GAUTENG DEPARTMENT OF EDUCATION

SCHOOL BASED ASSESSMENT

COMPUTER APPLICATIONS TECHNOLOGY

CONTENTS

Guideline Writing Team
Fotienne Avrakotos
Reshma Maharaj
Solane Mlambo
James Tshwene
Vincent Zulu

Convenor
Chris Gryffenberg

---

1.   WHAT IS LEARNER EVIDENCE (L.E)?

A Learner Evidence (L.E) is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format that will then form the learner's Learner Evidence (L.E). It should **always** be available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Items, which **can** be included in such a Learner Evidence (L.E), include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

There are two sets of Learner Evidence (L.E)s that should be kept by schools: learner and educator portfolios. It is the responsibility of educators to ensure that the information in their profiles is kept up to date and to check that each learner maintains a Learner Evidence (L.E).

In both the educator's and the learner's Learner Evidence (L.E) the recorded pieces of evidence should be clearly marked or indicated. Stickers, coloured paper, etc. may be used for this purpose.

1.1   Educator Portfolio

- An educator's portfolio is a compilation and recording of the seven formal tasks for school-based. This means that it is a collection of all the assessment tasks, the annual Programme of Assessment, working mark sheets, etc.
- An educator should keep a portfolio as part his/her assessment records.
- The number of pieces that should be recorded is provided in **Table 1***.* Any additional pieces of evidence should be checked at school/cluster level moderation.
- The educator's portfolio should provide the **Learning Outcomes** and **Assessment Standards** assessed in **each task** and in each activity.

- An educator's portfolio will be used to assure the quality of the assessment tasks given and it provides a record against which the Learner Evidence (L.E) can be evaluated.
- The educator's portfolio should be available on request at all times.
- An educator portfolio may be a file, a folder, a box, or any other suitable storage system as long as it is in the following order:
    1. Working Record sheets
    2. School and Cluster Moderation Sheets
    3. Theory Test – Term 1 [1 (Number of task)]
    4. Practical Assignment – Term 1 [2]
    5. Research Assignment – Term 2 [3]
    6. Midyear Exams – Theory
                        – Practical [4]
    7. Theory Test – Term 3 [5]
    8. Practical Assignment – Term 3 [6]
    9. Trial Exam   – Theory
                        – Practical [7]

- **All memos and rubrics/Recordsheets for the assessment tasks must be included in the educator's portfolio.**
- The mark allocations must be clearly indicated on the memos/rubrics/Record sheets.

1.2   Learner Evidence (L.E)

- A learner's Learner Evidence (L.E) is a collection of evidence which exhibits to the learner, parent, educators and others, the progress, growth and achievements of the learner in relation to expected outcomes in each Subject.
- NB!! All practical tasks submitted must be printed (formula sheets, design views etc.) as well as provided on electronic format.
- When a learner changes schools during the course of the year, she/he is required to move with her/his Learner Evidence (L.E).

- All pieces of evidence will form part of the learner's Learner Evidence (L.E). The pieces of evidence may be stored in files, folders, boxes, binders, exercise books, counter notebooks or a combination of these as long as it is in the following order:

    1. Learner Control Sheet (refer to Addendum A)
    2. Declaration by Learner
    3. Theory Test – Term 1 [1] (Number of task)
    4. Practical Assignment – Term 1 [2]
    5. Research Assignment – Term 2 [3]
    6. Midyear Exams   – Theory
                           – Practical [4]
    7. Theory Test – Term 3 [5]
    8. Practical Assignment – Term 3 [6]
    9. Trial Exam   – Theory
                    – Practical [7]

- **The recorded tasks should be easily located**.

2.   ASSESSMENT IN GRADE 12

In Grade 12, assessment consists of two components: a Programme of Assessment (see Table 1) which makes up 25% of the total mark for Computer Applications Technology and external assessment which makes up the remaining 75%.

INTERNAL ASSESSMENT	EXTERNAL ASSESSMENT		
25%	75%		
2 tests	PAT	EXAM PAPERS	
2 exams	25%	25%	25%
3 other assessment tasks	1 integrated project including research Main focus LO3	Written exam 3 hour – 150 marks Main focus LO1	Practical exam 3 hour – 200 marks Main focus LO2

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

3.   PROGRAMME OF ASSESSMENT

The following table shows the annual assessment plan.

