



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **COMPUTER APPLICATIONS TECHNOLOGY**

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### **Practical Assessment Task**

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**Working document for the learner**

**Grade 11**

**2020**

**This document consists of 35 pages.**

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## WHAT IS THE PAT?

The Practical Assessment Task (PAT) in Computer Applications Technology (CAT) is a research project that provides you with the opportunity to demonstrate your information management skills. You will also be required to demonstrate your ability using the applications that you study during the year to produce quality outputs.

### 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
- Access to other sources such as printed media (e.g. magazines, newspapers, brochures, textbooks) or other electronic material (for example e-books, e-articles)
- Access to facilities to convert hard copies to electronic documents, e.g. scanner or 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.)

The PAT is done in three phases as indicated in the table below:

Phase	Outcome	Focus	Maximum Mark
Phase 1	<ul style="list-style-type: none"> <li>• A suitable folder</li> <li>• A short description of the problem and the task.</li> <li>• A set of quality questions to answer the focus question.</li> <li>• Information about the topic               <ul style="list-style-type: none"> <li>○ List of relevant sources</li> <li>○ Selected information evaluated and summarised.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Find and access data and information.</li> <li>• Decide what the focus of your research will be and which applications you would like to share with other learners.</li> </ul>	29
Phase 2	<ul style="list-style-type: none"> <li>• Questionnaire drawn up and completed in a word processing document</li> <li>• Spreadsheet (MS Excel) worksheet</li> <li>• Database (MS Access)</li> </ul>	<ul style="list-style-type: none"> <li>• Get information/data about the topic from people (not likely to be found in other sources).</li> <li>• Process data and information (To show the management, application and analysis of data and information.).</li> </ul>	36
Phase 3	<ul style="list-style-type: none"> <li>• A report to summarise your research.</li> <li>• A website to give information about the researched topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Present information and solutions collected in phases 1 and 2.</li> </ul>	75
<b>Total</b>			<b>140</b>

Table 1: PAT outline

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

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.**

## Dishonesty

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Since 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
- Allow other learners to access or use your own material (this does not mean that you may not lend books 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 word processed by another person

The above actions constitute dishonesty, for which you will be penalised.

## Non-compliance

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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.

## Topic

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### ONLINE COLLABORATION TOOLS FOR WORKING TOGETHER

*The online world can be an empowering place. How do we shape the future of online collaboration so that we can work together ensuring a positive experience for everyone?*

ICT has changed the way we learn, travel, work and interact. ICT holds so many opportunities and benefits for working together online, for example, working on a project or assignment or organising an event using online collaboration tools for activities such as:

- Calendar management
- Time tracing
- Document management
- Real time working/creating and editing documents
- Task management
- Contact management
- File sharing
- Communication tools, e.g. web/video conferencing, e-mail, etc.

The **focus question** that you are required to answer is:

#### **How can online collaboration tools lead to productive teamwork?**

Your task is to:

- Decide on a specific project/task and choose TWO to THREE online collaboration tools/activities to focus your investigation on.
- Investigate activities and tools for working collaboratively online when doing assignments, projects or organising events.
- Explain how you would use these tools to work collaboratively online
- Ask/research questions that will assist you with your investigation:
  - What is online collaboration?
  - What are online collaboration tools?
  - What are examples of online collaboration?
  - How are online collaboration tools used?
  - How do online collaboration tools work?
  - What are the advantages/benefits and disadvantages of online collaboration?
  - Why do people collaborate online?
  - What is required for using online collaboration tools?
  - How can I use online collaboration tools to complete an assignment/project/organise an event with a friend or a group?
  - How would the skills that you learn in CAT help you to collaborate online?
- Gather and analyse data relevant to the investigation
- Identify a suitable audience (such as the learners in your class or the school management at your school, etc.) and present your research and findings using a report that would be suitable for use by the specific audience

Consider some of the following areas:

- A description of online collaboration
- A description of the online collaboration activities
- A description of online collaboration tools
- Which aspects of this online collaboration create opportunities for people to work from home?
- What type of work could one do through online collaboration?
- Factors to consider with online collaboration

Possible ideas you could use for your recommendations, solutions or conclusion in your report:

- Online collaboration tools for a specific task, e.g. working on an assignment or organising an event with a friend or group.
- How to go about working together online to complete a specific task, e.g. working on an assignment or organising an event with a friend or group of people.
- How do the results gathered from your questionnaire compare to that of other surveys?
- Lessons learned from online collaboration
- Recommendations for online collaboration

**Possible resources you may wish to consult:**

[https://www.academia.edu/1909958/A\\_Survey\\_of\\_Online\\_Collaboration\\_Tools](https://www.academia.edu/1909958/A_Survey_of_Online_Collaboration_Tools)

<https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/advanced-social-technologies-and-the-future-of-collaboration>

[https://www.pbworks.com/the-power-of-online-collaboration-\(visibility%2C-asynchronicity%2C-accountability\)-pbworks.html](https://www.pbworks.com/the-power-of-online-collaboration-(visibility%2C-asynchronicity%2C-accountability)-pbworks.html)

<https://www.girlsguidetopm.com/how-do-you-use-collaboration-tools-survey-results/>

<https://www.canto.com/blog/online-collaboration/>

<https://study.com/academy/lesson/what-are-collaboration-tools-definition-types-quiz.html>

<https://www.smartsheet.com/choosing-an-online-collaboration-tool>

<https://elearningindustry.com/collaborative-online-learning-activities-reasons-effective>

## Step by step guidelines to complete the PAT

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### PHASE 1

#### 1 *Create a suitable folder structure*

1.1 Create a suitable **computerised folder structure** in which to save your work. The main folder should consist of subfolders to organise the work to be done in the different phases in an organised manner. Proposed folder structure:

- Surname and Name Gr 11 PAT (Folder)
  - Phase 1 (Folder)
    - Sources saved in a subfolder
    - Report (MS Word)
  - Phase 2 (Folder)
    - Original questionnaire
    - Completed questionnaires saved in a subfolder
    - Spreadsheet (MS Excel) document
    - Database (MS Access) document
    - Report (MS Word) *copied from the Phase 1 folder*
  - Phase 3 (Folder)
    - Final report (MS Word) *copied from the Phase 2 folder*
    - Website (HTML)

All documents created and information collected should be saved in suitable folders. Documents and folders should have applicable file/folder names and be arranged in such a way for easy navigation to information stored.

