EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2025 NSC CHIEF MARKER'S REPORT

SUBJECT	Computer Application Technology
QUESTION PAPER	2
DURATION OF QUESTION PAPER	3 ǀ Hours
PROVINCE	Eastern Cape
NAME OF THE INTERNAL MODERATOR	Neil Schreuder
NAME OF THE CHIEF MARKER	Michelle Griffiths
DATES OF MARKING	2 December 2025 – 11 December 2025
HEAD OF EXAMINATION:	MR EM MABONA

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

The 2025 Computer Applications Technology Paper 2 once again attempted to assess a broad range of content across the Grade 10–12 CAT syllabi. As with previous examinations, the paper reflected the common objectives of CAT P2. Many examiners continue to favour difficult, highly technical and application-driven questions in an effort to strengthen assessment standards. However, they do not always consider that the inclusion of overly technical content may negatively affect learners. The purpose of an examination should not be to overwhelm candidates, but to guide and encourage them to express what they know so that they do not lose confidence in the subject.

South Africa's large and diverse learner population adds another layer of complexity. Many learners lack the background knowledge, exposure and skills needed to answer even basic questions. Learners from technology-rich or more affluent environments tend to have an advantage, while others struggle. The application of knowledge remains a major challenge, largely because learners do not read questions thoroughly before responding. In several instances, the 2025 paper required significant exposure to technology and the real-world computer environment. Where questions were embedded in unfamiliar real-life scenarios, many candidates struggled to relate to them and therefore could not identify the required content.

Feedback from many educators and candidates indicates that the paper was not easy. CAT has clearly evolved into a more analytical and technical subject, and success depends on consistent hard work, thorough preparation and commitment.

A particularly concerning trend remains the poor performance of many learners in the Eastern Cape, where a large percentage again failed to achieve 40%. As in previous years, learners achieved significantly lower marks in Paper 2 than in Paper 1. This gap reflects insufficient preparation for theory, as well as challenges related to socio-economic background and unequal access to resources.

More textbook-aligned content should be included in the theory paper, even if at a higher cognitive level. Some questions appear too technical for CAT, reinforcing the need for markers to be trained to think more divergently and to award marks for answers that exceed, but still align with, the marking guideline.

Providing both the English and Afrikaans versions of the question paper to all learners may further support comprehension.

Once again, learners performed better in the practical paper than in the theory paper. Two primary reasons remain evident:

- Language barriers: Many learners struggle to understand and interpret questions. Even when they do understand, they lack the vocabulary to express themselves clearly. This results in responses that are vague, unclear or incomplete. While efforts are made to support both learners and teachers who work in their second language, there are limits to what can be addressed.

- Insufficient focus on theory: Teachers do not spend enough time preparing learners for the theory paper, and many learners do not study CAT theory. It must be emphasized that theory is equally important and carries the same weight as the practical component.

Because the suggestions for improving teaching and learning and the comments for teachers apply to all questions, they are discussed generally here and referenced throughout the report.

GENERAL COMMENTS ON IMPROVING THE TEACHING AND LEARNING OF CAT THEORY

• Need for clearer and more detailed curriculum guidance

More time should be spent teaching theory based on the CAPS document and the Examination Guidelines. According to the DBE, teachers must use these documents rather than rely solely on textbooks. However, this creates challenges, as CAPS and the guidelines list terminology without specifying the required depth of knowledge. Teachers therefore face curriculum overload and must research every listed term—an unrealistic expectation given limited teaching time.

Curriculum documents should be more detailed and specific, clearly outlining what learners must know, similar to other subjects. The lack of detailed guidance weakens the subject and places pressure on teachers and learners.

• Keep up with evolving technology

CAT is dynamic. Teachers must stay informed about new technologies and expose learners to updated content regularly. New technologies to be assessed must be communicated annually, added to the Examination Guidelines, and released early each year.

Learners should be encouraged to bring examples of new technologies to class and discuss them. Teachers may also invite industry experts to demonstrate current developments.

• Clarify DBE expectations on textbooks

Although three approved textbooks exist for CAT, DBE advises teachers not to teach from them. Teachers must therefore be thoroughly familiar with CAPS and the Examination Guidelines and use textbooks only as supplementary resources.

• Increase frequency of theory assessments

Learners should write regular theory tests following the exam format. Results must be discussed in detail so that learners understand where and why marks were lost.

• Use past papers and memos

Time permitting, teachers should revise previous examination papers with learners. Working through memos helps learners understand how questions are marked and how to structure their answers.

• Emphasise correct terminology and sentence structure

Learners must practise using correct CAT terminology and answering in full sentences. Vague references such as "it", "they", "things", "faster", "cheaper" should not be accepted. The instructions at the start of the paper clearly state that such answers will not be awarded marks.

• Teach key question-analysis terms

Teachers must explain common exam terms such as:

- user-friendly interface

- most suitable / best suited / most likely

- word-processing / database features

- software settings

- measures and criteria

- difference between examples vs. uses

- difference between media vs. medium

- difference between network vs. Internet

• Marking rules

Where a question asks for a list or name, only the first required number of facts will be marked.

• Reinforce Grade 10–11 content

Final examinations assess all theory from Grades 10–12. Teachers should revise earlier content throughout Grade 12 and ensure learners keep summary notes.

NOTE TO SUBJECT ADVISORS

CAT is still a relatively new and highly dynamic subject. Many teachers lack the necessary training and support. Subject advisors should therefore:

- play a more active role in building teacher expertise

- ensure schools receive updated Examination Guidelines and additional terminology lists each year

- offer short training courses or workshops

- support schools lacking the hardware, software or internet necessary to teach CAT effectively

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COMMON MISTAKES MADE BY LEARNERS WHEN ANSWERING THE PAPER

Teachers are urged to discuss the following with learners:

• One-word answers

One-word responses to questions requiring explanations cannot earn marks. Conversely, overly long paragraphs that contradict themselves must also be discouraged.

• Vague and generic responses

Learners often use vague terms such as "faster", "easier", "things", and "stuff". These answers lack reasoning and do not reflect understanding; therefore, no marks can be awarded.

• Not reading questions or instructions

Many learners skim the question, recognise a keyword, and assume the rest. Some rewrite the question instead of answering it. This is unacceptable. Learners must read each question carefully and understand it fully before answering.

• Misinterpreting mark allocation

Learners must understand the "one mark per fact" principle. A two-mark question requires two distinct facts.

• Poor handwriting

Illegible handwriting affects marking and may result in lost marks.

• Incorrect answering format

Learners should:

- start each question on a new page

- leave a line between questions

- answer in the same order as the question paper

- keep sub-questions together

- follow the numbering system in the question paper

- write the question number even if they choose not to answer it

• Ignoring instructions

Learners continue to ignore instruction notes such as the prohibition of answers like "cheaper", "faster", or "easier". These responses do not qualify for marks.

NOTE: All the graphs in this section 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 Eastern Cape.

