ | □ | Clearly provides at least 3 of the 5 listed details for all sources |
| □ Article name/web page/chapter/pages | 4 | □ | □ | □ | □ | □ | Clearly provides at least 2 of the 5 listed details for all sources |
| □ URL (if obtained from the World Wide Web) | 4 | □ | □ | □ | □ | □ | Two aspects omitted or All listed details for any 1 source totally omitted |
| □ Author(s)/Organisation/Publisher | 4 | □ | □ | □ | □ | □ | Clearly provides at least 1 of the 5 listed details for all sources |
| □ Dates (created/published/issued/updated/accessed) | 4 | □ | □ | □ | □ | □ | No source details or Not done or Not provided |
| **5 SOURCES – TECHNICAL**  
Learner identified a variety of sources (at least **THREE** sources, **excluding questionnaire**)  
Number of sources, **excluding questionnaire**, for example asking for **THREE** sources | 2 | □ | □ | □ | □ | □ | Correct number and variety of sources |
<p>| □ TWO websites <strong>plus</strong> | 2 | □ | □ | □ | □ | □ | Too few or not an appropriate variety |
| □ ONE source from another type/media (e.g. magazine, newspaper, brochure, textbook – printed or electronic format), e-mail to an expert / interview with an expert | 2 | □ | □ | □ | □ | □ | Not provided |</p>
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 QUESTIONNAIRE – QUALITY</td>
<td></td>
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</tr>
<tr>
<td>Well thought-out questionnaire that will provide answers to questions <strong>not likely found in other sources</strong> or that will lead to verifying, clarifying or supplementing other information. Some questions will enable the processing of data using spreadsheet(s) and database(s)</td>
<td></td>
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<tr>
<td>□ All questions are relevant</td>
<td>• Clearly contains all 4 aspects</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>□ Questions mostly provide answers to questions <strong>that cannot be found in other sources</strong> or that supplement/verify/clarify</td>
<td>• Clearly contains 3 of the 4 aspects</td>
<td></td>
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<tr>
<td>□ Includes questions that will elicit data or statistical information (numerical, or that can be converted to numbers)</td>
<td>• Clearly contains 2 of the 4 aspects</td>
<td></td>
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<tr>
<td>□ Clear instructions that guide users in answering the questions</td>
<td>• Clearly contains 1 of the 4 aspects</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>□ No questionnaire or</td>
<td>• None of the 4 aspects clearly present</td>
<td></td>
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<tr>
<td>Mark obtained</td>
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<tr>
<td>7 QUESTIONNAIRE - TECHNICAL</td>
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<tr>
<td>Electronically created questionnaire, professionally and appropriately designed according to the way in which it will be administered (online, via e-mail, or printed, e.g. created in word processor using appropriate principles and techniques such as controls/form fields or created in Google docs) that will ensure easy and appropriate answering of questions as well as accurate importing/capturing and processing of data and information.</td>
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</tr>
<tr>
<td>□ Form is created electronically, appropriate to the way it will be administered</td>
<td>• Clearly contains all 5 aspects</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>□ Appropriate headings with appropriate questions. (Appropriate questions grouped together under appropriate headings)</td>
<td>• Clearly contains 4 of the 5 aspects</td>
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</tr>
<tr>
<td>□ Maximum one (1) page with at least FIVE questions, excluding biographical data (e.g. name, gender, age, address)</td>
<td>• Clearly contains 3 of the 5 aspects</td>
<td></td>
<td></td>
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<tr>
<td>□ Professional formatting and layout (e.g. appropriate word processing techniques) with no errors</td>
<td>• Clearly contains at least 2 of the 5 aspects</td>
<td></td>
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<tr>
<td>□ At least FIFTEEN completed forms</td>
<td>• No questionnaire or</td>
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<tr>
<td>□ None of the 5 aspects clearly present</td>
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<tr>
<td>Mark obtained</td>
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<td></td>
</tr>
<tr>
<td>8 EVIDENCE AND ORGANISATION OF DOCUMENTS</td>
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<td></td>
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<tr>
<td>Format and organisation of material/evidence</td>
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<td></td>
</tr>
<tr>
<td>□ Electronic and/or hard copies of all documents (including evidence of sources) available</td>
<td>• Clearly contains all 3 aspects</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ All organised into a logical folder structure, clearly named and easy to find/navigate</td>
<td>• Clearly contains 2 of the 3 aspects</td>
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</tr>
<tr>
<td>□ Meaningful folder and file names used</td>
<td>• No evidence or</td>
<td></td>
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<tr>
<td>□ Contains only 1 of the 3 aspects</td>
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</tr>
<tr>
<td>Mark obtained</td>
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</tbody>
</table>
### CRITERIA

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 PHASE 1 DOCUMENT</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>One word processing document that contains all information required for phase 1 (including a copy of the questionnaire as an annexure but excluding other information sources) and that provides hyperlinks to other files/evidence/sources to facilitate easy navigation and easy access to all other files/evidence/sources</td>
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<tr>
<td>□ All required work/information for Phase 1 presented as a single (1) document</td>
<td>3</td>
<td></td>
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<tr>
<td>□ Includes screenshot of folder structure</td>
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</tr>
<tr>
<td>□ Hyperlinks in document and/or source table lead to relevant information/sources and work/open correctly</td>
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</tr>
<tr>
<td>10 PHASE 1 DOCUMENT – TECHNICAL QUALITY</td>
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<tr>
<td>Professional presentation that uses sound and correct word processing principles and techniques taking Annexure D (Style guide) into account.</td>
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<tr>
<td>Well structured, legible, professional document:</td>
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</tr>
<tr>
<td>□ Fonts: Appropriate, readable, size (10 – 12 pt), acceptable number of fonts used (not more than two). Heading fonts given due prominence (also in tables) (e.g. 12 – 18 pt)</td>
<td>4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>□ Appropriate line and paragraph spacing (no ‘empty’ paragraphs)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>□ Appropriate word spacing (not two or more spaces between words or after punctuation marks) and punctuation (period at end of sentence, capital letter at beginning of sentence)</td>
<td></td>
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<tr>
<td>□ No spelling or grammar mistakes</td>
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</tr>
<tr>
<td>□ Consistent formatting throughout</td>
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<td></td>
</tr>
<tr>
<td>11 TIME MANAGEMENT</td>
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</tr>
<tr>
<td>Time was well managed in respect of deadlines being met and work being done.</td>
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</tr>
<tr>
<td>□ Deadline met – Phase 1 was handed in on time</td>
<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>□ Work was complete in all respects</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>TOTAL MARK:</td>
<td>35</td>
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<tr>
<td>MARK OBTAINED</td>
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</tr>
</tbody>
</table>