**NB: It is your responsibility to ensure that you regularly make backup copies of all your work done!**

1.2 Use a file of your choice for any possible **hard copies** of your PAT. This file needs to be handed in at the end of each phase for evaluation.

Make sure that you include the following in this file:

- Summary of PAT marks and Declaration of Authentication by learner (Appendix A).
- PAT learner working document
- **Phase 1**

Copies of sources used if you do not have an electronic copy available.

**NB: DO NOT PRINT OUT** any sources that are electronically available.

- **Phase 2**

Proof of completed questionnaires if they are not electronically available.

**Note:** It is advisable to store all documents electronically and not as hard copies.

#### 2 *Create a report*

Now start the word processing report that will be used as the final product to communicate your findings and conclusions. Don't worry if you are unfamiliar with some of the 'headings'; you are simply putting together the structure at this stage. You will add content (and other headings) to this report document throughout the course of the three phases of the PAT.

Create a word processing report containing the following:

- **A cover page**  
A professional-looking, well-structured, custom-made cover page using appropriate content controls in order to add:
  - Your name and surname
  - The name of your school
  - The subject name and the PAT topic
  - A content control for the abstract
- **An automatic table of contents**
- **Headings**  
Add the following provisional headings:
  - *Table of contents*
  - *Introduction*
  - *Task Definition*
  - *Content*
  - *Findings*
  - *Conclusion*
  - *Bibliography*
  - *Appendices*
- An **addendum** under the heading *Appendices* you created in your report **with a diagram or a screenshot** showing the folder structure, including any subfolders that will be used. Give it a suitable heading such as '*Folder Structure*' and paste the diagram or screenshot in this addendum.
- An **addendum** with the **declaration of authenticity** that will be used during all the phases.

### 3 Create a task definition

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 the *task definition*.

Your description should be added under the heading *Task Definition*.

You must answer the following questions in your task definition.

- **What** is the current situation?  
*Provide a clear statement of the problem (current situation)*
- **What** will the focus and the purpose (desired outcome) of my investigation be?  
*Indicate the focus of your investigation, i.e. give an overview of which of the aspects will be investigated and covered – in other words, the headings you will use and the purpose of the investigation (desired outcome) – why you are doing this investigation*
- **How** will I go about conducting the investigation, considering the PAT requirements?  
*Specify in broad terms how you will approach the task (study the requirements/steps of the PAT and indicate how you intend to collect the data and information, manipulate it, etc.)*
- **Who** is the information for (target audience)?  
*Identify the target audience for the final report that will be drafted*
- **What** format will the information be presented in?  
*List the programs that you will be using for each phase of the PAT.*

Your task definition should consist of ±200 words.



#### 4 Ask questions that will guide your investigation

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

- First create a new addendum under the heading **Appendices** you created in your report. Give it a suitable heading such as 'Questions and Sources Table' and create the following table (also see **Addendum A**):

NO.	HEADING/ CATEGORY	QUESTION	QUESTION LEVEL (1, 2, 3, 4)	TYPE OF SOURCE	BIBLIOGRAPHICAL INFORMATION	QUALITY OF INFORMATION FOUND	SUMMARY OF INFORMATION FOUND
1							
...			...	...	...	...	...
10							

Figure 2: Example of Questions and Sources table

**TIP:** It might be useful to place this appendix in landscape format.

**NOTE:** You will fill in the required information in the various columns in this table as you progress through Phase 1.

- Identify headings related to the investigation (at least **THREE**) which you can use to organise your questions and information. These headings will be used in Phase 2 and Phase 3.
- Complete your list of research/investigative questions (at least **TEN**).
- 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:** Collectively, your (minimum of) **TEN** questions should represent at least **THREE** of the above-mentioned types/levels of questions for your investigation/research.

#### 5 Identify sources

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

Find sources for the (minimum of) TEN questions you created to enable you to answer these questions by doing the following:

- Identify a source to find the information for each question.
- You must use the Internet (at least TWO different websites) plus at least ONE other source, for example media (printed/electronic) such as newspapers, magazines, brochures, textbook, et cetera, or an expert (e-mail/interview), et cetera.
- Provide bibliographical information for the sources (at least TWO websites and ONE other source) as follows:
  - For each *website*, record the following information:

WEBSITE SOURCE	
Author(s)/Organisation/Publisher	Schmidt, Casey
Name of website and web page	Online Collaboration – How modern teams succeed together
Date created/updated	4 October 2020
Date accessed	2 March 2020
URL	www.example.com/homepage

Figure 3: Example of bibliographical information needed for a website

- For each other source, such as books and magazines, record the following information:

OTHER SOURCE	
Author(s)	Cabala, Xolani
Title of source	Working from home
Date published/issued	December 2017
Publisher	Daily Press

Figure 4: Example of bibliographical information needed for printed media

- Now add all this information in the appropriate columns in the Questions and Source table you created. Modify the table as needed. You can also add the bibliographical information as sources in the word processing document.
- Once you have identified your sources (or during that process), you need to assess the potential quality of these sources of information in order to gather quality information.
- For each of the THREE minimum sources you identified (at least TWO different websites plus at least ONE other source) you need to briefly evaluate the quality of the information using the following criteria:

CRITERIA	MOTIVATION/EXPLANATION
Authority	The 'validity' or 'credentials' of the publisher or author(s)
Currency	The date on which the material was published or updated
Accuracy	The correspondence of the information with other sources
Objectivity	Any presence of prejudice, bias, skewing of information, et cetera
Coverage	How extensively the material covers the topic

Figure 5: Criteria for checking the quality of information on websites

- Now add all this information to the Questions and Sources table you created.

## 6 Engage with and use information and data

- Gather all other information and data from the sources you identified, as follows:
  - Save a copy (screenshot/copied content) of each website that you intend to use in an appropriate folder.
  - Process/summarise the information to extract appropriate information that is relevant to your information requirements (you will need it to compile the final report in Phase 3).
  - Record/Save the information in the following way:
- Copy the information and paste it in the relevant cells in the last column of the Questions and Sources table you created (the Summary of information found column).

## 7 Check Phase 1 before you hand in

Your completed PAT Phase 1 will consist of the following:

- A folder with sources you are going to use in your final report in phase 3.
- **ONE** Word processing document.

