



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

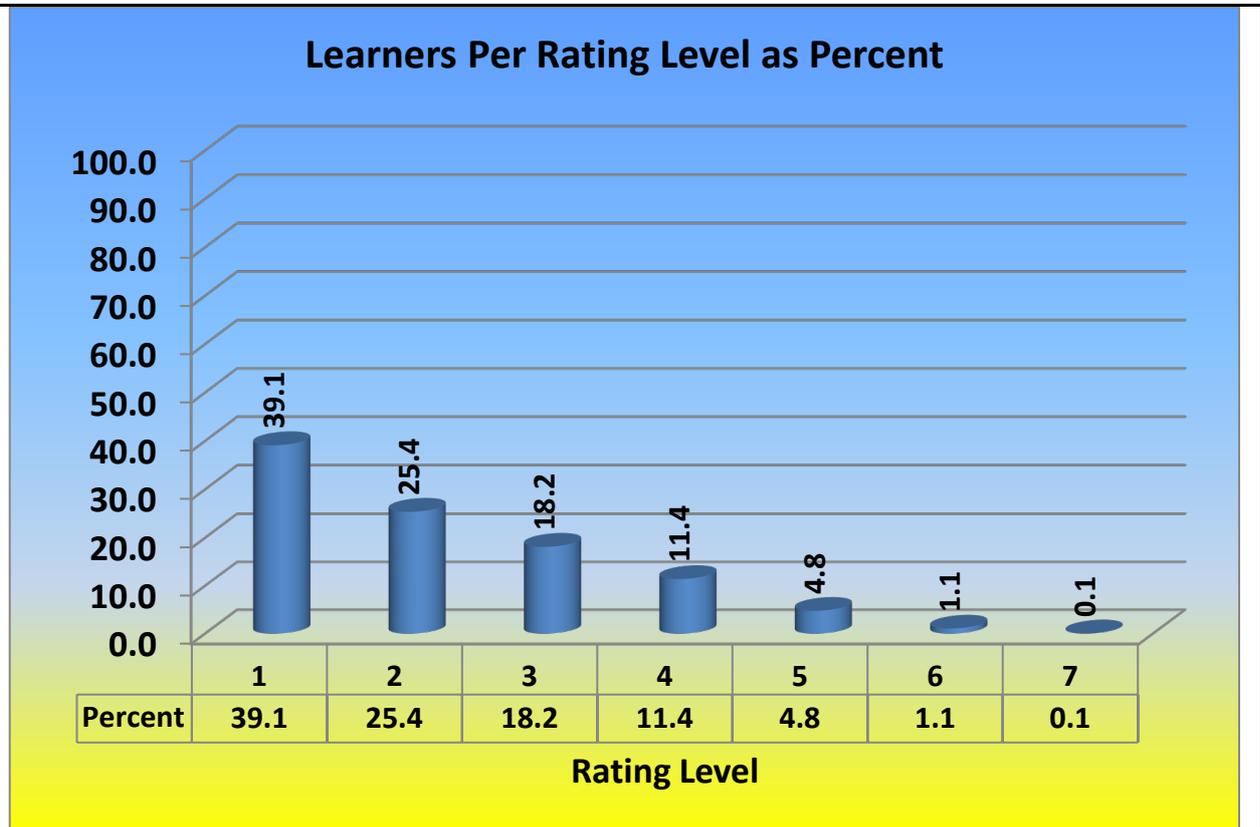
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## **2018 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>CATN</b>
<b>PAPER:</b>	<b>2</b>
<b>DURATION OF PAPER:</b>	<b>3 HOURS</b>
<b>DATES OF MARKING:</b>	<b>30/11/2018 – 14/12/2018</b>

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

As with previous examinations, CAT learners did not perform well in Paper 2 and the pass rate decreased from 2017 to 2018. They have as usual achieved much lower marks in Paper 2 than in Paper 1. The graph below shows the overall performance of the learners in the Eastern Cape. All the other graphs in this report were created from data attained by entering the results of 100 random sample scripts. Please note that this does not reflect the most accurate picture as it is very difficult to extract a sample of 100 scripts which would be 100% representative of the performance of the province as a whole. As can be seen from the graph below, 60.9% of learners in the Eastern Cape passed this examination (2018) compared to 63.4% last year (2017) and 45.5% in (2016). The amount of level 7 performers decreased to only 2 learners and the level 1 learners increased from 36.6% to 39.1.



This is quite disturbing. The standard of the paper was found to be of a high standard. As wonderful as it is to lift the standard, we are losing about 400 and more learners per year because the learners who took this as a skills subject and are less academically inclined are not taking this subject anymore. The paper definitely had a few challenging questions and the learners did not know how to interpret some of the questions and therefore only answered the questions in general. In general the majority of the Eastern Cape learners did not perform well in this question paper although the paper was easier than last year's paper. More learners completed the question paper this year and not many questions were left undone. There are still too many learners that lack the skills and knowledge required to answer even the easy questions. Difficulty of the paper is fair in general although the marks do not reveal that.

The department should however send an updated curriculum at the beginning of the year from which they will ask theory questions. This gives the teachers a structure in which to teach new concepts and then the department should only ask questions on that which they send. More textbook content must be included in the theory question paper. These may be higher level questions. As said before, learners who take this subject are those that battle with the high end subjects and they are the ones that need a skill based subject. Most of the content is being embedded in real life scenarios that the students can't necessarily identify with. Some questions come over as being too technical for CAT. Therefore markers also need to be trained to be more divergent in their thinking and award marks to comments that go beyond the marking guideline.

It will also be to the advantage of the learners if they can receive both the English and Afrikaans versions of the paper.

As mentioned earlier, learners are still performing better in the practical paper than in the

theory paper.

- The obvious reason for this is the language barrier of candidates. Learners do not always understand and interpret the questions correctly and if they do, they do not have the vocabulary to express themselves correctly. This results in responses from learners that is very difficult to read and to understand. Although everything in our power is done to accommodate the language barrier of learners and even that of many teachers who teach in their second language, there is only so much that can be done. Teachers and learners should do everything in their power to improve their English language.
- Teachers do not spend enough teaching time on preparing learners for the theory paper and that learners do not study for CAT theory. Teachers and learners must realize that theory is just as an important component in the CAT syllabus and that it contributes the same weight in the overall mark for CAT.

Because the suggestions for improving teaching and learning (Section C) as well as the useful comments to teachers (Section E) are very much the same for all the different questions, I will discuss them generally at the beginning of the report and then just refer to it in the discussion of the different questions.

