

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
 - a) Provide an evaluation of the question paper and marking guideline.
 - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	COMPUTER APPLICATIONS TECHNOLOGY	
PAPER	2	
GRADE	12	DURATION OF PAPER : 3 Hours
PROVINCE	Western Cape	
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PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

<p>2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT)</p> <p>1. As alluded to before, the paper is a difficult paper as a number of questions (in fact the majority of questions) fall within the upper levels of Blooms taxonomy of evaluation of knowledge and the generation of new knowledge. Many questions requires the learners to have an acquired body of knowledge (in many cases technical knowledge) which they must apply to generate new knowledge, as examples:</p> <p>1.1 Question 5.1.5: "Name ONE possible hardware specification where a file server may differ from a normal computer by briefly referring to the role of a file server in a network" – for 2marks. The assumed acquired knowledge here is:</p> <ul style="list-style-type: none"> • <i>What hardware constitutes</i> • <i>What a file server is (oppose to a normal server or printer server, etc.)</i> • <i>Comparison between a file server and a normal computer</i> • <i>Roles/responsibilities of nodes in a network</i> <p>1.2 Question 5.2.3: "Briefly explain what <i>uncapped</i> means by referring to the concept of a cap in broadband connections" – for 2 marks. The assumed acquired knowledge here is:</p> <ul style="list-style-type: none"> • <i>Knowing that cap and uncap can only refer to broadband connections</i> • <i>Concept of broadband and dial-up connections</i> • <i>The skill to explain a concept in reference to another concept (uncap vis-a-vis cap) within a (3rd environment: broadband)</i> <p>A very complex question demanding high order cognitive skills. Most questions in the paper is of this structure.</p>
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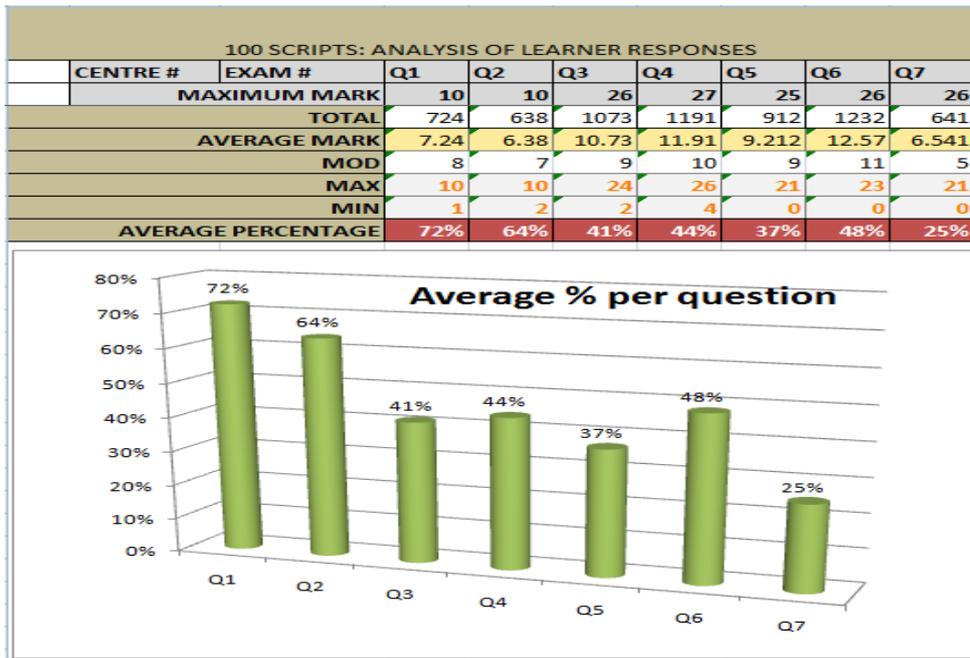
7. YOUR RECOMMENDATION FOR IMPROVEMENT.

