

## CHIEF MARKER PUBLICATION REPORT ON INFT. 2, 2010

### QUESTION 1

The majority of learners answered this question well. Few learners got all questions correct, but many scored well above 50%

#### Suggestions for improvement

- Read extra things to enrich terminology concepts etc.

### QUESTION 2

The markers felt that the question was answered generally a bit better than in the past. The question was longer than in the past.

- 2.2.1.b      *Disadvantages of Client-Server* – it was surprising that many learners thought that Client-Server security is weak (maybe that is the situation at their school). Learners also saw tight security as a disadvantage (maybe because they now can't play games)
- 2.2.2.c      Some learners did not know what a *switch* was and thought it switched the network on and off.
- 2.2.2.d ii.    Did not know why *Wifi networks* would NOT be suitable for school labs
- 2.3.2.b      Many did not get *superscalar* question right. It is possibly not taught.

#### Suggestions for improvement

- The learners must stop giving answers like FASTER, CHEAPER etc. when they don't know what's going on. They must properly describe their answers. ONE WORD answers are not really acceptable.
- Teachers should go onto the Internet and encourage the learners to learn the info at a deeper level. Teachers should not only rely on what they see in the textbook. They need to know more in order to generate a discussion. Teachers should not be afraid of discussions even when learners may know more. Maybe the subject advisor needs to encourage those teachers to enrich their knowledge.
- Learners DON'T understand words like *NAME, DESCRIBE, BRIEFLY DESCRIBE, COMPARE* etc. when questions are being asked. Teachers MUST help their learners with these words as a part of EXAM TECHNIQUE.

### QUESTION 3

This question was reasonably well answered.

- 3.3.1      Just the word "mobile" was answered for this in a lot of cases – they did not get the mark.

#### Suggestions for improvement

- It's important to keep learners up to date with new e-Communication concepts. These change fairly quickly as the Internet develops. Availability to the Internet, particularly for the teacher is important.

### QUESTION 4

This question was very well answered in general.

- 4.5      Many learners did not really understand *SPAM* – they confuse the term with *PHISHING*. SPAM, in fact, is a very subjective term. Learners should know it does not ALWAYS ask for money, is not UNTRUE, but is just junk e-mail.

#### Suggestions for improvement

- Lots of reading around the subject would be necessary to enrich learners
- Teach learners to rather say a bit too much in order to get the marks in this question. Remember the points that you write might duplicate another point, but with different words. Give too much info rather.

## QUESTION 5

This question was answered much better than in the past, also because it was a much more reasonably question than those answered in the past.

- 5.2.1. Learners did not handle the Normalisation question well – they just learn a word like *redundancy*, and they don't really know what it means
- 5.5.2. Learners don't know what *extreme data* is. The 3 concepts *extreme data*, *erroneous data*, and *extreme data* are clearly not taught in many schools. Learners also don't understand *invalid* and *wrong*.
- 5.6. The right terms are often not used: *Class*, *method*, *attribute* etc. are mixed up.

### Suggestions for improvement

- Teachers need to spend more time on Normalisation. The learners don't really understand these concepts properly.
- Use the PAT to teach all these types of validation techniques.
- Teachers must use the correct words when teaching the programming sections of the work. The learners mix up the words *OBJECTS*, *METHOD* etc.

## QUESTION 6

- 6.3.1 Very few candidates got full marks on utility programs
- 6.6.2.a Learners did not know the word *biometrics*
- 6.5.3.a Many learners do not properly understand *defragmentation*.
- 6.5.3.b Very few learners knew what a *SCSI drive* was. This can be looked up on the Internet.

### Suggestions for improvement

- Do more research – especially on the Internet. Don't just tell the learners that this is a self-study section.
- Teachers need more info and should turn to the Internet for it. E.g. *RFID tags* – there is now a lot of info on the Internet. Also encourage the learners to look up and challenge information.

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