#### **GENERAL COMMENTS ON IMPROVING THE TEACHING AND LEARNING OF CAT THEORY**

- **More time and effort should be spent on teaching theory by following the instructions in the CAPS document as well as the exam guideline.** Teachers should explain the theory and make sure that learners understand what they are learning. Teachers should teach theory in a practical way. Bring examples of technology and demonstrate how it works. **Research should be done on new concepts and new technology evolving.**
- **CAT is a very dynamic subject.** Teachers must therefore make a concerted effort to keep up with this new technology and bring their learners into contact with new technologies on a regular basis. Teachers will be informed once a year on new technology that may be assessed in addition to the existing content of the CAPS syllabus. This will be added to the examination guideline document which will be released once a year.
- **Learners can also be challenged to come and share new technologies** which they came across in class. This can also be done as part of a homework or class activity. Encourage learners to browse for new technology on the Internet or find advertisements in local media.

They can bring these to school where they can be discussed in class. Learners can be given notes/summaries on this for future reference and study. Teachers can also make use of experts in the field of technology to come and explain and demonstrate some of

the latest technologies to learners.

- **Teachers are advised to consult more than one textbook when teaching theory as well as to make sure that they know the content of the CAPS document and what is required from CAPS.** There are three approved textbooks available for CAT. Books approach topics from different angles and can even have additional information on topics. It can only be to learner's advantage to consult more than one textbook.
- **Learners should also be given regular theory tests** – based on the format of examination papers. The results of these tests (learner's responses) should be discussed with them – not just be handed back. They should know why they lost marks.
- Although time is limited, teachers should try and **work through some question papers of previous years.** The memos of these papers should be discussed with learners in order to train them how to approach and answer a question paper as well as learning the content.
- Teachers should **teach learners to use the correct terminology** in class and also when answering questions. They should not be allowed to answer questions by using words such as *it, things ... etc.*
- **Grade 10 and 11 content:** Teachers are reminded that according to the CAPS syllabus, learners are assessed on all theory done from grade 10 – 12 in the final examination. Learners should therefore keep summaries of their gr 10 and 11 theory in notebooks. Throughout the grade 12 year, teachers should incorporate grade 10 and 11 knowledge in tests in order to prepare learners for the final examination.

#### **NOTE TO SUBJECT ADVISORS:**

- CAT is still a new and very dynamic subject. Many teachers do not have the training or support to continually provide quality education to learners. Subject advisors should play a more active role in assisting teachers in gaining the needed knowledge and expertise. Subject advisors should also make sure that all schools receive the new and updated examination guidelines as well as new terminology for the New Year and make sure they use these documents in their teaching. Short training courses presented by themselves or other specialist teachers can only benefit this valuable subject.
- There are also schools who do not have the necessary hardware, software and Internet access to offer this subject. We would also appeal to the department and subject advisors to play a supportive role in this regard – especially in schools where there are trained teachers available.

#### **MISTAKES MADE BY LEARNERS IN ANSWERING THE PAPER:**

The following mistakes were experienced and we appeal to teachers to please discuss this with their learners.

- **Writing down the same option twice.** Often, when learners are expected to list more than one fact, they repeat the same fact twice, just rearranging the words to make it sound like a different fact. Obviously only one mark will be awarded.
- **Learners giving one-word answers.** It often happens that learners respond with only one word to a question to list advantages/disadvantages/characteristics. It is impossible for markers to judge from that whether the learner knows the work. No marks will be awarded in such cases. Other learners again, write paragraphs instead of sentences – often contradicting their answer. This must also be discouraged.
- **Vague and generic answers.** Some learners, when they do not really know the answer, often fall back on vague and generic answers such as “it is easier and faster” and terms like “things” and “stuff” etc. Answers like these which do not include any motivation or the correct terminology which can be used to judge a learner’s comprehension will not earn any marks and should be discouraged.
- **Learners do not read the questions/scenarios properly.** They read until they think they know the answer or they only notice some keywords and then they assume the rest of the question. Learners should be encouraged to read the whole question slowly and with comprehension before attempting to answer it. In many scripts it is clear that learners are losing marks because they do not read the questions properly. A lot of students tend to re-write the question as their answer. This is completely unacceptable.
- **Mark allocation.** Teachers should indicate to learners that the paper is marked on a “one mark per fact” basis. Thus if a question is indicated to count two marks, they need to write down two facts.
- **Handwriting.** As with all subjects, handwriting is a problem with many candidates where markers have difficulty deciphering the handwriting in order to mark the script.
- **Answering of questions.**
  - Start each new question on a new page.
  - Leave a line open between questions.
  - Answer the questions in the order they appear on the question paper.
  - Keep sub-sections of a question together.
  - Use the numbering system as indicated on the question paper for each question.
  - If learners decide not to attempt a sub-question of a question, they must at least write the number of the question so that markers can clearly see that a question has been left out. It makes it very difficult for markers who mark under a lot of pressure to lose time in an attempt to look for the correct answers.

- **Some of the learners did not adhere to the instructions in the question paper. According to the instructions learners are not allowed to just write: “heaper”, “faster”, “easier”, etc.**

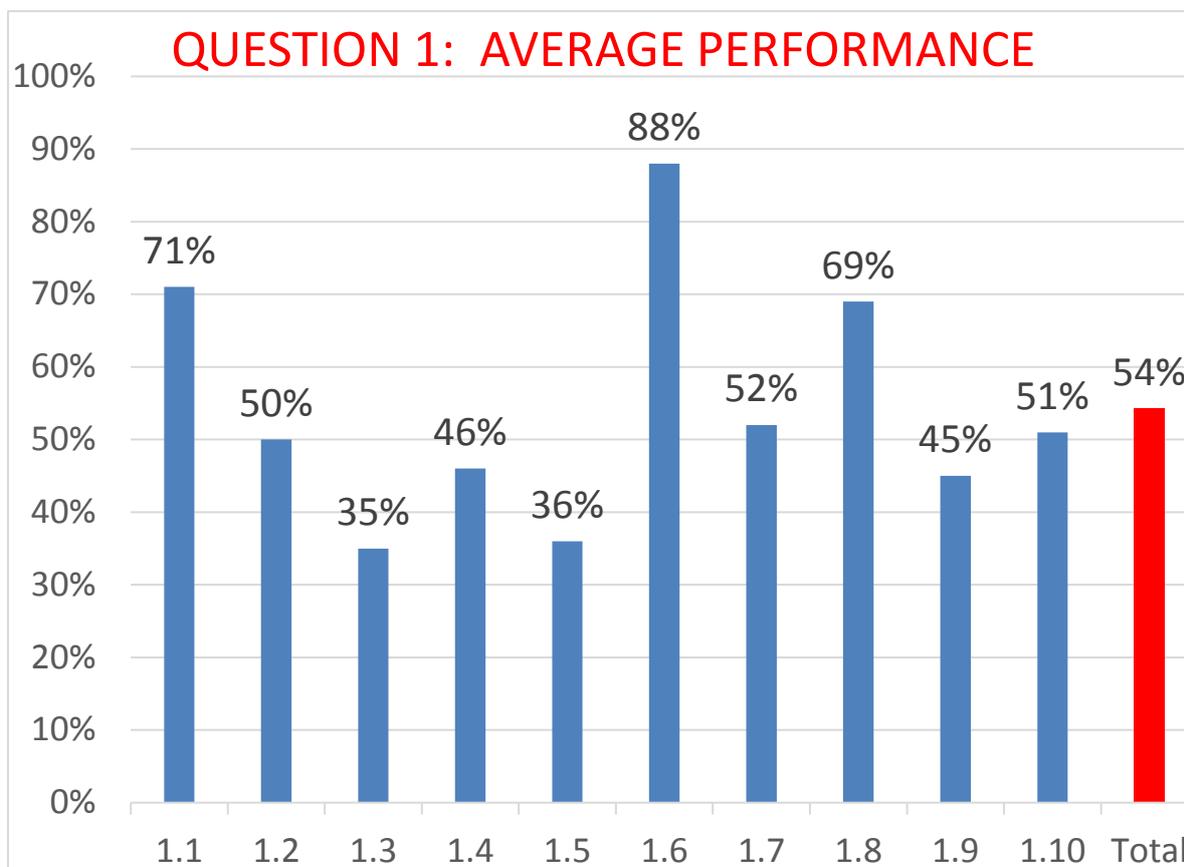
**SECTION 2: Comment on candidates' performance in individual questions**