That:

- the mark for q 4.4.3 be given to learners
- adjustment to marks for 6.3.5 be made as the marking guideline was inadequate
- that marking adjustment for questions indicated under 2 (fairness of questions) be made

a) Raw Marks Accepted	
b) Adjustment Upwards	By 10 – 12 marks
c) Adjustment Downwards	

ANNEXURE A: ANALYSIS OF LEARNERS' RESPONSE TEMPLATE (for completing part 3)



QUESTION 1

1. General comment on the performance of learners. Was the question well answered or poorly answered?

This was the best answered of the 7 questions.
 The question was out of 10 marks. Average mark scored: 7.24 (72%)
 Question answered well.

2. Why question was poorly answered: Also provide specific examples

Not applicable

3. Provide suggestion for improvement in relation to the following :

- (i) Learning and teaching**
- Use of examples of previous question papers
 - Setting of own tests/tasks containing multiple-choice questions

- (ii) Support**
- As above

<p>4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.</p> <ul style="list-style-type: none"> • Candidates must be told NOT to leave open spaces, but must offer an answer.
<p>5. Any other comments useful to teachers, subject advisors</p> <ul style="list-style-type: none"> • Development of resources to assess this kind of question

QUESTION 2
<p>1. General comment on the performance of learners. Was the question well answered or poorly answered?</p> <p>The question was the second-best answered of the 7 questions. The question was out of 10 marks. Average mark scored: 6.38 (64%) Question answered well.</p>
<p>2. Why question was poorly answered: Also provide specific examples</p> <p>N/A</p>
<p>3. Provide suggestion for improvement in relation to the following :</p> <p>(i) Learning and teaching</p> <ul style="list-style-type: none"> • Use of examples of previous question papers • Setting of own tests and tasks with multiple-choice questions <p>(ii) Support</p> <ul style="list-style-type: none"> • As above
<p>4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.</p> <ul style="list-style-type: none"> • Candidates must be told NOT to leave open spaces, but to offer an answer.
<p>5. Any other comments useful to teachers, subject advisors</p> <ul style="list-style-type: none"> • Development of resources to assess this kind of question

QUESTION 3
<p>1. General comment on the performance of learners. Was the question well answered or poorly answered?</p> <p>The question was out of 26 marks. Highest mark scored: 24 Average mark scored: 10.73 (41%) Question answered reasonably well. Some centres answered the question better than others.</p>
<p>2. Why question was poorly answered: Also provide specific examples</p> <ul style="list-style-type: none"> • Question 3.4 requested candidates to state that the memory card must first be inserted into a device. Candidates assumed this process was in place (as it is the most elementary step), and then answered from this point onwards, losing the marks given for mentioning this step.
<p>3. Provide suggestion for improvement in relation to the following :</p> <p>(i) Learning and teaching</p> <ul style="list-style-type: none"> • Teachers to teach proper terminology • Candidates t answer in properly constructed sentences. Many marks were lost by candidates offering one-word answers. <p>(ii) Support</p> <ul style="list-style-type: none"> • Inconsistency in memo interpretation because of individual marker's competence and knowledge • Guidelines and training for teachers in setting good questions and applying well-written marking memoranda.
<p>4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.</p> <ul style="list-style-type: none"> • Candidates' inability to express themselves, even though they know answer.
<p>5. Any other comments useful to teachers, subject advisors</p>

QUESTION 4
<p>1. General comment on the performance of learners. Was the question well answered or poorly answered?</p> <p>The question was out of 27 marks. Highest mark scored was 26 Average mark scored: 11.9 (44%) Question answered reasonably well. Some centres answered question better than others.</p>
<p>2. Why question was poorly answered: Also provide specific examples</p> <ul style="list-style-type: none"> • Question 4.4.3 – no clear definition given on difference between smart phone and normal cellphone. Many candidates lost marks here. • 4.3.5 – No clear guidance given by the question as to what is expected as an answer. Candidates gave correct explanations of how the antivirus monitor works, but scored few marks.
<p>3. Provide suggestion for improvement in relation to the following :</p>
<p>(i) Learning and teaching</p> <ul style="list-style-type: none"> • Teachers must keep up to date with new terminologies and trends and take responsibility for their own development • Candidates must be given dedicated time to explore new technologies and trends
<p>(ii) Support</p> <ul style="list-style-type: none"> • Development of resources as new technologies are developed
<p>4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.</p> <ul style="list-style-type: none"> • Candidates' inability to express themselves, even though they know the answer.
<p>5. Any other comments useful to teachers, subject advisors</p> <ul style="list-style-type: none"> • Make resources (links to resources) available to teachers