### IMPORTANT:

**NB:** Before you submit your Phase 1:

- Check the attached assessment guidelines step-by-step, headings and numbering of Phase 1 document correspond with headings and numbering of assessment tool.
- Ensure that you have completed all the required instructions.
- Correct all mistakes/errors before you hand in your work.
- Ask assistance from your teacher when you are unsure of aspects to be completed.

## Assessment Tool – Phase 1

**LEARNER NAME:** \_\_\_\_\_

**DATE HANDED IN:** \_\_\_/\_\_\_/2020

**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.

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
<b>1</b>	<b>ORGANISATION OF DOCUMENTS (FORMAT AND ORGANISATION OF MATERIAL/EVIDENCE)</b>							
	<input type="checkbox"/> Suitable computerized folder structure for all 3 Phases of the PAT created. <input type="checkbox"/> All required work/information for Phase 1 presented as a single (1) word processing document. <input type="checkbox"/> Electronic and/or hard copies of all documents (including evidence of sources) available. <input type="checkbox"/> All documents organised into a logical folder structure, clearly named and easy to find/navigate. <input type="checkbox"/> Meaningful folder and file names used.	<b>4</b>	<ul style="list-style-type: none"> <li>• Contains all 5 aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Contains 4 of the 5 aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Contains 3 of the 5 aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Contains 1 or 2 of the 5 aspects</li> </ul>	<ul style="list-style-type: none"> <li>• No document</li> </ul>	

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
<b>2</b>	<p><b>TASK DEFINITION (± 200 words/half a page)</b></p> <p>Clearly describes, <b>in the learner's own words</b>, 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.</p> <p>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.</p>							
	<input type="checkbox"/> What is the current situation and the purpose of the investigation (desired outcome?) <input type="checkbox"/> What will the focus of my investigation be? <input type="checkbox"/> How will I go about this investigation considering all the PAT requirements? <input type="checkbox"/> Who is the target audience? <input type="checkbox"/> What format will the information be presented in?	4	<ul style="list-style-type: none"> <li>All 5 questions (in criteria) are clearly answered and done in learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Only 4 of the 5 questions (in criteria) are clearly answered and done in learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 5 questions in the criteria are clearly answered and done in learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 5 questions in the criteria are clearly answered</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Any 1 question is not clearly stated in learner's own words.</li> </ul>	<ul style="list-style-type: none"> <li>Not done <b>or</b></li> <li>Less than 2 of the 5 questions in the criteria answered <b>or</b></li> <li>The questions are so vaguely answered that no apparent/logical purpose can be found <b>or</b></li> <li>Task definition is not in learner's own words</li> </ul>	
<b>3</b>	<p><b>QUESTIONS – QUALITY (Questions to guide the research – This is NOT for the QUESTIONNAIRE)</b></p> <p>A minimum of <b>TEN questions</b>, on at least <b>three</b> 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.</p>							
	<input type="checkbox"/> All questions provided are relevant to the focus question and will help to answer the focus question. <input type="checkbox"/> Includes a variety of questions (questions on at least <b>three</b> different levels). <input type="checkbox"/> At least THREE different groupings of questions.	3		<ul style="list-style-type: none"> <li>Clearly contains all 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 2 of the 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains only 1 of the 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>No questions <b>or</b></li> <li>All three aspects inappropriate</li> </ul>	

4	<b>RESEARCH/INVESTIGATION QUESTIONS – TECHNICAL ASPECTS</b> Technical aspects such as organisation of questions, a minimum of <b>TEN questions</b> together with relevant sources indicated.							
	<input type="checkbox"/> All organised under appropriate headings that are relevant to the topic (at least 3 headings). <input type="checkbox"/> Possible appropriate source type (e.g. Internet/printed media/people) indicated for each question. <input type="checkbox"/> At least <b>TEN</b> questions included.	3		<ul style="list-style-type: none"> <li>Clearly contains all 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 2 of the 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 1 of the 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Not done <b>or</b></li> <li>All 3 aspects inappropriate</li> </ul>	
5	<b>FINDING INFORMATION FOR YOUR PROJECT: SOURCES – BIBLIOGRAPHICAL INFORMATION</b> 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.							
	<input type="checkbox"/> Source name/Title <input type="checkbox"/> URL/Publisher <input type="checkbox"/> Author(s)/Organisation/Publisher <input type="checkbox"/> Dates (created/published/issued/updated/accessed)	4	<ul style="list-style-type: none"> <li>Clearly provides all listed details – all 5 aspects for <b>all</b> sources</li> </ul>	<ul style="list-style-type: none"> <li>Clearly provides at least 3 of the 4 listed details for <b>all</b> sources</li> </ul>	<ul style="list-style-type: none"> <li>Clearly provides at least 2 of the 4 listed details for <b>all</b> sources</li> <li>Two aspects omitted</li> <li><b>OR</b></li> <li>All listed details for any 1 source totally omitted</li> </ul>	<ul style="list-style-type: none"> <li>Clearly provides at least 1 of the 4 listed details for <b>all</b> sources</li> </ul>	<ul style="list-style-type: none"> <li>No source details <b>or</b></li> <li>Only 1 of the listed details provided for any 1 source <b>OR</b></li> <li>Listed details for more than 1 source totally omitted</li> </ul>	
6	<b>SOURCES – TECHNICAL</b> Learner identified a variety of sources (at least <b>THREE</b> sources).							
	<input type="checkbox"/> <b>TWO</b> websites <i>plus</i> <input type="checkbox"/> <b>ONE</b> source from another type/media (e.g. magazine, newspaper, brochure, textbook – printed or electronic format), e-mail to an expert/interview with an expert	3		<ul style="list-style-type: none"> <li>Three sources used</li> </ul>	<ul style="list-style-type: none"> <li>Two sources used</li> </ul>	<ul style="list-style-type: none"> <li>Only one source used</li> </ul>	<ul style="list-style-type: none"> <li>Not provided</li> </ul>	

