



**education**

Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

# **NATIONAL CURRICULUM STATEMENT (GRADES 10-12)**

## **PRACTICAL ASSESSMENT TASK (PAT)**

# **COMPUTER APPLICATIONS TECHNOLOGY**

**2009**

This document consists of 23 pages.

# Contents

This document consists of three sections:

<b>INSTRUCTIONS FOR THE TEACHER .....</b>	<b>3</b>
<b>INSTRUCTIONS FOR THE LEARNER .....</b>	<b>1</b>
<b>ASSESSMENT TOOLS .....</b>	<b>1</b>
PHASE 1: CRITERIA AND MARK ALLOCATION .....	2
PHASE 2: CRITERIA AND MARK ALLOCATION .....	3
PHASE 3: CRITERIA AND MARK ALLOCATION .....	4

# **Computer Applications Technology**

## **Practical Assessment Task (PAT)**

**2009**

### **Guidelines for the Teacher**

This section consists of 8 pages

## 1. Introduction

The 17 National Curriculum Statement subjects which contain a practical component all include a PAT, i.e. a Practical or Performance Assessment Task as part of the external assessment. These subjects are:

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

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

The PAT can be implemented across the first three terms of the school year or undertaken as one extended task. The PAT is broken down into different tasks or a series of smaller activities. The planning and execution of the PAT differs from subject to subject.

## 2. The PAT in Computer Applications Technology

The 2009 Grade 12 PAT requires the presentation of a comprehensive report. The report requires learners to write a submission to the local municipality to indicate their solution to a national resource problem. The learner must generate a report using four application programs (a word processor, spreadsheet, database program and a fourth program such as a presentation program) in an integrated manner to communicate his/her solution to the local authorities. The report should include examples/evidence that will explain the problem and demonstrate **what** the current state of affairs is; **why** it is a problem or could become a problem and **how** the problem could possibly be addressed. In the report the learner should focus on solutions that could benefit his/her local community.

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

- Choose any resource shortage such as:
  - Electricity
  - Water
  - Fossil fuels
  - Any other resource
- Find information on the current state of affairs, why it is a problem or could become a problem, present data/statistics to support this and show through data/information processing how this could be addressed and what could possibly be done to solve the problem.
- Plan and create electronic documents that could be used for gathering information/data, processing information/data, storing data, extracting information, etc.

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

### 3. Planning for the task

#### 3.1 Description

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

The PAT is completed and assessed in phases. Each phase has one or two tasks. The documentation for each task is submitted at specified intervals on dates set by the teacher. These tasks are assessed as they are submitted.

Summary of the tasks for the different phases:

Phase	Task	Marks	%
Phase 1:	Task 1: Task definition and information finding strategies	42	23
Phase 2:	Task 1: Access information and determine relevance	42	23
	Task 2: Use information – Planning		
Phase 3:	Task 1: Use information – Processing/analysing	96	54
	Task 2: Use information – Final presentation/synthesis		
		<b>180</b>	<b>100</b>

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

#### 3.2 Requirements of the task

The learner must adhere to the following minimum criteria in developing the report. The instructions for the different tasks in the learner section of this document provide more detailed information.

- Learners have to state what needs to be done using their own words, highlight the essence of the task and identify the information that they will need to solve the problem by posing relevant questions.
- Learners have to plan where they will find the information and determine strategies on how they will find the information as determined by the questions posed in phase 1, as well as plan what tools they will need to find information, e.g. questionnaire, etc.
- The learner has to find the information/data: Search, locate, access, extract information/data and determine the relevance of the information/data found.
- Learners have to indicate where and how the information/data they have found will assist in finding solutions to the problem.
- The learner will have to start planning the final solution to the problem taking into account the information/data found and plan how these will be used/manipulated/processed to answer the questions posed as well as how the different application programs will be used to facilitate the recommendation/solution.

