



## EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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

REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## 2022 NSC CHIEF MARKER'S REPORT

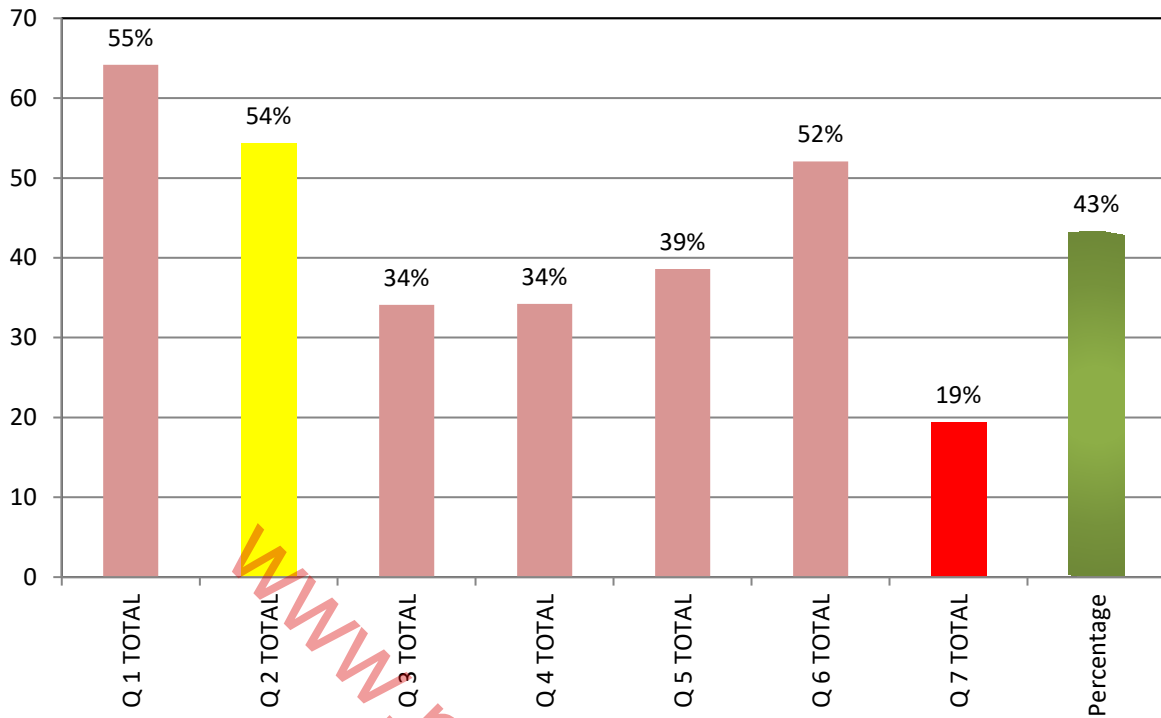
<b>SUBJECT</b>	<b>COMPUTER APPLICATION TECHNOLOGY</b>
<b>PAPER</b>	<b>1</b>
<b>DURATION OF PAPER:</b>	<b>3 HOURS</b>
<b>PROVINCE</b>	<b>EASTERN CAPE</b>
<b>DATES OF MARKING</b>	<b>8 DECEMBER TO 22 DECEMBER 2022</b>

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

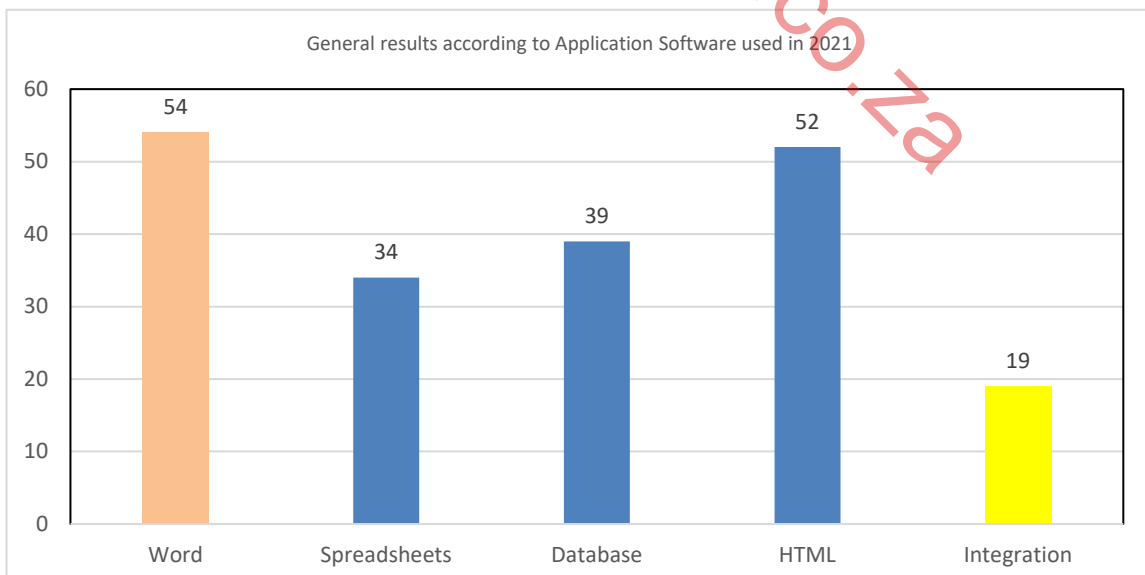
This paper was of a very good standard. The majority of learners still did not perform well in this paper. Many did not complete the paper or left questions unanswered.

Many learners lack the skills and knowledge required to answer even the easy questions. We do think that stronger learners will do much better in this paper than previous papers

## Averages for all Questions



The graph above and below is a reflection of a sample of 100 scripts that were captured. Candidates did fairly well in Word Question and html and poorly in the Excel questions, however in the applications it shows that the Database and Integration is still a problem.



- The paper was of a high standard.
- A number of challenges (higher order) questions in the paper. The challenges were difficult, but not unfair.

- More candidates completed the question paper this year.
- The results are still very disappointing. The marks in general are very low. There are however centres where some candidates performed well.

**Difficulty of paper: the paper was fair in general.**

- Well set paper with a fair spread of easy to difficult questions.
- Schools where the results are weak were not well prepared as there were easy questions for weaker candidates to at least achieve a pass.
- Sufficient balance between easy and difficult questions.

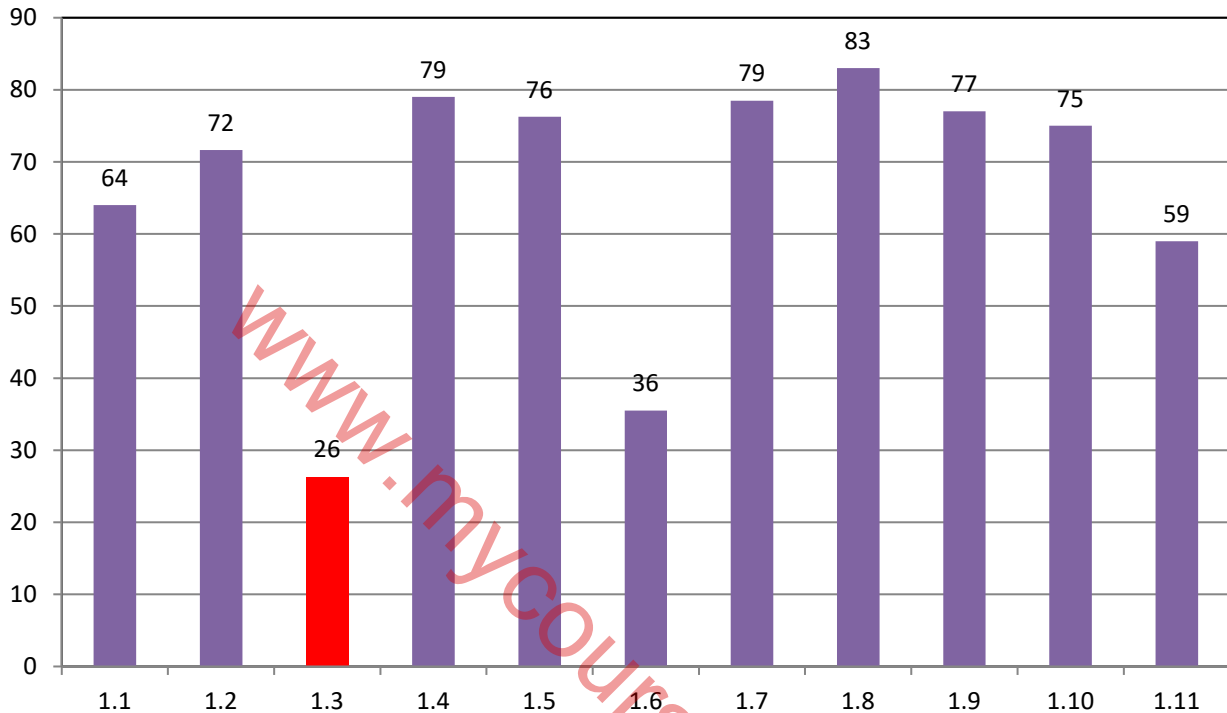
[www.mycourses.co.za](http://www.mycourses.co.za)

