EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 NSC CHIEF MARKER'S REPORT

SUBJECT	Computer Applications Technology		
QUESTION PAPER	1 X	2	3
DURATION OF QUESTION PAPER	3 hours		
PROVINCE	Eastern Cape		
NAME OF THE INTERNAL MODERATOR	Mr M.H. Langenhoven		
NAME OF THE CHIEF MARKER	Mr S. Mfamana		
DATES OF MARKING	1 - 10 December 2024		
HEAD OF EXAMINATION:	**MR E MABONA**		

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

The paper was of a high standard, assessing candidates' abilities across a wide variety of skills. It contained elements that allowed all types of candidates to engage meaningfully with the questions. Notably, a greater number of candidates attempted Question 7 this year compared to previous years. Where Question 7, in particular, and to a lesser extent Question 6, had been poorly answered historically, it was evident that significantly more candidates attempted these questions in the current examination. This may indicate an improvement in overall paper completion, and it is hoped that the marks will reflect this positive trend.

The sample selected for analysis was composed as follows: 35 candidates scoring below 40%, 50 candidates scoring between 40% and 70%, and 15 candidates scoring above 70%, in an attempt to provide a representative spread of performance. Based on this distribution, the results indicate a slight decline compared to previous years. It should be noted that the sample distribution, 15 high, 50 medium, and 35 low scripts out of 100, is moderately skewed towards lower performance, reflecting ongoing concern regarding the proportion of candidates not meeting the pass threshold.

This apparent decline is largely due to the downward adjustment of the 100 scripts selected for the sample from previous years, intended to more accurately reflect the overall performance of the province. Consequently, the observed decrease in results is influenced by the sample selection and does not necessarily indicate a true reduction in candidate ability across the

province.

In the sample analysed, the highest mark achieved was 148 out of 150, while the lowest was 2 out of 150. The mode mark was 38 out of 150, and the median mark was 68.5 out of 150.