- The learner has to use the information/data found and evaluated in phase 2 by manipulating/processing it using appropriate application programs.
- The learner has to compile/design a report to present his/her solution/proposal/recommendation.
- The learner has to demonstrate the appropriate use of the following application programs:
  - Word processing program
  - Spreadsheet program
  - Database program
  - The fourth application program that the learner studied, e.g. presentations program

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

#### **4. Instructions for the learners**

See the Learner Section of this document.

#### **5. Resources**

Learners will need the following resources to complete the task:

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

All phases of the task should be completed under controlled conditions in the classroom/at school and facilitated and monitored by the teacher. Certain aspects could be done at home such as sourcing/collecting information and/or planning.

#### **6. Assessment of the PAT**

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

The assessment tool for each task must be supplied to the learner with the instruction sheet for the task.

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

## 7. Recording and Reporting

- Each teacher will determine the dates for the handing in of the different tasks in each phase, taking into account the final dates on which projects must be submitted and moderation will take place.
- After each task learners will hand in the required document(s) after which the teacher will assess the task, record the mark and give feedback to the learner in the form of remarks on the assessment sheet.
- After the final product is handed in, the marks for the different tasks in each phase are added and converted to 100 or 25% of the final promotion mark.
- Candidates may revisit previous tasks and make changes in order to improve the subsequent tasks and the final product. The tasks will, however, not be re-assessed.

## 8. Guidelines for managing the PAT

There are different possible approaches to managing the PAT:

### Option 1:

- The teacher could dedicate one or two periods per week for the PAT while simultaneously continuing with normal teaching to complete the Grade 12 curriculum in the rest of the week.
- If he/she chooses this option, he/she should start with the PAT towards the end of the first term, completing one phase per term.

### Option 2:

- The teacher could dedicate a continuous period of time to the PAT, e.g. the last week or two of each term, completing one phase per term.

### Option 3:

- The teacher could choose to complete most of the Grade 12 curriculum and then dedicate a continuous period of time to the PAT, i.e. dedicate most periods per week to the PAT.
- If he/she chooses this option, he/she could start with the PAT in the third term.

The teacher will have to plan his/her work schedule according to the option that he/she prefers.

It is suggested that you “register” the learners’ topics when they start with phase 1 to avoid “instant projects” that might possibly not be the learner’s own work.

## 9. Hints

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

Discuss some examples with the learners and let them come up with ideas of how they will use the different applications for solving the problem and discuss the appropriateness thereof.

Although a different scenario was used, it might be useful to let learners see both good and bad examples of the PAT from the previous year.

You could use some of the ideas in the following table to guide learners.

Internet Information finding	Survey / questionnaire	Excel	Access	Word	Fourth package
Footprints Energy consumption Water consumption Fuel consumption Alternative resources of energy Sustainable lifestyles	Find out people's attitudes towards electricity consumption	Water footprint calculator Household electricity consumption	Electricity usage of everyday appliances / household items	Questionnaire Awareness brochure or pamphlets Brochures / pamphlets for energy saving tips	Awareness presentation Report summary

Suggestion: refer learners to a website or give them an article that could serve as good introductory background to the topic and to start them thinking. Read more about this in Jamie McKenzie's article: <http://fno.org/mar08/searching.html>

Articles to read to help the teacher to understand and prepare for the different tasks: (Mostly from Jamie McKenzie's website: From Now On – [www.fno.org](http://www.fno.org))

For a good overview: The research cycle  
Big 6 Information Management Model

<http://fno.org/oct97/researchcycle.html> and  
<http://www.big6.com/>

Phase 1: The question is the answer  
Questions and questioning:  
Searching for the Grail

<http://fno.org/oct97/question.html>  
<http://fno.org/nov99/techquest.html>  
<http://fno.org/mar08/searching.html>

Phase 2: Comparing and evaluating web information sources:  
When the book? When the net?  
Deep thinking and deep reading