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

### QUESTION 1

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

### QUESTION 1: Word Processing (55%)

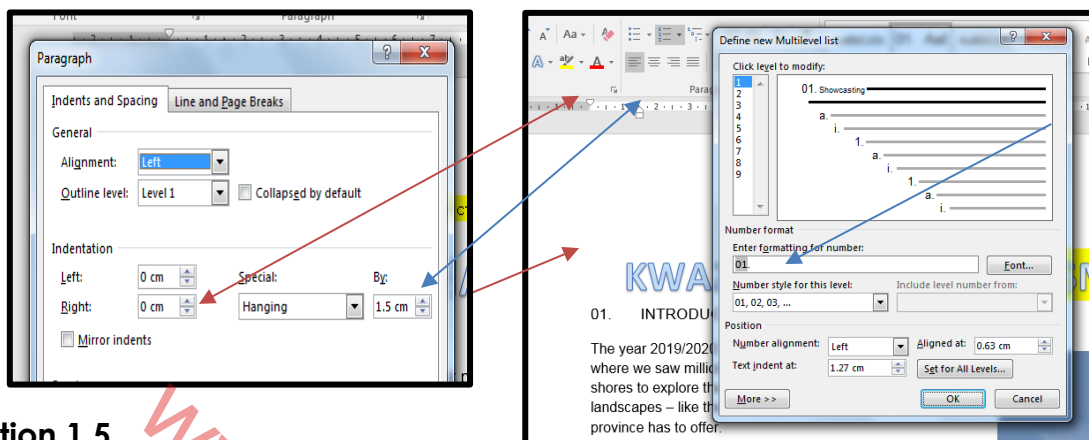


The majority of the candidates attempted this question and did fairly well, but not as well as expected. This was the best answered question in the paper and had a good spread of lower, middle and higher order questions. Almost all candidates attempted this question, the strong candidates did very well, the weaker candidates average between 30 to 40%.

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

### Question 1.3

Candidates struggle to set the style to a number format of 01.



### Question 1.5

Some candidates struggled with this question.

If **Relationship** was in bold it would be easier for candidate to find as Circle is the first word given and there is no circle group – this may have taken some time to find and some said they did not have the option as they did not look at the relationship group.

“As shown below” – some spent extra effort making the Smart Art Grey as the image appeared in grey.

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

More workshops for teachers in Advanced Word to upskill them to improve the quality of results or candidate performance.

Teachers and candidates need new study material like new updated text books. Work out of different text books.

Teachers must follow the Examination Guidelines as well as the ATPs.

Some candidates did not know Word Processing well, more practise in certain aspects of Word is needed. Grade 10 and 11 work must be revised in Grade 12.

Encourage candidates to explore all possible alternatives (go beyond the syllabus).

Winter and Summer schools for candidates, this will also provide an opportunity for candidates that do not have computers at home to practice.

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

Most of the candidates did not understand all the questions, therefore it was difficult for them to answer.

Candidates do not read the instructions carefully and therefore make mistakes when answering.

For some candidates, the language is still an issue, candidates do not understand what's expected of them.

Teachers can do previous papers to improve candidates performances.

Advanced courses for educators on Word Processing in the beginning of the year.

Teachers must follow the Examination Guidelines as well as the ATPs.

Some schools do not have enough computers, candidates are sharing computers, maybe the

Department can help and provide resources to such a school.

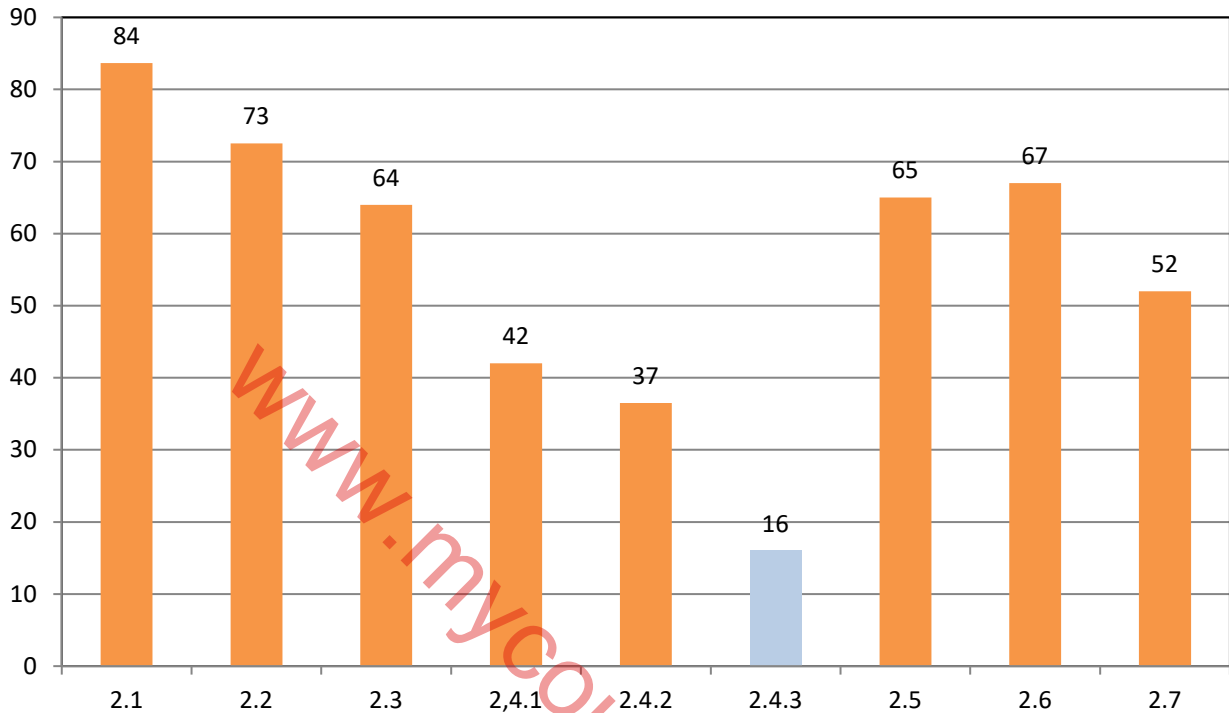
Candidates do not read the instructions carefully and therefore make mistakes when answering.

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## QUESTION 2

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

### QUESTION 2: Word Processing (54%)



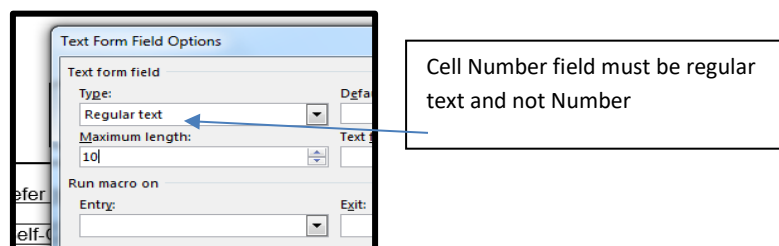
The majority of candidates did well in this question. Candidates still need to practise forms. Emphasise accuracy in answering question paper.

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

#### Question 2.4.1

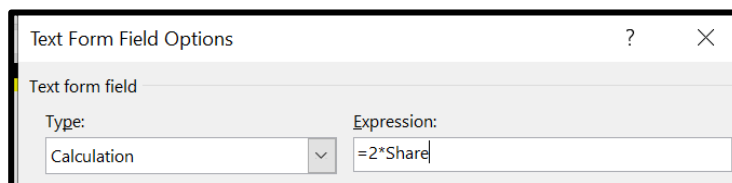
The question indicates form control but rest is legacy tools – could confuse candidates and some may have added a drop down field instead of a control.

#### Question 2.4.2



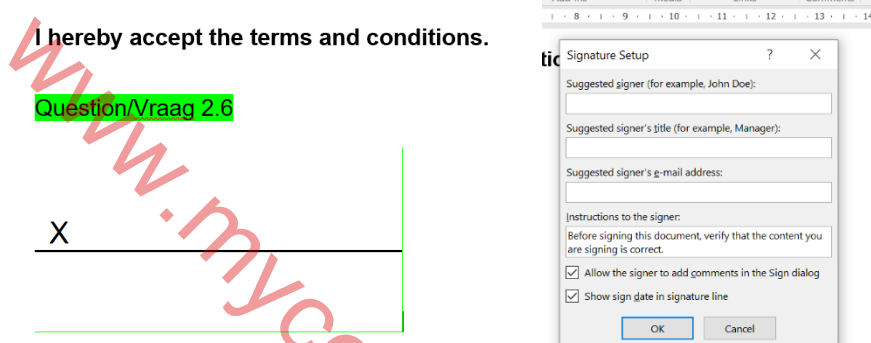
### Question 2.4.3

This question was very difficult for most – new question and candidates have not done this before in forms – advanced level of problem solving – there was however a hint given



### Question 2.6

Signature line – allowing comments – learners found this difficult – also new question – had to explore options to do this – time consuming



Some commented that the tick next to allow comment does not remain even if ticked – when they go back it is off – this wasted time for top candidates. Some candidates added a password to the form, the form cannot be opened and mark, please teach them not to do this, if not asked to do so.

(b) Provide suggestions for improvement in relation to Teaching and Learning Teachers must do more past papers with the candidates.

They need to spend more time in Word processing, although Word is the best answered question, the candidates will do so much better if they know how to use Word.

Candidates must be taught to use the control boxes, etc.

Teachers must work through the Examiners Report and also show their candidates what common mistakes are made in the exams.