(It is expected that a comment will be provided for each question on a separate sheet).

**QUESTION 1**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		<b>5/10</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
1.1 – 1.10	MATCHING ITEMS	54%



The performance of candidates in this question was average in comparison with last year's results for question 1. The overall performance of the centre's whose performance was poor in this question also did not cope with the rest of the paper.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

As were mentioned above, there were no specific questions that the candidates battled with. Questions were quite straight forward for those who prepared well for the examination.

**(c) Provide suggestions for improvement in relation to Teaching and Learning.**

Learners should be taught to arrive at an answer adopting a process of elimination. Selecting the most probable answers and then removing them one by one.

Also refer to the general comments in Section 1 of this report for more comments and suggestions which could help teacher developments as well as advantage our learners.

**(d) Describe any other specific observations relating to responses of learners**

Many learners continue not to answer some of the questions which is quite surprising. Although this question is not a guessing game, learners should be encouraged to at least try an answer out of the options left. I would like to appeal to teachers to teach their learners to answer this question using the answer sheet provided.

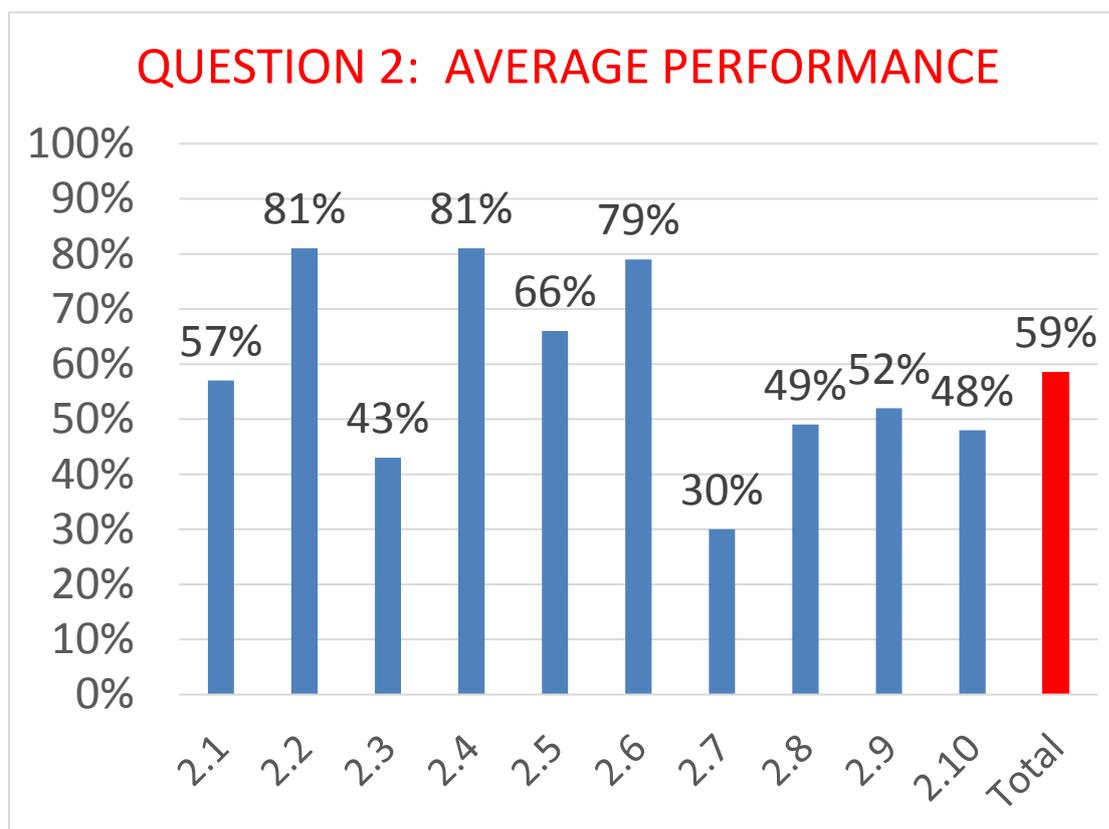
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Refer to the general comments in Section 1 of this report.

## QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		6/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1 – 2.10	MATCHING ITEMS	59%



The performance of candidates in this question was average.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.7 was answered poorly in comparison with the rest. The reason therefore is that students don't know the difference between augmented reality and virtual reality.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Learners should be taught the new terminology.

(d) Describe any other specific observations relating to responses of learners

Although this question is not a guessing game, learners should be encouraged to at least try an answer out of the options left.