<http://fno.org/jun97/eval.html>  
<http://fno.org/mar2000/whenbook.html>  
<http://fno.org/mar97/deep.html>

Phase 3: Crunching numbers  
Numerical Literacy  
Putting it all together  
Improving writing with the Six Traits

<http://www.fnopress.com/CRUNCH.htm>  
<http://fno.org/PL/numlit.htm>  
<http://fno.org/bio/SYN.HTM>  
<http://fno.org/bio/TRAIT.S.HTM#anchor1010386>

# **Computer Applications Technology**

## **Practical Assessment Task (PAT)**

**2009**

### **Instructions for the Learner**

This section consists of 10 pages

# 1. Planning for the task

## 1.1 Topic

In the modern world we switch on lights and electric appliances, open taps to have water flow into our baths, fill our cars with fuel to travel comfortably, etc. The way in which we use these resources determines the impact that we have on our environment. This is known as our *footprint*.

Across the world resources are becoming exhausted. South Africa, as the rest of the world, experiences a resource problem, e.g. electricity, water, fuel, etc.

The local authorities have decided to launch a competition where Grade 12 learners will be given the opportunity to make a submission on one of the resource shortages, reporting on the current state of affairs and how to solve or alleviate the problem.

Lately we have noticed buzz words and catch phrases in the media such as:

***If you are wasting it – you are losing it***

***Power Off***

***Water footprint***

***Electricity footprint***

***Green your electricity***

***Green your water***

***Sustainable lifestyles***

You need to generate a report using four application programs (a word processor, spreadsheet, database program and a fourth program such as a presentation program) in an integrated fashion to communicate the problem and **your** solution/recommendations to the problem. The solution should emphasise what is happening in your environment and what could benefit your local community.

In preparing the report you will have to:

1. Choose any resource shortage such as:
  - Electricity
  - Water
  - Fossil fuels
  - Any other resource
2. Find information on the current state of affairs, why it is a problem or could become a problem. Present data/statistics to support this. Your data could come from a survey and/or interview that you conduct to find the opinions/habits/ideas of people in your community.
3. Show through data and information processing how this could be addressed and what could possibly be done to solve or alleviate the problem.
4. Plan and create electronic documents that could be used for gathering information/data, processing information/data, storing data, extracting information, etc.

5. In completing the task you will apply the following knowledge and skills that you have studied in CAT:

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

## 1.2 Tasks of the PAT

The PAT is completed and assessed in phases. The tasks for the different phases are summarised as follows:

Phase	Task	Marks	%
<b>Phase 1:</b>	Task 1: Task definition and information finding strategies	42	23
<b>Phase 2:</b>	Task 1: Access information and determine relevance	42	23
	Task 2: Use information – Planning		
<b>Phase 3:</b>	Task 1: Use information – Processing/analysing	96	54
	Task 2: Use information – Final presentation/synthesis		
		<b>180</b>	<b>100</b>

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

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

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

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

### 1.3 What you will need to complete the task

You will need the following resources to complete the task:

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

The task should be completed under controlled conditions in the classroom/at school and facilitated and monitored by the teacher. Certain aspects could be done at home such as sourcing/collecting information or planning.

### 1.4 Requirements of the task

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

1. Provide a broad description of the task that you need to complete in your own words (Task definition). This description must state exactly what you are going to complete for this project. You could start your description with the words 'I am going to...' to make sure that you define what you are going to do for the task.
2. Write down questions that you will ask to determine the type of information that you will need (i.e. that will help you to understand the resource problem, what solutions could be provided, what processing needs to be done, etc.) and the amount of information required to complete the task or solve the problem. These questions are aimed at giving you information to understand the problem and to find a solution to the problem.
3. Search, locate, access, extract, use and manipulate/process information/data
  - a. Demonstrate the use of at least three types of sources of which one should be the Internet.
  - b. Process/manipulate data/information using appropriate application programs.
4. Complete the task/solve the problem.
5. Present your idea/plan/recommendation/conclusion/solution for the problem.
6. Demonstrate the appropriate use of the following application programs:
  - a. Word processing program
  - b. Spreadsheet program
  - c. Database program
  - d. The fourth application program that you studied, e.g. presentation program

Your aim is to solve the problem. Appropriate use of the programs refers to how the programs were used to understand the problem properly, and to find information to solve the problem. (Instructions for the different tasks in Section 3 provide more detailed information.)