7	<b>EVALUATE INFORMATION</b> 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.							
	<input type="checkbox"/> Authority <input type="checkbox"/> Currency <input type="checkbox"/> Accuracy <input type="checkbox"/> Objectivity <input type="checkbox"/> Coverage	4	<ul style="list-style-type: none"> <li>All 5 aspects clearly addressed and correctly motivated/ explained for <b>all</b> sources</li> </ul>	<ul style="list-style-type: none"> <li>At least 4 of the 5 aspects clearly addressed and correctly motivated/ explained for <b>all</b> sources</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 of the 5 aspects clearly addressed and correctly motivated/ explained for <b>all</b> sources</li> </ul>	<ul style="list-style-type: none"> <li>At least 2 of the 5 aspects clearly addressed and correctly motivated/ explained for <b>all</b> sources</li> </ul>	<ul style="list-style-type: none"> <li>Less than 2 of the 5 aspects clearly and correctly done for <b>all</b> sources</li> <li>Not done for <b>all</b> sources</li> </ul>	
8	<b>INFORMATION – SUMMARY</b> 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.							
	<input type="checkbox"/> Summary of information – for all sources used <input type="checkbox"/> All summarised information is relevant to the topic and likely to answer questions/help solve the problem.	4	<ul style="list-style-type: none"> <li>Both aspects clearly present and all summaries are definitely in learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 2 aspects clearly present and summaries provided are learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Both aspects clearly present but any part of any 1 summary is not in learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Both aspects clearly present but any part of more than 1 summary is not learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>None of the 2 aspects clearly present <b>or</b></li> <li>Mostly not learner's own words <b>or</b></li> <li>Not done</li> </ul>	
<b>TOTAL MARK:</b>		<b>29</b>						<b>MARK OBTAINED</b>

I hereby declare that the contents of this assessment task is 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.

\_\_\_\_\_

**SIGNATURE OF LEARNER**

\_\_\_ / \_\_\_ / 2020

**DATE**

**COMMENT/FEEDBACK:**

\_\_\_\_\_  
 \_\_\_\_\_

**TEACHER NAME:** \_\_\_\_\_

**TEACHER SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_/\_\_\_/2020

## PHASE 2

Copy the report from Phase 1 to the Phase 2 folder.

### 1 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.

- Use a word document to design your questionnaire using electronic forms, make use of content controls. You may also use *Google Forms*. (**Note:** It is easier to use the *legacy tools* or *Google Forms* to transfer information electronically to Excel).
- 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 or preferences.
- 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.
  - Questionnaires are often easier to interpret when they have headings and clear instructions for users.
  - Group related questions together under appropriate headings.
  - 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.
  - Make use of professional formatting.
  - You may add/use your own questions and create a questionnaire with at least **FIVE** 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. (Try to limit the questionnaire to ONE page but you may use TWO pages if you use a Google form)
  - Distribute the questionnaire to at least TWENTY learners in your school to complete.
  - Store the electronic questionnaires after they have been completed in the appropriate Phase 2 folder. Ensure that each questionnaire has an appropriate (different) file name, e.g. questionnaire 1, 2, 3, etc.

### 2 Create a spreadsheet

- Remember that you need information that can be processed in **MS Excel**.
- Process and analyse all data (questionnaire data as well as other data, such as costs, etc.) that may require the use of a spreadsheet.
- Import/capture the data in a suitable format and give the spreadsheet an appropriate file name.
- Use suitable formatting to ensure that any reader will be able to easily interpret the results.
  - Use of formatting features such as colour, borders, word wrap and styles.
  - Make sure that column and row headings are formatted differently to other data.
- 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 7 of the Phase 2 Assessment Instrument.
- Summarise the results that you will use in the report on a separate sheet.
- Create appropriate, meaningful graphs in your spreadsheet application that you will be able to use in your report to substantiate/support other information, claims or arguments.

- You should have a least **TWO** relevant graphs that will contribute to the solution.
- Insert elements such as titles, labels, gridlines and/or legends.

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

- Save the spreadsheet in your Phase 2 folder.

### **3 Create a database**

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.)**

- Create a database with a meaningful file name and save it in your Phase 2 folder. The information must be relevant to the investigation.
- Create at least **ONE** table:
  - Give the table a suitable name.
  - Make use of appropriate field names and data types as well as validation techniques to ensure that the data is captured correctly.
  - Capture appropriate data (at least **TWENTY** records) that could be used to answer or support questions.
- Create at least **TWO** queries
  - Insert more than one criterion.
  - Make use of sorting and/or display options.
- **Take note** of the requirements of the types and complexities of functions needed as specified in point 10 of Phase 2 in the Assessment Instrument.

### **4 Check Phase 2 before you hand in**

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:

- Study the mark allocation – as in the assessment instrument attached.
- Ensure that the documents you want to hand in, are done according to the criteria as set out in the Phase 2 assessment instruction.
- Submit your entire PAT folder to your teacher. The following should be in your Phase 2 folder:
  - Report copied from Phase 1.
  - Original questionnaire.
  - Completed questionnaires.
  - The completed spreadsheet with the analysis of the data and TWO graphs.
  - The completed database with ONE relevant table and TWO (2) queries.

**NOTE:** All Phase 2 documents should be submitted electronically.

It is advisable to store all documents electronically and not as hard copies.



## Example of a Questionnaire

---

These **are only examples** of questions that you may use in your questionnaire. Make use of content control elements to create this form. You may select from this list of questions and add your own questions to your questionnaire.

*I would like to gather information about online collaboration.*

*Please take your time to read the questions carefully and then answer the questions honestly.*

### **BIOGRAPHICAL INFORMATION**

**What is your gender?**

- Male  
 Female

**In what year were you born?**

- 1985 – 1989  
 1990 – 1994  
 1995 – 1999  
 2000 – 2004  
 Other, specify \_\_\_\_\_

### **ONLINE COLLABORATION SPECIFIC QUESTIONS**

1. **Have you used online collaboration tools before for an assignment/project?**       YES       NO
  
2. **Why did/do you use online collaboration tools/What would you consider using online collaboration tools for?** *(you can choose more than one)*
  - Communication
  - Schedule or assign work
  - Complete pair or group assignments/projects or organise an event
  - Brainstorming
  - Other, specify \_\_\_\_\_
  
3. **Do you or have you used any online tools for the following purposes?** *(you can choose more than one)*
  - Real time working and editing
  - File sharing
  - Online communication
  - Calendar management
  - Other, specify \_\_\_\_\_
  
4. **Could collaboration tools improve the way you do assignments/projects/events?**       YES       NO
  
5. **Do you think it would be necessary to use online collaboration tools in future?**       YES       NO
  
6. **What do you think the benefits of using online collaboration tools for assignments/projects are?** *(you can choose more than one)*
  - Saving time
  - Tracking everybody's contributions
  - Brainstorming ideas
  - Working with people that you can not work with face-to-face
  - Other, specify \_\_\_\_\_
  