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

Emphasise the importance of accuracy when answering a question.

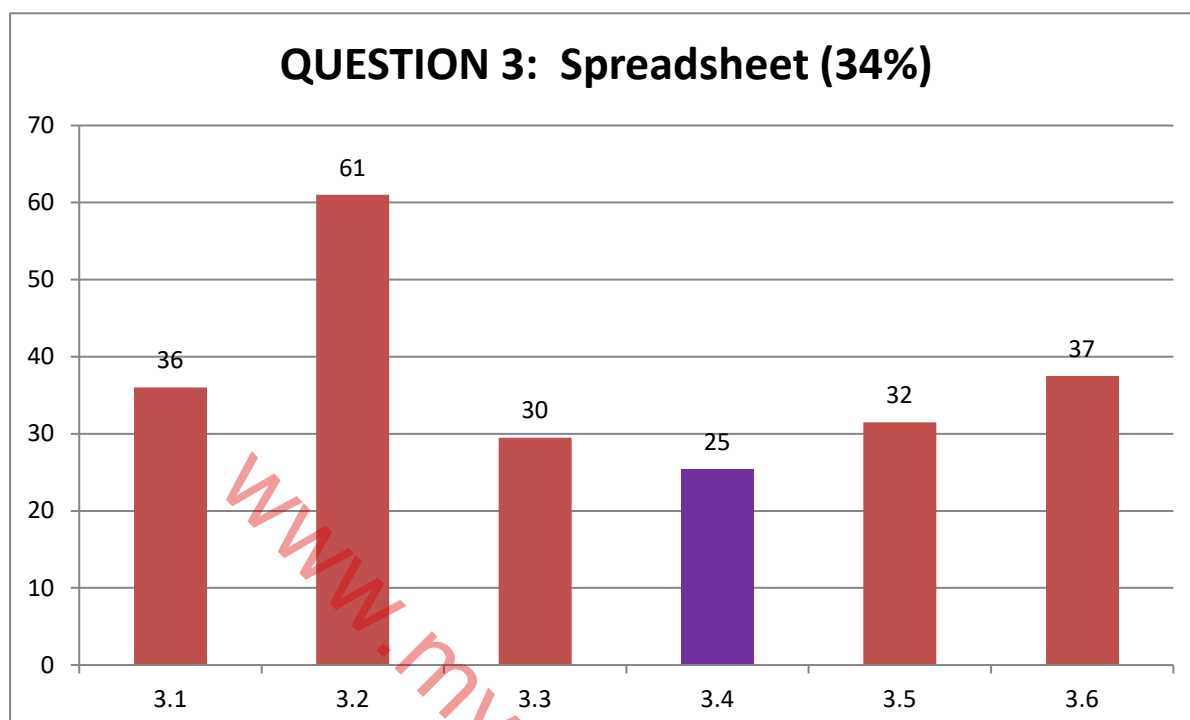
Candidates do not read the questions properly, e.g. They expanded instead of condensed.

There must be advance courses for educators on Word Processing.



### QUESTION 3

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



Candidates' mathematical skills remains a challenge through out the question paper. More attention much be given to graphs. Some candidates seem to have a problem with interpreting what they need to do with the graph, seeing that they only have an image to work on.

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

#### Question 3.3

=ROUNDUP((B17/100000\*8),0) for 4 marks (this question has easy and difficult aspects combined in one – mathematical insight made this difficult for many).

#### Question 3.4

=IF(COUNTBLANK(B5:F5),"",SUM(B5:F5)) – difficult to combine functions for many candidates and candidates have to problem solve and decide on what functions to use to get the relevant outcome – seen as a very difficult question for most.

Combination of functions is a hugh problem.

#### Question 3.5

Difficult for most – not the average conditional formatting instruction and not asked in this manner before

#### Question 3.6

Image had to be analysed and changes made – level difficult for some – moving of legend and changing the range – average level of difficulty – may have taken some time to analyse image first.

In general not an easy question.

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

Teachers must put more emphasise on the difference between modify and create AS WELL as formula and functions.

Practise more difficult conditional formatting features.

Teachers should encourage candidates to experiment with the tools available in each program.

Teach candidates to use the building blocks.

Teachers must teach candidates the importance of understanding a question first, before answering, because sometimes candidates do not lose marks because they don't know how to do the question, but they lose marks because they do not understand the question. If candidates can follow the instructions, they can easily score marks.

Candidates must do more past papers.

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

Encourage candidates to use functions or programme features by default even when not specifically stated so in questions.

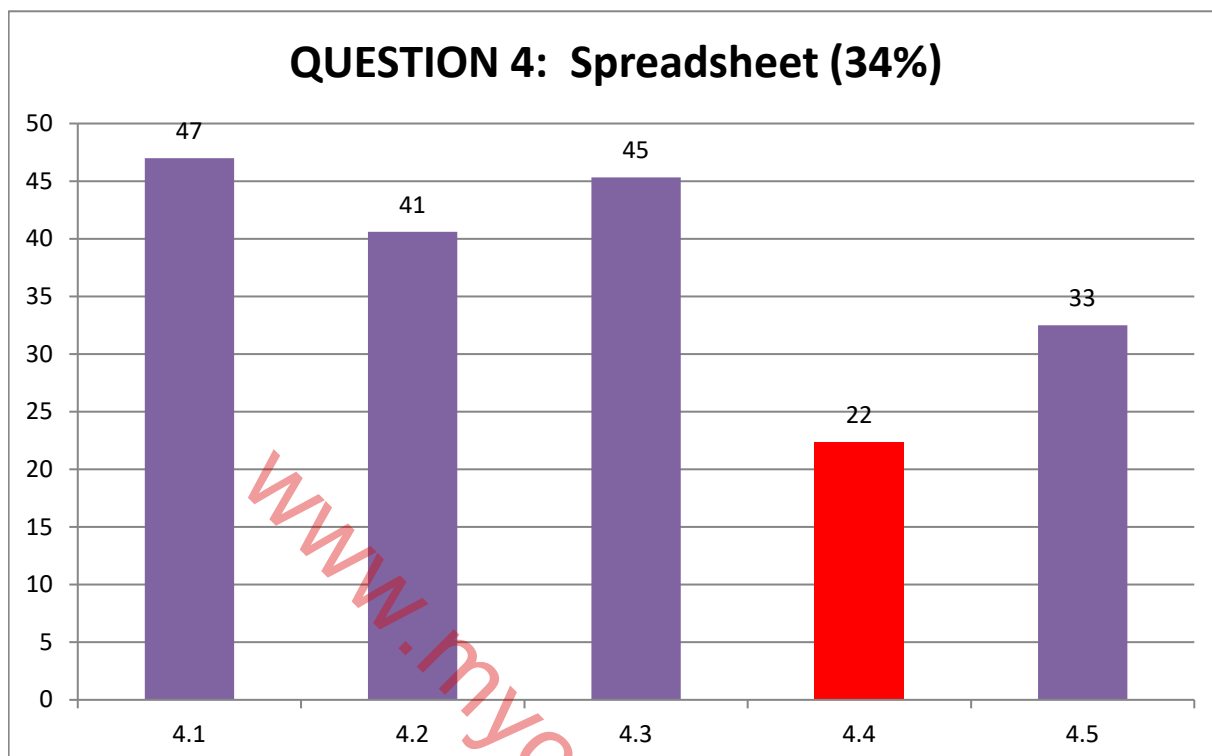
Excel is still a weak answered questions and should become a focus areas.

Schools need to be aware of which areas their candidates achieved poorly in so that individual teachers can alter their approach individually to address these problem areas.

Teachers need training in Excel, advance courses should be presented.

## QUESTION 4

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



The majority of candidates did poorly in this question. Only a few could adhere to the challenges of this question. Candidates' mathematical skills remains a challenge throughout the question paper.

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

### Question 4.2

```
=SUMIFS(G7:G105,C7:C105,"Mpila*",H7:H105,TRUE)
```

Candidates need to analyse data to see that the second part of the question requires True as a criteria in order to solve this problem – weaker learners found it difficult and most could not do the question.

### Question 4.3

```
=VLOOKUP(B7,Rangers!B3:E22,3,FALSE)
```

 This was a relatively easy question – Absolute referencing may be left out as there were no instructions that it should work if filled down.

### Question 4.4

```
=IF(E7>=0.73,"Night",IF(E7>=0.5,"Afternoon","Morning"))
```

Most students find the nested if difficult – this question in particular will be difficult as it requires the learner to convert time to numbers. Higher order skills required to do this question for 6 of the 19 marks allocated to this excel question in general.

Candidates can use **IFS** in 2019 version.

### Question 4.5

This question also works with time (2 questions using time skills in total 10 out of 19 marks) =TIME(2,45,0)+E7

This question was a challenge for average to strong candidates.

A lot of date function were asked and some weaker candidates are not comfortable with date and time, as well as functions and calculations.

Candidates don't know how to break down the question in smaller parts (building blocks).

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

Teachers can place more emphasis on the use of building blocks. Weaker candidates who do not have the insight to combine functions can gain by this. They just have to indicate that they made use of the building blocks.

Emphasise that the table in Vlookup should always have absolute cell referencing, when asked to fill down in the column and asked that the function must work.

Teachers must teach ALL the OR and AND functions to their candidates.

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

Candidates with a bit more mathematical skill do much better in Excel.

