

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	CATN
PAPER:	2
DURATION OF PAPER:	3 HOURS
DATES OF MARKING:	01/12/2019 – 14/12/2019

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

The 2019 Computer Application Technology Paper 2 attempted to offer something from across the CAT syllabi from Grade 10 to Grade 12. It represented a good balance between the “elementary” basic concepts, to the more demanding interpretation and analysis of technology information. It is generally accepted that CAT has evolved into a more analytical and technical subject and success in the subject is dependent on hard work, thorough preparation and dedication.

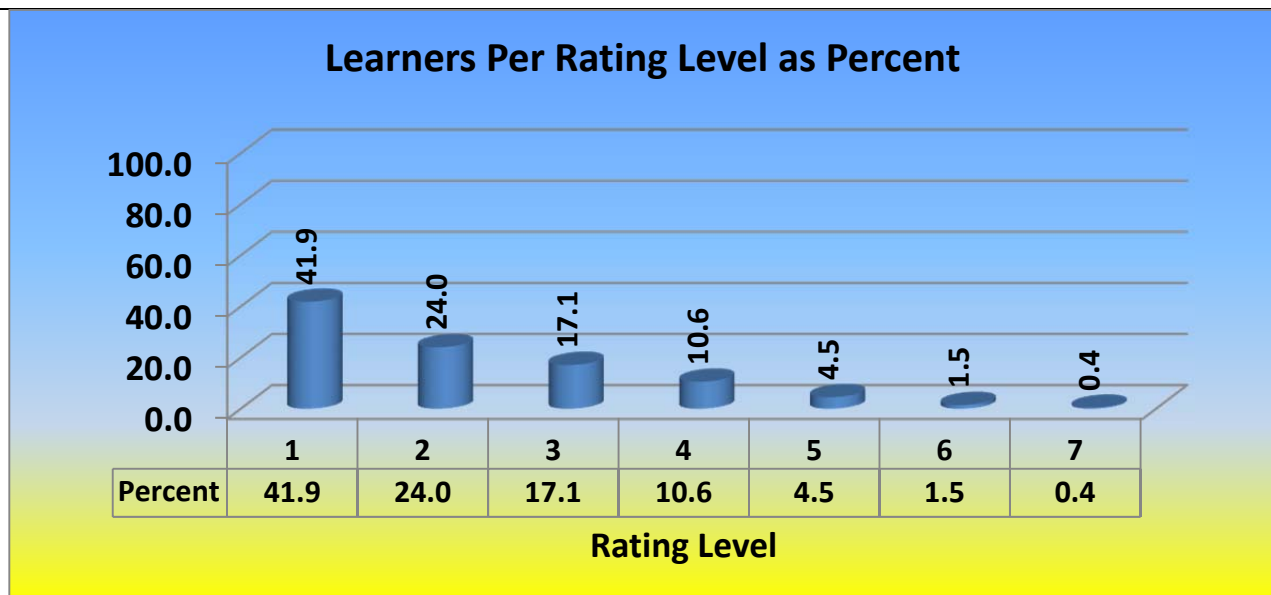
While many educators and analysts rated the paper as being fair and appropriate, the marking process tells a different story. The paper definitely had a few challenging questions and the learners did not know how to interpret some of the questions and therefore only answered the questions in general.

Once again, a large percentage of the learners in the Eastern Cape failed to achieve 40%. They have as usual achieved much lower marks in Paper 2 than in Paper 1. This is clearly an indication of the level of preparation and commitment to the task. It is often claimed that the diverse socio-economic background and the availability of resources play a significant role in the final results. It is time that individuals take responsibility for their success by going the extra mile.

The graph below shows the overall performance of the learners in the Eastern Cape. As with previous examinations the pass rate decreased from 2018 to 2019.



Ikamva eliqaqambileyo!



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, 58.1% of learners in the Eastern Cape passed this examination (2019) compared to 60.9% last year (2018) and 63.4% in (2017).

2017		
Total wrote		3890
% Passed		63.4
Levels	Total	Percent
1	1415	36.5
2	752	19.3
3	719	18.5
4	575	14.7
5	319	8.2
6	103	2.6
7	7	0.2
3890		100

2018		
Total wrote		3537
% Passed		60.9
Levels	Total	Percent
1	1384	39
2	898	25.4
3	642	18.2
4	404	11.4
5	169	4.8
6	38	1.1
7	2	0.1
3537		100

2019		
Total wrote		3519
% Passed		58.1
Levels	Total	Percent
1	1473	41.9
2	846	24.0
3	603	17.1
4	372	10.6
5	159	4.5
6	52	1.5
7	14	0.4
3519		100

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.

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.

- **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 answers 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 loose 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:**
“cheaper”, “faster”, “easier”, etc.