7. **What digital tools do you currently use?** \_\_\_\_\_

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

## Assessment Tool – Phase 2

**LEARNER NAME:** \_\_\_\_\_

**DATE HANDED IN:** \_\_\_/\_\_\_/2020

**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.

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
1	<b>REPORT</b>							
	<input type="checkbox"/> Document copied from Phase 1	1					• Report copied	• No report
2	<b>QUESTIONNAIRE – QUALITY</b> Well thought-out questionnaire that will provide answers to questions <b>not likely to be found in other sources</b> 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).							
	<input type="checkbox"/> All questions are relevant. <input type="checkbox"/> Questions mostly provide answers to questions <b>that cannot be found in other sources</b> or that supplement/verify/clarify other information <input type="checkbox"/> Includes questions that will elicit data or statistical information (numerical, or that can be converted to numbers). <input type="checkbox"/> Clear instructions that guide users in answering the questions.	4	• Clearly contains all 4 aspects	• Clearly contains 3 of the 4 aspects	• Clearly contains 2 of the 4 aspects	• Clearly contains 1 of the 4 aspects	• No questionnaire <b>OR</b> • None of the 4 aspects clearly present	

3	<b>QUESTIONNAIRE - TECHNICAL</b> Electronically created questionnaire, professionally and appropriately designed according to the way in which it will be administered (online, via e-e-mail, or printed, e.g. created in a word processor using appropriate principles and techniques such as content 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.							
	<input type="checkbox"/> Form is created electronically, appropriate to the way it will be administered <input type="checkbox"/> Appropriate headings with appropriate questions. (Appropriate questions grouped together under appropriate headings) <input type="checkbox"/> At least <b>FIVE</b> questions, <b>excluding</b> biographical data (e.g. name, gender, age, address) <input type="checkbox"/> Professional formatting and layout (e.g. appropriate word processing techniques) with no errors. <input type="checkbox"/> At least <b>TWENTY</b> completed forms	4	<ul style="list-style-type: none"> <li>Clearly contains <b>all 5</b> aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 4 of the 5 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 3 of the 5 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains at least 1 or 2 of the 5 aspects</li> </ul>	<ul style="list-style-type: none"> <li>No questionnaire <b>OR</b></li> <li>None of the 5 aspects clearly present</li> </ul>	
4	<b>SPREADSHEET – TECHNICAL</b> 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.							
	<input type="checkbox"/> Spreadsheet appropriately named <input type="checkbox"/> Well designed and formatted <input type="checkbox"/> Good layout, easy to read and interpret <input type="checkbox"/> Used more than ONE worksheet to capture data	4	<ul style="list-style-type: none"> <li>Clearly contains all 4 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Contains only 2 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>No spreadsheet <b>OR</b></li> <li>None of the 2 aspects clearly present</li> </ul>	
5	<b>SPREADSHEET – QUALITY</b> Relevant data used. Processing is correct and relevant/appropriate and will answer questions, show trends/patterns, provide insights and contribute to the solution.							
	<input type="checkbox"/> Relevant, appropriate data collected and captured <input type="checkbox"/> Relevant/appropriate processing and analysis of data <input type="checkbox"/> Analysis includes other relevant, appropriate data in addition to the questionnaire/survey data <input type="checkbox"/> No processing errors/error indicators	4	<ul style="list-style-type: none"> <li>Clearly contains all 4 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 3 of the 4 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains 2 of the 4 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Clearly contains only 1 of the 4 aspects</li> </ul>	<ul style="list-style-type: none"> <li>Most data not relevant or</li> <li>Majority of the processing not appropriate/relevant or totally incorrect</li> </ul>	

6	<b>SPREADSHEET – GRAPHS</b> Graphs are relevant, meaningful and serve a purpose. Correct type of graphs are used and formatted in such a way that they are easy to interpret (i.e. headings, labels, legends, etc.). This will help to answer questions and contribute to the solution or clarify or explain aspects of the problem or the solution.	4	<ul style="list-style-type: none"> <li>Clearly contains all 4 aspects</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 aspects included.</li> </ul>	<ul style="list-style-type: none"> <li>At least 2 aspects included.</li> </ul>	<ul style="list-style-type: none"> <li>At least 1 aspect included.</li> </ul>	<ul style="list-style-type: none"> <li>No chart/graph <b>OR</b></li> <li>No relevant, meaningful graph</li> </ul>	
7	<b>SPREADSHEET – COMPLEXITY</b> Level of relevant, meaningful processing done correctly.	4	<ul style="list-style-type: none"> <li>At least 1 instance of a relevant, meaningful calculation from level ④ <b>and</b></li> <li>At least 2 more calculations from level ② and/or level ③.</li> </ul>	<ul style="list-style-type: none"> <li>At least 1 instance of a relevant, meaningful calculation from level ③ <b>and</b></li> <li>At least 2 more calculations from level ② and/or level ①.</li> </ul>	<ul style="list-style-type: none"> <li>At least 1 instance of a relevant, meaningful calculation from level ② <b>and</b></li> <li>At least 2 more calculations from level ①.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant, meaningful, correct processing done at level ① only</li> </ul>	<ul style="list-style-type: none"> <li>No spreadsheet <b>OR</b></li> <li>No relevant, meaningful processing done</li> </ul>	