**Comment/feedback:**

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

**Teacher name:** ____________________________  **Teacher signature:** ____________________________  **Date:** ___/___/2015
# Assessment Tool – Phase 2

**LEARNER NAME:** _____________________________________________ **DATE HANDED IN:** __/__/2015

**Note:** This is a criterion-reference tool.*

The teacher should highlight or tick applicable criteria in the second column. The number of ticks in this second column does not always determine the mark obtained in columns 4 to 8. Relate the criteria to the mark, e.g. in item 1, if answers to all 5 questions are evident, then a mark of 4 is awarded.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark</th>
</tr>
</thead>
</table>
| **1 INFORMATION – EVALUATION**
A table has been completed for each source, clearly evaluating the quality of the source and its contents by providing a clear, relevant motivation/explanation for each aspect |
| Authority                 | 4             |   |   |   |   |   |      |
| Currency                  |               |   |   |   |   |   |      |
| Accuracy                  |               |   |   |   |   |   |      |
| Objectivity               |               |   |   |   |   |   |      |
| Coverage                  |               |   |   |   |   |   |      |
| **2 INFORMATION – SUMMARY**
Information from each source used is summarised in learner’s own words. Summary gives information available in the source which is relevant to the topic and which will help to answer questions or is useful for solving the problem |
| Summary of information – for all sources used | 4 |   |   |   |   |   |      |
| All summarised information is relevant to the topic and likely to answer questions/ help solve the problem |               |   |   |   |   |   |      |
| **3 SPREADSHEET - TECHNICAL**
Well designed and formatted using appropriate formatting techniques (borders, shading, font alignment, etc.) with good layout and is easy to read and interpret, (row and column headings stand out). The format should contribute to readability, not hinder it. |
<p>| Well designed and formatted | 2 |   |   |   |   |   |      |
| Good layout, easy to read and interpret |               |   |   |   |   |   |      |</p>
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 SPREADSHEET – QUALITY</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Relevant data used. Processing is correct and relevant/appropriate and will answer questions, show trends/patterns, provide insights and contribute to the solution.</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>□ Relevant, appropriate data collected and captured</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>□ Relevant/appropriate processing and analysis of data</td>
<td></td>
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</tr>
<tr>
<td>□ Analysis includes other relevant, appropriate data in addition to the questionnaire/survey data</td>
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</tr>
<tr>
<td>□ No processing errors/error indicators</td>
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<td></td>
</tr>
<tr>
<td>□  • Clearly contains all 4 aspects</td>
<td></td>
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</tr>
<tr>
<td>□  • Clearly contains 3 of the 4 aspects</td>
<td></td>
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<tr>
<td>□  • Clearly contains 2 of the 4 aspects</td>
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<tr>
<td>□  • Clearly contains only 1 of the 4 aspects</td>
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<tr>
<td>□  • Most data not relevant or</td>
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<tr>
<td>□  • Majority of the processing not appropriate/relevant or totally incorrect</td>
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<tr>
<td><strong>5 SPREADSHEET – GRAPHS</strong></td>
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</tr>
<tr>
<td>Graphs are relevant, meaningful and serve a purpose, of the correct type and formatted to be easy to interpret (headings, labels, legends, etc.). Will help to answer questions and contribute to the solution or clarify/explain aspects of the problem/solution.</td>
<td>4</td>
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<tr>
<td>□ At least one relevant, meaningful graph that will contribute to the solution</td>
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<tr>
<td>□ Second relevant, meaningful graph, that will contribute to the solution</td>
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<tr>
<td>□ Appropriate types of graph(s) used where present</td>
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<tr>
<td>□ Graph(s) is/are easy to interpret</td>
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<tr>
<td>□  • Clearly contains all 4 aspects</td>
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<tr>
<td>□  • At least 3 aspects included.</td>
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<tr>
<td>□  • At least 2 aspects included.</td>
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<tr>
<td>□  • At least 1 aspect included.</td>
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<tr>
<td>□  • No chart/graph or</td>
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<tr>
<td>□  • No relevant, meaningful graph</td>
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</tbody>
</table>
## CRITERIA

<table>
<thead>
<tr>
<th>Possible mark</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
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<tr>
<td>3</td>
<td>1</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

### 6 SPREADSHEET – COMPLEXITY
Level of relevant, meaningful processing done correctly

1. Simple, general functions that only include a range/list of cell references/values (e.g. SUM, MAX, MIN, COUNT, AVERAGE) or formula to substitute any one of these functions or simple calculations using only one arithmetic operator (+, -, *, /)

2. Less general functions that include only a range/list of cell references/values, (e.g. MEDIAN, MODE) or functions that include a range/list of cell references/values plus one parameter/value (e.g. LARGE, ROUND) or functions with empty brackets (e.g. RANDOM) or calculations using a combination of arithmetic/relational operators, brackets or calculations using a combination of any two simple functions at level 1

3. Functions including a range/list of cell references/values plus two parameters/criteria or function using range/list of cell references/values plus criterion with one relational operator (e.g. COUNTIF) or a combination of more than two functions or calculations using a combination of any operators, brackets and other functions

4. Lookup or nested IF function (IF(test,true,false)) or functions not in Grade 11 curriculum

4 • At least 1 instance of a relevant, meaningful\(^1\) calculation from level 2 and
• At least 2 more calculations from level 2 and/or level 3.

3 • At least 1 instance of a relevant, meaningful calculation from level 2 and
• At least 2 more calculations from level 2 and/or level 1.