The following graph shows the percentage per rating level in the individual questions taken from the sample of 100 scripts.

Total levels of 100 scripts

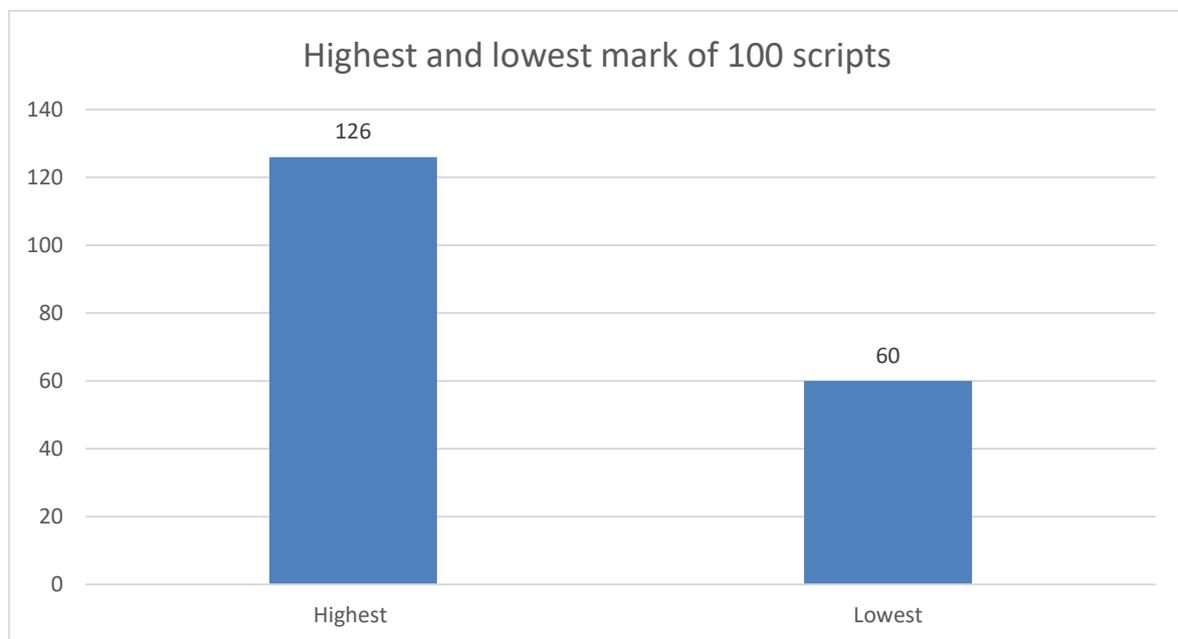| Levels	Total per level
1	0
2	0
3	27
4	24
5	24
6	22
7	3
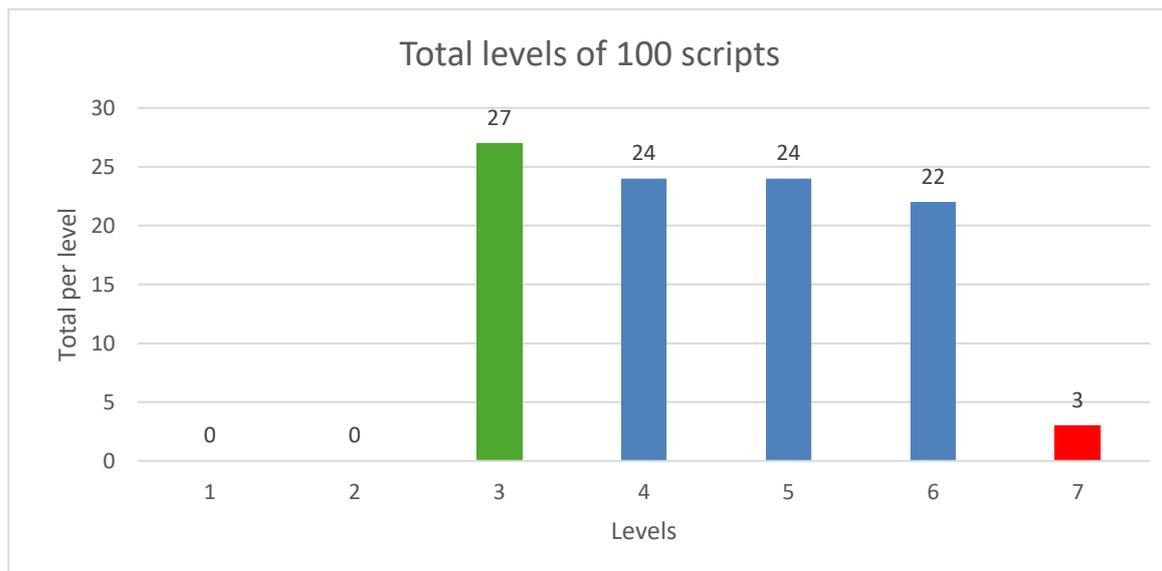
The following graph shows the average performance in the individual questions taken from

the sample of 100 scripts.

AVERAGE PERFORMANCE PER QUESTION
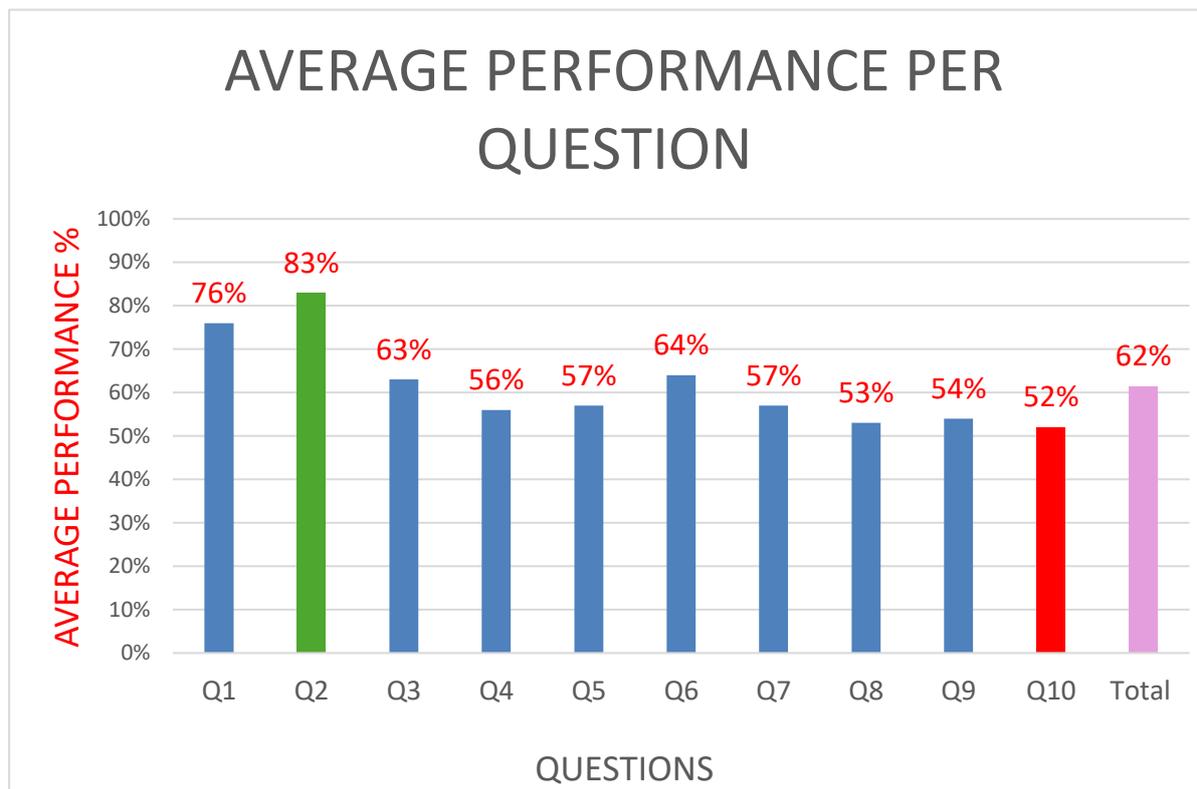
The following graph shows the highest and lowest mark of the 100 scripts for CAT Paper 2 in the Eastern Cape.