SECTION 2:

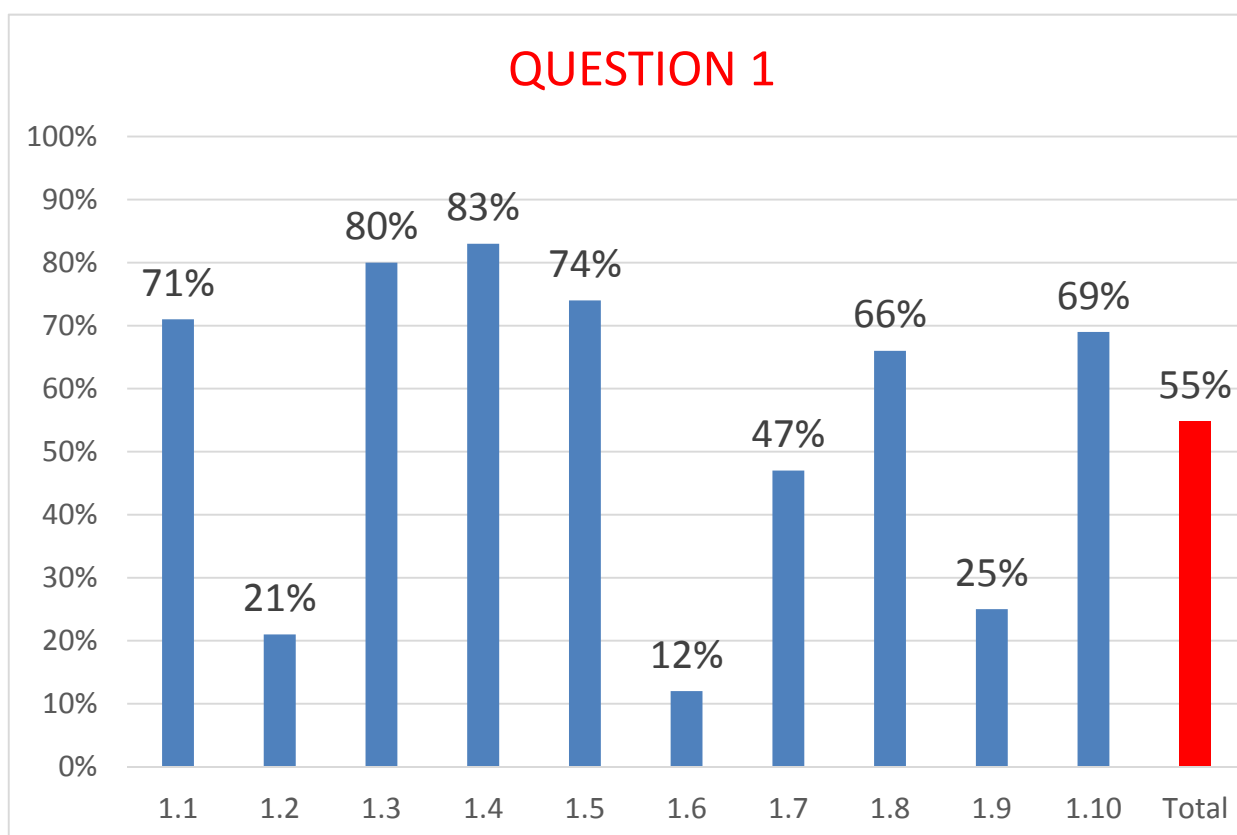
Comment on candidates' performance in individual questions

(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?

<i>Average mark from the sample of 100:</i>		5.5/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1 – 1.10	MATCHING ITEMS	55%



The performance of candidates in this question was average. 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 the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Questions were quite straight forward for those who prepared well for the examination.

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

Q 1.2

Learners do not know the difference between freeware, shareware and adware. This is Grade 11 work.

Q 1.6

Learners do not know the different file extensions. This is Grade 10 work.

Q 1.9

Practical question.

(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.

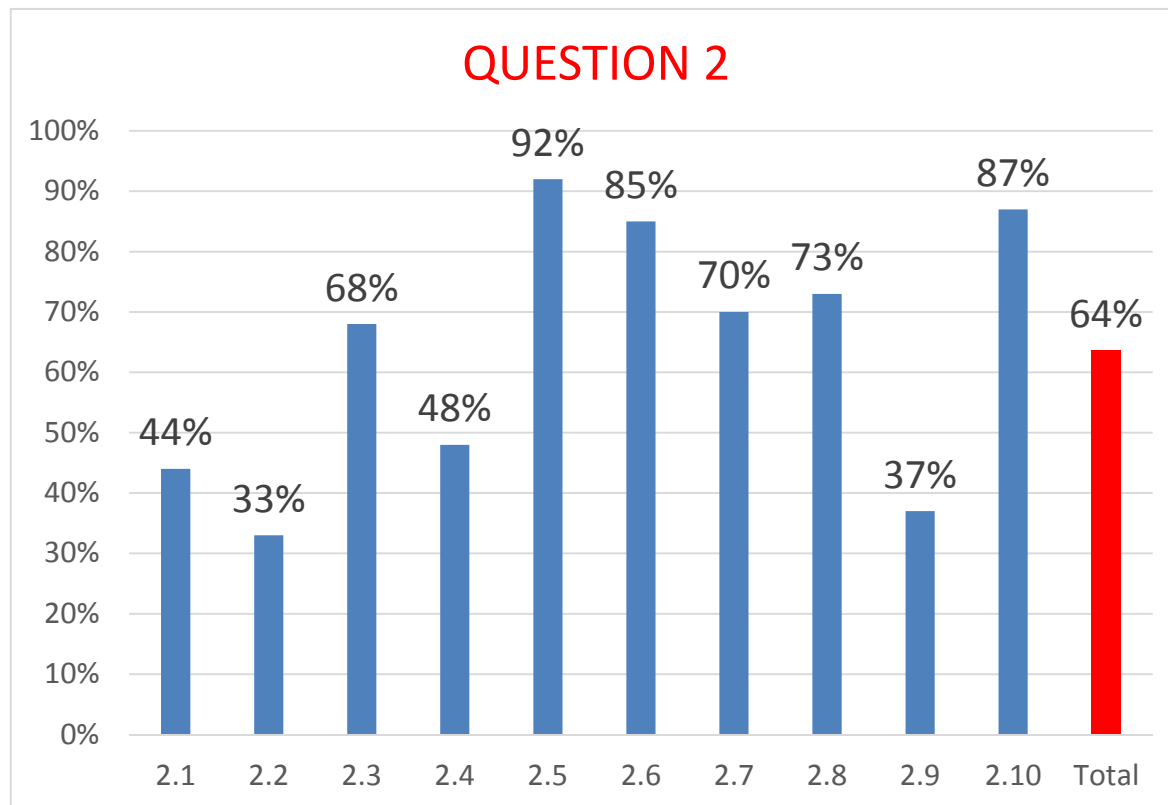
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