2 • Relevant, meaningful, correct processing done at level 1 only

1 • No spreadsheet or

0 • No relevant, meaningful processing done

### 7 DATABASE - DESIGN
Well designed and formatted with appropriate data types, field names and field properties/components to ensure accurate input/capturing of data. A single field contains one piece of data (e.g. title, name, surname in three separate fields)

- At least ONE table created
- All fields have appropriate names, data types and sizes
- All fields use appropriate components/properties to ensure accurate capturing where appropriate
- All fields contain single data units (e.g. separate fields for Name and Surname)

4 • All 4 aspects clearly present

3 • At least 3 of the 4 aspects clearly present

2 • At least 2 of the 4 aspects clearly present

1 • Only 1 of the 4 aspects clearly present

0 • No database or

\(^1\) Must be able to answer questions/contribute to solving the problem/demonstrates understanding of appropriate links
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATABASE – PROCESSING</strong></td>
<td></td>
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<tr>
<td>At least TWENTY (20) records present, plus two relevant, meaningful queries and one relevant, meaningful report that are correct and will inform/support the problem/solution. (NB: Incorrect/meaningless queries or reports do not qualify for any marks)</td>
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<tr>
<td>☐ At least 20 appropriate, relevant records in 1 or more tables</td>
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<td>3</td>
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<tr>
<td>☐ At least two relevant queries that are correct and meaningful and will inform/support the problem/solution/demonstrate understanding of appropriate links</td>
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<tr>
<td>☐ At least one relevant, meaningful, correct report that informs/supports the problem/solution</td>
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<tr>
<td><strong>DATABASE – COMPLEXITY (QUERIES)</strong></td>
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<td>4</td>
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<tr>
<td>Level of relevant, meaningful queries used correctly (evaluate according to 8 above)</td>
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</tr>
<tr>
<td>1. One field only with 1 simple criterion (e.g. &quot;X&quot;, &gt;X, =X, not &quot;X&quot;, Is Null)</td>
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<tr>
<td>2. One field with combined criteria using Boolean and/or relational operators (e.g. &quot;X&quot; or &quot;Y&quot;, &gt;1 and &lt; 10 or replacements such as between 1 and 10) or one field with criterion including a wildcard or more than one field with level 1 criteria or one field with level 1 criteria that includes sort/display options</td>
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<tr>
<td>3. More than two fields with at least level 2 criteria or 1 simple calculated field (e.g. SUM, MIN, MAX, AVG, COUNT or calculations replacing these functions or calculation using 1 arithmetic operator ( +, –, *, / )) or 1 field with a criterion using complex combinations (e.g. AVG[Z] and between 1 and 10)</td>
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<tr>
<td>4. One calculated field with complex calculations (e.g. combine functions and date/arithmetical/reational operators) or query using more than one table or query using criteria not in Grade 11 curriculum/ transferred from functions used in spreadsheet, e.g. IIF, LEN</td>
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<td>CRITERIA</td>
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<tr>
<td>DATABASE – COMPLEXITY (REPORT) Level of relevant, meaningful report used correctly (evaluate according to 8 above)</td>
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<tr>
<td>① Simple, not grouped, no calculations, no filters, but sorted on 1 field</td>
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<tr>
<td>② Not grouped with one simple report calculation (min, max, avg, count) or grouped without any calculations or grouped with sorted option</td>
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<tr>
<td>③ Grouped with 1 simple group and 1 simple report calculation or not grouped with simple report calculation on more than one field</td>
<td>4</td>
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</tr>
<tr>
<td>④ Grouped with simple report and group calculations on more than 1 field or grouped/not grouped with 1 calculated field added or grouped/not grouped with complex group and/or report calculation (combination of fields, operators, functions) or function used transferred from spreadsheet/not in Grade 11 curriculum</td>
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</tr>
<tr>
<td>EVIDENCE AND ORGANISATION OF DOCUMENTS Format and organisation of material/evidence</td>
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</tr>
<tr>
<td>- Electronic and/or hard copies of all documents/files (including spreadsheet and database) available</td>
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<tr>
<td>- All organised into a logic folder structure, clearly named and easy to find/navigate</td>
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<tr>
<td>PHASE 2 DOCUMENT One word processing document that contains all information required for phase 1 (including a copy of the questionnaire as an annexure but excluding other information sources) and that provides hyperlinks to other files/evidence/sources to facilitate easy navigation and easy access to all other files/evidence/sources</td>
<td></td>
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</tr>
<tr>
<td>- All required work/information for phase 2 presented as a single (1) document</td>
<td>3</td>
<td></td>
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<tr>
<td>- Includes screenshot of folder structure</td>
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</tr>
<tr>
<td>- Hyperlinks in document and/or source table lead to relevant information/sources and work/open correctly</td>
<td></td>
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</tbody>
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<table>
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<tr>
<th>Mark</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>No database or</td>
<td>No relevant, appropriate report</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Clearly contains 1 of the 3 aspects</td>
<td>Clearly contains 2 of the 3 aspects</td>
<td>Clearly contains all 3 aspects</td>
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</tr>
<tr>
<td>13</td>
<td>PHASE 2 DOCUMENT – TECHNICAL QUALITY</td>
<td>14</td>
<td>Time management, presentation and completeness of Phase 2</td>
<td></td>
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<td>----</td>
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<td>--------------------------------------------------</td>
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<tr>
<td></td>
<td>Well structured, legible, professional document that uses sound and correct word processing principles and techniques taking Annexure D (Style guide) into account.</td>
<td></td>
<td>Learner has demonstrated good time management and has been committed to completing the tasks on hand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Appropriate, readable fonts, size (10 – 12 pt) and acceptable number of fonts (not more than two). Headings given due prominence (also in tables)</td>
<td>□ Deadline for handing in Phase 2 was met</td>
<td>□ Work was well ordered and well presented</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Appropriate line and paragraph spacing (no 'empty' paragraphs)</td>
<td>□ Showed commitment and pride in work done during each stage of Phase 2 - All of work required is completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Appropriate word spacing (not two or more spaces between words or after punctuation marks) and punctuation (period at end of sentence, capital letter at beginning of sentence)</td>
<td>□ All 3 aspects clearly present</td>
<td>□ Work was well ordered and well presented</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ No spelling or grammar mistakes</td>
<td>□ At least 2 of the 3 aspects clearly present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Consistent formatting throughout</td>
<td>□ Only 1 of the 3 aspects clearly present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ No document or</td>
<td>□ None of the 3 aspects clearly present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Contains less than 2 of the 5 aspects or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Totally unstructured, not readable or unprofessional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Clearly contains all 5 aspects</td>
<td>3</td>
<td>All 3 aspects clearly present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly contains 4 of the 5 aspects</td>
<td></td>
<td>At least 2 of the 3 aspects clearly present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly contains 3 of the 5 aspects</td>
<td></td>
<td>Only 1 of the 3 aspects clearly present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly contains 2 of the 5 aspects</td>
<td></td>
<td>None of the 3 aspects clearly present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL MARK: 49