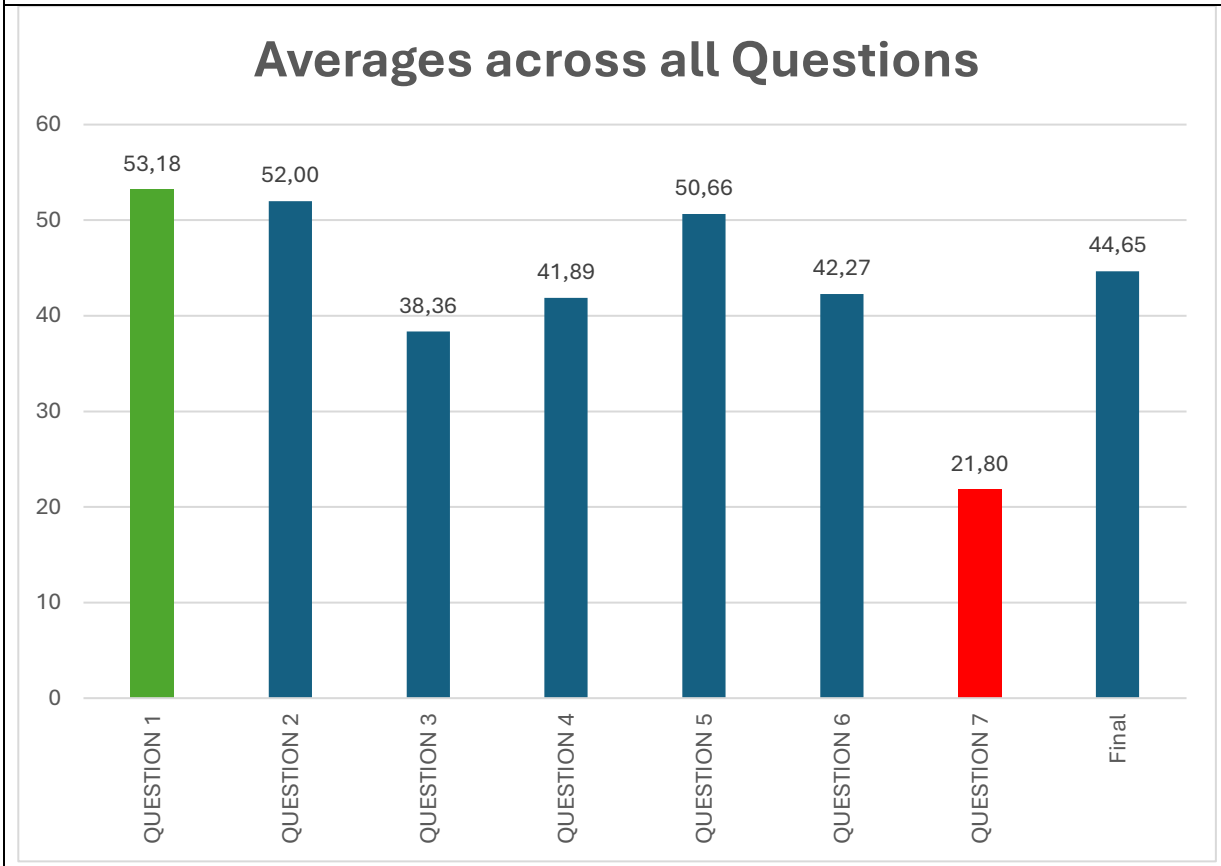

Figure 1: Averages across all Questions

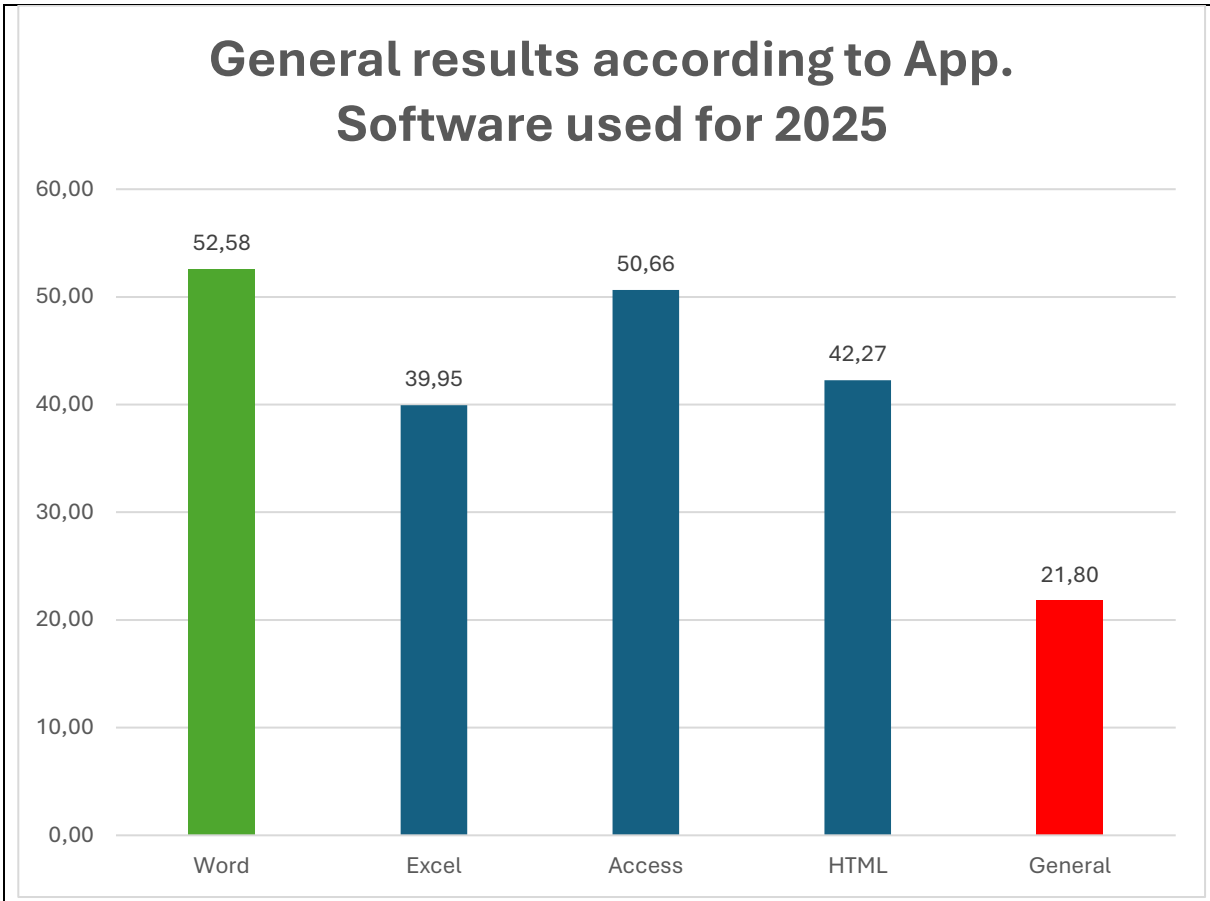

Figure 2: Results according to Application Software

In Figure 1, the two Word Processing questions performed the best, as expected. Interestingly, the Database question showed improved performance compared to previous years. It is evident that candidates in the province continue to struggle with the demands of the Spreadsheet questions, particularly in Questions 3, 4, and 7 this year, which collectively recorded the lowest performance.

As shown in Figure 2, the Word Processing questions achieved the highest scores, the Database question demonstrated significant improvement, while the General question continues to be a source of concern.

SECTION 2: Comment on candidates' performance in individual questions

Question 1: Word Processing

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

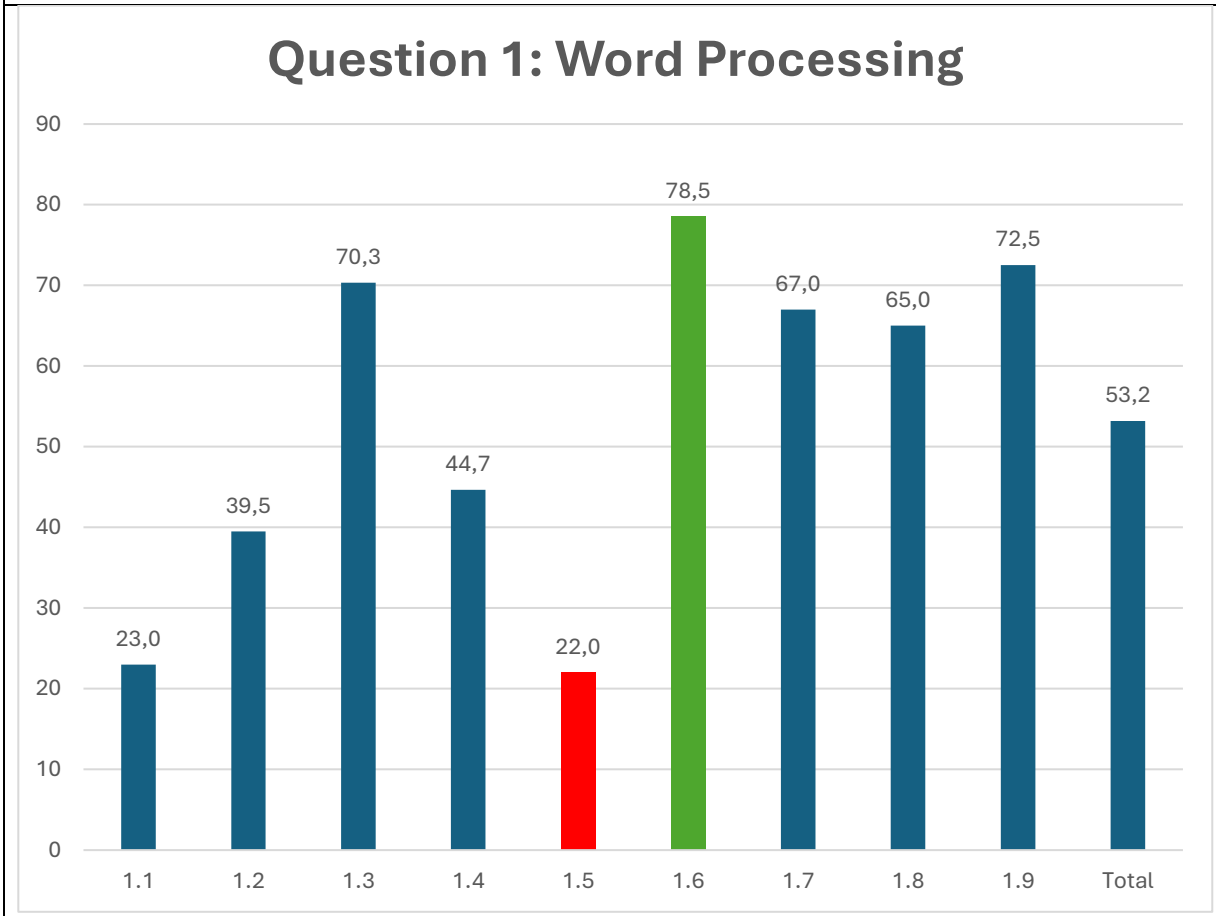

Figure 3: Question 1 Analysis

Overall, candidates performed best on this question of the paper. In the sample, the highest mark achieved was 21 out of 22, while the lowest was 1 out of 22. The mode mark was 11, and the median mark was 12. This indicates that the majority of learners attempted the question and performed relatively well.

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

Question 1.5

This sub-question was the most poorly answered, and understandably so. It focused on the Find and Replace function and required candidates to combine multiple skills to complete the task successfully. Specifically, candidates had to find an exact word, match case, include a symbol as part of the replacement, and apply a double underline to the replacement text. Even some experienced markers found it challenging to complete accurately and within a reasonable time when attempting it for the first time.