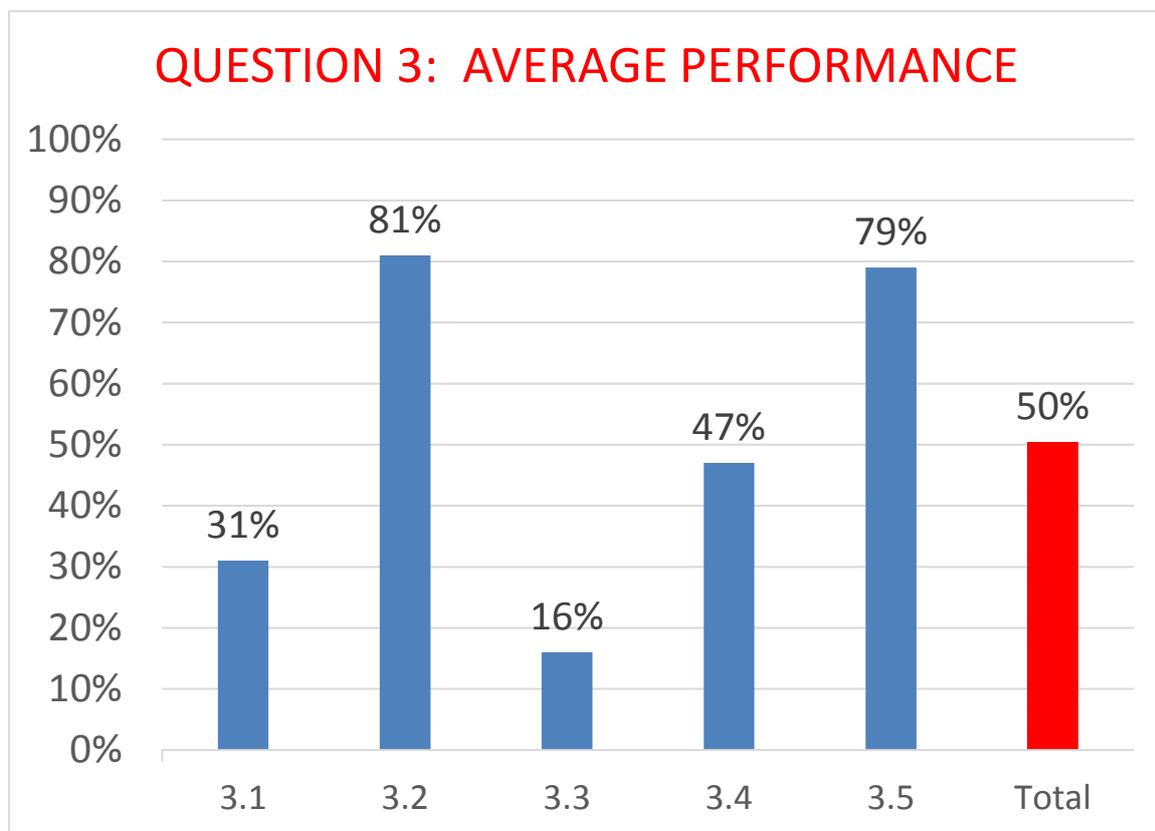
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Refer to the general comments in Section 1 of this report.

### QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		<b>2.5/5</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1 – 3.5	TRUE/FALSE ITEMS	50%



The performance of learners in this question was average.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners still battled with this question this year.

Learners are still not used to a question of this format where they had to identify whether a statement is true or false AND then make the false statements true by changing the underlined concept/term.

The question was thus misunderstood by many learners. Some of the learners changed the statement to make the underlined word true instead of changing the word to make the statement on the question paper true. Some learners only write false without the correct word next to it.

I believe that with some input by teachers, the learners will do better in this question next year.

Question 3.3 was poorly answered by most learners – learners was not exposed to the new technology that was send by the department.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers should train the learners to answer question of this format by explaining to them how to attempt a question of this nature. They should then also expose learners to questions of this type in class tests and examination during the year.

**(d) Describe any other specific observations relating to responses of learners**

This type of question might seem very easy, but to successfully answer a question of this format, learners should be taught to read the statements a few times with concentration and understanding.

Teachers should pay attention to this during the year. This is something that learners should be taught and exposed to.

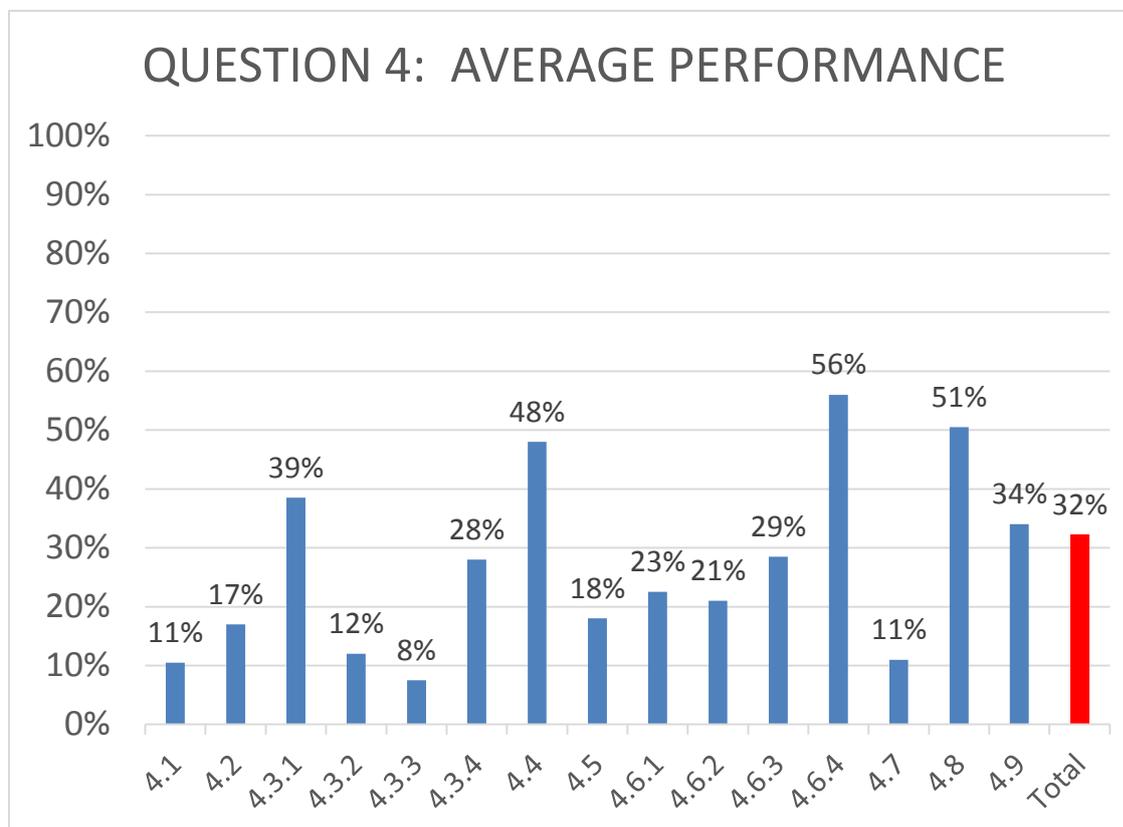
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Refer to the general comments in Section 1 of this report.

## QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		<b>8/25</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
4.1 – 4.12	SYSTEMS TECHNOLOGIES	32%



In general the performance of learners in this question was not up to standard.

In cases where learners performed poorly it is mainly due to:

- Not answering questions in full sentences
- Not motivating their answers where needed
- Not reading the questions properly. They read questions only until they think they know what is requested and often they misinterpret the question.
- Lack of content knowledge.
- Learners seem to read only the first part of the question and assume what the rest of the questions will look like. In other cases they identify key words in the question and repeat the question as part of their answer.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The following questions were poorly answered by the majority of learners. Teachers should take note and act accordingly:

**Q 4.1**

Poor response from learners. The learners clearly did not study their Grade 10 and 11 work.