MARK OBTAINED

Comment/feedback:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher name: ________________________________  Teacher signature: ________________________________  Date: ___/___/2015
Assessment Tool – Phase 3

LEARNER NAME: ___________________________________________ DATE HANDED IN: ___/___/2015

Note: This is a criterion-reference tool.*

The teacher should highlight or tick applicable criteria in the second column. The number of ticks in this second column does not always determine the mark obtained in columns 4 to 8. Relate the criteria to the mark, e.g. in item 1, if answers to all 3 questions are evident, then a mark of 4 is awarded.

### REPORT

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 REPORT – INTRODUCTION&lt;br&gt;Clear, concise introduction providing background information that tells the reader what the report is about. Clearly states the problem, purpose and the focus of the investigation. Answers the questions: What is the problem? What was the purpose of the investigation? Why did you do the investigation? What was your focus (which aspects did you investigate)?&lt;br&gt;&lt;br&gt;☐ Clear overview of problem&lt;br&gt;☐ Purpose of the investigation clearly stated&lt;br&gt;☐ Clear focus: which aspects investigated</td>
<td>4</td>
<td>• All 3 aspects clearly stated and no other/unnecessary information</td>
<td>• All 3 aspects clearly stated but with other/unnecessary information</td>
<td>• Only 2 of the 3 aspects clearly stated</td>
<td>• Only 1 of the 3 aspects clearly stated (only copy of task definition)</td>
<td>• None of the 3 aspects clearly stated</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 2 REPORT – DISCUSSION (BODY) - ORGANISATION&lt;br&gt;Content is organised using meaningful headings similar to headings in Phase 1. Headings group appropriate, relevant information together. Body paragraphs for each heading discuss the investigation. Information is logically and coherently structured.&lt;br&gt;&lt;br&gt;☐ At least THREE appropriate headings relevant to the investigation&lt;br&gt;☐ Relevant information grouped together under the appropriate headings – logical and coherent flow&lt;br&gt;☐ Headings same as/similar to headings in phase one | 3 | • All 3 aspects clearly present | • Only 2 of the 3 aspects clearly present | • Only 1 of the 3 aspects clearly present | • None of the 3 aspects present or correctly done |</p>
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 REPORT – DISCUSSION (BODY) – INFORMATION USED, CONTENT RELEVANCE AND FLOW</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information used from Phases 1 and 2 (summaries, questionnaire, spreadsheet and database) and all information/data/graphics (graphs, charts, pictures) used are relevant to the investigation/supportive of different aspects within the investigation and address the minimum requirements (problem, impact, consequences, solutions, role, facts/stats). The information is logically sequenced and flows naturally from one aspect to the next to ensure easy reading and clear understanding.</td>
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<tr>
<td>□ All information is appropriate, relevant and addresses the minimum information requirements</td>
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</tr>
<tr>
<td>□ Relevant, appropriate data/information used from all processing in Phases 1 and 2</td>
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<td></td>
</tr>
<tr>
<td>□ All graphics used are relevant and appropriate</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>□ All information logically sequenced and flows naturally from one heading/paragraph to next</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>□ All 4 aspects clearly present. Easy to read and understand – reader has a clear understanding</td>
<td>□ Only 3 of the 4 aspects clearly present</td>
<td>□ Only 2 of the 4 aspects clearly present</td>
<td>□ Only 1 of the 4 aspects clearly present</td>
<td>□ None of the 4 aspects clearly present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **4 REPORT – DISCUSSION (BODY) - ARGUMENTS & SUPPORTING INFORMATION** | | | | | | | |
| Discussion contains at least three relevant, appropriate arguments/claims related to the investigation that are supported by data/information gathered and processed (charts/graphs/queries/reports, etc.) or manipulated (combined, integrated and synthesised from various sources) and includes a meaningful explanation of how or why the data/information supports the argument/claim (connects data/information to argument/claim) | | | | | | | |
| □ At least 3 appropriate claims/arguments that are relevant to the investigation | | | | | | | |
| □ All claims/arguments are supported by relevant, appropriate data/information | | | | | | | |
| □ Meaningful explanation of how or why the evidence supports the argument/claim | | | | | | | |
| 4 | □ All 3 aspects clearly present for all claims/arguments | □ All 3 aspects clearly present for most claims/arguments | □ Only 2 aspects clearly present for all claims/arguments or □ All 3 aspects clearly present for only 1 claim/argument | □ Only 1 aspect clearly present for some claims/arguments | □ None of the 3 aspects clearly present or □ Not done or □ Claims/arguments not meaningful / totally irrelevant |