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.

QUESTION 2

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

<i>Average mark from the sample of 100.</i>		6/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1 – 2.10	MATCHING ITEMS	64%



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 2.2 and 2.9 were answered poorly in comparison with the rest. The reason therefore is that students don't know the difference between shaped and unshaped. Question 2.9 was a practical question again.

- (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.

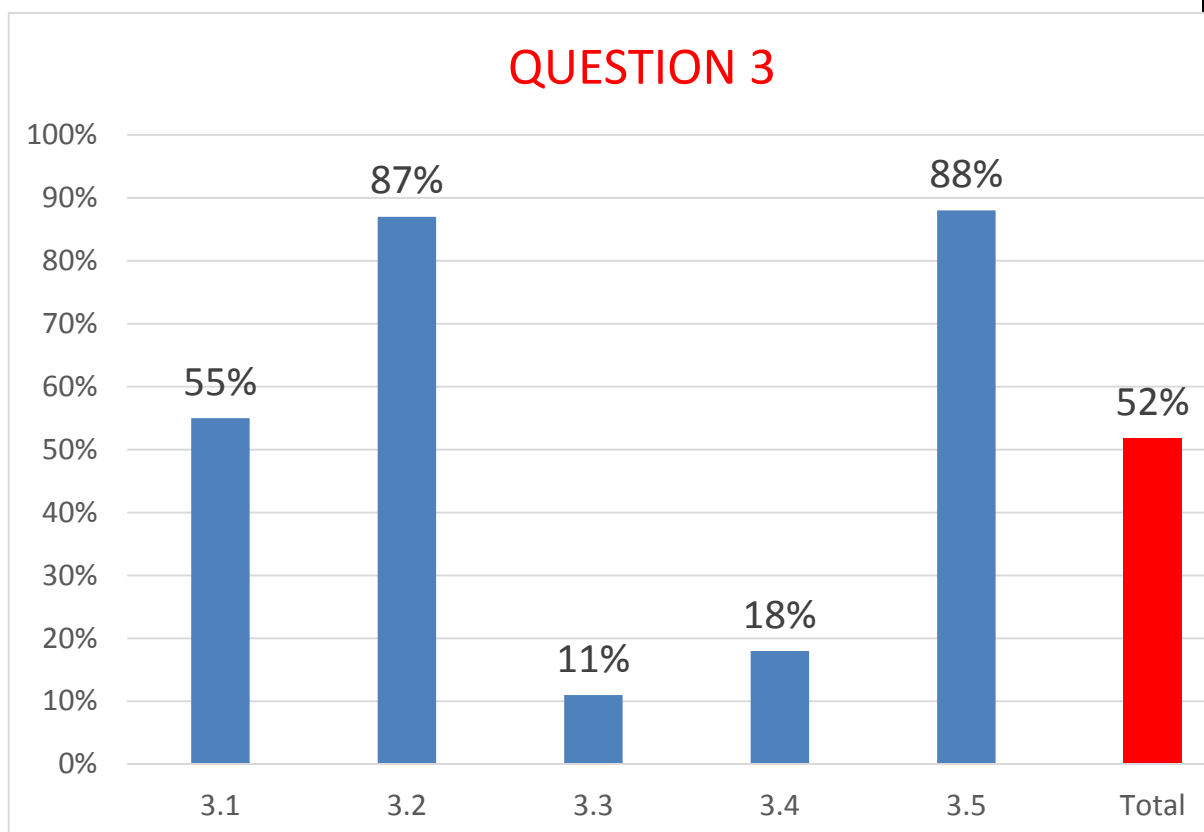
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

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?

<i>Average mark from the sample of 100:</i>		2.5/5
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1 – 3.5	TRUE/FALSE ITEMS	52%



The performance of learners in this question varied from very good 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.

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 and 3.4 were poorly answered by most learners – learners don't learn Grade 10 and 11 work.

(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.