**Q 4.2**

Poor response from learners. Learners did not understand what are expected from them. The question paper asked for reasons why a keyboard with a numeric keypad would be a better option and the marking guideline catered for a definition as well one reason. In other words one mark was allocated for the definition and another mark for the reason. Most learners obtained only 1 mark for this question.

**Q 4.3.2**

Poor response from learners. Teachers did not teach file management as well as file extensions.

**Q 4.3.3**

Learners struggled with this question. This is practical work and should be explained to learners. Again learners battle to answer practical work in a theory paper.

**Q 4.3.4**

Poor response from learners. Teachers did not teach file management which includes file compression.

**Q 4.5**

Learners struggled with this question. This is also a practical question and out of learners' frame of reference.

**Q 4.7**

This question is Grade 11 work but is included in the second edition of the grade 11 CAPS textbooks. Most teachers and learners did not buy these new textbooks yet.

**Q 4.9**

Learners struggled with this question. This was basic Grade 10 theory and again learners don't learn grade 10 and 11 work.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teachers should spend more time showing learners how to read a question in its entirety and explain how to break the question up into smaller sections to make it easier to understand. They should also be shown how to identify what the question wants with regards to advantages, disadvantages, reasons, etc.
- It seems as if teachers did not teach the content of the examination guideline for 2017.

**(d) Describe any other specific observations relating to responses of learners**

- As with most other questions learners do not read with comprehension. This might be due to a number of factors such as a language barrier or from skipping sections of the question and only focusing on specific keywords.
- Learners do not understand basic terminology which should have been engrained since Grade 10.
- As mentioned at the start of this report, many learners tend to write very vague answers using words like “this”, “things”, “stuff”, “fast”, “easy” etc. instead of the correct terminology.

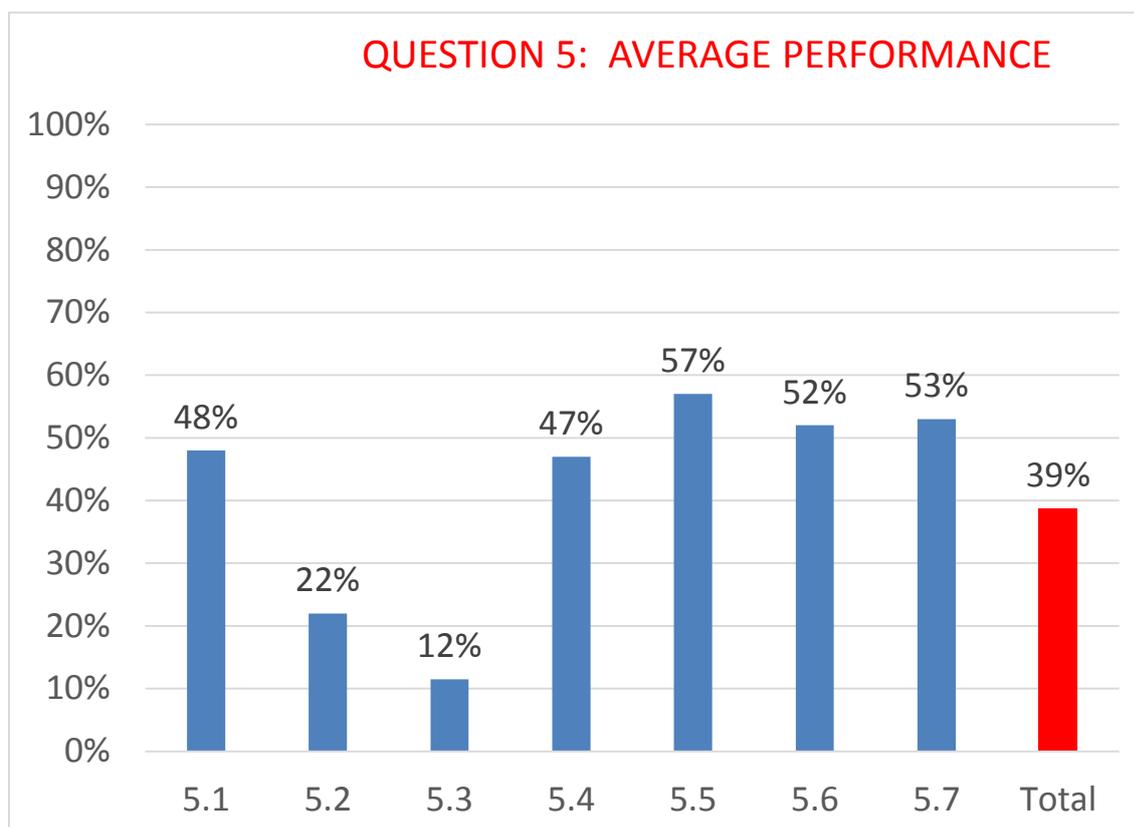
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

## QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		6/15
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
5.1 – 5.9	INTERNET AND NETWORK TECHNOLOGIES	39%



The learners' response to this question was disappointing, upsetting and not up to standard.

In cases where learners performed poorly it is mainly due to:

Lack of content knowledge, using wrong terminology as well as getting confused with some of the terminology. Examples

- Most learners were not familiar with the limitations of an ADSL connection.
- They don't know the difference between the terms protocol and technology.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following questions were poorly answered by the majority of learners. Teachers should take note of the following:

### Q 5.2

Many learners did not know the limitations of an ADSL connection.

### Q 5.3

Unfair question – Learners were confused between the terms technology and protocol. There is however a big difference between these two terms and thus made it an unfair question. Learners did not know what was expected from them. Learners also don't know the meaning of encryption and how it is done.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teach basic terminology and put more time and effort into theory.

**(d) Describe any other specific observations relating to responses of learners**

- Learners do not read with comprehension. This might be due to a number of factors such as a language barrier or from skipping sections of the question and only focusing on specific keywords.
- Learners don't look at mark allocations.
- Learners don't know how to express themselves. Learners use too much general/vague terms and the memorandum only accepts certain words.