## 2. Instructions for the different tasks

The instructions for the different tasks are as follows:

**Phase 1****Due date:** \_\_\_\_\_**Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Task 1: Task definition and information finding strategies**

In completing this task you will have to:

- Provide a broad description of the task or the problem that you have to solve in your own words – part of it has already been given in the topic section. Expand on it to describe in your own words exactly what needs to be done, the resource concern you will address, etc.
- Write down your main question.
- Write down a set of other questions (at least 20 questions) that you will ask to identify the type and amount of information you will need (i.e. that which will help you to understand the problem, what the current state of affairs is, why it is a problem, how the problem or potential problem can be solved, what information will be needed to assist decision making, what processing needs to be done, what data/information needs to be stored, what information needs to be extracted, etc.) to complete the task or solve the problem.

Questions should include different types of thinking:

Level 1: Questions that can be answered explicitly by facts, e.g. questions starting with words such as What? When? Where? Who? How many? etc.

Level 2: Questions that will help you to examine, explore, query, e.g. questions starting with words such as Why? How? etc.

Level 3: Questions that will help you to adjust, alter or predict, e.g. questions starting with words such as If? What if? etc.

Level 4: Questions that will help you to make a judgment, critique, review or find meaning of some sort, e.g. questions starting with words such as Would it be better if? What recommendation? How can I determine? What would be the best way? etc.

1. Label questions according to type/level.
  2. Arrange questions according to headings/subheadings.
- Plan on where you will find information/data to help you to complete your task. Possible sources to consider (other than the Internet): electronic encyclopedia such as Encarta, printed media such as magazines, brochures, newspapers, books, etc., opinion polls/surveys, interviews, e-mails, SMSs, telephone calls, etc.
    - Plan on how you are going to find the data/information from the Internet that will answer the questions to help you to complete the task, e.g. using key words for Internet searches.
    - Plan on how you are going to find information/data from questionnaires/surveys/interviews that will answer the questions to help you to complete the task/solve the problem, e.g. write down the questions for the interview/questionnaire/survey.

- Plan on how you are going to find information/data from other sources (such as printed media, etc.) that will answer the questions to help you to complete the task/solve the problem.
3. Supply a variety of sources of information for each question. They can range from the Internet, other electronic sources, e.g. Encarta, e-mail to an expert, printed media, questionnaires/surveys to interviews, etc. Use of the Internet and questionnaires/surveys are particularly recommended.
  4. Indicate for each question how answering that question will help complete the task or solve the problem.

Hand in a document ( $\pm$  3-5 pages) prepared in an appropriate application containing:

1. The detailed description of the task or the problem in your own words.
2. The main question.
3. The set of questions posed – at least 20 questions
  1. labelled according to level
  2. arranged according to headings/subheadings
  3. with sources of data/information for each question,
  4. demonstrate how the found information/data will assist in finding a solution to the problem.

**[42]**

**Phase 2****Due date:** \_\_\_\_\_**Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Task 1: Access information and determine relevance**

In completing this task you will have to:

- Access relevant/appropriate data/information for all the categories (headings and subheadings).
- Provide evidence of the data/information found, e.g. notes taken from books, clippings from magazines, newspapers, copies of printed material, brochures, screen dumps from electronic material, printouts of websites, your survey or opinion poll, etc. Make a summary, highlight important facts, add comments, etc.
- Provide evidence that the data/information found is linked/cross-referenced to questions, e.g. highlight a question and all information related to that question in the same colour, insert comments, etc.
- Write down how you will determine whether the information is trustworthy and of good quality for the different types of sources, e.g. look at accuracy, authority, currency and coverage.