Table 1

Grade 12 Programme of Assessment

TERM	ITEM	ASSESSMENT ACTIVITY OUTLINE	GRADE LO.AS	ASSESSMENT FORM	MARK (±)	WEIGHT	
1	1	Test on hardware, software and networks including trouble shooting	12.1.1 12.1.2 12.1.3 12.1.4 12.1.5	Test	30	25%	**These are the only Assessment Tasks that must be included in the School Based Assessment**
	2	Assignment regarding input, formatting and editing of data from a variety of I/O devices and formats using productive methods, procedures and techniques across a variety of applications	12.1.1 12.2.1 12.2.2 12.2.3 12.2.4 12.2.5 12.2.6 12.2.7	Practical assignment	30		
2	3	Survey conducted on a limited topic, presented using the 4th package, focusing on high skills in Learning Outcome 3.	12.2.1 – 12.2.8 12.3.1 – 12.3.3	Assignment	60		
	4	Paper 1: 3h practical paper Paper 2: 3h written paper	ALL	Exam	200/150 convert to 100 each		
3	5	Test: Communication modes and tools including legal, ethical and security issues and impact of ICT on societies and environment	12.1.4 12.1.5 12.2.8	Test	30		
	6	Task on word processing, spreadsheet, database, 4th package including integration	12.2.1 – 12.2.8	Practical Assignment	50		
	7	Paper 1: 3h practical paper Paper 2: 2h written paper	ALL	Trial exam	200/150 convert to 100 each		
1 - 3	External Assessment	Practical Assessment Task – spans three terms, to be completed before the trial exam (progress documents to be handed in during the year on specified dates)	LO2 LO3	Practical Assessment Task	100	25%	**The PAT will be externally moderated and will not be included in the School Based Assessment**
4		Paper 1: 3h Practical Paper Paper 2: 3h Written Paper	ALL	External Exam	200/150 convert to 100 each	50%	

The weighting of each task is shown below, making up the Programme of Assessment, for Computer Applications Technology in Grade 12.

Term 1		Term 2		Term 3			PAT	Term 4
Test	Practical Assignment	Assignment	Mid-year exam	Test	Practical Assignment	Trial Exam		Final exam
30	30	60	200	30	50	200		
600 marks = 25%							25%	200 marks 50%

4.   EXTERNAL ASSESSMENT TASKS

4.1   PAT

The criteria for the Practical Assessment Task in Grade 12 are externally set, internally administered and marked and externally moderated.   The requirements and format will be provided to schools in January of the Grade 12 year.

The PAT must be administered under controlled conditions. Class time should also be allocated for all aspects of the PAT excluding the research. Research may be done at home.

4.2   Final Examinations

The final examination in Grade 12 comprises two papers (practical and theory) and are internally administered and externally set and marked.

5.   INTERNAL ASSESSMENT TASKS

These tasks will be internally set and marked; moderated at school, cluster and provincial level.

5.1   Term 1

5.1.1 Theory test

This test should be written under controlled conditions at a specified time. A test MUST last at least 60 minutes and count no less than 50 marks and no more than 80 marks. This test should include questions from **hardware, software and networking including troubleshooting**.

Questions should be based on all levels of Blooms Taxonomy as illustrated in the diagram below:

Old Blooms   Revised Blooms
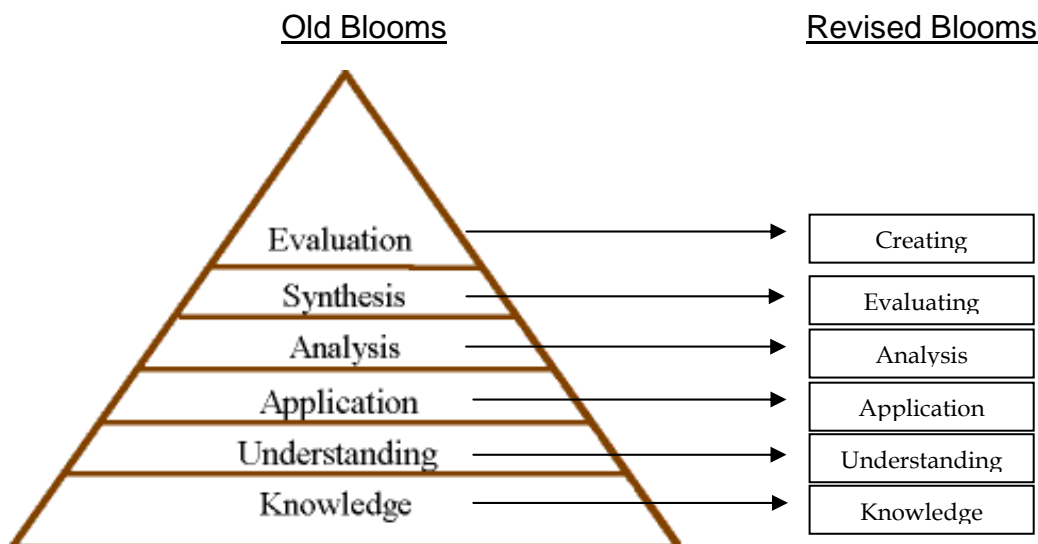
And the weightings of questions should be as follows:

High level	30%
Medium level	40%
Low level	30%

5.1.2 Practical Assignment

The Practical Assignment for term 1 according to the SAG is regarding input, formatting and editing of data, from a variety of I/O devices and formats using productive methods, procedures and techniques across a variety of applications (word processing, spreadsheets, and databases).

Thus it is an **integrated project** (using a combination of word-processing, spreadsheets and databases) in which the learner is required to **input and format** a set of data; **process** the data and **output** the results using a **variety of techniques**. This task must count 100 marks.

Examples of topics are:
o Brochure in MS Word to promote a tour. This will include flyers and advertisements to promote the tour, a spreadsheet to keep a record of payments and a database to capture passenger details.
o Brochure in MS Word on HIV/AIDS or any other topic that contains statistics which will include a spreadsheet with statistics and a database with any suitable information. All the information should be integrated in the brochure.
o School marketing magazine or booklet in MS Word that includes learner numbers, subjects provided, achievement rates, extra-mural activities etc. All three packages should be used.
o A financial report of a company which will be presented to the shareholders in MS Word. All financial information should be done in MS Excel and all shareholders should get a letter merged with all necessary information. A database of all shareholders must be captured.
o Organizing an educational trip. Design a flyer and indemnity form in MS Word that will be completed by parents of learners going on the trip. Quotations, budget etc. must be drawn up in MS Excel and learners necessary details in MS Access.
o Or any other topic decided by the educator.

Marks should be allocated using the following as a guideline:

- o Formatting in Word   10
- o Content of Word   5
- o Formatting in Excel   10
- o Functions and formulae in Excel   20
- o Content of Excel   10
- o Design and layout in Access   20
- o Content of database   10
- o Integration of final product   10
- o Originality   5

5.2   Term 2

5.2.1 Practical Assignment

This assignment conducts a survey on a specific topic, presented using the 4th package (PowerPoint, FrontPage, Publisher, etc) focusing on the Big six principles of information management.

Steps are:
1. Task Definition
2. Information Seeking Strategies
3. Location & Access
4. Use of Information
5. Synthesis
6. Evaluation

This assignment must be done under controlled conditions and must count 100 marks at least.

It is suggested that the subject educator formulates the survey topic in order to limit the topics and make assessment easier.

Topics suggested are:

o Hoaxes and their consequences

o The effectiveness of advertising electronically (Spam – the pro's and con's)

o New peripherals e.g. virtual keyboards etc.

o New developments for interfaces

Marks should be allocated using the following as a guideline:

o Content   10
o Conclusion   10
o Big 6 steps   55
o Presentation   25

5.2.2 Mid-year exam

5.2.2.1   Theory exam

The subject educator has to set and mark this paper internally. Moderation must take place at school level by HOD or colleague before the paper is written. The theory exam must be a written **3 hour** paper for **150 marks** under controlled conditions. All the questions are compulsory. Refer to Blooms Taxonomy.

A suggested layout for the paper:

Section A: Short questions based on all three Learning Outcomes.

Section B: A variety of question based on a given real-life end-user scenario that assesses Learning Outcome 1 and assesses understanding that supports Learning Outcome 2 and Learning Outcome 3.

5.2.2.2   *Practical exam*

This is a **3 hour** paper done on a computer where each learner must have access to his or her own computer in the exam room, for **200 marks**. Provision will need to be made for sufficient computers to enable the examination to be completed in at most two sittings.

This paper mainly assesses the practical skills pertaining to the three compulsory application packages as well as some practical skills from Learning Outcome 1 and Learning Outcome 3. These skills will be assessed in an integrated manner based on a given real-life scenario.

The learner will not be required to enter a large amount of data. The required data could be imported from a text file, a database table or a spreadsheet.
All the questions are compulsory.

5.3   Term 3

5.3.1 *Theory test*

This test should be written under controlled conditions at a specified time. A test MUST last at least 60 minutes and count no less than 50 marks and no more than 80 marks. This test should include questions from **communication modes and tools, including legal, ethical and security issues and the impact of ICT on societies and environment** (social implications).