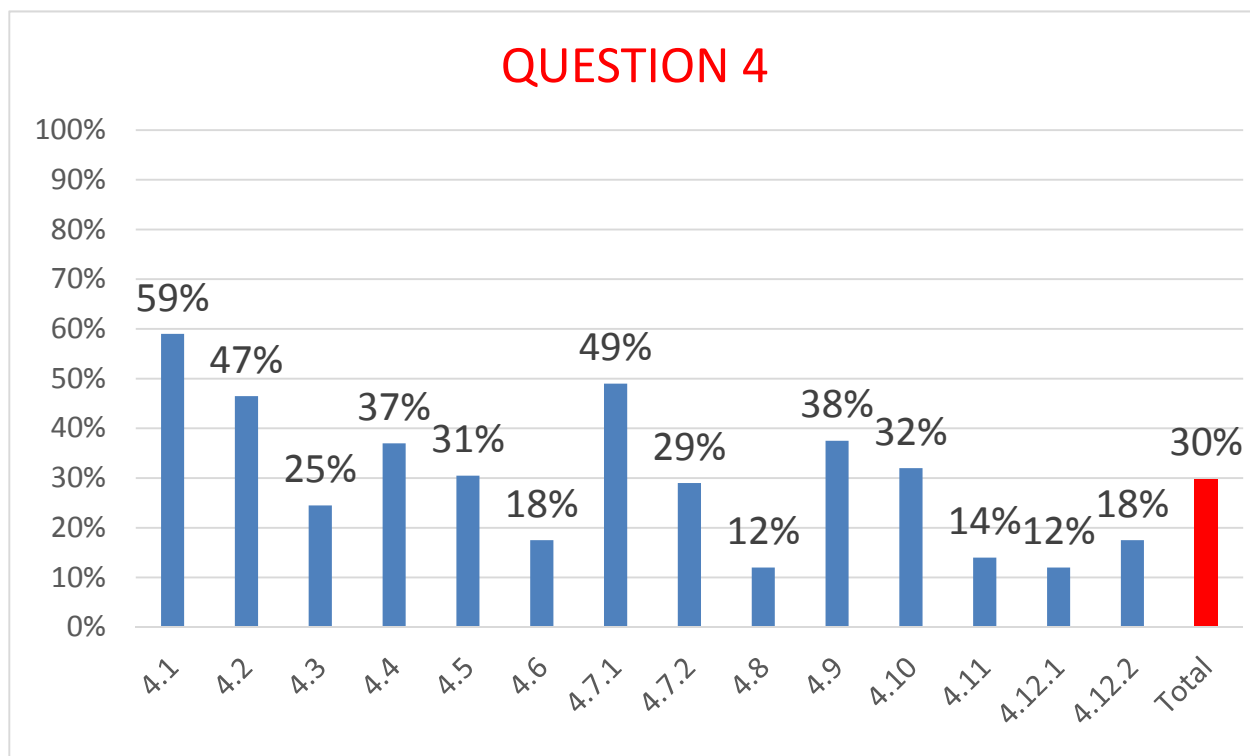
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

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?

<i>Average mark from the sample of 100:</i>		7.5/25
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1 – 4.12	SYSTEMS TECHNOLOGIES	30%



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 4.3

Poor response from learners. The learners clearly did not have any idea what an UPS is or stands for. Many learners thought that it relates to a network or internet connection.

Q 4.5

Poor response from learners. Learners did not understand what are expected from them. The question paper asked for two advantages of HDMI cables over VGA cables for connecting a television to a computer. Most of the learners answered that the connection is fast instead of faster data transfer. Most learners obtained only 1 mark for this question.

Q 4.7.2

Poor response from learners. Teachers did not teach compatibility issues.

Q 4.8

Learners struggled with this question. This is Grade 10 work they needed to recall. Most answers related to cost, which meant that they did not read the question.

Q 4.11

Poor response from learners. This was an application question and most learners wrote the definition.

Q 4.12.1

Learners struggled with this question. Learners were not exposed to the new technology that was send by the department.

Q 4.12.2

Learners were 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 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.

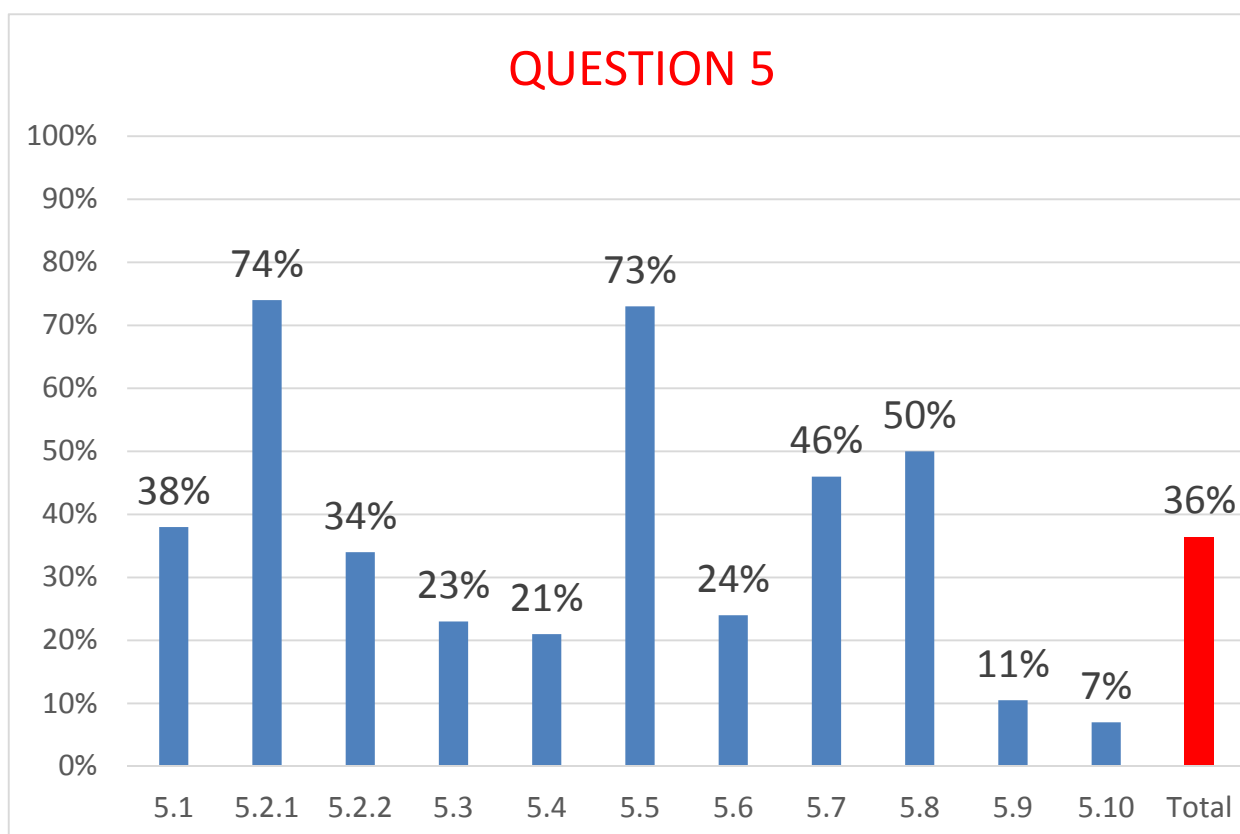
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

