COMPUTER APPLICATIONS TECHNOLOGY

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

TEACHER GUIDELINES

2021

These guidelines consist of 8 pages.

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1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement (CAPS) subjects that contain a practical component all include a practical assessment task (PAT) as well. These subjects are:

- AGRICULTURE: Agricultural Management Practices, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- SCIENCES: Computer Applications Technology, Information Technology, Technical Sciences, Technical Mathematics
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and it counts 25% of the final Computer Applications Technology (CAT) mark.

FORMAL ASSESSMENT			
During the year	**End-of-year examination**		
25%	75%		
SBA	**Practical assessment task (PAT)**	**End-of-year exam papers (50%)**	
25%	25%	Paper 1 (25%)	Paper 2 (25%)

The PAT is implemented across the **first three terms** of the school year. It is broken down into different phases or a series of smaller activities. The PAT allows for learners to be assessed on a regular basis during the **first three terms** of the school year and it also allows for the assessment of skills that cannot easily be assessed in a formal assessment, such as a test or an examination. It is therefore important that schools ensure that all learners complete the practical assessment task within the stipulated period to ensure that they are resulted at the end of the school year. The candidate will be given time until three weeks before the commencement of the final end-of-year CAT practical examination to submit any outstanding work for the PAT (see 2.9 Non-compliance).

The planning and execution of the PAT differs from subject to subject.

2. TEACHER GUIDELINES

2.1 Ideas and approaches for guiding learners

What are the learners required to do and provide?

Learners are required, with appropriate supervision, to:

- Choose an area of interest within the broad topics/scenarios provided
- Formulate a clear focus question that can be investigated/researched
- Plan, research and carry out a series of tasks (divided into THREE phases) to come up with findings and conclusions relevant to the focus question
- Prepare a report for a specified audience
- Communicate elements of the report via a website
- Provide evidence of all stages of the project for assessment

How will learners go about it?

Learners will need to:

- Plan and complete an individual project, applying a range of information management skills and strategies to meet the objectives as set out in the PAT requirements
- Identify key questions to ask
- Obtain, critically select and use information from a range of sources, process and analyse data and demonstrate an understanding of appropriate linkages, connections and complexities of the topic and focus question
- Select and use a range of skills, including the applications and technologies studied, solve problems, take decisions critically, creatively and flexibly, in order to answer the focus question
- Support conclusions/recommendations using reasoned arguments based on evidence
- Evaluate outcomes both in relation to the PAT requirements and their own learning and performance
- Use appropriate communication skills and media to present evidence in appropriate formats

Skills required

Learners must be able to:

- Select and apply a range of skills and methods to find solutions
- Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
- Compile documentation and communicate information, ideas and opinions effectively and meaningfully
- Effectively file data and information to enable efficient retrieval thereof
- Collect information to suit the content and purpose of the task/investigation
- Enter, develop and format information independently to suit its meaning and purpose, including text and tables, images, numbers, graphs and records
- Apply decision-making and problem-solving skills
- Demonstrate planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- Develop confidence and initiative in applying the content, application software and technologies they have studied in CAT
- Seek advice and support when needed

What must the learners be taught beforehand?

Before embarking on the PAT, learners need to be taught the following:

- Application software (word processing, spreadsheet, database and web development software) and ICT skills that will enhance the production of the report and website
- Research and information management skills that include:
  o Defining a task
  o Setting a focus question
  o Asking research questions
  o Identifying suitable sources of information
  o Evaluating sources
  o Searching for information
  o Writing research reports with an abstract, introduction, discussion, cited sources, conclusion and reference list
- Project management skills, including time, resource and task management

2.2   Dishonesty

Learners must NOT:

- Get help/guidance from others without acknowledgment thereof (They need to complete **ADDENDUM C of the Learner Guidelines** – see Section 2.3.)
- Submit work which is not their own
- Lend their work to other learners
- Allow other learners access to, or the use of, their own independently-sourced source material. (This does not mean that learners may not lend their books to another learner, but learners should be prevented from plagiarising other learners' research.)
- Include work copied directly from books, the internet or other sources without acknowledging the source
- Submit work typed or word-processed by a third person. Learners with physical disabilities should obtain prior permission from the relevant assessment authorities.

The actions above constitute dishonesty, for which a penalty will be applied.

If dishonesty is identified, the assessment authorities must be notified and details of any work which is not the learner's own must be recorded.