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

QUESTION 1

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

Question 1

Average mark from the sample of 100 :		7/10	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
1.1 – 1.10	MATCHING ITEMS		76%
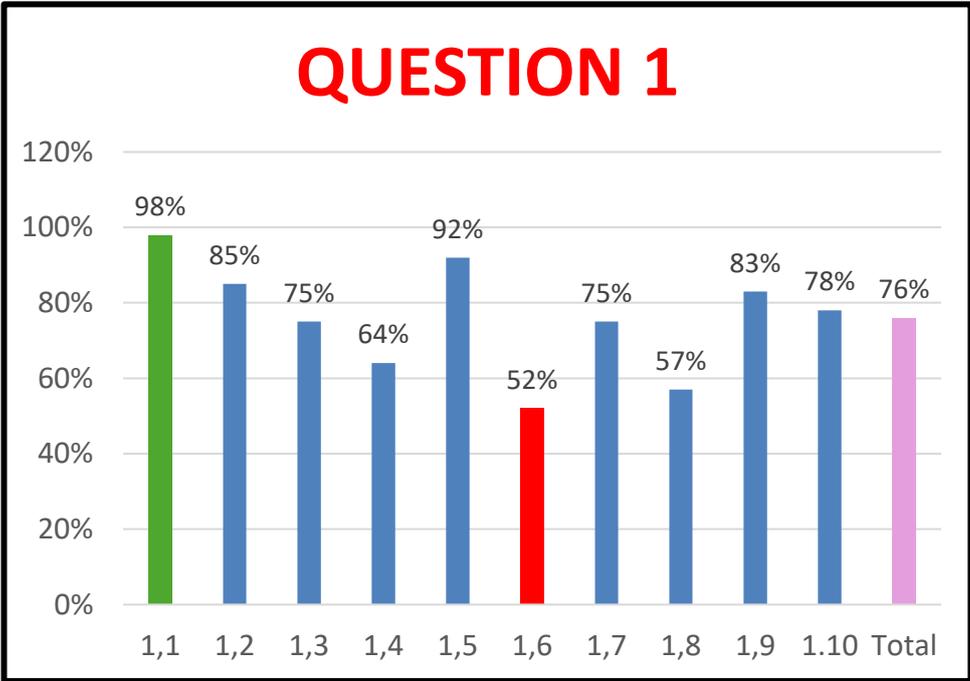
Question number	1,1	1,2	1,3	1,4	1,5	1,6	1,7	1,8	1,9	1.10	Total
Question Value	1	1	1	1	1	1	1	1	1	1	10
Maximum	1	1	1	1	1	1	1	1	1	1	10
Minimum	0	0	0	0	0	0	0	0	0	0	3
Average	98%	85%	75%	64%	92%	52%	75%	57%	83%	78%	76%

The performance of the learners in Question 1 was high.

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 was generally well answered. Most learners were confident with the content and could correctly identify the key concept being assessed. Minor errors observed: - A small number of learners selected options that were similar to the correct answer but contained subtle inaccuracies.   - A few candidates appeared to guess without reading all the options thoroughly.   - Some responses showed slight confusion with terminology, but this did not significantly affect overall performance.   Overall, learner performance indicates that this topic was well understood and adequately taught.

QUESTION 3
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.

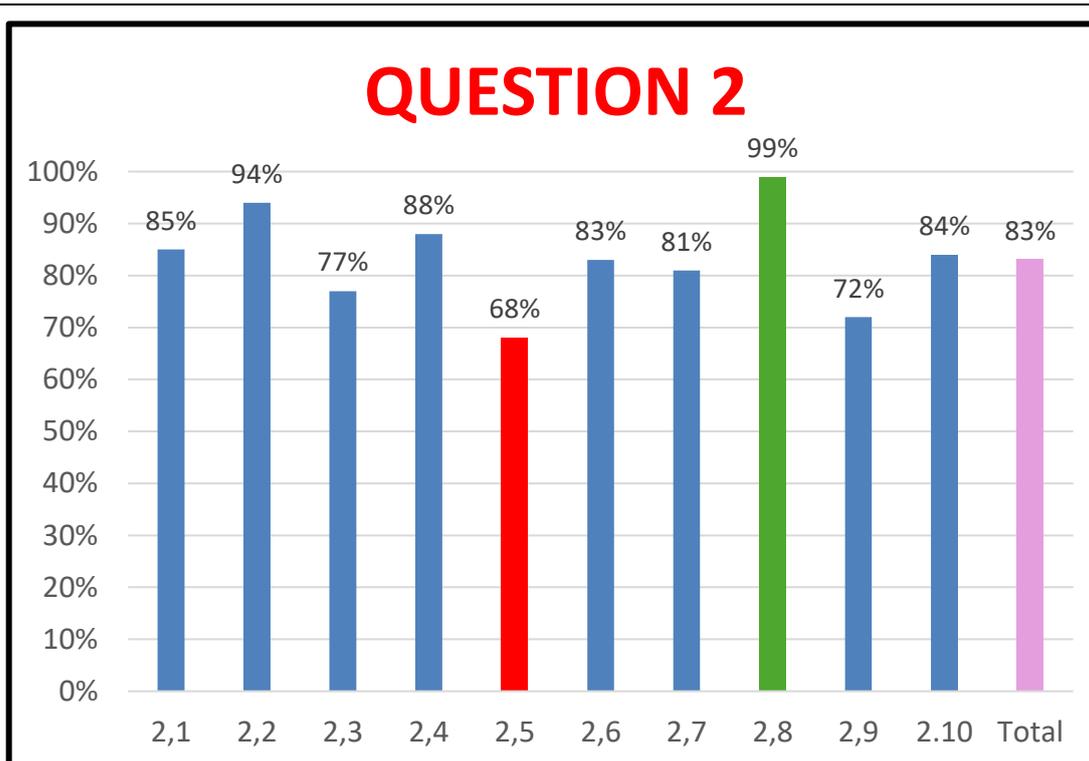| QUESTION 4 |
|---|
| **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Many learners continue not to answer some of the questions which is quite surprising, or they tend to write down two options (A/B) as if the marker will choose between the 2 answers. 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

QUESTION 1			
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:		8/10	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
2.1 – 2.10	MATCHING ITEMS		83%

QUESTION 2

The performance of the learners in this question was above average.