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:		5.5/15
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
5.1 – 5.10	INTERNET AND NETWORK TECHNOLOGIES	36%



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 type of connection that uses light for data transmission in Question 5.3.
- They don't know why buffering occurs while streaming a video in Question 5.5 and learners were not exposed to the new term namely e-commerce in Question 5.9.

(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 5.4

This was an application question. Learners know the term LAN as well as the advantages and disadvantages of LAN but they are not exposed to solution for users to log on to a LAN as well

as the meaning of access rights.

Q 5.6

The majority of learners are not exposed to a network and does not necessarily have internet services available at their schools. This question is thus a little bit out of their framework because they don't make use of home page settings in a web browser.

Q 5.10

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.

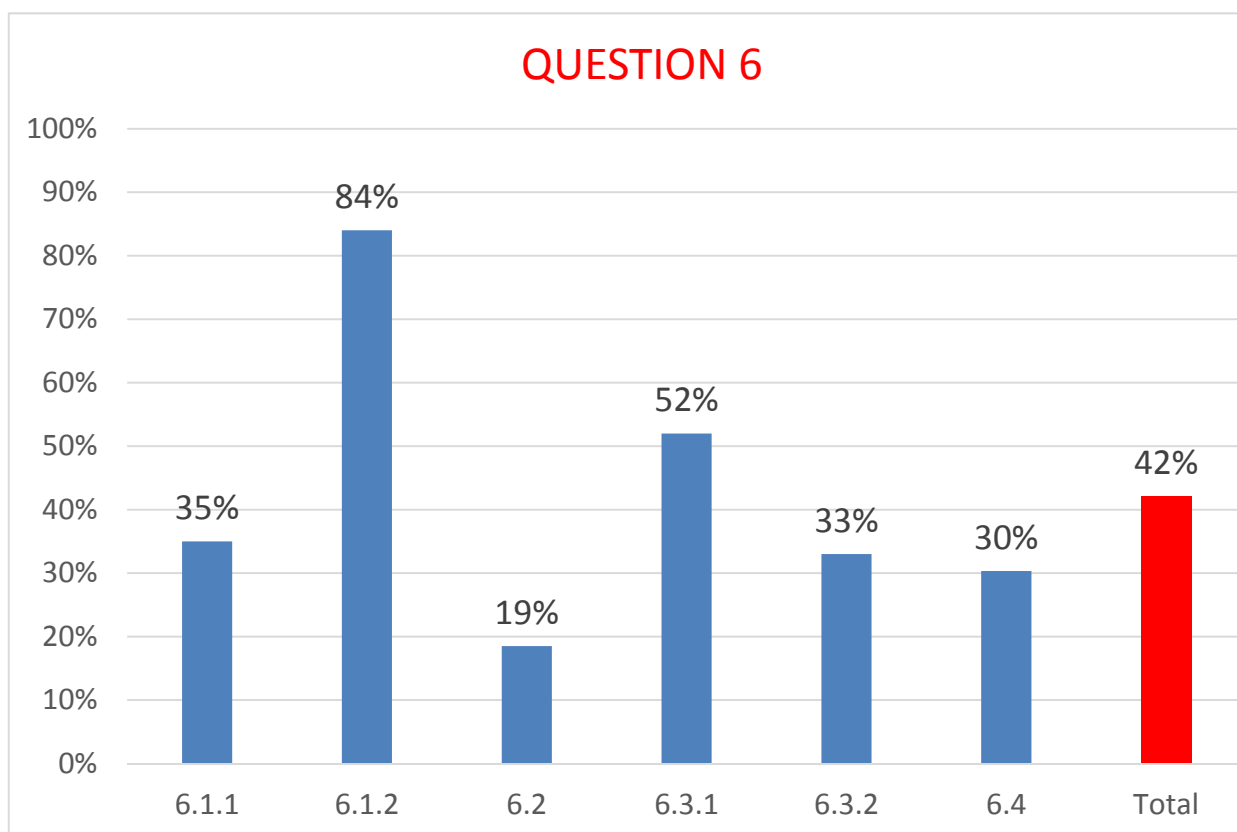
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

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 – 6.4	INFORMATION MANAGEMENT	42%



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 “CANNOT use *some of the information*” and 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. Most of the learners made mention about a Wikipedia and showed that they don’t understand the

term correctly because most of the information compiled in a Wiki is trusted.