2.3   Learner declaration of authentication of the PAT

After completing the PAT, learners need to complete the declaration of authenticity **(ADDENDUM C of the Learner Guidelines)** to confirm that the work submitted is their own. All substantive advice/help given to the learners should be recorded on the declaration.

2.4 Role of the teacher

The teacher will:

- Teach the relevant information management content, practical skills and strategies prior to each phase of the PAT
- Manage the project, and supervise and monitor learners' work
- Conduct/Facilitate an initial planning review session to discuss the topics/scenarios, requirements, objectives and development of the project
- Facilitate pre-reading to gain background information about the topics/scenarios
- Give regular feedback to learners on both an informal basis and at the end of each phase
- Assess the work of the learners at the end of each phase using the criteria outlined in the standardised assessment tools provided and record feedback given
- Confirm his/her general evaluation based on continuous observation and feedback to provide a final impression regarding independent work, management of information, insight and problem-solving
- Moderate the work of the learners they have marked following any standardising and internal moderation procedures required
- Ensure the authenticity of the PAT as outlined in Section 2.5 below

2.5 Supervised/Controlled conditions

The teacher should manage the PAT in such a manner as to be able to confirm that the work assessed is to the best of his/her knowledge solely that of the learner concerned, by:

- Monitoring the learner's work on a continuous basis in order to avoid 'instant projects'
- Endorsing each learner's assessment at the end of each phase
- Confirming that the work assessed is to the best of his/her knowledge solely that of the learner concerned

More information in this regard is provided in Section 2.8 of the National Protocol for Assessment Grades R–12.

2.6 Managing the PAT

The teacher must plan his/her work schedule according to the time allocated for the PAT in the CAT CAPS (teaching plan for Grade 12). There are different possible approaches to managing the PAT:

Option 1:
- The teacher could dedicate a portion of the time on a weekly basis to the PAT while simultaneously continuing with normal teaching to complete the Grade 12 curriculum for the rest of the week. If he/she chooses this option, he/she should start with the PAT process during the first term, completing one phase per term.

Option 2:
- The teacher could dedicate a continuous period of time to the PAT, e.g. the last week(s) of each term, also completing one phase per term.

2.7   Assessment evidence

Evidence presented for assessment must show how the individual learner has met the assessment objectives and criteria and include the planning, feedback and progress of the project. The evidence for assessment will include the following:

- The final products for the tasks: a website (home page plus TWO other linked pages) and a written report of approximately 1 600–2 000 words (this refers to the content only, excluding the cover page, table of contents, references and graphics) or 6–8 pages
- The completed learner assessment tool (and other evidence as specified for each phase)

2.8   Requirements

(National Protocol for Assessment Grades R–12, Chapter 3)

Practical Assessment Task components must:

- Comprise assessment tasks and assessment components that constitute the learners' PAT mark as contemplated in the Abridged Section 4 Amendments of the CAPS for CAT
- Include a mark awarded for each assessment task (phase) and a consolidated mark
- Be available for monitoring and moderation
- Be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance

2.9   Non-compliance

(National Protocol for Assessment Grades R–12, Chapter 3)

The candidate will be given time until three weeks before the commencement of the final end-of-year CAT practical examination to submit any outstanding work for the PAT.

If a learner submits no PAT in CAT, without a valid reason, the learner will not receive a result in the subject.

In the event of a learner not complying with the requirements of the PAT (including the submission dates set by the province/district), but ONLY where a valid reason is provided, he or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the head of the applicable assessment body.

Consult the National Protocol for Assessment Grades R–12 (Chapter 3) for further explanation of the procedures to be followed should the learner, with valid reasons, fail to fulfil any outstanding PAT requirements.

In the event of a learner failing to comply with the PAT requirements and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.

Valid reasons for not timeously completing the various phases of the PAT include the following:

- Illness, supported by a valid medical certificate issued by a registered medical practitioner
- Humanitarian reasons, which include the death of an immediate family member, supported by a death certificate
- The learner appearing in a court hearing, which must be supported by written evidence
- Any other reason that may be accepted as valid by the head of the assessment body or his/her representative

3.   CONCLUSION

Upon completion of the practical assessment task, learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities, as well as establish connections to life outside the classroom and address real-world challenges. Furthermore, the PAT develops learners' life skills and provides opportunities for learners to engage in their own learning.