2,1	2,2	2,3	2,4	2,5	2,6	2,7	2,8	2,9	2.10	Total
1	1	1	1	1	1	1	1	1	1	10
1	1	1	1	1	1	1	1	1	1	10
0	0	0	0	0	0	0	0	0	0	4
85%	94%	77%	88%	68%	83%	81%	99%	72%	84%	83%
1	1	1	1	1	1	1	1	1	1	9

QUESTION 2
Why was the question 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. Question 2 was generally well answered. Most learners were confident with the content and could correctly identify the key concept being assessed. Minor errors observed: • A small number of learners selected options that were similar to the correct answer but contained subtle inaccuracies. • A few candidates appeared to guess without reading all the options thoroughly.

- Some responses showed slight confusion with terminology, but this did not significantly affect overall performance.

Overall, learner performance indicates that this topic was well understood and adequately taught.

QUESTION 3

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.

QUESTION 4

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, or they tend to write down two options (A/B) as if the marker will choose between the 2 answers. 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.
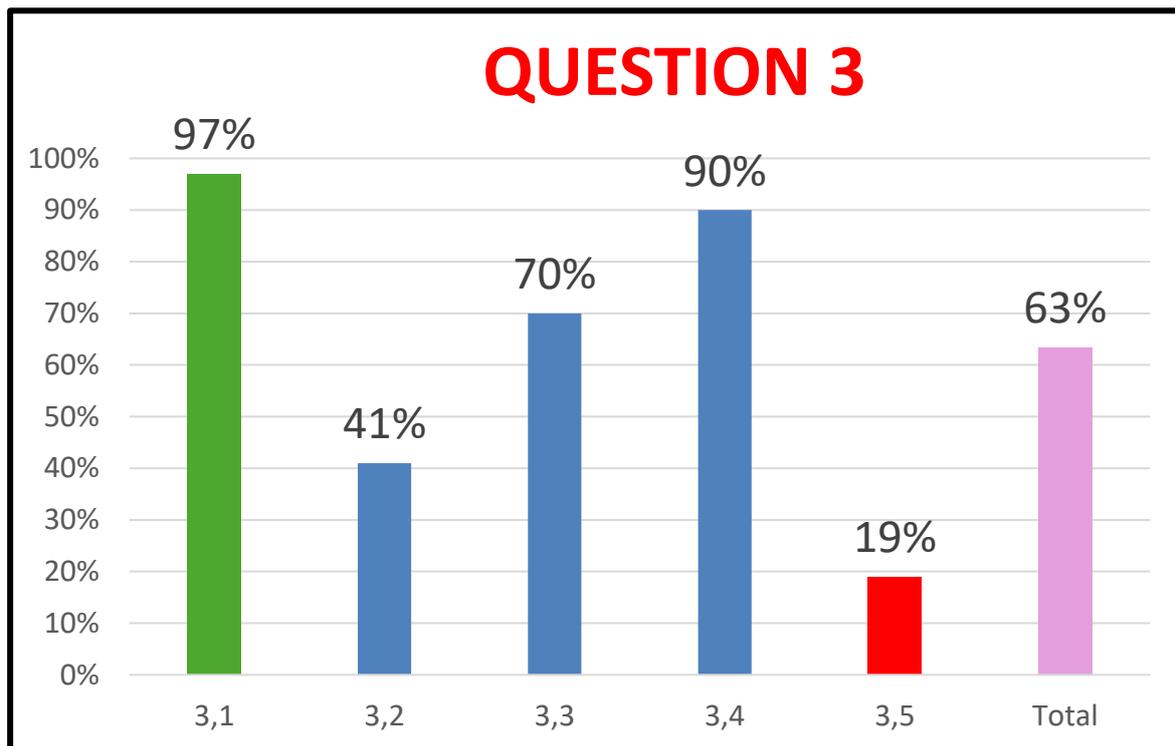
Examining panels need to make sure that only one answer will be correct in this section.

QUESTION 1

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 :		3/5	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
3.1 – 3.5	TRUE/FALSE ITEMS		63%

QUESTION 3

3,1	3,2	3,3	3,4	3,5	Total
1	1	1	1	1	5
1	1	1	1	1	5
0	0	0	0	0	0
97%	41%	70%	90%	19%	63%
1	0	1	1	0	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.

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 can do much better in this question in the future.

Question 3.5 was poorly answered by most learners – learners don't know how to apply practical questions in theory.

QUESTION 3

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. Practice from old question papers as well.

QUESTION 4

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

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.

QUESTION 1

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 :		14/25	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
4.1 – 4.11	SYSTEMS TECHNOLOGIES		56%

QUESTION 4
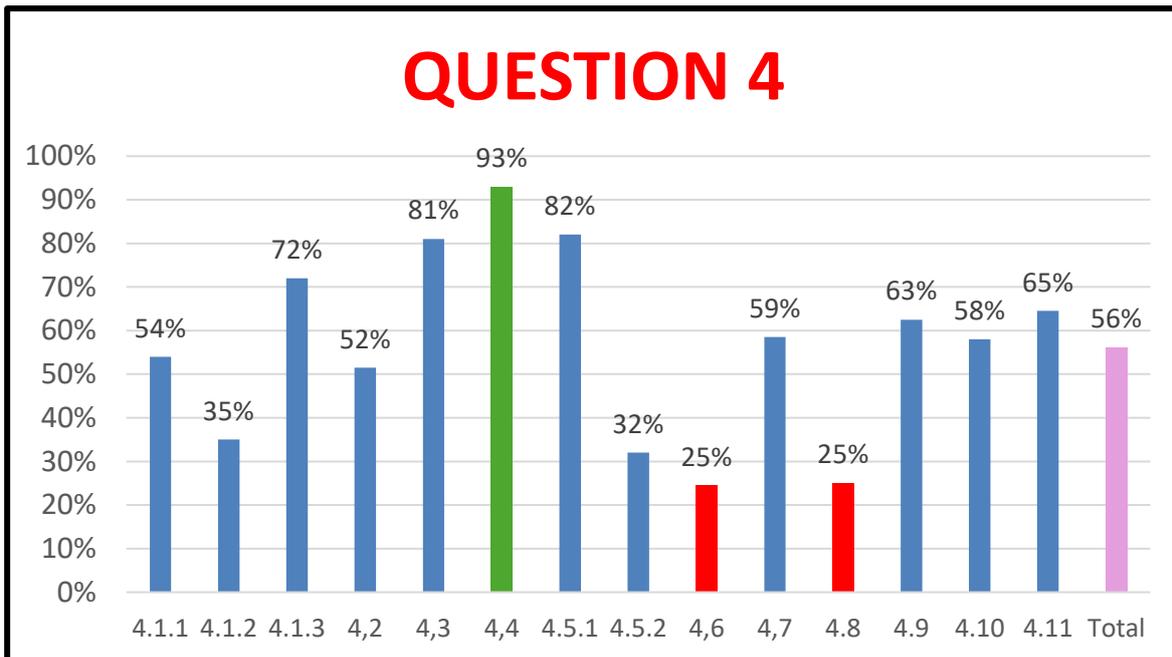
	4.1.1	4.1.2	4.1.3	4,2	4,3	4,4	4.5.1	4.5.2	4,6	4,7	4,8	4,9	4.10	4.11	Total
	1	1	2	2	2	2	2	2	2	2	1	2	2	2	25
	1	1	1	2	2	2	2	2	2	2	2	2	2	2	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
	54%	35%	72%	52%	81%	93%	82%	32%	25%	59%	25%	63%	58%	65%	56%
	1	1	2	1	2	1	2	1	0	1	0	1	1	2	14