Q 6.4

Poorly answered, again learners battle to answer practical work in a theory paper. It is difficult for learners to interpret a graph in a theoretical way because they don't know the proper terms associated with graphs. This is also Grade 10 work that they should know by now.

(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.

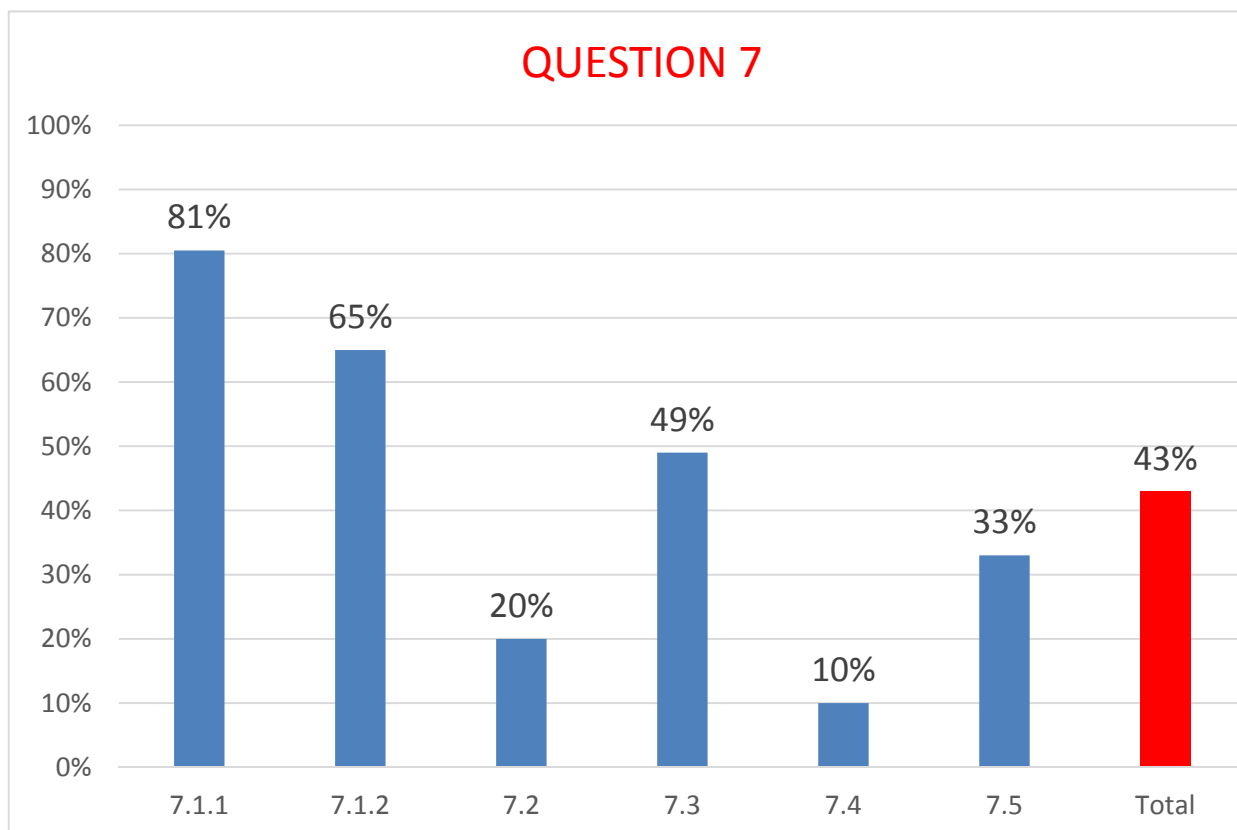
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

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?

Average mark from the sample of 100:		4/10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
7.1 – 7.5	SOCIAL IMPLICATIONS	43%



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.

Q 7.2

This was an unfair question because learners are supposed to know the term big data and NOT the ethical problems that arise when companies have access to big data.

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 in the sense that learners are not exposed to how social media are able to influence public opinion.

(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.