Question 1.1

Surprisingly, this question was also poorly answered. It required candidates to change the proofing language to English (South Africa), a relatively simple task. Many candidates did not perform this correctly, possibly due to the presence of a cover page in the document. If the text was not selected carefully, the cursor could become trapped within a control on the cover page, preventing selection of the main body text.

Question 1.2

This question asked candidates to move alternative text from a picture to the contents of an address control. The task lacked logical coherence, as the two components tested did not naturally relate. Many candidates did not attempt it, and those who did often copied the text rather than moving it, as required.

Question 1.4

This was the first question based on a screenshot. Many candidates successfully adjusted the paragraph indent; however, most failed to notice that the text was required to be fully justified.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

All relevant parties, including teachers and candidates, often underestimate the difficulty of the Word Processing questions and tend to focus more on other applications perceived as more challenging during preparation. Candidates who are well-prepared in Word Processing consistently perform better in these questions. Revision programs should therefore include all Word Processing skills acquired throughout the three years of CAT study. It is evident that many teachers do not revise skills taught in Grades 10 and 11 during Grade 12, and as a result, candidates may forget how to perform even the most basic skills learned in earlier grades.

Candidates should be taught that borders around pictures in the question paper are used to indicate that the item is a picture and do not necessarily represent a skill they need to perform, unless explicitly stated in the question.

Teachers should consult their ATPs and the Examination Guidelines to ensure that all prescribed content and skills are adequately covered in preparation for the examinations.

Winter and spring school programs should be established, particularly for candidates who do not have access to computers at home, to provide additional practice and support.

Where applicable, teachers should demonstrate to candidates that there are often multiple ways to accomplish a task, fostering flexible problem-solving skills.

Finally, the provision of updated study material is essential to support candidate improvement and effective preparation for the examination.

QUESTION 4
Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates should be encouraged to read questions carefully, as many careless mistakes result from insufficient attention to the instructions. This includes interpreting pictures that provide minimal guidance; candidates often miss required changes because they do not know how to identify differences between the question paper and the live electronic data. Teachers should work through previous examination papers with candidates to help them develop these analytical and observational skills. It is essential that teachers fully understand the requirements for candidates as outlined in the ATPs and Examination Guidelines. Teachers should also engage in professional development to enhance their own skills, particularly in Word Processing. This includes completing advanced courses, writing the examinations associated with these courses, and familiarising themselves with new software versions as they become available. Online resources can also be utilised effectively to support teacher upskilling. Schools must ensure that there are sufficient computers in working order so that every learner has access during teaching and learning sessions. Adequate access to functioning equipment is crucial for effective skills development and preparation for examinations.

Question 2: Word Processing

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

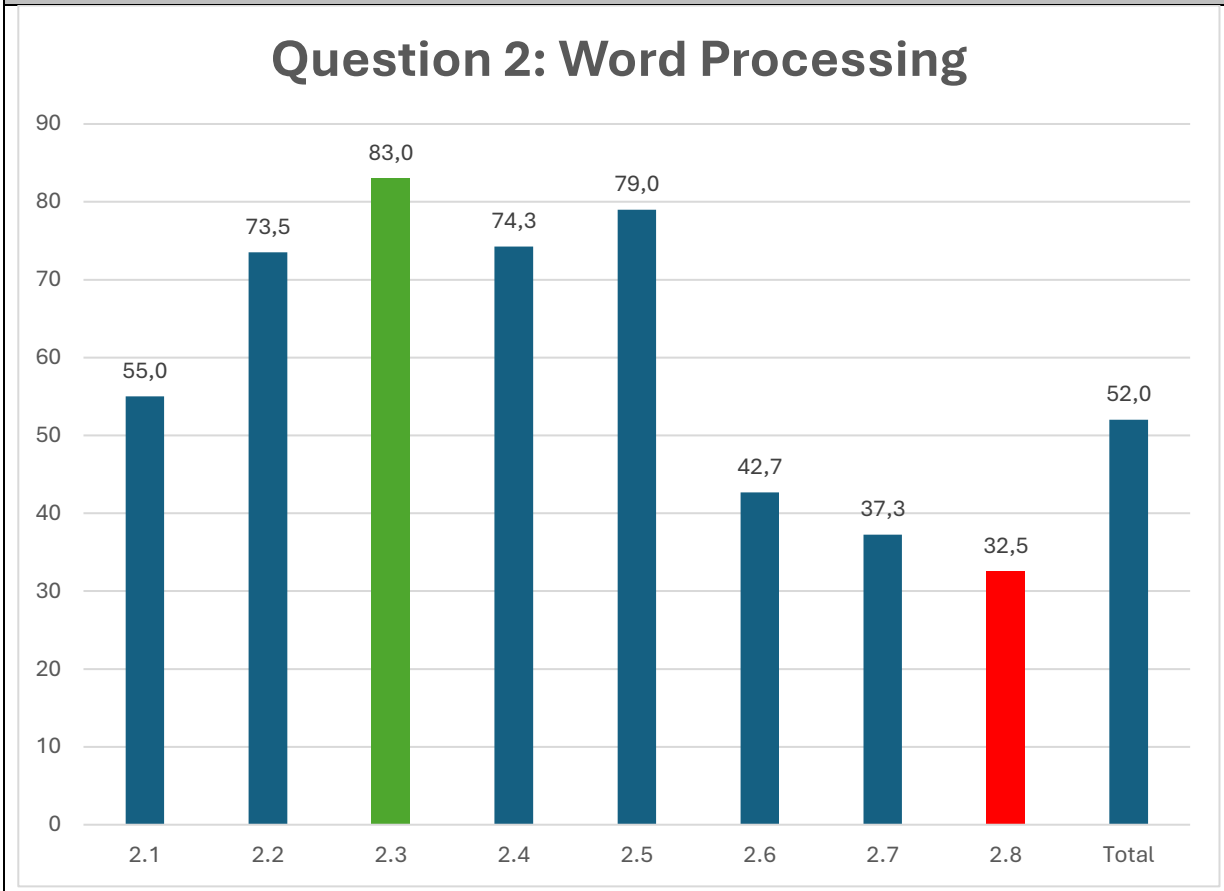

Figure 4: Question 2 Analysis

In general, candidates performed fairly well on this question. The lowest mark obtained was 0 out of 23, while the highest mark was 23 out of 23. The average mark was 12, the mode mark was 10, and the median mark was 11. The question contained a balanced spread of lower-, middle-, and higher-order tasks, providing an appropriate range of challenge for all candidates.

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.8

This question focused on page numbering. The numbering had already been inserted, and candidates were required to modify it according to the instructions in the question paper. However, the question provided very little guidance on what exactly was expected. As a result, most candidates were unable to achieve the required outcome successfully or accurately. This task was definitely of a higher-order nature.

Question 2.7

In this question, candidates had to modify an existing SmartArt graphic based on a screenshot.