Question 4 was answered better by the learners than previous years, although there were a few challenges:

QUESTION 2

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

4.1.3. you can archive files on a flash drive you will not see it as the first choice but it is possible, learners struggled to answer that with 2 reasons.

4.2 The motherboard has one main function and learners do not necessarily know more than one function

4.6 Learners struggled the most with this question it is work that is done in grade 10 and not again in grade 11 nor 12.

4.8 Learners do not know the accessibility features and do not study it.

QUESTION 3

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.

QUESTION 4

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

•As with a few of questions in this paper, learners did not know what was expected from them due to the way the questions were phrased.
•As mentioned at the start of this report, many learners tend to write very vague answers using words like "this", "things", "stuff", "fast", "easy", "they", "it", etc. instead of the correct terminology but this was due to the fact that learners were not exposed to disadvantages and limitations in some of the questions.

QUESTION 1

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 :		9/15	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
5.1 – 5.8	INTERNET AND NETWORK TECHNOLOGIES		57%

QUESTION 5
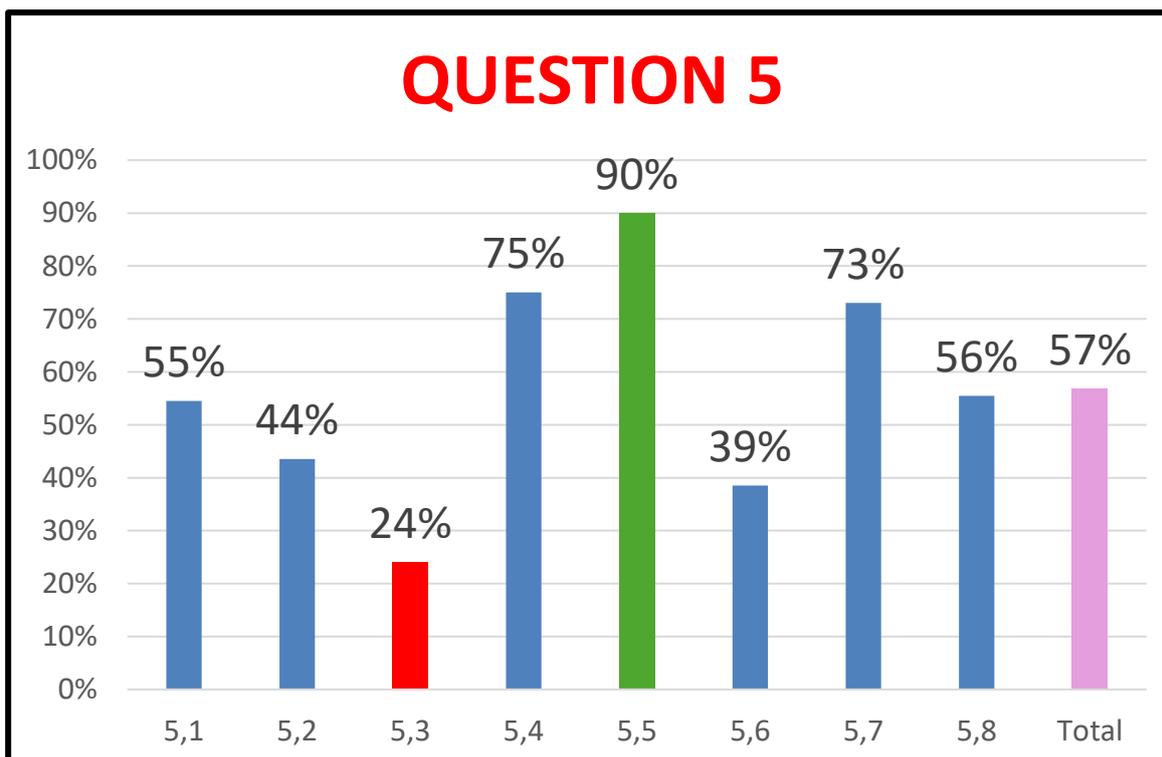
5,1	5,2	5,3	5,4	5,5	5,6	5,7	5,8	Total
2	2	1	2	2	2	2	2	15
2	2	1	2	2	2	2	2	15
0	0	0	0	0	0	0	0	3
55%	44%	24%	75%	90%	39%	73%	56%	57%
1	1	0	2	2	1	2	1	9

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

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

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
5.3 Poorly answered question: learners do not know what is meant by streaming services. **5.6** Learners are unsure how to answer this question, because they do not study it this way: Mobile internet technologies and remotely confused the learners.

QUESTION 3
Provide suggestions for improvement in relation to Teaching and Learning.
Teach basic terminology and put more time and effort into theory.