**Task 2: Use information – Planning**

In completing this task you will have to:

- Create a framework using a diagram, mind map, word outline, etc. to indicate
  - *how* the information/data will be organised and used
  - *how* you will organise your information based on the questions, e.g. use headings and subheadings in the final report
  - integration between the packages.
- Start planning the final solution to the problem:
  - Write down/show where and how the four different application programs will be used to manipulate/process the information/data.

This task is meant to plan every section and paragraph of your report in which you will present your solution/recommendation to the problem.

Hand in documents prepared in an appropriate application containing:

1. Evidence of sources (single electronic document or folder containing electronic documents) found such as
  - Completed questionnaires, surveys
  - Summaries of completed surveys, questionnaires
  - Notes on interviews conducted
  - Clippings, photocopies, scanned documents
  - Printouts, screen dumps, disk/folder with electronic copies, etc.
2. Evidence that the different types of sources have been checked for trustworthiness and quality
3. Framework of how information will be organised

4. Planning/overview of your solution

- Where and how each of the four application programs will be used/referred to in your final report
- How the different applications will be integrated to solve the problem

**[42]**

**Phase 3****Due date:** \_\_\_\_\_**Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Task 1: Use information – Processing/analysing**

In completing this task you will have to:

- Create the documents using the application programs to manipulate/process information/data to answer questions
  - Create and use the spreadsheet to manipulate/process information/data to answer questions or contribute to the solution
    - Use formulae and functions to manipulate and/or process data
    - Integrate with other programs
    - Use graphs to display results of processed data for easy interpretation thereof
  - Create and use the database to store/manipulate/process/extract information/data
    - Create table(s) with enough fields and records to provide data in meaningful records
    - Create meaningful queries
    - Create meaningful reports
    - Integrate with other programs

**Task 2: Use information – Final presentation/synthesis**

In completing this task you will have to:

- Finalise your report and present your idea or proposal
- Prepare the report and the presentation
  - Decide which of the information manipulated/processed will support your discussion/proposal and will be used in your final report and presentation
  - Present the solution supported by evidence collected/processed in previous tasks:
    - Use the word processor to compile the final report on the solution/plan
  - Use the fourth package to create a summary or a visual presentation on any related matter

Hand in:

1. The completed documents and electronic files used for processing/manipulating information/data:
  - Completed spreadsheet
  - Completed database
2. A report ( $\pm$  10 pages) using the word processor containing the following:

- Introduction
  - Body/Paragraphs discussing the task and the solution including enough information/graphics/images, tables, graphs, queries, reports created in task 1, etc. to support the proposal/solution
  - Conclusion – give the solution/make a proposal/present your idea
3. The report should include:
- Title page
  - Table of contents
  - List of references
4. A summary of the report/findings/plan/proposal/solution or a visual presentation on any related matter using the fourth package that you studied:
- Slideshow(s) using a presentations program such as PowerPoint or
  - Web page(s) using a web authoring program such as FrontPage or
  - Brochure/Newsletter using a desktop publishing program such as Publisher