Candidates should be encouraged to take time to read the questions properly and make sure they do what is asked of them.

Candidates to do more past papers to encourage them to practise the different functions and formulae.

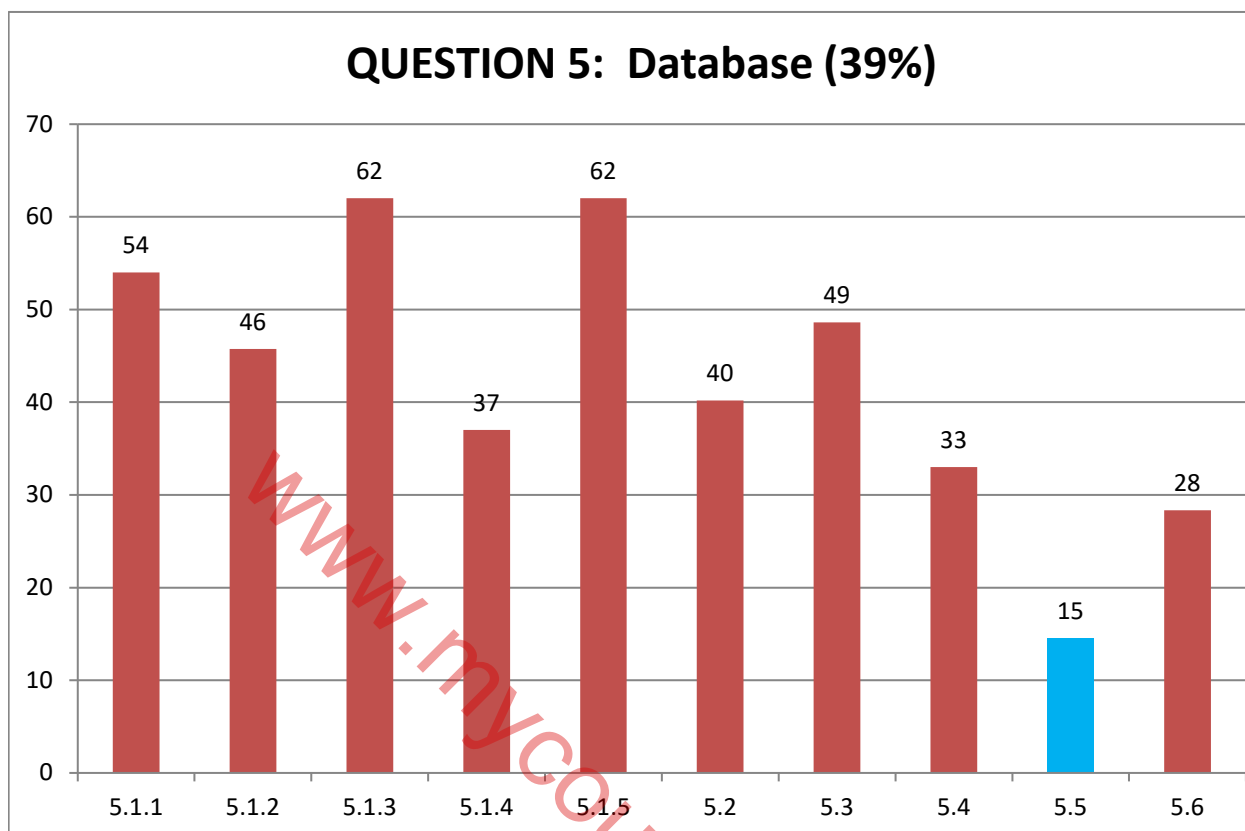
Teachers also need an advanced course to sharpen their knowledge and ways of thinking and teaching.

Subject advisors need to monitor schools consistently to make sure that there is progress in schools as early as possible.

Most candidates did not attempt this question which shows that they were not well prepared at school.

## QUESTION 5

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



The average to stronger candidates manage to do the challenging questions. Most candidates attempted this question. Although the average for the question is only 39%, most candidates could do more than in the previous papers. The weak candidates didn't attempt the higher order questions.

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

### Question 5.1.1

#### Input mask

Very confusing for some candidates. Candidates had to create an input mask on the Surname in the MemberNo field, some did the input mask in the Surname field.

### Question 5.2

#### Validation Rule

A validation rule to the Date field in the form – new type of question – candidates found this difficult as they first had to find where in the properties to add the validation rule. The dates required a specific format e.g. #, most candidates could not do the date part.

**Property Sheet**

Selection type: Text Box

Date

Format Data Event Other All

Control Source	Date
Text Format	Plain Text
Input Mask	
Default Value	
Validation Rule	>=#2023/01/01# And <=#2025/12/31#
Validation Text	
Filter Lookup	Database Default
Enabled	Yes
Locked	No

**Question 5.3**

Teachers must please make sure that candidates know how to use AND and OR in queries.

**Question 5.4**

Grouping has been in papers for many years, candidates must be taught to how to group.

**Question 5.5**

Only 15% of the candidates manage to score a mark with this question. Candidates lost all the marks for the question if they did the calculation on the existing field. They had to create a new calculated field.

Combining a function with a calculated field was difficult for the average to weaker candidates.

Year: IIf((Left([ID],1)<=3),20,19)	DOB: [Year] & Left([Id],6)
------------------------------------	----------------------------

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

Teachers should give candidates more activities on grouping, validation rules, calculated fields and input masks.

Do calculation in queries and reports over and over, especially with the candidates that doesn't offer mathematics as a subject, teach them to think logically.

Work hand in hand with candidates in Phase 2 of the PAT – this could improve Access skills.

Candidates must have computers at home to practise if they do CAT or they should be able to use labs in the afternoons.

Work through past papers.

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

development etc.

Teachers must pay more attention to the tables in Access, candidates can achieve easy marks in these questions, but they must be taught.

Regular courses in Access is a must. New teachers are not always confident to teach

Access as it is not used often in our everyday life's.

Workshops for teachers are essential especially in schools not performing well.

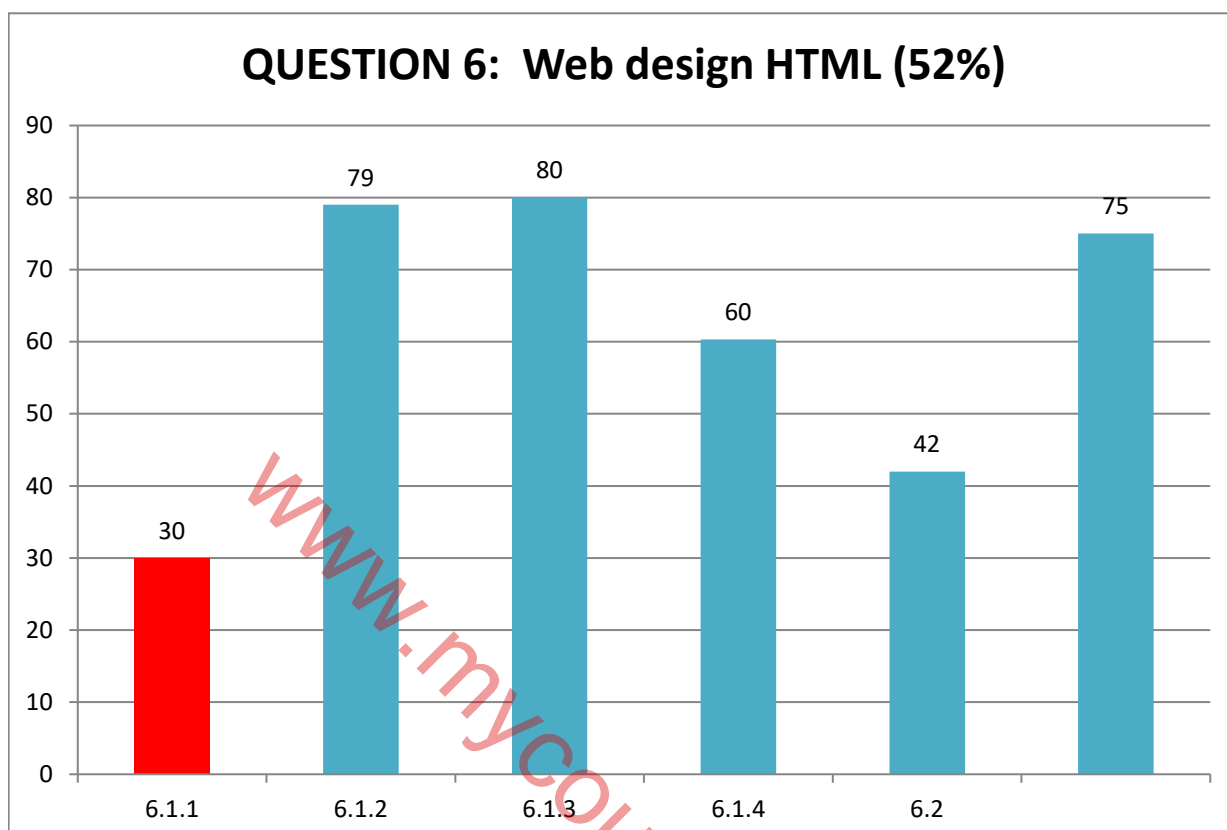
Teachers need more training in Access.

Consider CAT as a serious subject.