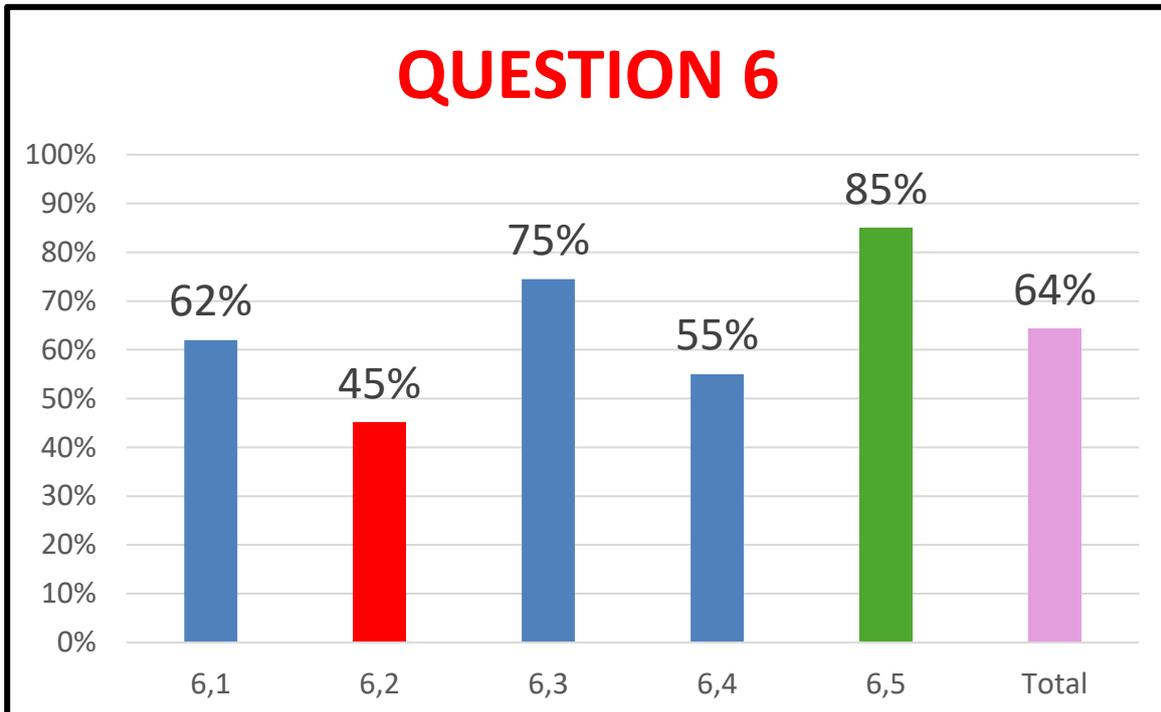| **QUESTION 4** |
|---|
| **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Learners won't be able to express themselves if they don't understand the question asked. |

QUESTION 1

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 :		7/10	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
6.1 – 6.5	INFORMATION MANAGEMENT		64%

QUESTION 6

6,1	6,2	6,3	6,4	6,5	Total
2	2	2	2	2	10
2	2	2	2	2	10
0	0	0	0	0	0
62%	45%	75%	55%	85%	64%
1	1	2	1	2	7

Learners performed average on this question.

QUESTION 2

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

6.2 Was answered poorly in this question, because the word elements could confuse the learners. Most of the learners will struggle with a language barrier.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

The learners need to know the importance of PAT type of questions in the theory 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.

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

QUESTION 1

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
7.1 – 7.5	SOCIAL IMPLICATIONS		56%
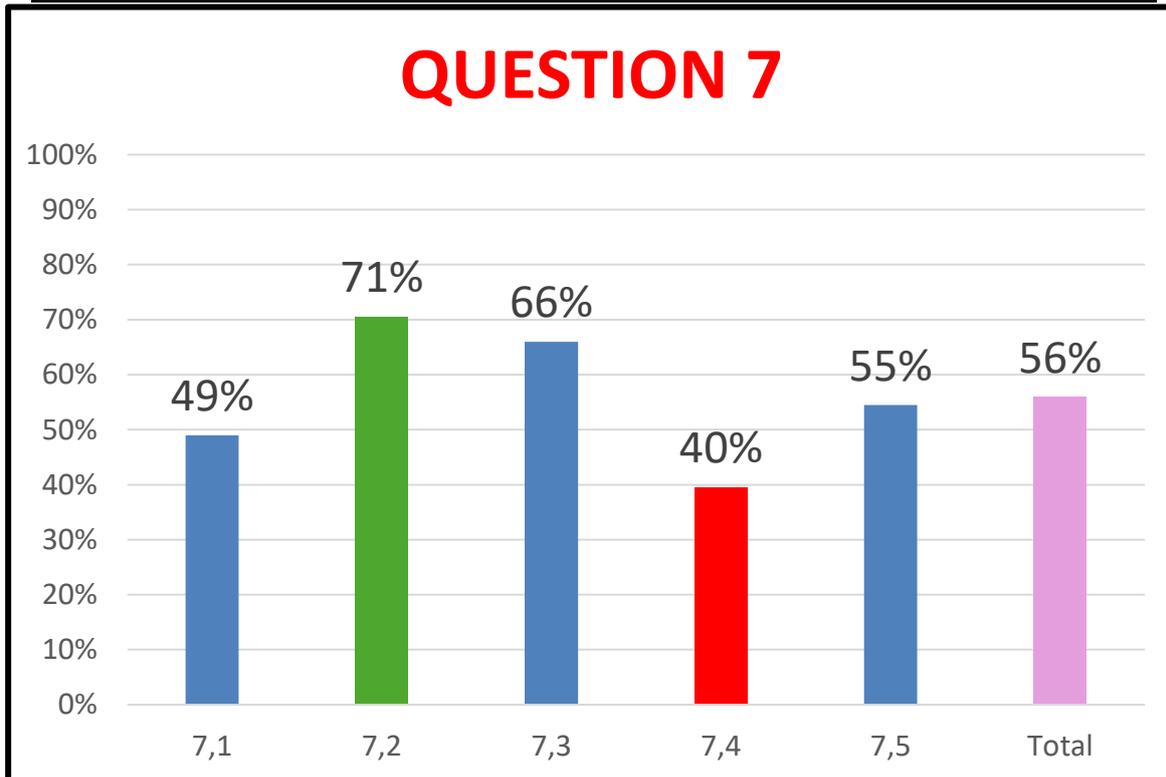
QUESTION 7

7,1	7,2	7,3	7,4	7,5	Total
2	2	2	2	2	10
2	2	2	2	2	9
0	0	0	0	0	0
49%	71%	66%	40%	55%	56%
1	2	1	1	1	6

Learners response in the question was average

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
7.4 Learners know the definition of big data but not necessary the privacy issues of it.

QUESTION 3
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. Teachers should not only focus on definitions, but also do a wider analyse of terms such as Big data.

| QUESTION 4 |
| --- |
| **Describe any other specific observations relating to responses of learners and comments that are 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 1