<p>| <strong>5 REPORT – FINDINGS/RECOMMENDATIONS</strong> | | | | | | | |
| All findings/recommendations are clear and effectively address the original problem/investigation. The findings/recommendations convey knowledge gained and learner’s understanding of the problem and investigation, as well as some new/thoughtful ideas/insights that address the problem. | | | | | | | |
| □ All findings/recommendations clearly stated | | | | | | | |
| □ All findings/recommendations clearly and effectively address/support the original problem/investigation | | | | | | | |
| □ All findings/recommendations convey knowledge gained/understanding of the problem and investigation | | | | | | | |
| □ Findings/recommendations include some new/thoughtful ideas/insights about the problem/investigation | | | | | | | |
| 4 | □ All 4 aspects clearly present | □ Only 3 of the 4 aspects clearly present | □ Only 2 of the 4 aspects clearly present | □ Only 1 of the 4 aspects clearly present | □ None of the 4 aspects clearly present or □ No findings/recommendation |</p>
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong> REPORT – CONCLUSION&lt;br&gt;Meaningful and logical conclusion drawn from the information and evidence presented, and which addresses the original problem/investigation, appropriately summarised. Any new information presented at this point must have been appropriately investigated/researched, with supporting evidence.</td>
<td>Conclusion present</td>
<td>All 4 aspects clearly present</td>
<td>Only 3 of the 4 aspects clearly present</td>
<td>Only 2 of the 4 aspects clearly present</td>
<td>Only 1 of the 4 aspects clearly present</td>
<td>None of the 4 aspects clearly present or No conclusion</td>
<td></td>
</tr>
<tr>
<td>Conclusion drawn from information presented in report and addresses the original problem statement/focus in light of the evidence presented</td>
<td>4</td>
<td>Conclusion is meaningful and logical</td>
<td>3</td>
<td>No new information included that is not researched</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Conclusion meaningful and logical</td>
<td>4</td>
<td>Conclusion is meaningful and logical</td>
<td>4</td>
<td>No new information included that is not researched</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>No new information included that is not researched</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong> REPORT – PLAGIARISM ISSUES&lt;br&gt;Presented in learner’s own words with all sources cited and all graphics from other sources acknowledged. Signed declaration of authenticity is included.</td>
<td>All sources used are clearly and appropriately acknowledged</td>
<td>All 3 aspects clearly present and report is clearly learner’s own words</td>
<td>Only 2 of the 3 aspects clearly present and report is clearly learner’s own words</td>
<td>Only 1 of the 3 aspects clearly present and report is clearly learner’s own words</td>
<td>Any number of aspects clearly present, but not in learner’s own words in one or more places</td>
<td>Definitely not learner’s own words or None of the 3 aspects clearly present</td>
<td></td>
</tr>
<tr>
<td>Graphics from other sources are clearly and appropriately acknowledged</td>
<td>4</td>
<td>Declaration of authenticity signed and added as appendix</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Declaration of authenticity signed and added as appendix</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong> REPORT – TECHNICAL ASPECTS – ACKNOWLEDGEMENT &amp; EVIDENCE&lt;br&gt;Professional, well-structured document that gives credit to sources used, using sound word processing functions, principles and techniques</td>
<td>Automatic reference list/bibliography correctly inserted</td>
<td>All 4 aspects clearly present</td>
<td>Only 3 of the 4 aspects clearly present</td>
<td>Only 2 of the 4 aspects clearly present</td>
<td>Only 1 of the 4 aspects clearly present</td>
<td>None of the 4 aspects clearly present or Not done</td>
<td></td>
</tr>
<tr>
<td>Automatic, appropriate captions correctly inserted for all tables/figures</td>
<td>4</td>
<td>Automatic, appropriate captions correctly inserted for all tables/figures</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Appropriate citations correctly used and inserted</td>
<td>4</td>
<td>Appropriate citations correctly used and inserted</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Supporting documentation added as part of document (appendices), clearly distinguishable from main document (e.g. different sections, restarting page numbers, descriptive headers/footers)</td>
<td>4</td>
<td>Supporting documentation added as part of document (appendices), clearly distinguishable from main document (e.g. different sections, restarting page numbers, descriptive headers/footers)</td>
<td>4</td>
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<td>4</td>
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</tr>
</tbody>
</table>
### CRITERIA

<table>
<thead>
<tr>
<th>REPORT – TECHNICAL ASPECTS – COVER PAGE</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, well-structured, custom-made cover page using appropriate content controls. Displays all required information (Name, surname, school name, date, subject name, PAT topic, focus question as well as a meaningful abstract/extract).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Professional, custom-made cover page using appropriate controls for type of information correctly</td>
<td>4</td>
<td>• All 3 aspects clearly present</td>
<td>• All 3 aspects clearly present but minor shortcomings</td>
<td>• Only 2 of the 3 aspects clearly present</td>
<td>• Only 1 of the 3 aspects clearly present</td>
<td>• No cover page added</td>
<td></td>
</tr>
<tr>
<td>All required information included on cover page as in heading above</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Meaningful abstract/extract included</td>
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<td></td>
</tr>
</tbody>
</table>

### REPORT – TECHNICAL ASPECTS – EASE OF NAVIGATION

Professional, well-structured document that is easy to navigate and in which information is easy to find.

<table>
<thead>
<tr>
<th>REPORT – TECHNICAL ASPECTS – EASE OF NAVIGATION</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic table of contents, correctly inserted</td>
<td>4</td>
<td>• All 4 aspects clearly present</td>
<td>• Only 3 of the 4 aspects clearly present</td>
<td>• Only 2 of the 4 aspects clearly present</td>
<td>• Only 1 of the 4 aspects clearly present</td>
<td>• None of the 4 aspects clearly present or Totally dysfunctional</td>
<td></td>
</tr>
<tr>
<td>Other tables (figures) correctly inserted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Page numbers appropriately used and correctly inserted (e.g. no page number on cover page, page numbers of each annexure restart at 1)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Hyperlinks/bookmarks (other than the TOC) appropriately and correctly used to navigate within document</td>
<td></td>
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</tr>
</tbody>
</table>

### REPORT – TECHNICAL ASPECTS – GENERAL

One word processing document (see Annexure D) and containing all the info. required for Phase 3, professionally rounded off, using appropriate word processing functions, principles/techniques correctly.