8	<b>DATABASE – DESIGN</b> 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).							
	<input type="checkbox"/> At least <b>ONE</b> table created <input type="checkbox"/> All fields have appropriate field names, data types and sizes <input type="checkbox"/> All fields use appropriate components/properties to ensure accurate capturing where appropriate <input type="checkbox"/> All fields contain single data units	4	<ul style="list-style-type: none"> <li>• All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• At least 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• No database or</li> <li>• None of the 4 aspects clearly present</li> </ul>	
9	<b>DATABASE – PROCESSING</b> At least FIFTEEN (15) records present, plus two relevant, meaningful queries and one relevant, meaningful report that are correct and will inform/support the problem/solution. (NB: <b>incorrect/meaningless</b> queries or reports do <b>not</b> qualify for any marks).							
	<input type="checkbox"/> At least <b>15</b> appropriate, relevant records in 1 or more tables <input type="checkbox"/> At least two relevant queries that are correct and meaningful and will inform/support the problem/solution/demonstrate understanding of appropriate links	2			<ul style="list-style-type: none"> <li>• 2 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 of the aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• No database or</li> <li>• None of the 2 aspects clearly present</li> </ul>	
10	<b>DATABASE – COMPLEXITY (QUERIES)</b> Level of relevant, meaningful queries used correctly (evaluate according to 9 above)							
	① Only fields with 1 simple criterion using logical operators (for example 'X', >X, =X, not 'X', Is Null) ② Query with combined criteria using more than one field <b>or</b> One field with combined criteria, e.g. AND, OR, NOT) or One field with criterion including wild cards ('*' or '?') ③ Level ① criteria that includes sort/ display options	3		<ul style="list-style-type: none"> <li>• All 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 of the aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• No relevant, appropriate, correct queries</li> </ul>	
11	<b>EVIDENCE AND ORGANISATION OF DOCUMENTS</b> Format and organisation of material/evidence.							
	<input type="checkbox"/> Electronic and/or hard copies of all documents/files (including spreadsheet and database) available <input type="checkbox"/> All organised into a logic folder structure, clearly named and easy to find/navigate	2			<ul style="list-style-type: none"> <li>• Clearly contains both aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly contains 1 of the 2 aspects</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence or</li> <li>• None of the aspects</li> </ul>	
<b>TOTAL MARK:</b>		<b>36</b>					<b>MARK OBTAINED</b>	

I hereby declare that the contents of this assessment task is 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.

\_\_\_\_\_

**SIGNATURE OF LEARNER**

\_\_\_ / \_\_\_ / 2020

**DATE**

**COMMENT/FEEDBACK:**

\_\_\_\_\_

\_\_\_\_\_

**TEACHER NAME:** \_\_\_\_\_

**TEACHER SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_/\_\_\_/2020

## PHASE 3

The purpose of this phase of the PAT is to:

Communicate the knowledge and insight that you have gained as well as the recommendation(s)/solution(s) to the problem. You need to write a summarised report (**1000 - 1500 words, not counting the cover page, table of contents, references and graphics**) on your investigation and findings.

### 1 Create a report

Copy your report from Phase 2 with additional information to Phase 3. Apply the word processing skills you have learned to produce a professional document in order to create a report as explained below.

- **A cover page**

Ensure that the cover page contains 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 50 – 100 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** (created automatically by making use of references)

Here you must also add other references/tables, such as a table of figures or a table of authorities, etc.

**NOTE:** 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).

- **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?

- **Content**

- Headings from Phase 1 (tables 2 and 3) 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.
- Internet sources and graphics must be acknowledged.

- Interpret and integrate information where necessary.
- 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.

- **Findings**

You need to formulate as least TWO appropriate claims, arguments or findings that are appropriate and relevant to the investigation (as guided by your focus question).

All these claims, arguments and findings must be:

- Supported by relevant, appropriate data/information and a meaningful explanation of how or why the evidence supports these findings
- Drawn from information presented in the report and address the original problem statement/focus in light of the evidence presented

- **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.

- **References or Bibliography**

- Use the reference function of Word and use either the Harvard style.
- You will find this information in phase 1 of your PAT

- **Technical aspects**

- Use the applicable word editing functions to insert page numbers in the header or footer in the document. Page numbers must not be used on the title page.
- Correct all language and spelling errors.
- Use appropriate, readable fonts, size and number (not more than two).
- Headings should be larger than the content. Make use of styles.
- Appropriate line and paragraph spacing should be used.
- 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).
- No spelling mistakes.
- Consistent formatting throughout.
- Make sure you make use of the following:
  - Automatic table of contents
  - Automatic table of figures
  - Hyperlinks/bookmarks
  - Automatic bibliography
  - Citations and captions



## 2 *Create a website*

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

- 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.
- Your website should have at least 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
- 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.
- Different elements/parts of the pages must be clearly distinguishable.
- Graphics/images should be relevant to the topic or purpose of the site, enhance understanding, display correctly and be of a high quality. Graphs must be appropriately sized and cropped. A descriptive ALT tag must be present, ensuring accessibility for disabled users.
- Use good 'standard' English and ensure there are no spelling and/or grammar mistakes.
- Acknowledge information and graphics used from other sources appropriately.

**Take note** of the requirements needed as specified in Phase 3 in the Assessment Instrument.

## 3 *Check Phase 3 before you hand in*

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:

- Study the attached assessment guidelines for Phase 3. Ensure that all submitted documents corresponds with the required criteria.
- 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 Phase 2, spreadsheet, database, report and website are saved correctly.
- Ensure that you have completed the ***Final Declaration of Authenticity*** at the end of the rubric as part of your report.
- Hand in the file containing any hard copy evidence you have collected and that has not been converted to electronic format.

**Note:** All Phase 3 documents may be submitted electronically.

### Assessment Tool – Phase 3

**LEARNER NAME:** \_\_\_\_\_

**DATE HANDED IN:** \_\_\_/\_\_\_/2020

**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**

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
1	<b>REPORT – INTRODUCTION</b> 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)?							
	<input type="checkbox"/> Clear overview of the problem <input type="checkbox"/> Purpose of the investigation clearly stated <input type="checkbox"/> Clear focus: which aspects investigated	<b>4</b>	<ul style="list-style-type: none"> <li>• All 3 aspects clearly stated and no other/unnecessary information</li> </ul>	<ul style="list-style-type: none"> <li>• All 3 aspects clearly stated but with other/unnecessary information</li> </ul>	<ul style="list-style-type: none"> <li>• Only 2 of the 3 aspects clearly stated</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 of the 3 aspects clearly stated (only copy of task definition)</li> </ul>	<ul style="list-style-type: none"> <li>• None of the 3 aspects clearly stated</li> </ul>	
2	<b>REPORT – DISCUSSION (CONTENT) – ORGANISATION</b> Content is organised using meaningful headings similar to headings in Phase 1. Headings group appropriate, relevant information together. Content paragraphs for each heading discuss the investigation. Information is logically and coherently structured.							
	<input type="checkbox"/> At least <b>THREE</b> appropriate headings relevant to the investigation <input type="checkbox"/> Relevant information grouped together under the appropriate headings – logical and coherent flow <input type="checkbox"/> Headings same as/similar to headings in Phase 1	<b>3</b>		<ul style="list-style-type: none"> <li>• All 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 2 of the 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 of the 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• None of the 3 aspects present or correctly done</li> </ul>	