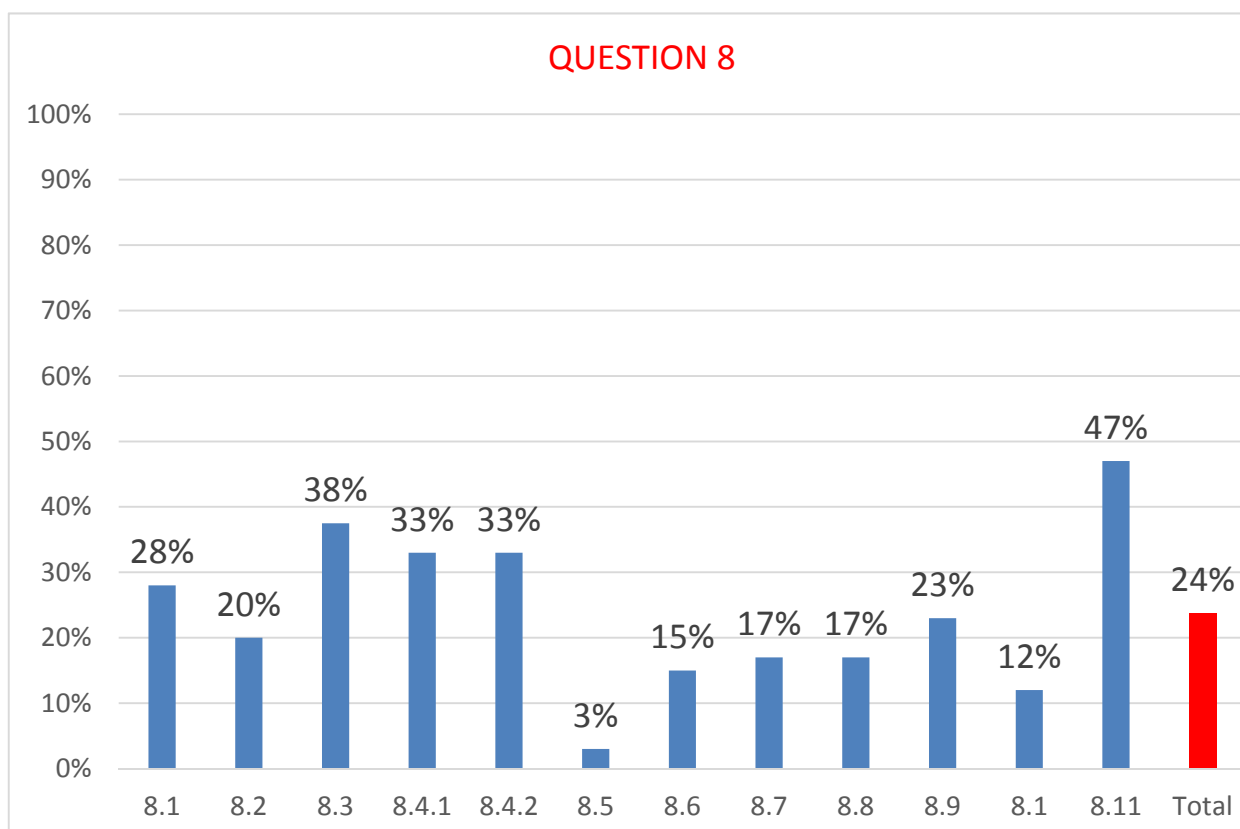
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- 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?

Average mark from the sample of 100:		3/15
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
8.1 – 8.4	SOLUTION DEVELOPMENT	24%



These questions were based on practical work. This is a good example of teaching theory together with practical work.

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

Many learners could not respond correctly to these questions. Learners should be taught how to use Page Break Preview in a spreadsheet as well as the meaning of the word “features”.

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

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

- They don't know how to use section breaks in a word processing document as well as styles.
- They don't know the meaning of non-printing symbols as well as why they do not display in the document.

(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.

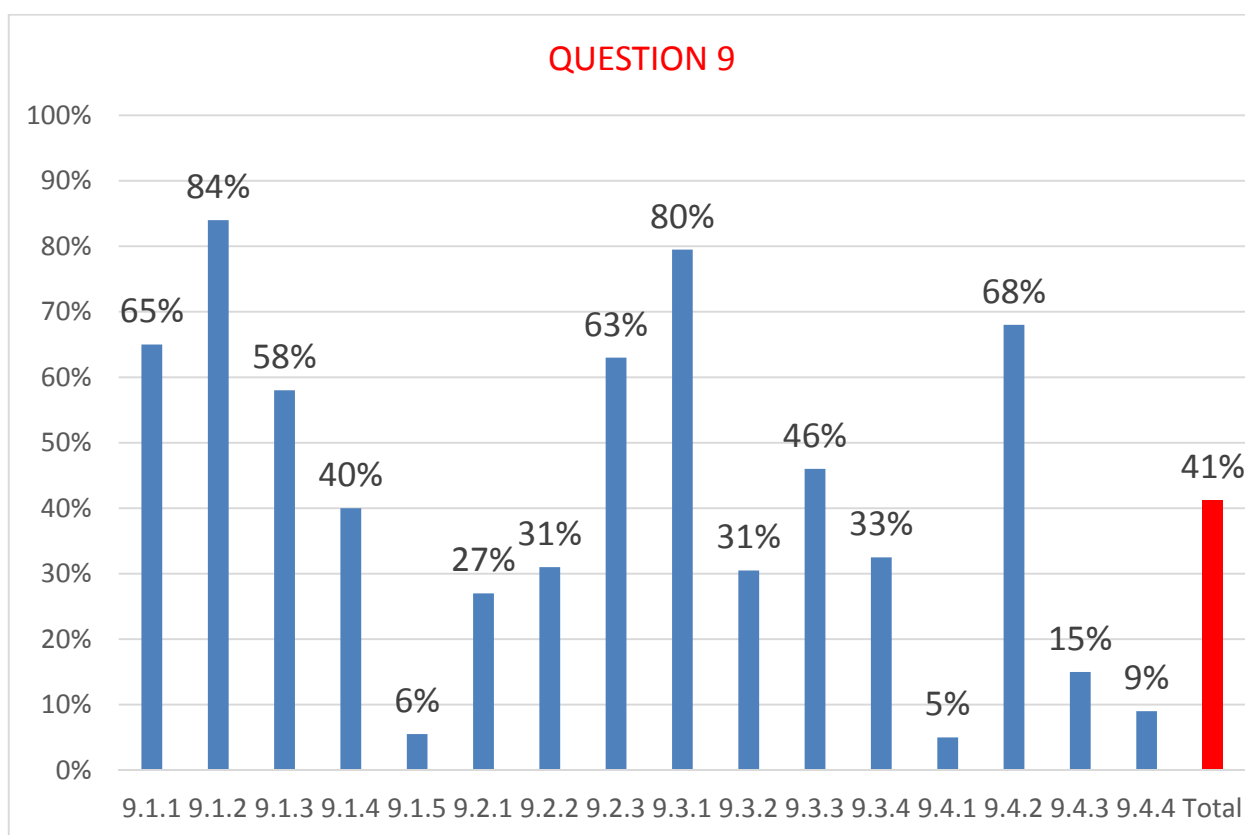
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

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?