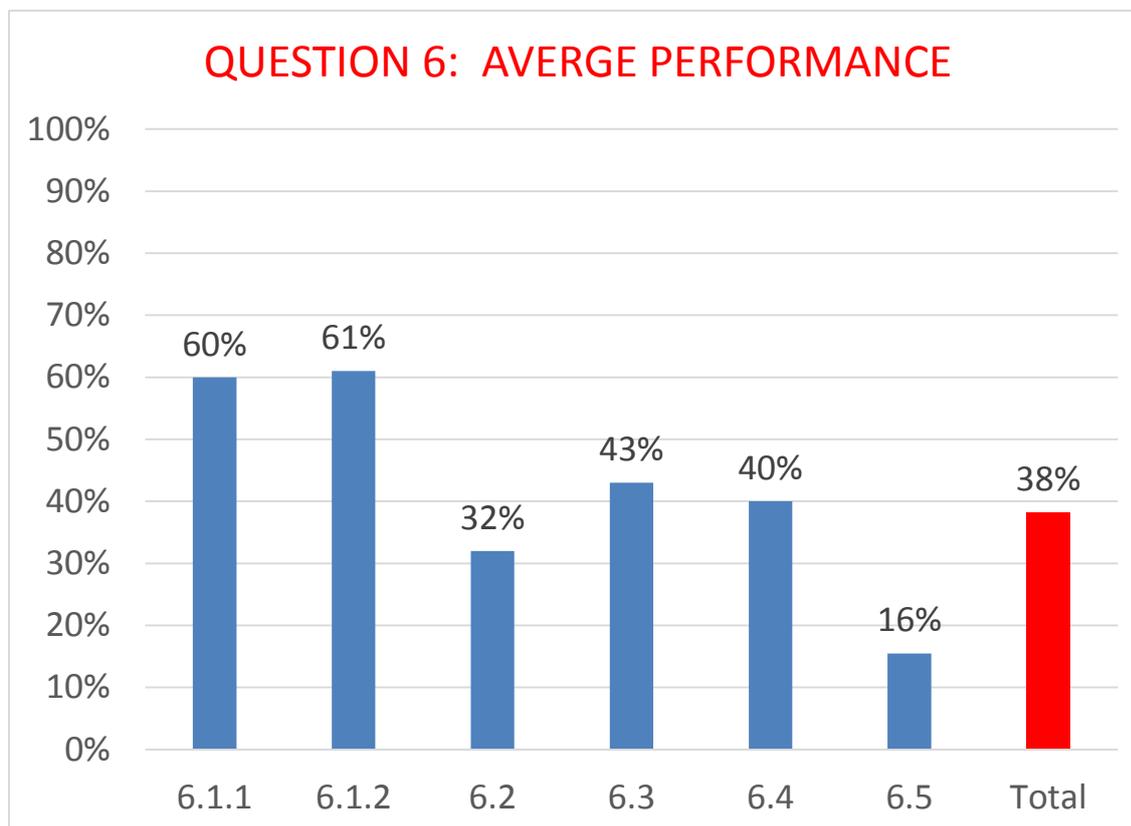
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

## QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		4/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
6.1 – 6.6	INFORMATION MANAGEMENT	38%



The performance of learners in this question was average. I am of the opinion that the reason why learners did poorly in this question is due to:

- Lack of PAT/content knowledge.
- Learners did not understand the question.
- Practical work and application of practical to theory.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following questions were poorly answered by the majority of learners. Teachers should take note of the following:

### Q 6.2

The phrasing of the question could perhaps just have been slightly different. Learners were confused and did not know that the emphasize was on *the teacher* and not the learner.

Therefore learners wrote only in general about plagiarism. It is also an unfair question because learners will rather plagiarise than look for plagiarised content from the Internet.

**Q 6.5**

Poorly answered, again learners battle to answer practical work in a theory paper. Learners know how to create a bibliography in practical work but struggle to create and understand the meaning of a citation and are therefore unable to explain it in a theoretical way.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

I refer you to the list of suggestions under the same headings in Question 5. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

**(d) Describe any other specific observations relating to responses of learners**

I refer you to observations made in the responses of learners in general in this paper. They are basically the same for all questions.

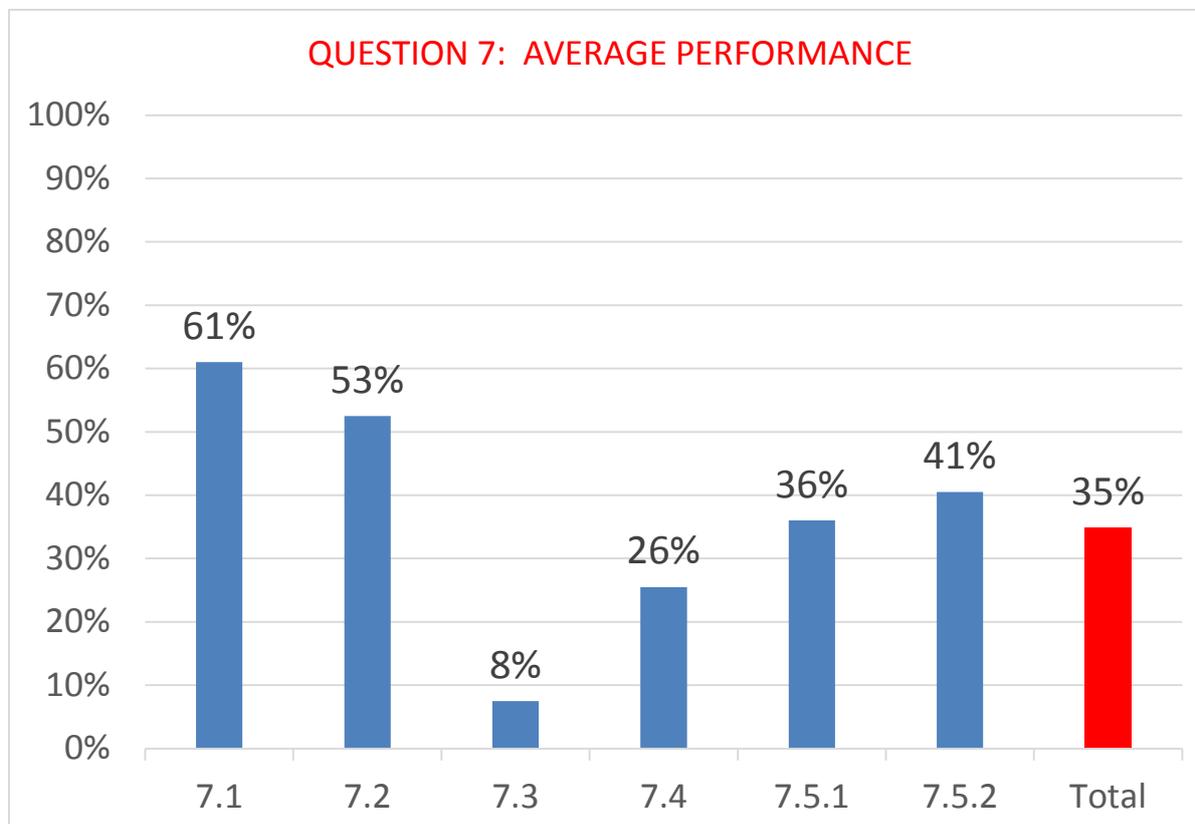
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

## QUESTION 7

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		<b>3/10</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
7.1 – 7.5	SOCIAL IMPLICATIONS	35%



The performance of learners in this question was also poor and disappointing.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

### Q 7.3

This was an easy question but was poorly answered because subject advisors don't provide the teachers with the new terminology. Teachers also have to get familiar with the exam guideline and use the guideline when teaching.