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 :		8/15	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
8.1 – 8.7.3	SOLUTION DEVELOPMENT		53%
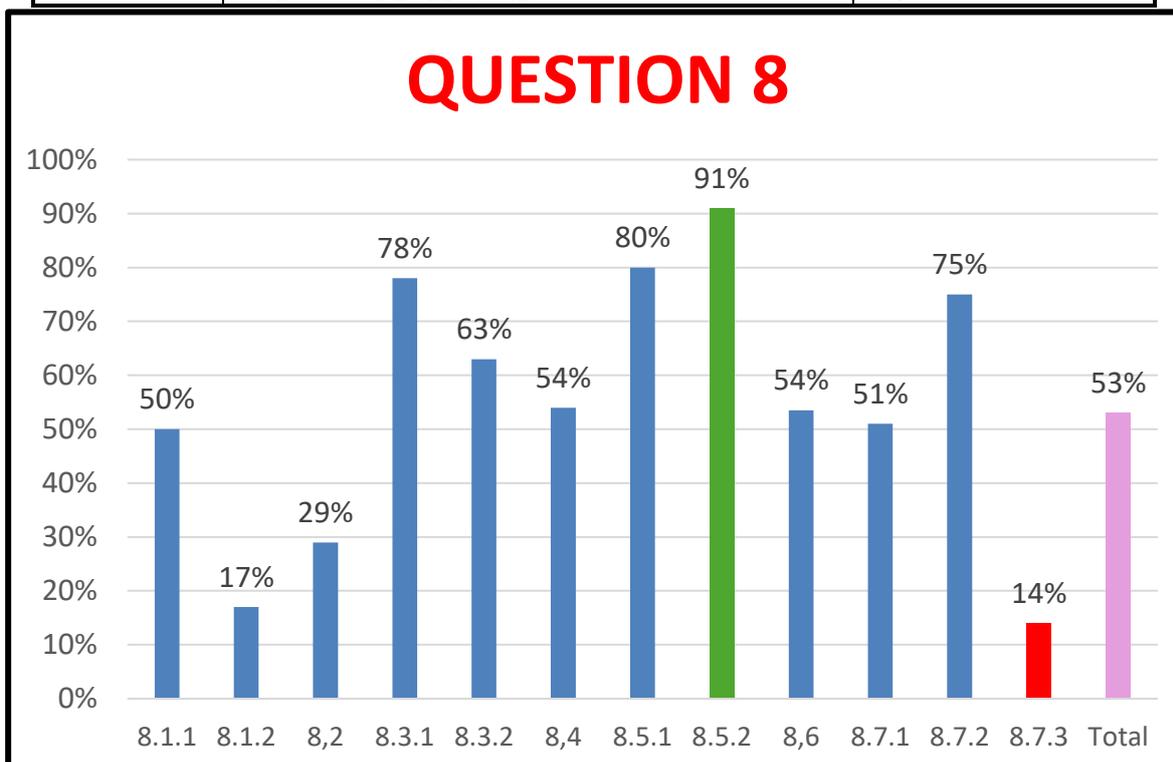
8.1.1	8.1.2	8.2	8.3.1	8.3.2	8.4	8.5.1	8.5.2	8.6	8.7.1	8.7.2	8.7.3	Total
1	1	2	1	1	1	1	1	2	2	1	1	15
1	1	2	1	1	1	1	1	2	2	1	1	14
0	0	0	0	0	0	0	0	0	0	0	0	0
50%	17%	29%	78%	63%	54%	80 %	91 %	54 %	51 %	75 %	14 %	53%
1	0	0	1	1	1	1	1	1	1	1	0	8

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

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 cases where learners performed poorly it is mainly due to:

- They don't know the reasons for using the totals button in access.

- They were not exposed to the ?? criteria used in a query.

- They are not familiar with the effect when certain attributes are removed from tags.

8.2 it is a difficult concept for learners, the know the term linked object but not the term embedded object.

QUESTION 3

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 use certain criteria/tags/ attributes in practical as well as the advantages of using certain features in the different programs.

QUESTION 4

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

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

• It seems that the theory of the practical work receives very little attention in the classroom.
These concepts should be emphasised during the teaching of the practical work and the logic behind the questions should be explained.
• Provide learners with theory questions on practical applications while the specific application is being taught. Pen-and-paper-based exercises on practical content and concepts are crucial and should not be neglected. It will also help learners who do not have computers at home to enhance their knowledge and understanding of practical content.
• Previous exam papers can be of great value in preparing candidates for what they can expect from this question. Use the questions to demonstrate the problem and show the solution in the application. If learners can visualise the problem, they should be able to find a solution a lot easier.
• Use elaboration techniques by asking Why? How? and When? questions when doing practical – learners often know how to do it practically (procedural knowledge), but not why it is done in a specific way or when certain things should be done. successfully.
Informal assessments about the Ribbon could be beneficial. Use exercises that require identifying the feature in documents or implementing it themselves.
• Conduct diagnostic tests to identify gaps. Give feedback to learners after formal assessments.

QUESTION 1

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 :	13/25	
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
9.1.1 - 9.7	INTEGRATED SCENARIOS	54%

QUESTION 9
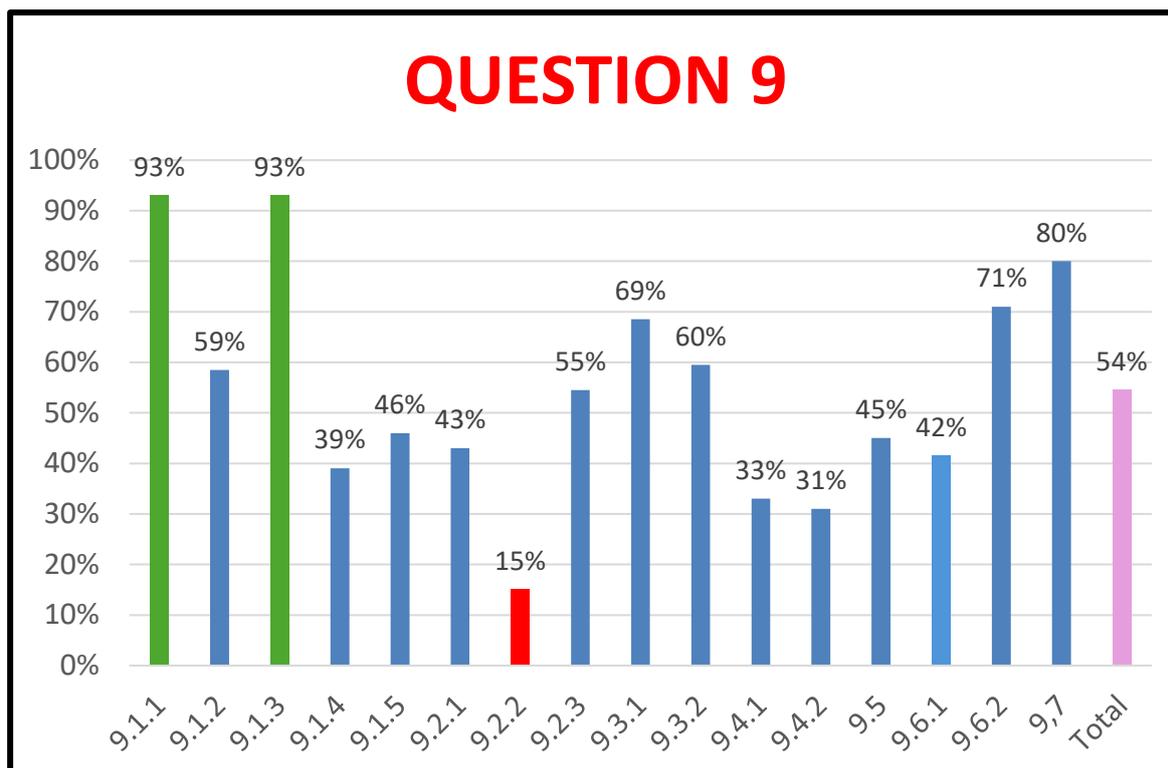
9.1.1	9.1.2	9.1.3	9.1.4	9.1.5	9.2.1	9.2.2	9.2.3	9.3.1	9.3.2	9.4.1	9.4.2	9.5	9.6.1	9.6.2	9.7	Total
1	2	2	1	1	1	2	2	2	2	1	2	1	2	1	2	25
1	2	2	1	2	1	2	2	2	2	1	2	1	2	2	2	23
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
93%	59%	93%	39%	46%	43%	15%	55%	69%	60%	33%	31%	45%	42%	71%	80%	54%
1	1	2	0	0	0	0	1	1	1	0	1	0	1	1	2	13

Candidates struggle with integrated scenario questions. They fail to read and apply the given scenario to their answers, instead providing generic responses.