**[96]**

# **Computer Applications Technology**

## **Practical Assessment Task (PAT)**

**2009**

### **Assessment Tools**

This section consists of 5 pages

**Phase 1****Task 1: Task definition and information finding strategies**

Name of learner: \_\_\_\_\_

Task 1: Criteria				Possible Mark	Mark Obtained
<b>The learner describes the task/problem in his/her own words:</b>				6	
6	4	2	1		
Clearly described and unambiguous – clearly states where the learner will go and what needs to be done	The description is clear but with minor shortcomings	The description is vague, leaving the reader unsure of what the purpose is	The description is so vague that no discernable purpose can be found Little evidence of understanding the task/problem		
<b>The main question has been posed to help complete the task or solve the problem</b>					
<b>The learner created a set of questions (at least 20) to help answer the main question</b>				2	
<b>All the questions are relevant to the topic</b>				2	
<b>The questions are labeled according to level</b>				1	
<b>A variety of questions are formulated – 4 levels of questions included</b>				10	
Level 1: Can be answered explicitly by facts, e.g. questions starting with What? When? How many? Where? Who?					
Level 2: Help to examine, explore, query, e.g. questions starting with Why? How?					
Level 3: Help to adjust, alter or predict, e.g. questions starting with If? What if?					
Level 4: Help you to make a judgment, critique, review or find a larger meaning of some sort, e.g. questions starting with Would it be better if? What recommendations? How can I determine? What would be the best way?					
10	7	3	1		
Four levels of questions included	Three levels of questions included	Two levels of questions included	Only one level of questions included		
<b>Questions are grouped/arranged according to headings/subheadings</b>				2	
<b>Sources of information are supplied for each question</b>				5	
5	3	1			
For each question	For most questions	For less than 50% of the questions			
<b>A variety of sources are indicated (Internet, other electronic, e.g. Encarta, e-mail to an expert, printed media, questionnaires/surveys, interviews, etc.)</b>				5	
5	3	1			
More than two different types of sources	Two different types of sources	Only one type of source			
<b>For each question it is indicated how the found information/data will assist in finding a solution to the problem</b>				5	
5	3	1			
For each question	For most questions	For less than 50% of the questions			
<b>The document was submitted free of typing, spelling and grammar errors</b>				2	
<b>Total for Task 1:</b>				<b>42</b>	

**Phase 2****Task 1: Access information and determine relevance****Task 2: Use information – Planning**

Name of learner: \_\_\_\_\_

Task 1 & 2: Criteria			Possible Mark	Mark Obtained
Evidence that relevant/appropriate data/information has been found, i.e. found information/data is likely to help to solve the problem			4	
4	2	1		
For all major categories (headings/subheadings)	For most categories (headings/subheadings)	For less than 50% of the categories (headings/subheadings)		
Evidence of sources is available, e.g. completed questionnaires, interviews, photocopies, screen dumps or saved copies of websites, etc. Give two marks each for the following up to a maximum of 6 marks:			6	
Completed questionnaires/surveys or summary of questionnaires/surveys	Evidence of interviews conducted	Photocopies/clippings from printed media or scanned information from printed media		
Printouts or screen dumps of e-mails	Copies or screen dumps of websites			
Other: List				
Data/information found is highlighted/marked/cross-referenced/annotated/linked to the questions asked or to groups of questions			4	
4	2	1		
For all major categories (headings/subheadings)	For most categories (headings/subheadings)	For less than 50% of the categories (headings/subheadings)		
Evidence that trustworthiness of different types of sources was checked			4	
4	2	1		
All types of sources	Most types	Less than 50% of types		
The document was submitted free of typing, spelling and grammar errors			2	

The planning document plans the report by section and paragraph	2	
The planning document includes a framework to indicate how information will be organised and used	2	
The framework outlines and indicates where the questions (grouped according to headings and subheadings) will be accommodated in the final report	2	
The framework is created in an appropriate format, e.g. diagram, mind map, word outline with headings and subheadings, etc.	2	
Integration between the packages is clearly indicated	2	
Integration between the packages is appropriate and meaningful/serves a purpose	2	
Planning document indicates how all 4 different application programs will be used	2	
The use of the word processor is appropriate in the context of the task/solving the problem	2	
The use of the spreadsheet is appropriate in the context of solving the problem	2	
The use of the database is appropriate in the context of solving the problem	2	
The use of the fourth package is appropriate in the context of solving the problem	2	
<b>Total for Tasks 1 &amp; 2:</b>		<b>42</b>