Once again, the only guidance provided was the screenshot itself. Many candidates were unable to complete the task successfully, with the majority attempting to use tools other than those required. For example, the centre element of the WordArt needed to be replaced with a *right arrow shape* containing the word "create". Most candidates attempted this by inserting a standard arrow shape with text, which, in previous papers, would have earned partial credit. However, this year's marking instructions were explicit that only the expected feature was acceptable, meaning no alternative method could be awarded marks.

This again highlights the difficulty of using screenshots to indicate an expected output without clearly communicating the required tools or constraints within the question itself.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

As in Question 1, both teachers and candidates tend to underestimate the difficulty level of the word-processing questions.

Accuracy remains crucial. The correct skills must be applied in the correct positions, and many candidates lose avoidable marks simply because these basic requirements are not executed properly.

Candidates also do not revise as thoroughly as they should. Revision time is often directed towards other questions perceived to be more challenging, and as a result, Grade 10 and 11 content is neglected. Although the two word-processing questions are generally the best-answered in the paper, candidates still lose marks on work that is widely considered to be straightforward.

It is essential that learners work through past examination papers to strengthen their word-processing skills and become more familiar with expected techniques.

Teachers should consult the ATPs and the Examination Guidelines to ensure they understand what skills are required. They should also read the examiner's reports to identify common errors and address these in their teaching.

QUESTION 4

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

Candidates should read each question carefully and complete **only** what is required. This is a skill that needs regular practice.

Teachers who lack advanced word-processing skills should consider attending a course, completing an online programme, or consulting reliable online resources to improve their proficiency.

Subject advisors can support this by sourcing suitable training opportunities or securing funding to help teachers strengthen these essential skills.

Question 3: Spreadsheet

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

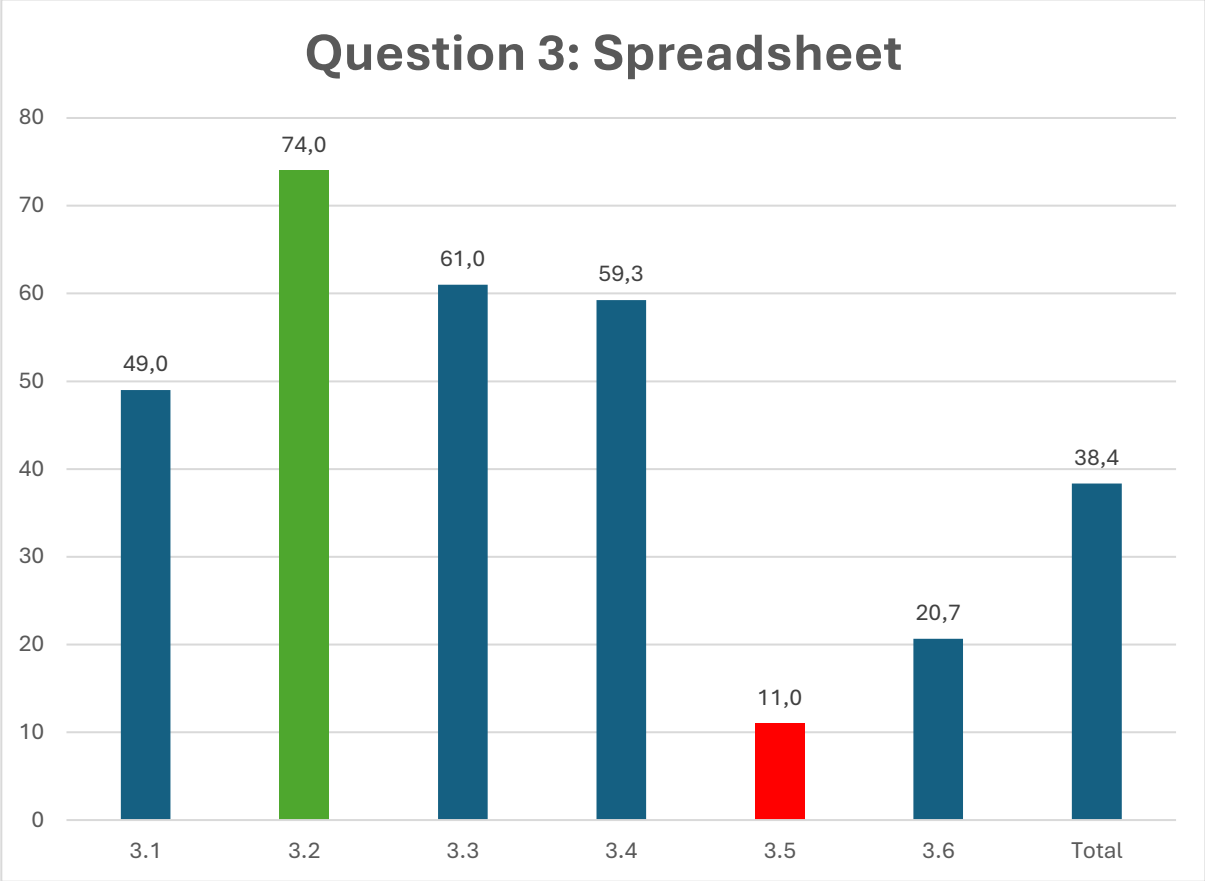

Figure 5: Question 3 Analysis

Candidates in the sample performed relatively poorly in this question, which was unexpected, as it was initially considered a fair question overall. The highest mark achieved was 22/22, while the lowest was 0. The median mark of 11 was within expectations.

However, the most concerning statistic was the mode of 0, indicating that a significant number of candidates either did not attempt the question or were unable to achieve any marks at all. This suggests notable gaps in understanding or confidence in the required skills.

A positive aspect to note was the improved performance in Question 3.3, where candidates were explicitly instructed to use the SUMIFS function. Normally, candidates are expected to determine which function to apply independently; this guidance likely contributed to the higher performance observed, as it helped candidates focus on applying the correct function rather than spending time identifying it. This support appears to be the main reason why this sub-question performed better compared to many of the other sub-questions in Question 3.

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.5

This sub-question was answered the poorest. Candidates were required to modify an existing function to display only a portion of a string, specifically by extracting the first name from a person's full name. To do this, they needed to identify the separating character and apply a combination of string functions to achieve the expected result. Although this type of question is similar to examples commonly found in widely used textbooks, and was therefore expected to be straightforward, candidates generally struggle to *modify* existing functions. They tend to perform better when constructing such functions from scratch. A recurring issue is that candidates find it difficult to follow the logic of the person who originally attempted the formula. This challenge was compounded by the marking guidelines, which penalised candidates who completely replaced the existing function rather than building on it as required. As a result, many candidates who might previously have earned partial credit did not obtain those marks this year.

Question 3.6

This was a particularly challenging question, as it required the use of either an AND function or a more complex version of nested IF statements, where the next logical test appears in the *true* portion of the preceding IF in order to produce the correct outcome. The question also proved difficult to mark, as candidates' attempts varied widely in structure and logic, reflecting differing degrees of understanding of conditional functions.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

Teachers should emphasise that there is often more than one way to solve a problem, as reflected in the alternative solutions provided in the marking guidelines.