[www.mycourses.co.za](http://www.mycourses.co.za)

## QUESTION 6

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



Majority of candidates attempted Question 6. Most learners could not achieve good marks for question 6.1.1 and 6.2 correctly. More time must be spend with tables in HTML.

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

### Question 6.1.1

Not good to instruct candidates to change the font colour of the web page to blue, seeing that the hyperlink is also blue. Candidates did not realise that they have to change the text colour in the body of the web page, they changed the font colour instead.

### Question 6.1.4

Some candidates could not create a link to the e-mail address correctly. They must be taught to do ALL the different links.

### Question 6.2

The candidates did not read the instruction correctly. They had to change the bodycolour of the table to beige and not the web page.

Attention must be paid to listing in HTML, the candidates could not do the listing correctly. They also did not see at one of the lists was not closed.

Previous papers must be done on this question as well. Candidate can learn a lot by doing papers, they can see how questions will be asked, etc.



(b) Provide suggestions for improvement in relation to Teaching and Learning  
Teachers must spend more time on the tags, triangular brackets and nesting of the webpages.

HTML is one of the sections that candidates enjoy in general.

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

Advise teachers to work in Notepad ++ when teaching HTML.

Teachers must teach the candidates to inspect their HTML document for errors so that the learner can obtain the positive mark that's awarded in HTML question.

Teachers must teach their learners how to use tags for rows and headings in the table.

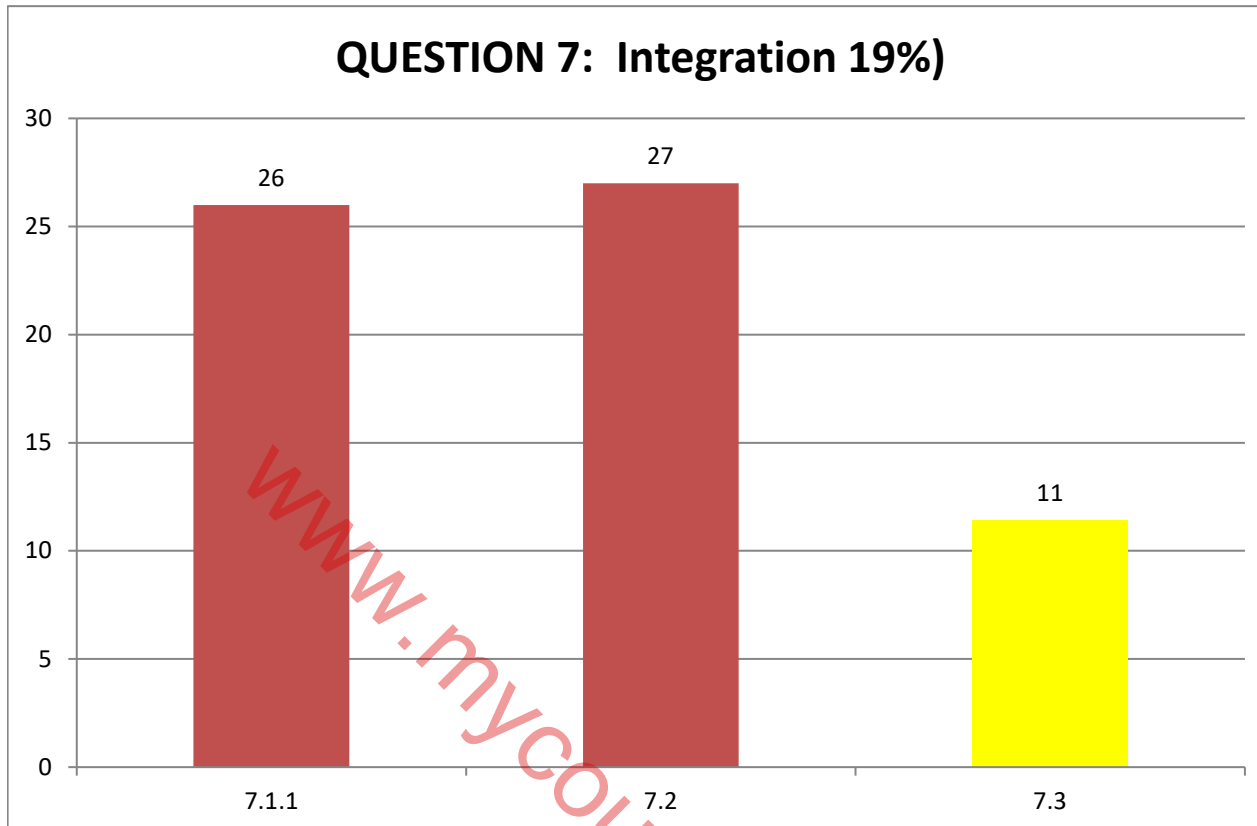
Teachers must know more than the basic CAPS requirements (must be confident in using HTML) so that they can show candidates how to set different backgrounds etc.

Teachers can work with their candidates by doing the PAT website to improve their HTML skills.

Teachers can attend HTML workshops.

## QUESTION 7

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

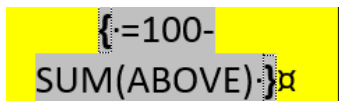


The majority of the candidates attempted this question, but the question was poorly answered. Weakest answered question again in this year. There were many different applications tested in this question.

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

### Question 7.1.1

Very difficult for most of the candidates – required problem solving skills.



### Question 7.3

#### OR Function

Many candidates reported this as very difficult, they not used to use the OR function with so many criteria.

=OR(F2=\$B\$11,F2=\$B\$12,F2=\$B\$13,F2=\$B\$14,F2=\$B\$15)

The problem solving skills required in the second part of the question was also very difficult for the average to weaker student

=IF(COUNTIF(I2:O2,TRUE)=5,"TRUE","FALSE")

### Question 7.2

Most candidates did not know how to link a spreadsheet as a table

### Question 7.3

This was a very difficult question, candidates could not manage to do the question. The other reason for question no being done, is that reason for poor marks, is the fact that the candidates did not finish the paper.

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

Teach candidates to use functions or programme features by default even when not specifically stated so in questions.

Work through past papers not only for revision but also for teaching as this will assist candidates in getting used to the structure of the question paper.

Teach candidates to use problem solving methods like.

It might help to take part in the Computer Olympiad – where candidates will be challenged by different types of questions.

As mentioned before candidates should pay careful attention to tips/hints that come with the questions.

It was quite clear that the weaker candidates struggled with the linguistic and mathematical challenges that the paper posed.

Our candidates' mathematical ability will always be a challenge as well.

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

Please teach the candidates to be accurate everywhere, they cannot do a function/formula in a wrong cell, they cannot put the Input Mask in the wrong field, etc. etc.

Accuracy – correct spelling is important.

New formulae and functions must be included in our APT's or in our teaching methods.

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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**COMPUTER APPLICATIONS TECHNOLOGY P1**

**NOVEMBER 2022**

**MARKS: 150**

**TIME: 3 hours**

This question paper consists of 17 pages, an HTML tag sheet,  
an input mask character sheet, two pages for planning and  
a separate information sheet.



\* C A T N E 1 \*



**INSTRUCTIONS AND INFORMATION**

1. Owing to the nature of this practical examination, it is important to note that, even if you complete the examination early, you will NOT be permitted to leave the examination room until all the administrative tasks associated with the examination have been finalised. During the examination, the standard examination rules regarding leaving the examination room apply.
2. If you are working on the network, or the data files have been preloaded on your system, you must follow the instructions provided by the invigilator/educator.
3. At the end of the examination, you must make sure that ALL your answer files are saved on the network/computer as explained to you by the invigilator/educator.
4. Make absolutely sure that all files can be read. Do NOT save unnecessary files/folders and **do NOT hand in duplicate answer files/folders. Do NOT delete any original files that you did not work on.**
5. The information sheet that has been provided with the question paper **MUST BE COMPLETED AFTER THE THREE-HOUR EXAMINATION SESSION.** Hand it to the invigilator at the end of the examination.
6. A copy of the master files will be available from the invigilator. Should there be any problems with a file, you may request another copy from the invigilator.
7. This question paper consists of SEVEN questions. Answer ALL the questions.
8. Read through each question before answering or solving the problem. Do NOT do more than is required by the question.
9. Ensure that you save each document using the file name given in the question paper. Save your work regularly as a precaution against possible power failures.
10. You may NOT use any resource material.
11. Accuracy will be taken into account.
12. Ensure that the regional settings are set to South Africa and date and time settings, number settings and currency settings are correctly set.
13. In all questions involving word processing, you should set the language to English (South Africa). The paper size is assumed to be A4 Portrait, unless instructed otherwise. Use centimetres as the unit of measurement.



14. Ensure that the Developer tab and Ruler are activated.
15. Ensure that the decimal symbol is set as a full stop ('.') and the list separator is set as a comma (',').
16. Formulae and/or functions must be used for ALL calculations in questions involving spreadsheets. Use absolute cell references only where necessary to ensure that formulae are correct when you copy them to other cells in a spreadsheet.

**NOTE:** All formulae and/or functions should be inserted in such a manner that the correct results will still be obtained even if changes are made to the existing data.

17. You may NOT use a word processing program such as Word to answer the HTML question.
18. Borders around images or screenshots in this question paper are intended for clarity. Do NOT insert borders unless you are instructed to do so.
19. The examination data folder that you receive with this question paper contains the files listed below. Ensure that you have all the files before you begin with this examination.