3	<p><b>REPORT – DISCUSSION (BODY) – INFORMATION USED, CONTENT RELEVANCE AND FLOW</b> 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.</p> <p><input type="checkbox"/> All information is appropriate, relevant and addresses the minimum information requirements</p> <p><input type="checkbox"/> Relevant, appropriate data/information used from all processing in Phases 1 and 2</p> <p><input type="checkbox"/> All graphics used are relevant and appropriate</p> <p><input type="checkbox"/> All information logically sequenced and flows naturally from one heading/paragraph to the next</p>	4	<ul style="list-style-type: none"> <li>• All 4 aspects clearly present. Easy to read and understand – reader has a clear understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• None of the 4 aspects clearly present</li> </ul>	
4	<p><b>REPORT – DISCUSSION (BODY) – ARGUMENTS &amp; SUPPORTING INFORMATION</b> 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).</p> <p><input type="checkbox"/> At least 3 appropriate claims/arguments that are relevant to the investigation</p> <p><input type="checkbox"/> All claims/arguments are supported by relevant, appropriate data/information</p> <p><input type="checkbox"/> Meaningful explanation of how or why the evidence supports the argument/claim</p>	4	<ul style="list-style-type: none"> <li>• All 3 aspects clearly present for all claims/arguments</li> </ul>	<ul style="list-style-type: none"> <li>• All 3 aspects clearly present for most claims/arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Only 2 aspects clearly present for all claims/arguments <b>or</b></li> <li>• All 3 aspects clearly present for only 1 claim/argument</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 aspect clearly present for all claims/arguments <b>or</b></li> <li>• Only 2 aspects clearly present for some claims/arguments</li> </ul>	<ul style="list-style-type: none"> <li>• None of the 3 aspects clearly present <b>or</b></li> <li>• Not done <b>or</b></li> <li>• Claims/arguments not meaningful/ totally irrelevant</li> </ul>	

5	<b>REPORT – FINDINGS/RECOMMENDATIONS</b> 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.							
	<input type="checkbox"/> All findings/recommendations clearly stated <input type="checkbox"/> All findings/recommendations clearly and effectively address/support the original problem/investigation <input type="checkbox"/> All findings/recommendations convey knowledge gained/understanding of the problem and investigation <input type="checkbox"/> Findings/recommendations <u>include</u> some new/thoughtful ideas/insights about the problem/investigation	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No findings/recommendation</li> </ul>	
6	<b>REPORT – CONCLUSION</b> 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.							
	<input type="checkbox"/> Conclusion present <input type="checkbox"/> Conclusion drawn from information presented in report and addresses the original problem statement/focus in light of the evidence presented <input type="checkbox"/> Conclusion is meaningful and logical <input type="checkbox"/> No new information included that is not researched	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No conclusion</li> </ul>	
7	<b>REPORT – PLAGIARISM ISSUES</b> Presented in learner's own words with all sources cited and all graphics from other sources acknowledged. Signed declaration of authenticity is included.							
	<input type="checkbox"/> All sources used are clearly and appropriately acknowledged <input type="checkbox"/> Graphics from other sources are clearly and appropriately acknowledged <input type="checkbox"/> Declaration of authenticity signed	4	<ul style="list-style-type: none"> <li>All 3 aspects clearly present and report is clearly learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 3 aspects clearly present and report is clearly learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 3 aspects clearly present and report is clearly learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Any number of aspects clearly present, but not in learner's own words in one or more places</li> </ul>	<ul style="list-style-type: none"> <li>Definitely not learner's own words <b>or</b></li> <li>None of the 3 aspects clearly present</li> </ul>	

8	<b>REPORT – TECHNICAL ASPECTS – ACKNOWLEDGEMENT &amp; EVIDENCE</b> Professional, well-structured document that gives credit to sources used, using sound word processing functions, principles and techniques.							
	<input type="checkbox"/> Automatic reference list/bibliography correctly inserted <input type="checkbox"/> Automatic, appropriate captions correctly inserted for all tables/figures <input type="checkbox"/> Appropriate citations correctly used and inserted <input type="checkbox"/> Appropriate use of styles	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>Not done</li> </ul>	
9	<b>REPORT – TECHNICAL ASPECTS – COVER PAGE</b> 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).							
	<input type="checkbox"/> Professional, custom-made cover page using appropriate controls for the type of information correctly added <input type="checkbox"/> All required information included on cover page <input type="checkbox"/> Meaningful abstract/extract included	4	<ul style="list-style-type: none"> <li>All 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>All 3 aspects clearly present but minor shortcomings</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 3 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>No cover page added</li> </ul>	
10	<b>REPORT – TECHNICAL ASPECTS – EASE OF NAVIGATION</b> Professional, well-structured document that is easy to navigate and in which information is easy to find.							
	<input type="checkbox"/> Automatic table of contents, correctly inserted <input type="checkbox"/> Automatic table of figures (tables/figures) correctly inserted <input type="checkbox"/> Page numbers appropriately used and correctly inserted (e.g. no page number on cover page, page numbers of each annexure restart at 1) <input type="checkbox"/> Hyperlinks/bookmarks (other than the TOC) appropriately and correctly used to navigate within document	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>Totally inappropriate</li> </ul>	

<b>11</b>	<b>REPORT – TECHNICAL ASPECTS – GENERAL</b>								
	One word-processing document containing all the information required for Phase 3, professionally rounded off, using appropriate word processing functions, principles/techniques correctly.								
Well structured, legible, professional document: <input type="checkbox"/> Appropriate, readable fonts, size and number (not more than two) <input type="checkbox"/> Headings given due prominence (also in tables) <input type="checkbox"/> Appropriate line and paragraph spacing (no 'empty' paragraphs) <input type="checkbox"/> 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) <input type="checkbox"/> No spelling or grammar mistakes <input type="checkbox"/> Consistent formatting throughout	<b>4</b>	<ul style="list-style-type: none"> <li>• All 6 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 5 of the 6 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 4 of the 6 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Only 3 of the 6 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 3 of the 6 aspects clearly present  <b>or</b>  <li>• Totally unstructured, not readable or unprofessional</li> </li></ul>			
<b>TOTAL MARK:</b>		<b>43</b>						<b>MARK OBTAINED</b>	