**Phase 3****Task 1: Use information – Processing/analysing****Task 2: Use information – Final presentation/synthesis**

Name of learner: \_\_\_\_\_

Task 1 & 2: Criteria			Possible Mark	Mark Obtained
<b>Spreadsheet</b>				
The design of the spreadsheet allows for easy interpretation of the information			2	
Functions/formulae used are meaningful – answers questions, contributes to solution			4	
4	2	1		
Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem		
Integration of spreadsheet with other programs is meaningful/serves a purpose			2	
Graph(s) included are meaningful and serve a purpose			2	
Graph – headings, labels, legends and other formatting make it easy to interpret graph			2	
<b>Database</b>				
Table includes an appropriate number of meaningful records to answer questions and solve the problem			2	
Queries are meaningful, e.g. answer questions/contribute to the information need/support solution			4	
4	2	1		
Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem		
Reports are meaningful, i.e. answer questions/contribute to the information needed/support solution			4	
4	2	1		
Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem		
Calculations in report(s) meaningful – answers questions/supports solution			2	
Integration of database program with other programs is meaningful and serves a purpose, e.g. report exported to word processor			2	

**Report**

<i>Introduction</i>				
The introduction contains a problem statement (clearly states what the report is about)			2	
<i>Flow of thought</i>				
Information is organised according to headings/subheadings in previous tasks (related information is grouped together)			2	
The body contains relevant graphics/images to explain/support content			2	
<i>Problem (Hypothesis) and conclusion</i>				
The content relates to the original problem (hypothesis) – the questions posed in previous tasks			2	
No unnecessary duplication of data or information			2	
Findings and conclusions are clear and make sense			2	
Proposal/plan/conclusions/solutions/recommendations are supported by data			2	
The conclusion provides a solution to the problem posed (answers the main question)			2	

The learner created new knowledge/thoughtful ideas			4	
4	2	1		
Conveys new knowledge/original ideas which effectively addresses original problem or issue	Conveys some new knowledge/original ideas which addresses original problem or issue	Conveys knowledge/ideas of others with regard to the original problem or issue		
<i>Physical outlay and handling of sources</i>				
Existence of a title page			1	
Existence of table of contents			1	
Existence of references			2	
Sources cited correctly			2	
<i>Word processing</i>				
Table of contents is created automatically through word function			2	
Existence of automatic page numbering			2	
Styles are used consistently throughout the document (e.g. all subheadings have the same style)			2	
Quality of spelling and grammar checked			2	
Other advanced technique(s) used (at least 2 other – 2 marks each), e.g. automatic index, cross-referencing, bookmarks etc. List			4	
<i>Fourth package – Criteria for presentations, web authoring, desktop publishing<sup>1</sup></i>				
<i>Physical appearance</i>				
Existence of a title page/slide/front cover			1	
Existence of a table of contents or menu			1	
Introduction clearly states what the the audience can expect			2	
The body slides/pages are arranged logically according to the content/subheadings			2	
Action buttons/hot spots/hyperlinks used to link to other sections/slides/supporting documentation			2	
Logical navigation through action buttons, hot spots or hyperlinks – adds value			2	
The conclusion suggests a solution/conveys a message			2	
The summary/solutions solves the problem stated in the introduction			2	
Graphics/images explain/enhance content/motivate solution/recommendation			2	
Appropriate and tasteful use of colours of background and fonts (consistent use of colour, appearances and styles)			2	
Appearance suited to target group			2	
No spelling/grammar errors			2	
Uniform alignment and styles where needed to give professional appearance			2	
Quality of multimedia effects: sparingly, appropriately, tastefully and professionally used			2	
Quality of animation: tastefully used on text, images and graphs where it contributes to meaning			2	
Quality of transitions/timings with regard to animations: sparingly used, appropriate, tasteful and meaningful			2	
Slides/pages not too “busy”			2	
<b>Total for Tasks 1 &amp; 2</b>			<b>96</b>	

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