### Q 7.4

This question was unfair – not part of CAPS – browsing is part of CAPS but not incognito mode (private browsing) and most learners did not even understand what was expected from them.

### Q 7.5.1

Learners did not read the question. Question state clearly "Do not only write out the acronym" and

most learners only wrote the acronym in full. It is also new terminology and again the teachers are not familiar with the new concepts that was send from the department.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- When questions are differently phrased or structured, learners are unable to tackle those questions.
- The learners don't read the questions properly before they answer.

**(d) Describe any other specific observations relating to responses of learners**

- The understanding of some questions, is still a problem.
- The learners don't read the questions properly before they answer.

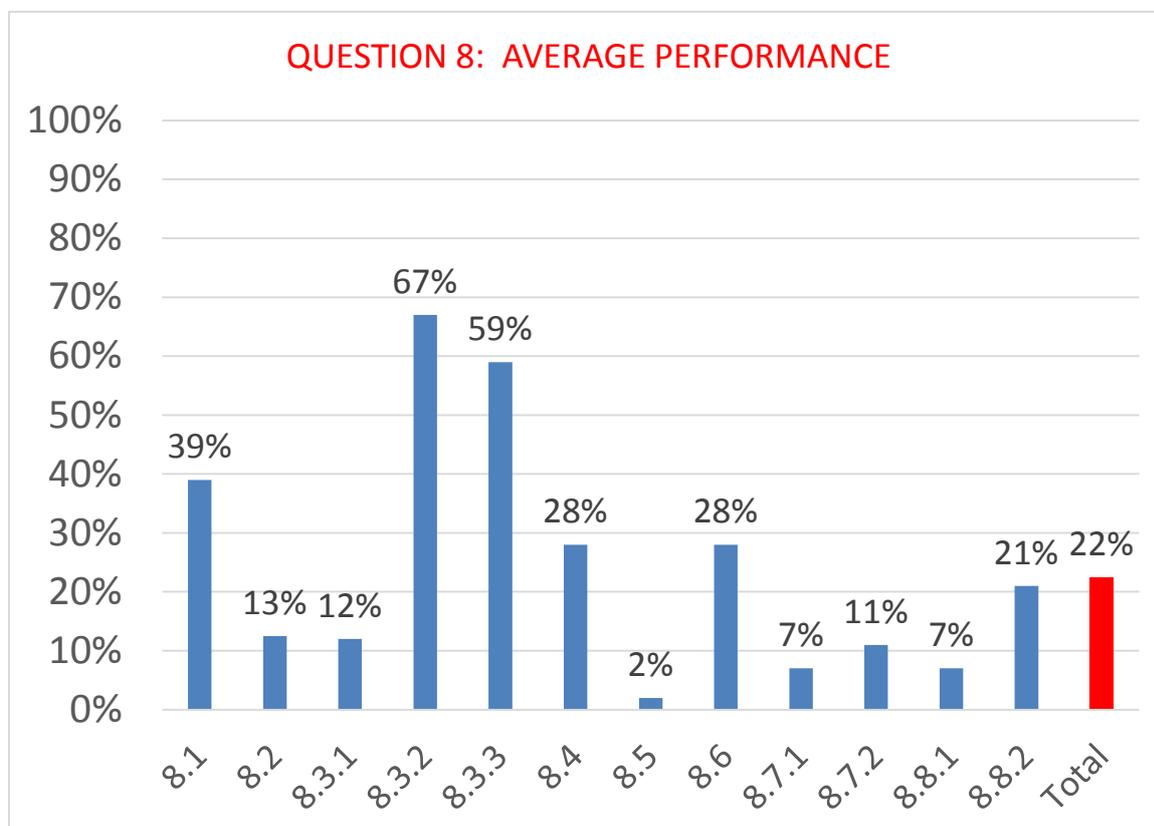
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

- The way some of the question were phrased forced learners to think "out of the box"/differently.
- Teachers should take time to teach and assess learners in these types of questions.

## QUESTION 8

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		<b>3/15</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
8.1 – 8.4	SOLUTION DEVELOPMENT	22%



The learners' response to this question was disappointing, upsetting and not up to standard.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

These questions were based on practical work. This is a good example of teaching theory together with practical work. Many learners could not respond correctly to these questions. Learners should be taught **not only** how to use the spell checker or html codes but also how to configure the spell checker as well as the effect that html codes may have on the end product.

In general learners usually battle to answer practical work in a theory paper.

In cases where learners performed poorly it is mainly due to:

- Learners don't always know how to perform a mail merge in practical work.
- They don't know how to create a table in access and most of the time they are provided with the data types.
- They don't know the error messages in excel.
- HTML tags are provided in practical and therefore they don't study it for theory as well.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

When teachers do practical, they need to explain the theory or how it works in theory as well.

Explain to the learners why we do certain functions and work in practical as well as the advantages of using certain features in the different programs.

**(d) Describe any other specific observations relating to responses of learners**

Learners do not know how to apply practical work in theoretical context.

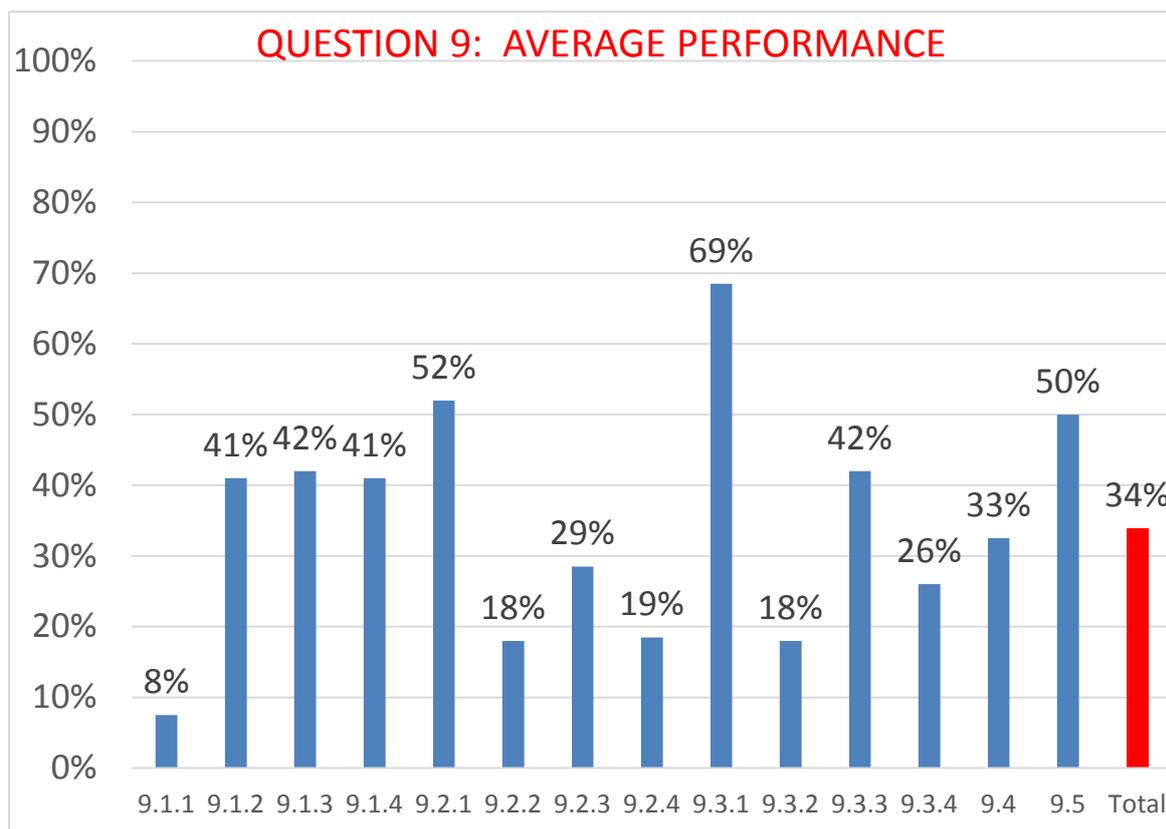
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Refer to the general comments in Section 1 of this report.