Teachers are encouraged to draw from multiple sources and textbooks when teaching, ensuring that functions such as AND and OR are thoroughly explained, as these frequently appear in examination papers and candidates often demonstrate inadequate preparation in this area.

It is also important for teachers to instil in candidates the practice of carefully analysing a question before attempting an answer. Effective problem-solving requires identifying the underlying problem and following a series of smaller, logical steps rather than attempting a single, large step. The use of "building blocks," where applicable, is strongly recommended, as this approach allows candidates to earn part marks, particularly in higher-order sub-questions.

Candidates must regularly practise and revise using past examination papers under the guidance of their teachers. These exercises help highlight areas where candidates lack understanding and require further development.

Teachers should conduct a detailed, question-by-question analysis of candidates' performance in every practical paper up to the trial examination. This analysis is crucial in identifying specific problem areas, enabling teachers to target instruction and remedial support effectively.

QUESTION 4
Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates are encouraged to utilise features and functions to their fullest extent, even if the question does not explicitly require them. Many marks are often lost because candidates do not apply the appropriate feature or function to calculate the correct answer. Teachers should prioritise upskilling themselves to gain a deeper understanding of complex spreadsheet problems, thereby enabling them to provide clearer explanations and guidance to candidates.

Question 4: Spreadsheet

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

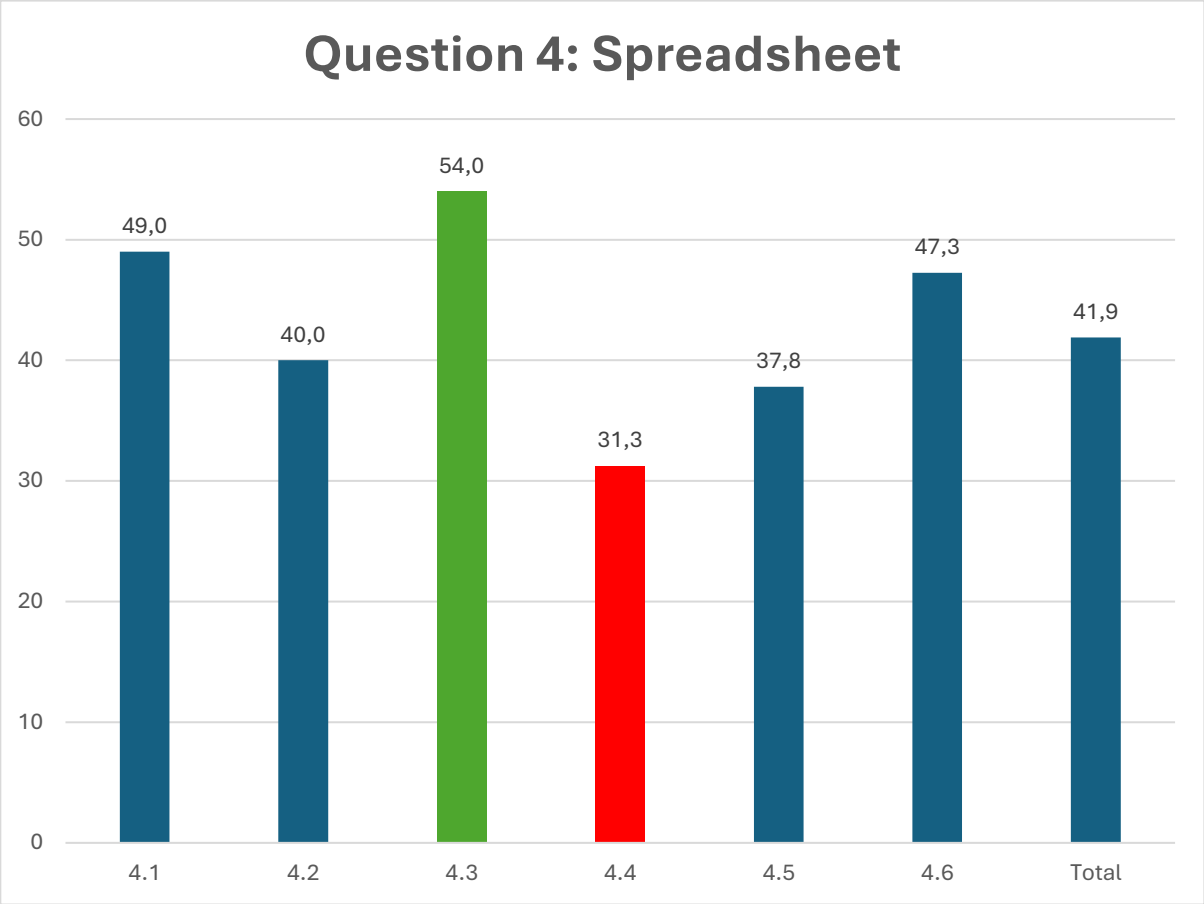

Figure 6: Question 4 Analysis

Candidates generally performed better in Question 4 than in Question 3, which is a reversal of the historical trend. The performance in Question 4 is comparable to that of previous years for the same question. The highest mark achieved was 18 out of 18, while the lowest was 0. Of particular concern is that the mode mark was also 0, indicating that a significant number of candidates were unable to answer any part of the question. The median mark of 9 aligns favourably with the average mark for the question, suggesting a reasonable overall performance despite the low mode.

QUESTION 2

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

Question 4.4

This sub-question, which focused on conditional formatting, proved to be very challenging for candidates. It required them to modify an existing conditional formatting to achieve a specified outcome. Many candidates were unable to adjust an incorrect initial attempt to produce the desired result, as evidenced by the frequent recreations of the conditional formatting. The complexity of this conditional formatting task exceeded the ability of most candidates to complete it successfully.

The other sub-questions in Question 4 were not perceived as particularly challenging. Although overall performance was somewhat below expectations, this is likely attributable to the

historically lower performance in Spreadsheet questions, which tend to be more demanding than the other applications.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

As discussed under Question 3, much of the commentary is also applicable here.

Furthermore, candidates should be taught to utilise the **Function Arguments** dialog box. This feature assists in identifying the components of lesser-known functions, e.g. HLOOKUP, and provides guidance on their correct application, thereby improving candidate performance in more complex spreadsheet tasks.

QUESTION 4

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

Candidates who struggle with mathematical concepts, or who lack accounting skills, tend to encounter difficulties with the more numerically oriented questions.

Teachers could use Phase 2 of the PAT as an opportunity to guide candidates in exploring spreadsheet functions and features that are typically not covered in the textbook.

It is advisable to draw on multiple resources rather than relying solely on a single textbook, to provide candidates with broader exposure to relevant concepts.

Collaboration with schools in the region that demonstrate strong performance in spreadsheets can be beneficial. Teachers from these schools could serve as guest presenters to teach concepts that may not be fully understood by educators at less well-resourced schools, or to provide training for these teachers.