• 1Poster	Zipped file
• 1Tourism	Word processing file
• 2Competition	Word processing file
• 3Tourists	Spreadsheet
• 4Sightings	Spreadsheet
• 5Bookings	Database
• 5Logo	Image
• 6_1Beach	Image
• 6_1Dolphin	HTML file
• 6_2Flamingo	Image
• 6_2Heritage	HTML file
• 7BigFive	Spreadsheet
• 7Map	Word processing file
• 7Travellers	Spreadsheet
• 7TravelMode	Database



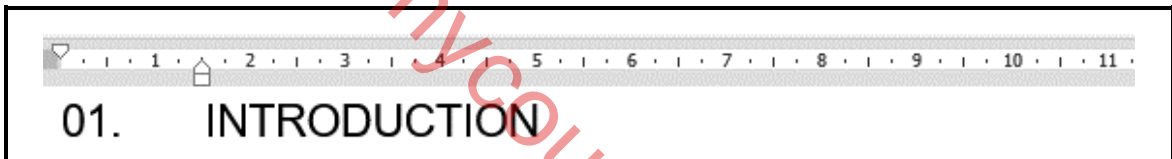
**SCENARIO**

KwaZulu-Natal offers many tourist attractions, such as beautiful beaches, mountains, world heritage sites and numerous game reserves.

**QUESTION 1: WORD PROCESSING**

Open the **1Tourism** word processing document which is an extract of a tourism report from KwaZulu-Natal.

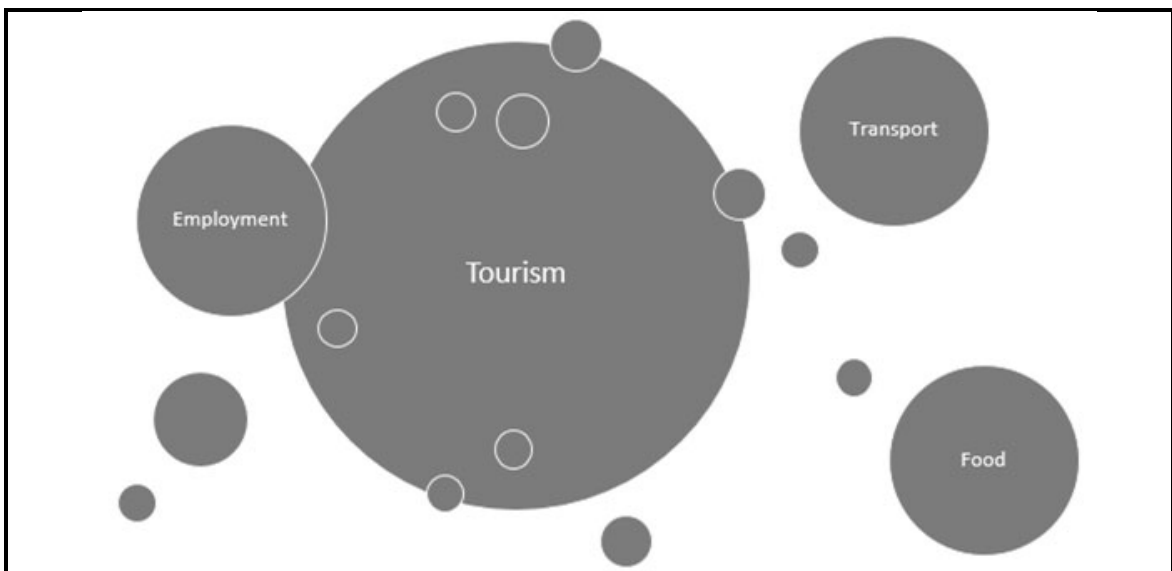
- 1.1 Change the font of the text 'Extract from Report' to small caps. (1)
- 1.2 Apply a text fill effect to the WordArt text 'KWAZULU-NATAL TOURISM' as follows: (3)
  - Rectangular type gradient fill
  - First gradient stop at the 60% position
- 1.3 Modify the style named Showcasing so that all the subheadings will display as shown below.



- 1.4 Find the citation in the third paragraph that refers to the '(Department of Statistics South Africa)'. (3)
 

Convert the citation to static text. (1)
- 1.5 Find the text 'Question/Vraag 1.5' and replace it with a Circle Relationship SmartArt graphic as shown below.
 

Format the font size of the text 'Tourism' to 14 pt.





- 1.6 Find and replace all occurrences of the exact word 'tourism' with a highlighted word 'tourism'. (2)
- 1.7 Find the text that starts with 'PUBLIC RELATIONS AND ...' and ends with '... effects of the pandemic.' and do the following: (2)
- Place the text in two columns.
  - Change the page orientation of ONLY this text to landscape.
- 1.8 Find the heading 'Pandemic' and mark it as an index entry AND add a subentry called 'Covid' to this main index entry. (1)
- 1.9 Insert a bibliography in the Harvard – Anglia bibliography style below the text 'Question/Vraag 1.9'. (2)
- 1.10 Insert an index below the text 'Question/Vraag 1.10' so that the page numbers will be right-aligned with a solid line tab leader. (3)

Save and DO NOT CLOSE the **1Tourism** document.

- 1.11 Do the following:
- Open the file **1Poster** using the **P1\*** password.
  - Paste the group of five images from the **1Poster** document into the **1Tourism** document below the text 'Question/Vraag 1.11'.
  - Edit the group of five images to appear as shown in the screenshot below.



(4)

Save and close the **1Tourism** document and the **1Poster** document.

[26]



**QUESTION 2: WORD PROCESSING**

Open the **2Competition** word processing document which gives information about a competition to win a holiday in KwaZulu-Natal.

2.1 Modify the Drop Cap 'W' found in the first paragraph as follows:

- Position the Drop Cap so that it does not appear in the margin.
- Format the Drop Cap to drop over three lines and set the distance between the Drop Cap and the text to 0.5 cm. (3)

2.2 Insert a 3 pt paragraph border around the text that starts with 'Please share via ...' and that ends with '... the number of shares.'. (2)

2.3 Create a link on the text 'Win! Win! Win!' to navigate to the following website:  
<https://gosafari.co.za> (1)

2.4 Edit the form below the heading 'Competition form' as follows:

2.4.1 Replace the text 'Question/Vraag 2.4.1' with an appropriate form control with the following options:

- <35
- 35 – 55
- >55 (2)

2.4.2 Format the *Cell Number* field to an appropriate data type and length. (2)

2.4.3 The number of extra entries will be twice the number of times a person shared the form via WhatsApp.

Modify the *Extra entries* field to calculate how many extra entries a person will get.

**HINT:** Use the bookmark name inside the *Number shared* field. (3)

2.5 Find the text that starts with 'Backpackers ...' and ends with '... friends and family' and apply a word processing feature to display the text as shown below.

<input type="checkbox"/> Backpackers	<input type="checkbox"/> Self-Catering	<input type="checkbox"/> B&B/Guesthouse
<input type="checkbox"/> Hotel	<input type="checkbox"/> Lodge	<input type="checkbox"/> Resort
<input type="checkbox"/> Timeshare	<input type="checkbox"/> Stay with friends and family	

(2)

2.6 Add a signature line below the text 'Question/Vraag 2.6' AND allow the signer to add comments. (2)



2.7 Find the heading 'Competition Terms and Conditions' and do the following:

- Change the character spacing of this text to condensed.
- Change the paragraph spacing of the text below this heading to 15 pt after. (2)

Save and close the **2Competition** document. [19]

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**QUESTION 3: SPREADSHEET****NOTE:**

- Use formulae and/or functions for ALL calculations in the spreadsheet.
- Use absolute cell references ONLY where necessary to ensure that formulae are correct when you copy it to other cells in a spreadsheet.
- Insert formulae and/or functions in such a manner that the correct results will still be obtained even if values are changed in the existing data.
- Should you need to use building blocks, use the space allocated for this in the spreadsheet data file.

Open the **3Tourists** spreadsheet which contains data about the total spending by South African tourists during trips to eThekweni and its surrounding areas in 2020 and 2021.

Work in the **Data** worksheet.

3.1 Format **cell A3** to appear exactly the same as **cell A19**. (1)

3.2 Format **cells A4:G4** to display as shown below.

Month Maand	Accommodation Verblyf	Food and beverages Kos en drank	Domestic transport Binnelandse vervoer	Recreation and culture Ontspanning en kultuur	Shopping Inkopies	Question 3.4 Vraag 3.4
----------------	--------------------------	---------------------------------------	---	--	----------------------	---------------------------

3.3 Eight job opportunities were created for every R100 000 that tourists spent on accommodation.

Insert a formula in **cell B18** to determine the number of jobs that were created in 2020.

Round off your answer to the next whole number. (4)

3.4 The monthly total in **column G** is calculated by adding the amounts in each column (**columns B to F**). If a cell in one of the columns is empty, the cell in **column G** must also be empty.

Insert a combination of functions in **cell G5** to display the total spending for the month (January) and which will leave the cell empty if any data is missing in that row.

Copy the function down to **cells G6:G16**. (5)

3.5 Apply conditional formatting to **cells F20:F31** to format the cells with a blue fill colour when the amount for shopping in a particular month in 2021 is greater than the amount for shopping in the same month in 2020. (4)



Work in the **Chart** worksheet.

3.6 The graph/chart shows a comparison of the spending on food and beverages for every month of 2020 and 2021.

Modify the graph/chart to appear as shown below.