	CRITERIA	Possible mark	4	3	2	1	0	Mark obtained
1	<b>WEBSITE – GENERAL ASPECTS</b>							
	<input type="checkbox"/> Home page with title included <input type="checkbox"/> At least ONE link to another web page <input type="checkbox"/> Saved as HTML and opens correctly – no errors <input type="checkbox"/> Suited to audience	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No website</li> </ul>	
2	<b>WEBSITE – GENERAL APPEARANCE</b>							
	<input type="checkbox"/> All pages – consistent appearance (formatting, background, colours, layout, font, etc.) <input type="checkbox"/> Colours/textures of background, fonts, form a pleasing palette, do not detract from the content or readability <input type="checkbox"/> Point size varies appropriately for headings/sub-headings and text, and enhances readability <input type="checkbox"/> White space and alignment used effectively to organise material and enhance readability	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No website</li> </ul>	
3	<b>WEBSITE – ORGANISATION AND READABILITY</b>							
	Correct grouping and structuring of elements and information. Layout and organisation enhances readability and understanding. <input type="checkbox"/> Attractive and usable layout. Easy to locate all important elements/information (e.g. easy to read and skim/scan) <input type="checkbox"/> Related information grouped together <input type="checkbox"/> Different elements/parts (e.g. header/ banner/title, content, footer, credits) clearly distinguishable/separated, e.g. using horizontal lines <input type="checkbox"/> Techniques such as lists, tables, paragraphs and headings are used appropriately and correctly to structure information	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No website</li> </ul>	

4	<b>WEBSITE – GRAPHICS AND ACCESSIBILITY</b> Relevance, quality and accessibility of graphics							
	<input type="checkbox"/> All graphics are relevant to the topic/purpose of the site <input type="checkbox"/> There are no broken images (images display) <input type="checkbox"/> All graphics are thoughtfully cropped/ sized, are of high quality and enhance reader interest or understanding. <input type="checkbox"/> All images have an ALT tag that describes the image and its link.	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No website</li> </ul>	
5	<b>WEBSITE – NAVIGATION</b> Functional, logical/intuitive and user-friendly navigation							
	<input type="checkbox"/> 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 <input type="checkbox"/> Hyperlinks use meaningful descriptive text <input type="checkbox"/> Users of the site do not become lost. There are no “dead ends” <input type="checkbox"/> Navigation system is consistently placed throughout website	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No website</li> </ul>	
6	<b>WEBSITE – INFORMATION – QUALITY</b> 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.							
	<input type="checkbox"/> Site contains good quality, relevant and factually correct content about the topic <input type="checkbox"/> Demonstrates good understanding of the information/material included in the site, and where to find additional, good quality information presented in functional hyperlinks <input type="checkbox"/> Good 'standard' language used, suited to target group with no spelling and grammar mistakes <input type="checkbox"/> No unnecessary duplication of information	4	<ul style="list-style-type: none"> <li>All 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 3 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 4 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the 4 aspects clearly present <b>or</b></li> <li>No website</li> </ul>	



7	<b>WEBSITE – PLAGIARISM</b> Followed reasonable (fair) guidelines followed that recognise material borrowed from other sources							
	<input type="checkbox"/> Graphics/images from other sources clearly acknowledged <input type="checkbox"/> Clear, easy-to-locate and accurate citations for all borrowed material	4	<ul style="list-style-type: none"> <li>Both aspects clearly present and content written in learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 2 aspects clearly present and content written in learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Either or both aspects present but any one part not learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Either or both aspects present but mostly not learner's own words</li> </ul>	<ul style="list-style-type: none"> <li>Neither of the 2 aspects clearly present <b>or</b></li> <li>Wholly not learner's own words</li> </ul>	
8	<b>WEBSITE – ADDITIONAL TAGS/FEATURES USED (OUTSIDE CURRICULUM)</b> Learner demonstrates knowledge/skills not included in the curriculum, but that enhance the website, appropriately and meaningfully used.							
	<input type="checkbox"/> List the tags/aspects (maximum 2) ..... .....	2	<ul style="list-style-type: none"> <li>One mark for each feature used correctly, appropriately, meaningfully and that clearly enhances the website (to maximum of 2 marks)</li> </ul>					
9	<b>OVERALL EVALUATION OF ALL 3 PHASES OF THE PAT</b> General evaluation based on continuous observation and assessment of time management, commitment and growth in knowledge and skills.							
	<input type="checkbox"/> Worked regularly and handed work in on time as required. <input type="checkbox"/> Showed commitment and pride in work done during each Phase.	2			<ul style="list-style-type: none"> <li>Both aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 of the 2 aspects clearly present</li> </ul>	<ul style="list-style-type: none"> <li>None of the aspects clearly present</li> </ul>	
<b>TOTAL MARK:</b>		<b>32</b>					<b>MARK OBTAINED</b>	

I hereby declare that the contents of this assessment task is 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.

\_\_\_\_\_  
**SIGNATURE OF LEARNER**

\_\_\_ / \_\_\_ / 2020  
**DATE**

**COMMENT/FEEDBACK:**

\_\_\_\_\_

\_\_\_\_\_

**TEACHER NAME:** \_\_\_\_\_

**TEACHER SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_ / \_\_\_ / 2020

## APPENDIX A

**LEARNER NAME:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**Assessment Summary:**

Phase	Focus	Maximum Mark	Mark Obtained	Date marked
<b>Phase 1</b>	Find and access data and information	29		
<b>Phase 2</b>	Questionnaire and process data and information	36		
<b>Phase 3</b>	Present information/solution – Report	43		
<b>Phase 3</b>	Present information/solution – Website	32		
<b>Total</b>		<b>140</b>		

**LEARNER DECLARATION OF AUTHENTICATION**

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.

**LEARNER SIGNATURE** \_\_\_\_\_ **DATE:** \_\_\_/\_\_\_/2020

**TEACHER 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 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.

**TEACHER NAME:** \_\_\_\_\_ **TEACHER SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_/\_\_\_/2020

### APPENDIX B: Learner declaration of authenticity

<b>Learner name</b>		<b>ID Number</b>	
<b>Grade</b>	11	<b>Year</b>	2020
<b>Subject</b>	Computer Applications Technology		
Practical Assessment Task (PAT)		<b>Teacher</b>	
<p>Did you receive any help/information from anyone to complete this project?</p> <p> <input type="checkbox"/> No                 <input type="checkbox"/> Yes (provide details below)             </p>			
Help/Information received from (person):	Nature of the help/information (provide evidence):		
<p>I hereby declare that the contents of this assessment task is 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.</p>			
_____ <b>SIGNATURE OF LEARNER</b>		___ / ___ / 2020 <b>DATE</b>	