QUESTION 5
<p>1. General comment on the performance of learners. Was the question well answered or poorly answered?</p> <p>The question was out of 25 marks. Highest mark scored was 21 Average mark: 9.2 (37%) Question answered poorly to satisfactorily. Some centres answered the question better than others.</p>
<p>2. Why question was poorly answered: Also provide specific examples</p> <ul style="list-style-type: none"> • Candidates did not answer the question within the scenario. • Question pitched at a high cognitive level. • Candidates did not respond to the question with reference to the underlying technical knowledge. • The question was often misinterpreted.
<p>3. Provide suggestion for improvement in relation to the following :</p>
<p>(i) Learning and teaching</p> <ul style="list-style-type: none"> • Teachers to make a point of using and referring to correct use of terminology. • Continual support for upskilling of teachers. • Candidates to answer in properly constructed sentences. Many marks were lost by candidates offering one-word answers.
<p>(ii) Support</p> <ul style="list-style-type: none"> • Inconsistency in memo interpretation because of individual marker's competence and knowledge • Guidelines and training for teachers in setting good questions and applying well-compiled marking memoranda.

<p>4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.</p> <ul style="list-style-type: none"> • Candidates' inability to express themselves, even though they know the answer. • Candidates struggled with the technical terminology
<p>5. Any other comments useful to teachers, subject advisors</p>

<p>QUESTION 6</p>
<p>1. General comment on the performance of learners. Was the question well answered or poorly answered?</p> <p>The question was out of 26 marks. Highest mark scored: 23 Average mark: 12.5 (41%) Question answered reasonably well.</p>
<p>2. Why question was poorly answered: Also provide specific examples</p> <ul style="list-style-type: none"> • The memo did not always allow for the terminology the candidates were taught in class. Example: The memo states "file took too long to download", whereas candidates use "file took long to open". The memo was applied, but should have included the terminology of the candidates. • The language ability of candidates at some centres clearly resulted in this question being poorly answered.
<p>3. Provide suggestion for improvement in relation to the following :</p>
<p>(i) Learning and teaching</p> <ul style="list-style-type: none"> • Teachers to teach proper terminology • Candidates to answer in properly constructed sentences. Many marks were lost by candidates offering one-word answers.
<p>(ii) Support</p> <ul style="list-style-type: none"> • Guidance in interpretation of questions
<p>4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.</p> <ul style="list-style-type: none"> • Candidates often displayed an inability to express themselves, even though they knew the answer.
<p>5. Any other comments useful to teachers, subject advisors</p> <ul style="list-style-type: none"> • Better organisation of the pre-marking process to guide teachers to memo interpretation.

<p>QUESTION 7</p>
<p>1. General comment on the performance of learners. Was the question well answered or poorly answered?</p> <p>The question was out of 26 marks. Highest mark scored was 21 Average mark: 6.5 (25%) Question answered poorly. Some centres answered the question better than others.</p>
<p>2. Why question was poorly answered: Also provide specific examples</p> <ul style="list-style-type: none"> • Whole question on a high cognitive level. • Disparity between marks awarded and knowledge required to answer the question • Many candidates did not get to the question • More illustrative diagrams should be given as screenshots for this question. Candidates are expected to visualize the application screen and answer questions based on this visualization. Screenshots (like sources in History) would provide the same base for each candidate.

3. Provide suggestion for improvement in relation to the following :
(i) Learning and teaching <ul style="list-style-type: none">• More teaching of this type of question• Candidates to answer in properly constructed sentences. Many marks were lost by candidates offering one-word answers
(ii) Support <ul style="list-style-type: none">• Resources in teaching practical in the theory context
4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc. <ul style="list-style-type: none">• Candidates' inability to express themselves, even though they know the answer
5. Any other comments useful to teachers, subject advisors
<ul style="list-style-type: none">• Teachers to teach using this methodology. Exemplar tasks and tests to be given to teachers.