<table>
<thead>
<tr>
<th>REPORT – TECHNICAL ASPECTS – GENERAL</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well structured, legible, professional document:</td>
<td>4</td>
<td>• All 6 aspects clearly present</td>
<td>• Only 5 of the 6 aspects clearly present</td>
<td>• Only 4 of the 6 aspects clearly present</td>
<td>• Only 3 of the 6 aspects clearly present</td>
<td>• Less than 3 of the 6 aspects clearly present or Totally unstructured, not readable or unprofessional</td>
<td></td>
</tr>
<tr>
<td>Appropriate, readable fonts, size and number (not more than two)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headings given due prominence (also in tables)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate line and paragraph spacing (no 'empty' paragraphs)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Correct word spacing (only one space between words or after punctuation marks), and correct punctuation (full stop at end of sentence, capital letter at beginning of sentence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No spelling or grammar mistakes</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Consistent formatting throughout</td>
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</tbody>
</table>

**TOTAL MARK:** 43

**MARK OBTAINED**
## WEBSITE and OVERALL EVALUATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEBSITE – GENERAL ASPECTS</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☐ Home page with title included</td>
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<td></td>
</tr>
<tr>
<td>☐ At least ONE link to another web page</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Saved as HTML and opens correctly – no errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Suited to audience</td>
<td>4</td>
<td>● All 4 aspects clearly present</td>
<td>● Only 3 of the 4 aspects clearly present</td>
<td>● Only 2 of the 4 aspects clearly present</td>
<td>● Only 1 of the 4 aspects clearly present</td>
<td>● None of the 4 aspects clearly present or</td>
<td>No website</td>
</tr>
<tr>
<td><strong>WEBSITE – GENERAL APPEARANCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>☐ All pages – consistent appearance (formatting, background, colours, layout, font, etc.)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>☐ Colours/textures of background, fonts, form a pleasing palette, do not detract from content or readability</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>☐ Point size varies appropriately for headings/sub-headings and text, and enhances readability</td>
<td>4</td>
<td>● All 4 aspects clearly present</td>
<td>● Only 3 of the 4 aspects clearly present</td>
<td>● Only 2 of the 4 aspects clearly present</td>
<td>● Only 1 of the 4 aspects clearly present</td>
<td>● None of the 4 aspects clearly present or</td>
<td>No website</td>
</tr>
<tr>
<td>☐ White space and alignment used effectively to organise material and enhance readability</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEBSITE – ORGANISATION AND READABILITY</strong></td>
<td></td>
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</tr>
<tr>
<td>☐ Attractive and usable layout. Easy to locate all important elements/information (e.g. easy to read and skim/scan)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>☐ Related information grouped together</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☐ Different elements/parts (e.g. header/banner/title, body/content, footer, credits) clearly distinguishable/separated, e.g. using horizontal lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Techniques such as lists, tables, paragraphs and headings are used appropriately and correctly to structure information</td>
<td>4</td>
<td>● All 4 aspects clearly present</td>
<td>● Only 3 of the 4 aspects clearly present</td>
<td>● Only 2 of the 4 aspects clearly present</td>
<td>● Only 1 of the 4 aspects clearly present</td>
<td>● None of the 4 aspects clearly present or</td>
<td>No website</td>
</tr>
<tr>
<td>CRITERIA</td>
<td>Possible mark</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Mark obtained</td>
</tr>
<tr>
<td>----------</td>
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<td>----------------</td>
</tr>
<tr>
<td>15 WEBSITE – GRAPHICS AND ACCESSIBILITY</td>
<td>Relevance, quality and accessibility of graphics</td>
<td>4</td>
<td>• All 4 aspects clearly present</td>
<td>• Only 3 of the 4 aspects clearly present</td>
<td>• Only 2 of the 4 aspects clearly present</td>
<td>• Only 1 of the 4 aspects clearly present</td>
<td>• None of the 4 aspects clearly present or</td>
</tr>
<tr>
<td>☐ All graphics are relevant to the topic/purpose of the site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ There are no broken images (images display)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>☐ All graphics are thoughtfully cropped/ sized, are of high quality and enhance reader interest or understanding.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>☐ All images have an ALT tag that describes the image and its link to ensure accessibility to visually impaired people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4</td>
<td>• All 4 aspects clearly present</td>
<td>• Only 3 of the 4 aspects clearly present</td>
<td>• Only 2 of the 4 aspects clearly present</td>
<td>• Only 1 of the 4 aspects clearly present</td>
<td>• None of the 4 aspects clearly present or</td>
<td>No website</td>
</tr>
<tr>
<td>16 WEBSITE – NAVIGATION</td>
<td>Functional, logical/intuitive and user-friendly navigation</td>
<td>4</td>
<td>• All 4 aspects clearly present</td>
<td>• Only 3 of the 4 aspects clearly present</td>
<td>• Only 2 of the 4 aspects clearly present</td>
<td>• Only 1 of the 4 aspects clearly present</td>
<td>• None of the 4 aspects clearly present or</td>
</tr>
<tr>
<td>☐ Use is made of working hyperlinks to create a navigation system which allows users to move from the home page to related pages and back</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Hyperlinks use meaningful descriptive text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Users of the site do not become lost. There are no “dead ends”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Navigation system is consistently placed throughout website</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>• All 4 aspects clearly present</td>
<td>• Only 3 of the 4 aspects clearly present</td>
<td>• Only 2 of the 4 aspects clearly present</td>
<td>• Only 1 of the 4 aspects clearly present</td>
<td>• None of the 4 aspects clearly present or</td>
<td>No website</td>
</tr>
<tr>
<td>17 WEBSITE – INFORMATION – QUALITY</td>
<td>Information presented in website is relevant and factually correct, without unnecessary duplication of any information, to enable visitors to learn more about the topic/problem. References to other good quality information provided through functional hyperlinks.</td>
<td>4</td>
<td>• All 4 aspects clearly present</td>
<td>• Only 3 of the 4 aspects clearly present</td>
<td>• Only 2 of the 4 aspects clearly present</td>
<td>• Only 1 of the 4 aspects clearly present</td>
<td>• None of the 4 aspects clearly present or</td>
</tr>
<tr>
<td>☐ Site contains good quality, relevant and factually correct content about the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Demonstrates good understanding of the information/material included in the site, and where to find additional, good quality information presented in functional hyperlinks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Good ‘standard’ language used, suited to target group with no spelling and grammar mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ No unnecessary duplication of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>Possible mark</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Mark obtained</td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---------------</td>
</tr>
<tr>
<td>18 WEBSITE – PLAGIARISM</td>
<td>Fair use guidelines followed that recognise material borrowed from other sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Graphics/images from other sources clearly acknowledged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>□ Clear, easy-to-locate and accurate citations for all borrowed material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>☑ Both aspects clearly present and content written in learner’s own words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>☑ Only 1 of the 2 aspects clearly present and content written in learner’s own words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>☑ Either or both aspects present but any one part not learner’s own words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>☑ Either or both aspects present but mostly not learner’s own words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>☑ Neither of the 2 aspects clearly present or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>☑ Wholly not learner’s own words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>19 WEBSITE – ADDITIONAL TAGS/FEATURES USED (OUTSIDE CURRICULUM)</td>
<td>Learner demonstrates knowledge/skills not included in the curriculum, but that enhance the website, appropriately and meaningfully used.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>□ List the tags/aspects (maximum 2)</td>
<td></td>
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<td></td>
<td>2</td>
<td></td>
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<tr>
<td>..................................................................................................................</td>
<td></td>
<td></td>
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<td></td>
<td>2</td>
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</tr>
<tr>
<td>..................................................................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>☑ One mark for each feature used correctly, appropriately, meaningfully and that clearly enhances the website (to maximum of 2 marks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>20 OVERALL EVALUATION OF ALL 3 PHASES OF THE PAT</td>
<td>General evaluation based on continuous observation and assessment of time management, commitment and growth in knowledge and skills.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Worked regularly and handed work in on time as required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>□ Showed commitment and pride in work done during each Phase.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>□ Showed growth in knowledge and skills during each Phase of the PAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>☑ All 3 aspects clearly present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>☑ Only 2 of the 3 aspects clearly present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>☑ Only 1 of the 3 aspects clearly present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>☑ None of the 3 aspects clearly present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TOTAL MARK:</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARK OBTAINED</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comment/feedback:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher name: ___________________________ Teacher signature: ___________________________ Date: _____/____/2015