QUESTION 2

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

9.2.2 The wording in this question made learners unsure of what they should answer. It was a very technical question.

9.4.1 Learners do not go back and study grade 10-11 work and this is grade 10 work.

9.4.2 Again practical work in the question. Learners struggle to answer the practical in a theory question paper.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

• Learners also seemed to lose concentration at the end of the paper and made some reading errors. Maybe the order in which questions are answered could be discussed with learners, for example
answer Q 1 – 3 first, then Q 9 and Q10. Return to Q 4 – 8.
• Not all learners are exposed to real life situations to gain experience in online or wireless payments, for example. Roll play in the classroom where these concepts are acted out with guidance of the teacher and experienced learners, could be beneficial to inexperienced learners.
• Teachers need to put more focus on problem solving. Teachers need to make mistakes purposely and then learners need to explain to the whole group how to correct computer users' errors in general.
• Emphasis should be placed on the fact that the Grade 10 and 11 work will also be examined.
• Teachers need to prepare worksheets or class tests with integrated scenarios so that the learners can get used to these types of questions.
• Section C will always be based on Integrated Scenarios and learners should use previous years' papers to practice when preparing and studying for 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.** |
| These questions were based on application as well as practical. Many learners could not respond correctly to these questions. |

Question 10

QUESTION 1
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:		13/25	
SUB-QUESTION	TOPIC OR ASPECT TESTED		AVERAGE % FROM SAMPLE
10.1 – 10.7	INTEGRATED SCENARIOS		52 %

QUESTION 10
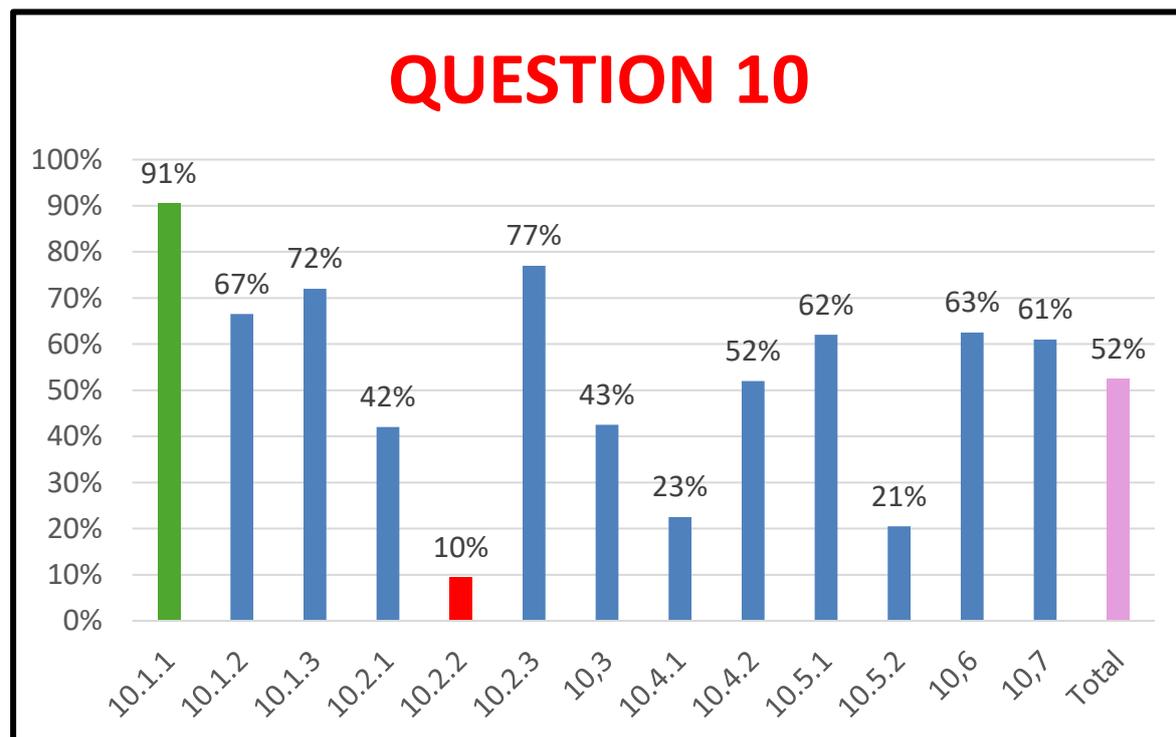
	10.1.1	10.1.2	10.1.3	10.2.1	10.2.2	10.2.3	10.3	10.4.1	10.4.2	10.5.1	10.5.2	10.6	10.7	Total
	2	2	2	2	2	1	2	2	2	2	2	2	2	25
	2	2	2	2	2	1	2	2	2	2	2	2	2	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	6
	91%	67%	72%	42%	10%	77%	43 %	23%	52%	62%	21%	63%	61%	52%
	2	2	1	1	0	1	1	0	1	1	0	1	1	13

Learners answers were satisfactory

QUESTION 2
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
10.2.2 Learners did not respond well to this question because they did not understand the question. Many learners need to be critical thinkers in order to answer this question. A practical question again and learners do not know how to word it in a theory paper. **10.4.1** Learners struggled to get the second mark for this question as the answer should be: high speed, always on internet connection. **10.5.2** Poorly phrased question. The MG refers to data that is error free. And the answers suggest that it is before you collect data, but the question seems to ask: "State two ways in which to ensure that data COLLECTED is free from errors BEFORE analysis is started. Most of the learners wrote about: check the spelling and grammar.

QUESTION 3
Provide suggestions for improvement in relation to Teaching and Learning.
I refer you to the list of suggestions under Section 1 of this report. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

QUESTION 4
Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
These questions were based on application as well as practical. Many learners could not respond correctly to these questions. Expanded notes on the Examination Guidelines need to be developed by teachers and given to learners since some of the content may not be in their textbooks. Especially in areas where learners are only exposed to technology in the lab, those learners are disadvantaged in these questions. In CAPS exam papers, Section C will always be Integrated Scenarios and learners should practice papers from previous years to prepare them for this layout. Ensure that learners do the PATs properly from Grade 10 – Grade 12. That will enhance their ability to answer questions, especially questions on information management.