Finally, teachers should seize every opportunity to enhance their own skills. Subject advisors can play a pivotal role in identifying teachers in need of professional development, as well as in locating relevant courses and potential funding to support their training.

Question 5: Database

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

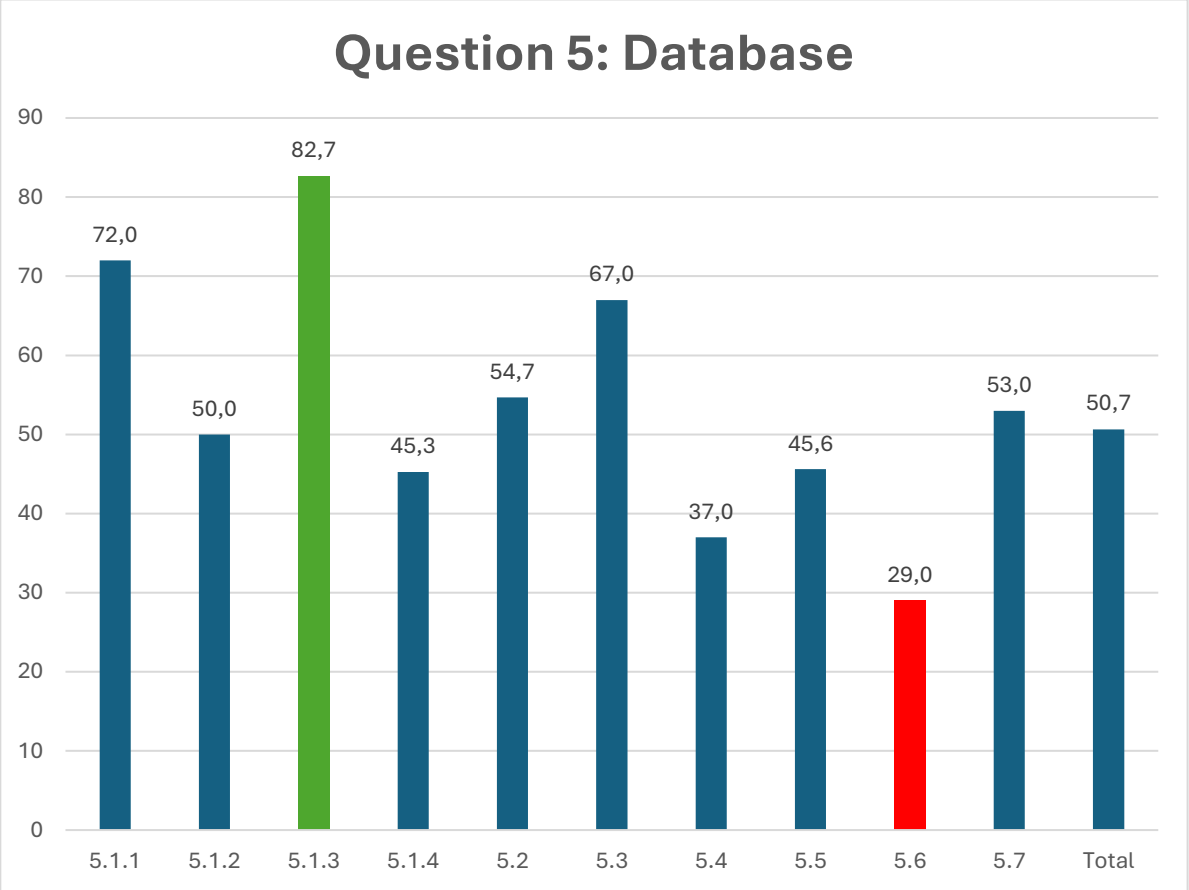

Figure 7: Question 5 Analysis

Question 5 was answered surprisingly well this year compared to previous years. It appears that a greater number of candidates attempted the question, or at least parts of it, than in the past. In the sample, the highest mark achieved was 35 out of 35, while the lowest was 0. The mode mark was 12, and the median was 17.5 out of 35. The median aligns closely with the average mark from the sample, indicating a reasonable overall performance.

Notably, Question 5.1.3 was the best-performing sub-question. This was unexpected, as the skill it assessed is typically considered challenging by candidates. They were required to insert a new field into a specific position with a specified datatype, and the question phrasing indicated that it must be "embedded" in the database, a term unfamiliar to most candidates. Despite these challenges, candidates performed well on this task.

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 5.6

This sub-question was the poorest-performing item. It required candidates to calculate age, but

the question provided minimal guidance, creating ambiguity about what was expected. Well-prepared candidates may have found the task familiar; however, the lack of explicit instructions likely hindered many candidates from understanding the required steps. Markers noted that the guidance in the marking guideline was insufficient for common approaches, such as using the **YEAR** function, and felt that these attempts should have received greater recognition.

Question 5.4

Most candidates struggled with this sub-question, as it required testing for empty fields in a database query criterion. This skill appears to be inadequately understood, resulting in many candidates losing this mark.

Question 5.1.4

Although performance on this sub-question was better than expected, marking the validation text proved challenging. The instruction was vague, requiring candidates to add a descriptive message, but it was unclear how extensive or precise this message needed to be. It was suggested that providing the descriptive text for candidates to then complete the validation rule would simplify marking and reduce ambiguity.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

Candidates generally struggle with queries. Greater emphasis should be placed on teaching the creation, editing, and modification of queries. Validation rules and validation text also pose challenges for many candidates. While these skills should be prioritised, teachers must ensure that other essential database skills are not neglected.

Phase 2 of the PAT provides an ideal opportunity to teach content that goes beyond the textbook. For example, candidates can be introduced to using the IIF function in queries or reports, or other advanced features that enhance their understanding and proficiency.

Access to computers equipped with Microsoft Access is essential for candidates' development. Practical experience is crucial for skill acquisition and improvement. Many candidates cannot afford the full Office suite that includes Access; therefore, schools must ensure sufficient access to computers with the necessary software to allow for practice beyond normal classroom hours. Candidates should also be encouraged to practise using past examination papers, using these exercises to identify areas of difficulty or uncertainty and consolidate their understanding.

QUESTION 4

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

It is evident that certain centres performed poorly overall in this question, while others performed well. This discrepancy indicates that some teachers may lack the necessary skills to teach this application effectively, making it accessible to candidates. Subject advisors should identify these teachers and make every effort to enhance their knowledge and confidence, ensuring that the skills can be effectively transferred to learners.

Although the skills required for this application are specialised, they are achievable. Teachers should be encouraged to attend professional development courses to upskill themselves. Alternatively, teachers from high-performing centres could be engaged to provide training or deliver instruction to candidates and/or teachers at struggling schools.