<i>Average mark from the sample of 100:</i>		10/25
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
9.1 - 9.3	INTEGRATED SCENARIOS	41%



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 9.1.5

Most learners don't know what an on-site warranty is. Grade 10 work – teachers must remember to revise grade 10 work in grade 12 and learners must know they are supposed to learn Grade 10 and 11 work in Grade 12.

Q 9.2.1

New technology again and teacher must get hold of the new terminology. This was an application question on a real time situation and learners are not exposed to this.

Q 9.4.1 – 9.4.4

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.

Poorly answered because learners don't know how to express themselves when they need to answer practical question 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

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.

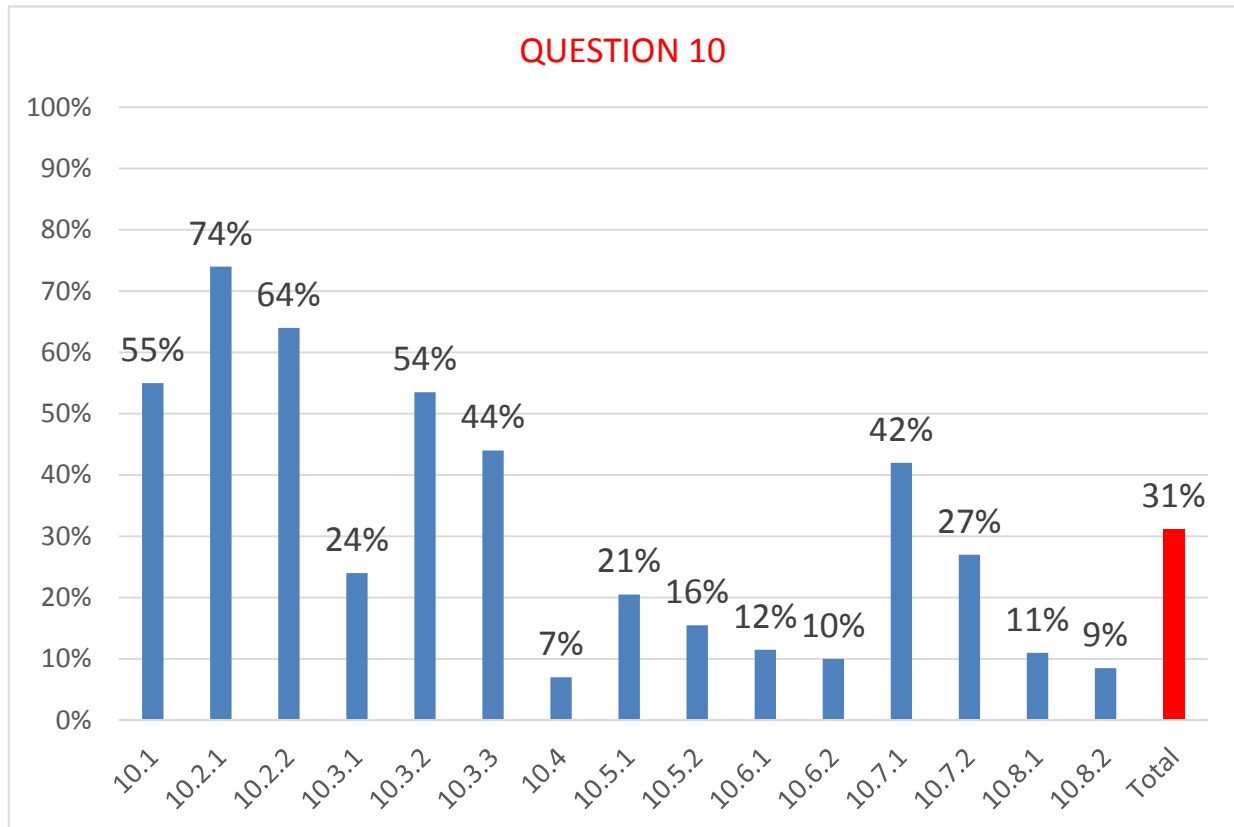
The understanding of some questions, is still a problem.

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?

<i>Average mark from the sample of 100.</i>		7.5/25
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
10.1 – 10.8	INTEGRATED SCENARIOS	31%



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 10.4

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

Q 10.5.1

This was a confusing question to the learners. The scenario given is actually giving the answer away but since the learners are not allowed to re-write the question as part of their answer learners were confused and did not know what was expected of them. In other words learners did not respond well to this question.

Q 10.5.2

Most of them don't know the term bandwidth and could not answer this question.

Q 10.6.1 – 10.6.2

Learners did not respond well to this question because of a lack of content knowledge. Learners don't know the difference between an automatic update and a manual update. It is upsetting that they don't know the guidelines to be included in the policy for making backups..

Q 10.8.1 – 10.8.2

Learners did not respond well to this question because it was practical work.

(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.