## QUESTION 9

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		<b>8/25</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
9.1 - 9.3	INTEGRATED SCENARIOS	34%



In comparison to the previous year, most of the questions were answered very poorly this year.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

### Q 9.1.1

Most learners did not even attempt this question. Grade 10 work – teachers must remember to revise grade 10 work in grade 12.

### Q 9.2.2

New technology again and teacher must get hold of the new terminology.

### Q 9.2.3

The use of terms like “features” confused learners and I am of the opinion that they are not exposed to these terminology on a daily basis.

**Q 9.2.4**

Grade 10 work – teachers must remember to revise grade 10 work in grade 12.

**Q 9.3.2**

Learners did not understand this question well as it was definitely out of their framework.

**Q 9.3.4**

Definitely out of the learners framework. The question is asked from the teachers prospective.

**Q 9.4**

Poorly answered because learners don't know how to express themselves.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

I refer you to the list of suggestions under the same headings in Question 5. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

**(d) Describe any other specific observations relating to responses of learners**

These questions were based on application as well as practical. Many learners could not respond correctly to these questions.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

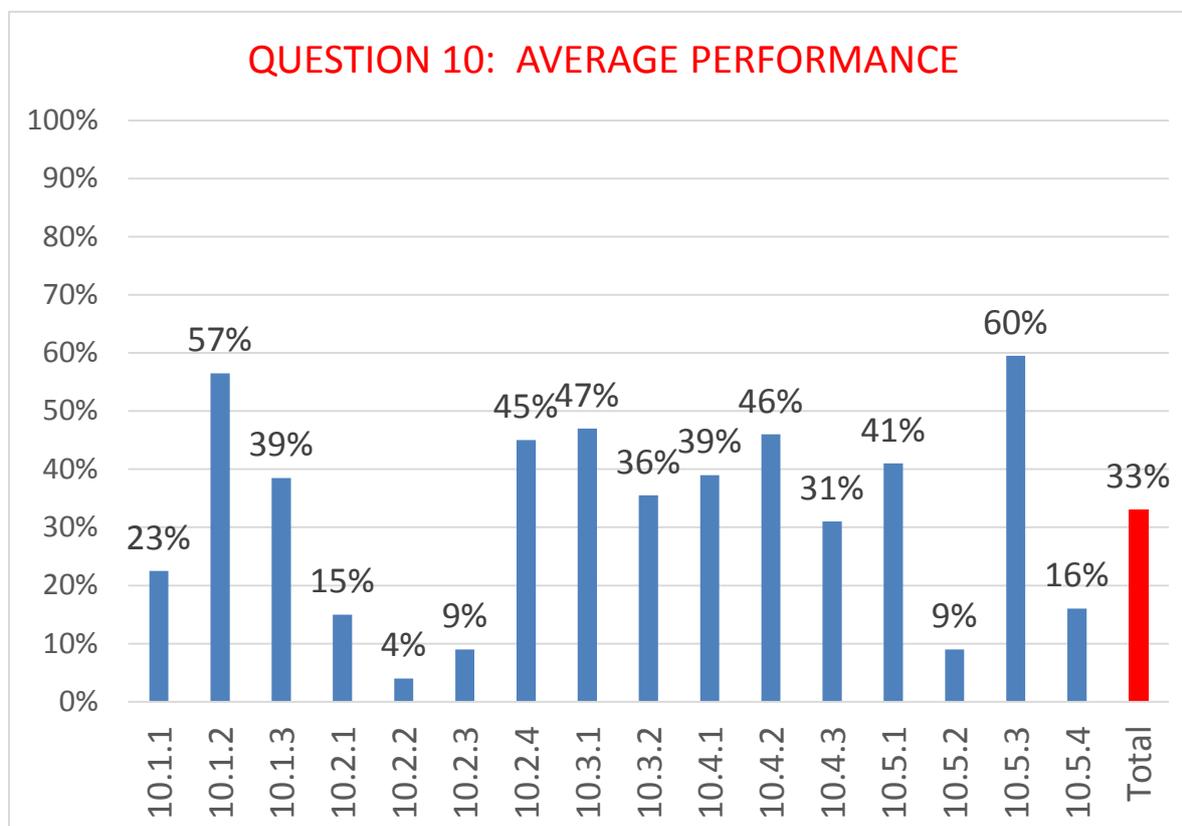
The understanding of some questions, is still a problem.

The learners don't read the questions properly before they answer.

## QUESTION 10

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		<b>8/25</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
10.1 – 10.9	INTEGRATED SCENARIOS	33%



Once again the performances of learners in this question range from average to very poor.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

### Q 10.1.1

It was very disappointing that many learners could not explain what minimum system requirements is. The idea was there but the vocabulary and correct terminology failed to appear.

### Q 10.2.1

Learners did not respond well to this question because of a lack of terminology. Again this is basic grade 10 work.

### Q 10.2.2

Most of them don't know the meaning of peer-to-peer networks and could not answer this question.

**Q 10.2.3**

Learners did not respond well to this question because of a lack of terminology. Learners don't know the meaning of wired media as well as the methods to connect it in a network.

**Q 10.4.1 – 10.4.3**

Learners did not respond well to this question because it was practical work. HTML tags are provided in practical exams and therefore learners don't have to learn them.

**Q10.5.2**

Learners did not respond well to this question because it was practical work. Learners are not familiar with the term feature.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

I refer you to the list of suggestions under the same headings in Question 5. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

**(d) Describe any other specific observations relating to responses of learners**

These questions were based on application as well as practical. Many learners could not respond correctly to these questions.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

The understanding of some questions, is still a problem.

The learners don't read the questions properly before they answer.