5.3.2 *Practical Assignment*

This is an integrated practical assignment based on Learning Outcome 2 whereby all three compulsory packages should be integrated and presented in the 4th package (PowerPoint, FrontPage, Publisher etc.).

This assignment must be done under controlled conditions and must count at least 100 marks.

The following application software must be used:

o Word Processing
o Spreadsheet
o Database
o 4th package

Suggested topics are:

o The opening of a sports or culture academy for young and upcoming stars whereby learners create documents to gage the popularity of opening such a centre.

o The opening of an aftercare service at high schools whereby learners complete homework and assignments. Research should be done in the form of a survey sent out to parents in order to determine how many parents will be interested. Learners should create any suitable documents in all three packages and present it to the principal for approval.

o Setting up an Internet café.   Learners create a list of resources required and present their findings to the bank.

o Any other suitable topic decided upon by the educator.

Marks should be allocated using the following as a guideline:

o Research   15
o Word   10
o Excel   30
o Access   35
o Presentation   10

5.3.3 Trial exam

5.3.3.1   Theory exam

This paper might be externally set and distributed. If the paper is not externally provided it will be the responsibility of the educator to set and moderate it internally. See paragraph 5.2.2.1.

5.3.3.2   Practical exam

This paper might be externally set and distributed. If the paper is not externally provided it will be the responsibility of the educator to set and moderate it internally. See paragraph 5.2.2.2.

6.   MODERATION OF LEARNER EVIDENCE (L.E)S

Periodic evaluation of Learner Evidence (L.E)s should be conducted at a time predetermined by the educator and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The educator must make sure that every assessment task is marked and captured. Marks on the educator's record sheets must correspond with the marks in the learners' Learner Evidence (L.E)s.
Moderation of the assessment tasks should take place at three levels during the year.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Educator portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ District	Educator portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ National	Educator portfolios and a sample of evidence of learner performance must be moderated once a year.

ADDENDUM A: CONTROL SHEET FOR CAT LEARNERS 2007

* Please note that these marks must not be rounded off until the end.

NAME:	
EXAM NUMBER:	

ACTIVITIES		MARK			WEIGHTING		Provincial Moderation
		Learner Mark	Out of	Percentage of 100	Learner mark	Out of	
TERM 1	Test					30	
	Practical Assignment					30	
TERM 2	Practical Assignment					60	
	Mid-year Theory					100	
	Mid-year Practical					100	
TERM 3	Theory test					30	
	Practical Assignment					50	
	Trial exam Theory					100	
	Trial exam Practical					100	

Total out of		600
Total out of		100
Total out of		25

I, _____ hereby declare that this project is my own, original work and that nothing has been copied directly out of resources, without the required acknowledgements.

Learner: _____   Date: _____
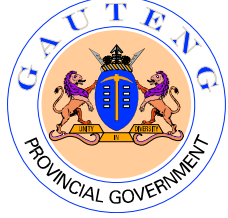
Educator: _____   Date: _____

Cluster moderator: _____   Date: _____

Official moderator: _____   Date: _____

ADDENDUM B: MARKSHEET FOR COMPUTER APPLICATIONS TECHNOLOGY GRADE 12.

		Term 1		Term 2			Term 3				TOTALS		
LEARNER NAMES		Theory Test	Practical Assignment	Practical Assignment	Mid-year exam Theory	Mid-year exam Practical	Theory Test	Practical Assignment	Trial exam Theory	Trial exam Practical			
		30	**30**	**60**	**100**	**100**	**30**	**50**	**100**	**100**	**600**	**100**	**25**
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													

ADDENDUM C: EVIDENCE: GRADE 12 SCHOOL MODERATION

SUBJECT		
GRADE		
NAME OF SCHOOL		
NAME OF EDUCATOR (S)		
NAME OF HOD		
DATES		

STANDARD OF ASSESSMENT TASK	YES	NO	COMMENTS
Does the task reflect the **CO's**, **LO's** and **AS's** for the grade?			
Is the **duration** of the paper indicated?			
Are the **instructions** clear?			
Is the **mark allocation** in accordance with Subject Assessment Guideline Document?			
Does the paper cater for a variety of questions?			
ASSESSMENT TOOLS	**YES**	**NO**	**COMMENTS**
Are the **assessment tools** for every assessment task included in the educator's portfolio file e.g. rubric, memoranda, checklists ,etc.			
Are the marks **appropriately allocated**?			
MARKING	**YES**	**NO**	**COMMENTS**
Is **marking** done according to the assessment tool?			
Are the marks correctly added?			
RECORDS	**YES**	**NO**	**COMMENTS**
Is the **subject working mark sheet** included in the educator's portfolio file?			
Are the **learners' marks** corresponding with the mark sheet?			
Are the marks correctly converted according to Subject Assessment Guideline Documents			
Is there evidence of **cluster** moderation?			
Number of activities completed	**NO**		Specify :
NAMES OF LEARNERS WHOSE LEARNER EVIDENCE (L.E)S WERE MODERATED			
1.			
2.			
3.			
4.			