Question 6: Web Design (HTML)

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

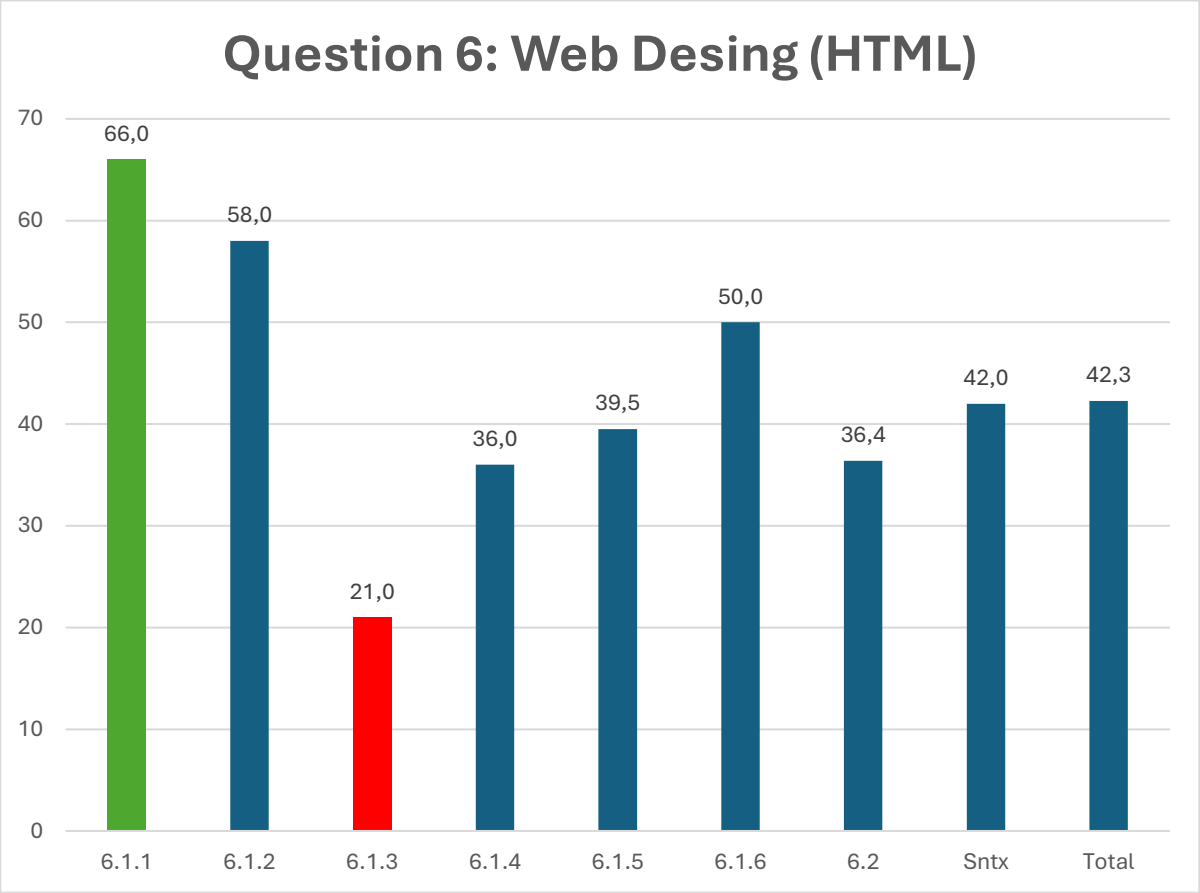

Figure 8: Question 6 Analysis

This year, candidates performed relatively poorly on this question, which is typically one where higher marks are expected. While some sub-questions may have caused minor confusion, overall, there was nothing to suggest that the question was unduly challenging.

In the sample, the highest mark achieved was 15 out of 15, while the lowest was 0. Of particular concern is that the mode mark was also 0, indicating that a significant number of candidates were unable to score on this question. The median mark was 6, which aligns closely with the average mark of 6.2, reflecting the general level of performance across the cohort.

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

In general, many of the sub-questions included partial code that candidates were required to modify or add to in order to match the screenshot provided in the question paper. As a result, many candidates unnecessarily recreated the tags around the question number comment, often losing at least one mark for this.

Question 6.1.3

This was the poorest-performing sub-question, which is understandable given the way it was structured. Two components were required to be centred, but the second component was placed under the heading 6.1.4 in the code. This likely led many candidates to believe they were not expected to modify anything beyond the commented code. Additionally, because only one mark was allocated for centring both components, candidates who managed to centre only one could not receive partial credit.

Question 6.1.4

Surprisingly, many candidates did not understand that they needed to add the alt tag with the text "Icons." As this requirement was not explicitly stated, the question effectively became a higher-order task, testing their ability to infer instructions.

Question 6.2

This question was extremely challenging. No instructions were provided beyond the screenshot, and many required changes were very subtle, leading candidates to miss key elements. One mark in particular was contentious: the screenshot contained a table with an item displayed over two lines, which could easily be interpreted as part of the dynamic alignment rather than a deliberate line break. This aspect may have bordered on being unfair. It is recommended that future questions include clearer guidance, such as bulleted hints pointing out specific elements to notice in the screenshot, rather than relying solely on visual interpretation.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

Teachers should instruct HTML exclusively using Notepad++, using a web browser only to check the expected output. Notepad++ provides coloured tags, which assist candidates in identifying syntax errors, such as missing or mismatched tags.

Teachers must be familiar with the HTML tags prescribed in the CAPS and Examination Guidelines and ensure that candidates understand how to apply them correctly.

Candidates should be trained to use the HTML tag sheet effectively. While it is not necessary for candidates to memorise all tags, they should know how to locate and apply the appropriate tags for a given task.

Accuracy in HTML syntax should be emphasised to prevent candidates from losing marks unnecessarily.

Phase 3 of the PAT should be used to further develop and consolidate candidates' HTML skills

QUESTION 4
Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
HTML is generally the most enjoyed section of CAT for candidates, as it is relatively straightforward and provides immediate feedback when coding. Additionally, it offers opportunities for creativity, which engages learners. Teachers must ensure they possess a thorough understanding of the basic HTML tags prescribed in the curriculum. Where gaps in knowledge exist, teachers should proactively upskill themselves. Most teachers should be able to manage HTML coding at the level required in CAT and should focus on building their confidence when teaching this content. Candidates should be encouraged to explore and practise independently. There are numerous online resources available that can support both teachers and learners in improving their HTML coding skills.