*designed to measure student performance against a fixed set of predetermined criteria or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. (edglossary.org/criterion-referenced-test/)
LEARNER NAME: ____________________________________________________________

DATE: __/__/2015

Assessment Summary

<table>
<thead>
<tr>
<th>Phase</th>
<th>Focus</th>
<th>Maximum Mark</th>
<th>Mark Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Find and access data and information</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Process data and information</td>
<td>49</td>
<td>9</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Present information/solution – Report</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Phase 3</td>
<td>Present information/solution – Website</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>160</strong></td>
<td></td>
</tr>
</tbody>
</table>

Authentication Declaration

I hereby declare that the work assessed is solely that of the learner (except where there is clear acknowledgement and record of any substantive advice/assistance given to the learner) concerned and was conducted under supervised/controlled conditions to ensure that the work has not been plagiarised, copied from someone else or previously submitted for assessment by anyone.

Comment:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Teacher name: ____________________________________________ Teacher signature: ___________________________ Date: __/__/2015
Example of research questions

Possible research questions to ask:

- Why is cybercrime such an important issue in today's society?
- What background information is needed to understand cybercrime?
  - What role does cybercrime play today?
  - How did cybercrime take place in the past?
  - How has cybercrime changed in the past ten years?
- How can I determine the impact of cybercrime on people/my community?
- Which cybercrimes are the most commonly used amongst learners?
- How does [the type of] cybercrime work?
- What are the disadvantages of cybercrime?
- What is the extent of the damage caused by the various types of cybercrime?
- What is being done about cybercrime in my community/South Africa/the world?
- How can cybercrime be stopped/prevented?
- What will happen if cybercrime cannot be prevented?
- How can cybercrime affect education?
- How are we able to protect ourselves against cybercrime?
- What do I think about cybercrime and why?
- Where can one report cybercriminals to?
- What is a suitable punishment for cybercriminals?
- What career opportunities are there in South Africa to investigate/prevent cybercrime?
- What recommendation(s) can be given to someone who has been affected by cybercrime?
- What solution(s) is/are there to prevent these types of cybercrimes?
- etc

Remember answers to the research questions must assist you in answering the focus question.

So, every time you ask a research question, ask yourself how the answer to this research question will help to answer the focus question!
Annexure B

Example of Questionnaire(s) questions

Possible questions for questionnaire:

? On a scale of 1 – 10, what do you know about [cybercrime]?
? Have you been a victim of cybercrime?
? What type of cybercrime have you fallen prey to?
  o identity theft
  o software piracy
  o credit card theft
  o network intrusions/DOS (Denial of Service) attacks
  o virus dissemination
  o hacking
  o cyber stalking
  o cyber bullying
  o cyber terrorism
  o None of the above
  o Other, specify _______
? What is the biggest benefit of [knowing what cybercrime is about]?
? Do you think that [understanding what cybercrime is] will have any relevance for you?
? How will [the knowledge of cybercrime] have a positive impact on your life?
  o I will be able to protect myself against it
  o Provide guidance to other people about it
  o Broaden my knowledge about cybercrime
  o No impact at all
? How will [cybercrime] negatively impact on your life?
  o Expose me to criminals/safety/security/privacy issues
  o Make my life miserable
  o Affect my financial health
  o No impact at all
? Have you ever committed any type of cybercrime? If so, what?
? How has cybercrime impacted on your life?
? What do you think is the most important skill/ability one should have to be able to avoid becoming a statistic of cybercrime?
? Do you engage in online shopping/bookings, etc.?
? Which device do/would you use to pay for goods online?
? How do you pay for goods electronically, EFT, mobile banking, Internet banking, etc.?
? How much money would you spend/would you be comfortable with spending for online purchases?
? How often do you transact electronically?
? Are you aware of/how aware are you of online fraud/online dating scams/e-mail phishing scams/Trojan horses/SIM card swaps/shortened URL scams/social media scams, etc.
? Do you use public places (e.g. coffee shops, airports, etc.)/hotspots to transact online?
? What precautions do you take to protect your personal information?
? Do you know what steps you can take to prevent becoming victims of cybercrime? etc.
Example of a Questionnaire

Please help us fight cybercrime! Tell us what kinds of scams you have experienced, how concerned you are about cybercrime, and what steps you are taking to protect yourself against cybercrime. The data we gather will be used to help educate people on ways to identify and protect themselves against cybercrime.