**NOTE:** The series values were incorrectly applied for 2021.

(5)

Save and close the **3Tourists** spreadsheet.

[21]



**QUESTION 4: SPREADSHEET****NOTE:**

- Use formulae and/or functions for ALL calculations in the spreadsheet.
- Use absolute cell references ONLY where necessary to ensure that formulae are correct when you copy it to other cells in a spreadsheet.
- Insert formulae and/or functions in such a manner that the correct results will still be obtained even if values are changed in the existing data.
- Should you need to use building blocks, use the space allocated for this in the spreadsheet data file.

Open the **4Sightings** spreadsheet which contains information about lions seen on game drives at the Hluhluwe-iMfolozi Park.

Work in the **Lions** worksheet.

- 4.1 Insert a function in **cell D3** to determine the most lions seen on any game drive. (1)
- 4.2 Insert a SUMIFS function in **cell D4** to determine the total number of lions seen at the Mpila Camp (**column C**) where the sightings included cubs. (5)
- 4.3 Insert a VLOOKUP function in **cell A7** to display the surname of the ranger based on the ID of the ranger and the list in the **Rangers** worksheet. (3)
- 4.4 Game drives are classified as follows:

Part of day	Time of day
Morning	Start before 12:00
Afternoon	Start from 12:00 and end before 17:30
Night	Start from 17:30

- Insert a nested IF function in **cell D7** to classify the game drive time using the time in **cell E7** and the time of day in **cells J1:O3**. (6)
- 4.5 Each game drive lasts 2 hours and 45 minutes.
- Insert a TIME function in **cell F7** to display the time the game drive will end. (4)

Save and close the **4Sightings** spreadsheet. [19]



## QUESTION 5: DATABASE

The KZN Travel Agency keeps a database of all travellers to KwaZulu-Natal who book accommodation through a booking agent.

Open the **5Bookings** database.

5.1 Open the **tbl5\_1** table in Design View and edit it as follows:

5.1.1 Change the field properties of the *Surname* field so that the field may not be left blank. (1)

5.1.2 Each traveller has a unique code that automatically links his/her details to the agency, e.g. h020530@tvl, a990522@tvl, etc.

Insert an input mask on the *MemberNo* field in the following lowercase format:

- First letter of the traveller's surname, followed by
- The date of birth as it appears in the ID number, followed by
- @tvl (4)

5.1.3 Change the field properties of the *TravelDate* field as follows:

- Apply the medium date format.
- Set the Date Picker so that it will not display. (2)

5.1.4 The *Accommodation* field should display options for accommodation types from the **tblAccommodation** table.

Edit the field properties of the *Accommodation* field to display the types of accommodation where tourists can stay. (1)

5.1.5 Insert a field named *IDCopy* below the *Surname* field that will link to a certified copy of an identity document. (3)

Save and close the **tbl5\_1** table.



5.2 Open the **frm5\_2** form, based on the **tblInfo** table, in Design View.

Modify the form to display as shown in the example below.

Surname	Nyembe
Name	Buyiswa
ID	0011196172088
E-mail	b.nyembe16@vodamail.co.za
Date	2025/12/29
Accommodation	Hotel
Transport	Shuttle

**NOTE:**

- Insert the **5Logo** image to be 9 cm wide and 4 cm high.
- Add a validation rule property to the *Date* field to only accept dates in the years 2023 to 2025.
- Save the changes to the form BEFORE testing your answer.

Save and close the **frm5\_2** form.

(5)

5.3 Open the query called **qry5\_3**, based on the **tblInfo** table, in Design View.

Display the records of all the travellers who booked in a group size of more than three people through the EasyStay booking agent and will be using a taxi or private option for transport.

Save and close the **qry5\_3** query.

(5)





5.4 Open the **qry5\_4** query, based on the **tblInfo** table, in Design View.

Display the total cost per booking agent.

Save and close the **qry5\_4** query. (2)

5.5 Open the **qry5\_5** query, based on the **tblInfo** table, in Design View.

The calculated field *Year* determines whether a traveller was born in the year 19.. or the year 20.. . DO NOT modify the *Year* field.

Insert a new calculated field *DOB* to combine the value in the *Year* field and the date of birth in the *ID* field to display as *yyyymmdd*, e.g. 19920731, 20051012, etc.

Save and close the **qry5\_5** query. (6)

5.6 Create a report called **rpt5\_6**, based on the **tblInfo** table as follows:

- Display the *Surname*, *Name*, *GroupSize*, *Accommodation* and *Transport* fields.
- Display the total number of people per transport type in the group footer.
- Sort the information according to the *Surname* field.

Save and close the **rpt5\_6** report. (6)

Save and close the **5Bookings** database. [35]




**QUESTION 6: WEB DESIGN (HTML)****NOTE:**

- You may **NOT** use a word processing program such as Word to answer the HTML questions.
- An HTML tag sheet has been attached for reference.
- All files needed to complete this question can be found in the examination folder.

Web pages were created to give more information about the Dolphin Coast and the iSimangaliso Wetland Park.

- 6.1 Open the incomplete **6\_1Dolphin** file in a web browser and also in a text/HTML editor.

## Dolphin Coast



The Dolphin Coast offers visitors a combination of modern facilities at its sun-drenched seaside resorts in a lush, subtropical environment. The Dolphin Coast shoreline is an exciting blend of golden beaches and rock pools for safe bathing, surfing and scuba-diving, rock and ski boat fishing, or just relaxing on the beach.

### Did you know?

**The Dolphin Coast refers to the Northern Coast of KwaZulu-Natal and is so named for the schools of Bottlenose dolphins that leap out of the warm waters of the Indian Ocean, to the delight of spectators. This is a prime holiday hotspot for its undeniable beauty and almost year-round tropical climate.**

At Willard Beach, the main swimming beach in Ballito, a 2,4 km boardwalk follows the shoreline southwards providing an opportunity for an easy stroll with spectacular views of bays and coves.

For more information, e-mail: [dolphincoast@gmail.com](mailto:dolphincoast@gmail.com)

**NOTE:**

- Use the example above as a guide when answering this question.
- Question numbers appear as comments in the coding to indicate where you should insert the answer(s). DO NOT delete these comments.



- 6.1.1 Add an attribute to the body tag so that the whole web page will display in a blue font colour. (1)
- 6.1.2 Add tags to make the text 'Did you know?' display as a level two heading. (1)
- 6.1.3 Format the text that starts with 'The Dolphin Coast ... ' and that ends with '... year-round tropical climate.', as shown in the screenshot. (1)
- 6.1.4 Create a link to the e-mail address, as shown at the bottom of the web page. (3)

Save and close the **6\_1Dolphin** file.


- 6.2 Open the incomplete **6\_2Heritage** web page in a web browser and also in a text/HTML editor.

Complete the web page to look exactly as shown in the example below.

**NOTE:** The background colour of the table is beige.

## iSimangaliso Wetland Park

### A World Heritage Site



iSimangaliso Wetland Park is a huge protected area along the coast of South Africa's KwaZulu-Natal province. The park's centrepiece is the vast Lake St Lucia, home to a large number of hippos, crocodiles, pelicans and flamingos. Elephants, giraffes and leopards inhabit the grasslands and forests of the nearby Western Shores and Charters Creek areas. To the north, Sodwana Bay is known for its colourful coral reefs. Maphelane is an excellent fishing spot.

10 Jewels of the Wetland Park			
Coastal Forest	Eastern Shores & Cape Vidal	False Bay	Lake St Lucia
Kosi Bay	Lake Sibaya	Western Shores & Charters Creek	
Maphelane	Sodwana Bay	uMkhuze	

UNESCO Registration Information:

- o Established: 1895
- o Area: 3 280 km squared
- o Reference No.: 345
- o UNESCO Site ID: 914
- o Designated: 2 October 1986

Save and close the **6\_2Heritage** file.

ONE mark will be allocated for correctly closing tags and correctly nesting in both the files.