Question 7: General

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

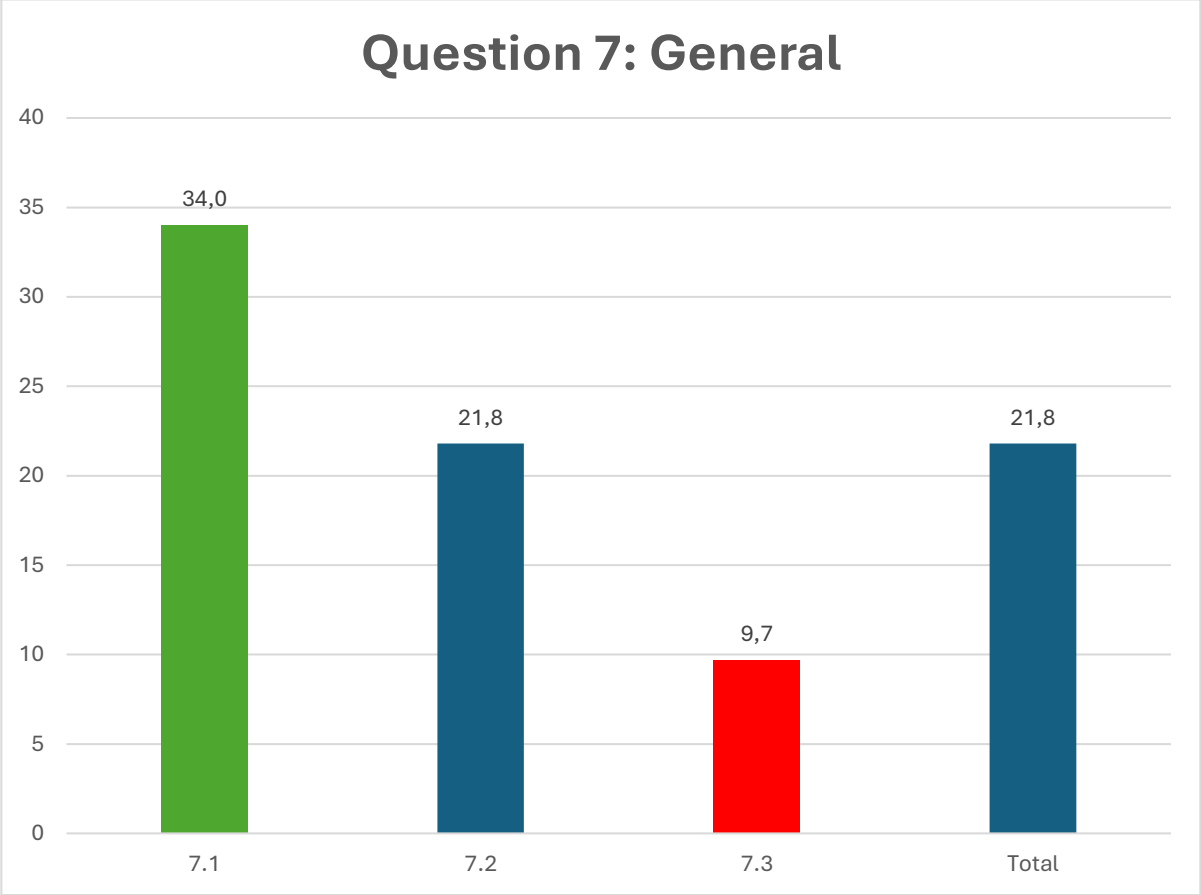

Figure 9: Question 7 Analysis

As previously noted, a greater number of candidates attempted this question compared to previous years; however, this increase in attempts did not necessarily translate into higher marks. Overall, the question proved to be very challenging, particularly Question 7.3. Each sub-question carried 5 marks. In the sample, the highest mark achieved was 15 out of 15, while the lowest was 0.

Of particular concern is that the mode mark was 0, indicating that a significant number of candidates were unable to score on this question. The median mark was 2, compared to an average of 3.27. These statistics are consistent with expectations, given the combination of time constraints during the examination and the inherent difficulty of the questions.

This is the fourth question out of seven with a mode mark of 0, which raises concern. It suggests that candidates were either inadequately prepared, unable to complete the question within the allocated time, or that certain parts of the paper were too difficult for the cohort.

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 7.3

This question was extremely poorly answered, most likely because it was exceptionally difficult. Candidates were again required to take an existing attempt at a solution and adapt it to produce a specific outcome. The general sentiment among markers was that the question lacked logical flow and that many candidates could not understand why such a procedure was expected.

Compounding this was the fact that the question combined two complex calculations: generating random times in 15-minute increments and doing so within a defined start- and end time. Candidates typically struggle with TIME functions and often lack the conceptual understanding behind the RANDBETWEEN function. As such, this question bordered on being unfair — not entirely inappropriate for the syllabus, but extremely challenging for the overwhelming majority of candidates.

Question 7.2

This was a composite question consisting of three distinct steps, making it inherently challenging. While the instructions were clear, the skills required fell outside what is typically taught in the classroom. Candidates had to create a data validation rule on an existing field using data from another sheet, a skill most would not have encountered. This step likely discouraged many from attempting the third part of the question, even though the final step was easier than the second.

Question 7.1

Although many candidates were able to execute a basic mail merge, a large number struggled to filter the list to include only the qualifying recipients. Interestingly, a significant proportion could link the data source but were unable to insert the merged fields into the document, resulting in little to no credit being awarded.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

More time should be dedicated to teaching and practising mail merge. It remains a relatively easy section in which candidates can earn a substantial number of marks, yet it is often neglected in teaching.

Teachers must train candidates to study screenshots carefully and identify all differences that indicate required changes. Many of these changes involve straightforward skills that are frequently overlooked.

Integration between applications also needs focused revision, as it is regularly examined but consistently poorly answered.

Teachers should devote additional time to spreadsheet features such as Subtotal and Data Validation, as these are commonly tested in Question 7. Candidates should be encouraged to explore the full range of features available in different applications to build confidence and familiarity.

Participation in enrichment activities outside the classroom, such as the Computer Applications

Olympiad, can expose candidates to unfamiliar features not explicitly taught in the curriculum. Finally, extensive practice using past papers is essential. Candidates should work through full papers under exam-like conditions to build endurance, manage time effectively, and understand the structure and demands of the question paper.

QUESTION 4

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

Accuracy remains essential across all questions. Calculations must be performed in the correct cells in spreadsheet questions, and correct spelling of function names and criteria is crucial in both spreadsheet and database questions.

Teachers should take note that new features and functions, such as IFS, CONCAT, and others, are now available in spreadsheets and should be incorporated into the ATPs to ensure candidates are exposed to the full range of modern tools.

Finally, access to quality resources, including up-to-date textbooks and sufficient computers, is vital for candidates to develop and improve the practical skills required in the question paper.

General:

It has been suggested that the estimated time allocations per question should be included in the question paper to guide candidates on how much time they should ideally spend on each question or section. An example of such guidance is as follows:

Question	**Marks**	**Suggested Minutes**
Word processing	45	54
Spreadsheet	40	48
Database	35	42
Web Design	15	18
General	15	18
Total	**150**	**180**

Examination Papers:

Scheduling of CAT Examinations:

It is recommended that CAT Paper 1 and Paper 2 be scheduled over a weekend to ensure proper alignment of the papers, as CAT is considered one subject and should be written in unison. An example schedule is as follows:

- CAT Paper 1 – Friday, 1 November
- CAT Paper 2 – Monday, 4 November (morning)