1. What is your gender?
   - Male
   - Female

2. What is your age group?
   - Under 18 years old
   - 18 to 29 years old
   - 30 to 39 years old
   - 40 to 59 years old
   - Over 60 years old

3. How often do you buy products online?
   - At least once a month
   - At least once every 3 months
   - At least once a year
   - Never

4. Which device do you use to buy goods and services online?
   - Desktop computer
   - Notebook computer
   - Tablet
   - Smartphone
   - Gaming device (e.g. Xbox, Nintendo DS, PlayStation, Wii, etc.)
   - Other, specify _____________________________

5. Up to what amount are/would you be comfortable with spending online?
   - R500 and less
   - R501 to R1000
   - R1001 to R5000
   - More than R5000
   - None at all
   - Other, specify _____________________________

6. Select your level of awareness/knowledge of EACH of the following types of cybercrimes:
   - identity theft
     - Not aware
     - Sort of aware
     - Very aware
   - software piracy
     - Not aware
     - Sort of aware
     - Very aware
   - credit card theft
     - Not aware
     - Sort of aware
     - Very aware
   - network intrusions
     - Not aware
     - Sort of aware
     - Very aware
   - virus dissemination
     - Not aware
     - Sort of aware
     - Very aware
   - hacking
     - Not aware
     - Sort of aware
     - Very aware
   - cyber stalking
     - Not aware
     - Sort of aware
     - Very aware
   - cyber bullying
     - Not aware
     - Sort of aware
     - Very aware
   - cyber terrorism
     - Not aware
     - Sort of aware
     - Very aware

Name: _____________________________
Date completed: _____ / _____ /2015

Thank you.
Annexure D

Style guide for word processing documents

Title page

- Use appropriate content controls to display information.
- Text should be \textbf{typed} using appropriate font sizes.
- This should be the only page on which you make use of a page border.
- Avoid 'arty' (fancy) borders and backgrounds.
- Do \textbf{NOT} use Word Art/Text Art.

Headings

- The font used should be easy to read, e.g. Cambria, Calibri, etc.
- Different levels of headings should be clearly distinguishable.
- Font size should vary between 12 to 18 pt.
- Ensure that headings stand out clearly from other text.
- Make use of heading styles where appropriate and to ensure that headings are formatted in a consistent way.

Body text

- Use a font that is easy to read and that is the same as the heading font or matches the heading font, e.g. Cambria, Calibri.
- Font size should not be larger than 12 pt and not smaller than 10 pt.
- Ensure that different paragraphs are clearly distinguishable.
- Use appropriate word processing principles and techniques to create white space and enhance readability (e.g. line and paragraph spacing, pagination such as widow/orphan control, etc.).
- Ensure that all body text is formatted in a consistent way. The use of styles would help to ensure consistency.
- Body text should be distinguishable from headings.
- Body text should be left aligned.

Page layout

- Use word processing functions to add page numbers.
- Make use of page/section breaks to start new pages/sections.
- Make use of lists where appropriate to support readability.
- Use sufficient white space.
- Tables, graphs and other graphics should have appropriate captions.

General formatting and editing

- Keep it simple—this is not an art or design competition—it is the quality of the report and content that matters!
- Spell check your document. Professional documents should be error-free!
Framework of a formal report

**Cover/title page**
- Name & Surname
- Name of School
- Subject name
- PAT topic
- Focus question
- Abstract/extract
- Presented on (date of completion)

**Table of contents**
- Introduction………………..1
- xxxxxxxxxxxx………………..1
- xxxxxxxxxxxx………………..2
- xxxxxxxxxxxx………………..3
- xxxxxxxxxxxx………………..4
- Findings/Recommendation(s) …5
- Conclusion…………………..5
  (Include a table of figures, etc.)

**Page 1**
**INTRODUCTION**
(use info from the task definition)
Maximum of 4 sentences
What is the problem?
Purpose of the investigation?
What was the focus?
What did you investigate?

1 MAIN HEADING 1
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
(Include data from Phase 2)

**Page 2**

2 MAIN HEADING 2
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
(discuss at least 2 questions per heading)
(provide the findings and results per question)
(maximum of 5 sentences per question per heading)

3 MAIN HEADING 3
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
(Use info from the completed questionnaires) / (Include graphs/tables/data, where appropriate)

**Page 3**
**FINDINGS/RECOMMENDATION(S)**
(provide findings/recommendations that clearly address the focus question/problem)

**CONCLUSION**
(Drawn from the info and evidence presented – must address the problem/focus question, summarised with no new information that you did not investigate.)
(Maximum of 5 sentences)

**List of references**
(Use Harvard or APA referencing style)

**Annexure A**
(Questionnaire)

**Annexure B**
(other supporting evidence)

**Annexure C**
(Declaration of Authenticity)

**Note:**
Your report should be 2 – 3 pages which excludes the cover page, Contents page, References page and Annexures
# Annexure F

## Learner declaration – Phase _____

I understand that work submitted for assessment must be my own.

Did you receive help/information from anyone to complete this work/project?

- [ ] No
- [ ] Yes (provide details below)

<table>
<thead>
<tr>
<th>Help/information received from (person):</th>
<th>Nature of the help/information (provide evidence):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

I hereby declare that the contents of this assessment task are my own original work (except where there is clear acknowledgement and appropriate reference to the work of others) and that I have not plagiarised, copied from someone else or used work previously submitted for assessment by anyone else.

_________________________   ___ / ___ / 2015
Signature of Learner           Date

**Note:**

A Declaration of Authenticity must be completed and handed in with each Phase of the PAT, i.e. one for Phase 1, Phase 2 and Phase 3.
## Final Declaration of Authenticity

<table>
<thead>
<tr>
<th>Learner name and surname</th>
<th>ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Grade 11 Year 2015

<table>
<thead>
<tr>
<th>Subject</th>
<th>Computer Applications Technology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Practical Assessment Task (PAT)</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

I hereby declare that the content of this assessment task is my own original work (except where there is clear acknowledgement and appropriate reference to the work of others) and has not been plagiarised, copied from someone else or previously submitted for assessment by anyone else.

_________________________  ___ / ___ / 2015

SIGNATURE OF LEARNER  DATE
### K-W-L-S Chart

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I already know</td>
<td>What I want to know</td>
<td>What I learned</td>
<td>What I still want to know</td>
</tr>
</tbody>
</table>