AREAS OF GOOD PRACTICE

CHALLENGES

RECOMMENDATIONS

_____   _____   _____

HOD/ SUBJECT HEAD   **SIGNATURE**   **DATE**

_____   _____   _____
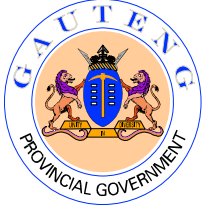
EDUCATOR   **SIGNATURE**   **DATE**

SCHOOL STAMP
_____   _____   **PRINCIPAL'S SIGNATURE**   **DATE**

ADDENDUM D

EVIDENCE OF GRADE 12 CLUSTER MODERATION: 2008

District Office:			
Subject			
Name Of School			
Name Of Educator(S)			
Name Of Moderator	**MODERATION 1**	**MODERATION 2**	**MODERATION 3**
Moderation Dates			

	MODERATION 1	**MODERATION 2**	**MODERATION 3**
Names Of Moderated Learner Evidence	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.

	MODERATION 1	**MODERATION 2**	**MODERATION 3**
Activities Moderated - Topic			

The following section must be filled in during each cluster moderation and kept in the educator's portfolio. Use a tick to indicate your choice(☑).

STANDARD OF ASSESSMENT TASK	MODERATION 1		MODERATION 2		MODERATION 3	
	YES	NO	YES	NO	YES	NO
Does the task reflect the **CO's**, **LO's** and **AS's** for the grade?						
Is the **duration** of the paper indicated?						
Are the **instructions** clear?						
Is the **mark allocation** in accordance with Subject Assessment Guideline Document?						
Does the paper cater for a variety of questions?						
ASSESSMENT TOOLS						
Are the **assessment tools** for every assessment task included in the educator's portfolio file e.g. rubric ,memoranda, checklists, etc.						
Are the marks **appropriately allocated**?						

STANDARD OF ASSESSMENT TASK	MODERATION 1		MODERATION 2		MODERATION 3	
	YES	NO	YES	NO	YES	NO
MARKING						
Is **marking** done according to the assessment tool?						
Are the marks correctly added?						
RECORDS						
Is the **subject working mark sheet** included in the educator's portfolio file?						
Are the **learners' marks** corresponding with the mark sheet?						
Are the marks correctly converted according to Subject Assessment Guideline Documents						
Is there evidence of **school** moderation?						
Number of activities completed	NO		NO		NO	

Comments - Moderation 1

_____
Moderator Signature

Comments - Moderation 2

_____
Moderator Signature

Comments - Moderation 1

_____
Moderator Signature

_____   _____   _____
EDUCATOR   **SIGNATURE**   **DATE**

_____   _____   _____
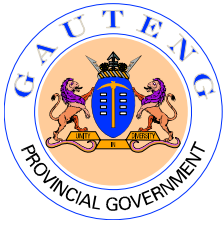**CLUSTER LEADER**   **SIGNATURE**   **DATE**

ADDENDUM E

CONTROL SHEET FOR EDUCATOR & LEARNER EVIDENCE (L.E) ASSESSMENT: 2008

NAME: _____

Educator Portfolio Assessment Grid		Yes	No
Contents Page (Y/N)			
Record Mark Sheets (Addendum F) (Y/N)			
Formal Programme of Assessment? (Y/N)			
File in logical and easily accessible order (Y/N)			
7 Assessment Tasks	Is the assignment brief clear? (Y/N)		
	Are assessment criteria listed? (Y/N)		
	Are performance indicators listed? (Y/N)		
	Is the marking grid / rubric included? (Y/N)		
	Is the marking grid / rubric relevant to the assessment task?		
	Memorandum / possible answers included		
Proof of School Moderation? (Y/N)			
Proof of Cluster Moderation? (Y/N)			

Learner Evidence (L.E) Assessment Grid		Yes	No
Contents Page: Name, Marks & Declaration – Addendum A (Y/N)			
Index in file? (Y/N)			
File in logical and easily accessible order (Y/N)			
Assignments	Soft copy included of all practical tasks, on CD/DVD? (Y/N)		
	Print out of completed Task OR Exam/Test Script? (Y/N)		
	Is the marking grid / rubric included? (Y/N)		