(9)  
[15]



### QUESTION 7: GENERAL

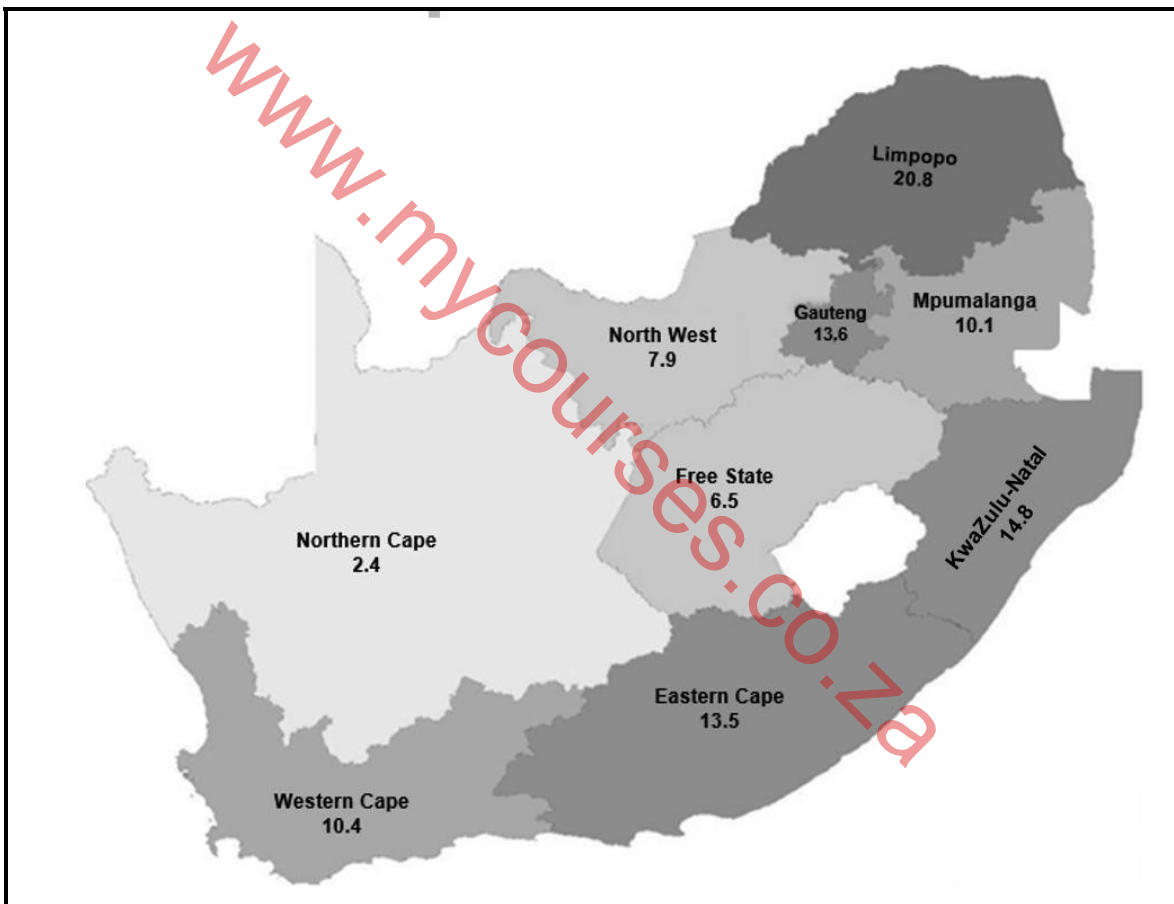
Tourism in KwaZulu-Natal contributes significantly to the economy of the country.

7.1 Open the **7Map** file.

7.1.1 Insert a calculation in the table to determine the percentage of KwaZulu-Natal's contribution to tourism in South Africa. (2)

7.1.2 Insert the value of the contribution of KwaZulu-Natal in the textbox provided.

Format and position the textbox to resemble the screenshot below. (3)



Save and close the **7Map** document.

7.2 Open the **7TravelMode** database.

Import the **7Travellers** spreadsheet as a linked table named **Info** in the **7TravelMode** database.

Set the first row to appear as column headings. (3)

Save and close the **7TravelMode** database.



**7.3** Open the **7BigFive** spreadsheet.

The KZN Travel Agency is running a competition to promote awareness of the Big Five animals.

As tourists see the animals within the week, it is recorded in **cells B2:H7**. Each animal seen can be recorded only ONCE during the week.

Determine whether a tourist has seen all the Big Five animals (**B10:B15**) at the end of the week, by using the following steps:

- The data in **cells I2:O7** will indicate whether each animal seen, is part of the Big Five or not.
- Use an **OR function** (*NOT an IF statement*) in **cell M2** to determine whether the animal in **cell F2** is a Big Five animal or not. Copy the function down to the other cells.
- Use a formula in **cell P3** to determine whether Bonakele saw all the Big Five animals.

(7)

Save and close the **7BigFive** spreadsheet.

[15]

**TOTAL: 150**

## HTML TAG SHEET

Basic Tags	
Tag	Description
<body></body>	Defines the body of the web page
<body bgcolor="pink">	Sets the background colour of the web page
<body text="black">	Sets the colour of the body text
<head></head>	Contains information about the web page
<html></html>	Creates an HTML document – starts and ends a web page
<title></title>	Defines a title for the web page
 	Inserts a line break
<!-- -->	Comment

Text Tags	
Tag	Description
<h1></h1>	Creates the largest heading
<h6></h6>	Creates the smallest heading
<b></b>	Creates bold text
<i></i>	Creates italic text
<u></u>	Creates underlined text
<font size="3"></font>	Sets size of font, from "1" to "7"
<font color="green"></font>	Sets font colour
<font face="Times New Roman"></font>	Sets font type

Links Tags	
Tag	Description
<a href="URL"></a>	Creates a hyperlink
<a href="URL"></a>	Creates an image link
<a name="NAME"></a>	Creates a target location in the document
<a href="#NAME"></a>	Links to a target location created somewhere else in the document
<a href="mailto:#NAME"></a>	Links to an e-mail address

Formatting Tags	
Tag	Description
<p></p>	Creates a new paragraph
<p align="left">	Aligns a paragraph to the "left" (default), can also be "right" or "center"
<center></center>	Horizontally centres text, a section, table or an image
<ol></ol>	Creates a numbered list
<ol type="A", "a", "I", "i", "1"></ol>	Defines the type of numbering used
<ul></ul>	Creates a bulleted list
<ul type="disc", "square", "circle"> </ul>	Defines the type of bullets used

Formatting Tags continued	
Tag	Description
<li></li>	Inserted before each list item, and adds a number or symbol depending on the type of list selected
	Adds an image
	Aligns an image: can be "right", "bottom", "top"
<p align="center"></p>	Aligns an image in the "center", can also be "middle"
	Sets the size of the border around an image
	Sets the height and width of an image
	Displays alternative text when the mouse hovers over an image or when the image is not found
<hr/>	Inserts a horizontal line
<hr size="3"/>	Sets size (height) of a line
<hr width="80%"/>	Sets the width of a line, in percentage or absolute value
<hr color="ff0000"/>	Sets the colour of the line

Table Tags	
Tag	Description
<table></table>	Creates a table
<tr></tr>	Creates a row in a table
<td></td>	Creates a cell in a table
<th></th>	Creates a table header (a cell with bold, centred text)
<table width="50">	Sets the width of the table
<table border="1">	Sets the width of the border around the table cells
<table cellspacing="1">	Sets the space between the table cells
<table cellpadding="1">	Sets the space between a cell border and its contents
<tr align="left">	Sets the alignment for cell(s) ("left", can also be "center" or "right")
<tr valign="top">	Sets the vertical alignment for cell(s) ("top", can also be "middle" or "bottom")
<td colspan="2">	Sets the number of columns a cell should span
<td rowspan="4">	Sets the number of rows a cell should span



### INPUT MASK CHARACTER SHEET

CHARACTER	DESCRIPTION
0	Digit (0 to 9, entry required, plus [+] and minus [-] signs not allowed)
9	Digit or space (entry not required, plus [+] and minus [-] signs not allowed)
#	Digit or space (entry not required; spaces are displayed as blanks while in Edit mode, but blanks are removed when data is saved; plus [+] and minus [-] signs allowed)
L	Letter (A to Z, entry required)
?	Letter (A to Z, entry optional)
A	Letter or digit (entry required)
a	Letter or digit (entry optional)
&	Any character or a space (entry required)
C	Any character or a space (entry optional)
.,:;- /	Decimal placeholder and thousand, date and time separators (The actual character used depends on the settings in the <b>Regional Settings Properties</b> dialog box in the Windows Control Panel.)
<	Causes all characters to be converted to lower case
>	Causes all characters to be converted to upper case
!	Causes the input mask to display from right to left, rather than from left to right. Characters typed into the mask always fill it from left to right. You can include the exclamation mark anywhere in the input mask.
\	Causes the character that follows to be displayed as the literal character (e.g. \A is displayed as just A)



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Examination sticker

**150**

**COMPUTER APPLICATIONS TECHNOLOGY P1 – NOVEMBER 2022**

**INFORMATION SHEET** (to be completed by the candidate AFTER the 3-hour session)

CENTRE NUMBER \_\_\_\_\_

EXAMINATION NUMBER \_\_\_\_\_

WORK STATION NUMBER \_\_\_\_\_

SUITE USED (Mark appropriate box with a cross (X))	Microsoft Office 2013	Microsoft Office 2016	Microsoft Office 2019	Office 365/ Microsoft Office 2021	
WEB BROWSER USED (Mark appropriate box with a cross (X))	Mozilla Firefox	Google Chrome	Internet Explorer	Microsoft Edge	Other (Specify)

FOLDER NAME \_\_\_\_\_

*Candidate must enter the file name(s) for each answer. Tick if saved and/or attempted.*

Question Number	File name	Saved (✓)	Attempted (✓)	Maximum Mark	Mark Achieved	Marker Initial/Code
1	1Tourism			<b>26</b>		
2	2Competition			<b>19</b>		
3	3Tourists			<b>21</b>		
4	4Sightings			<b>19</b>		
5	5Bookings			<b>35</b>		
6	6_1Dolphin			<b>15</b>		
	6_2Heritage					
7	7BigFive			<b>15</b>		
	7Map					
	7TravelMode					
<b>TOTAL</b>				<b>150</b>		

Comment: (For office/marker use only)

\_\_\_\_\_

\_\_\_\_\_



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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## NATIONAL SENIOR CERTIFICATE

### GRADE 12

Approved  
*Jakob*  
External Moderator  
2022-11-04

Approved  
*Ehab*  
*Elwella*  
Internal moderators  
2022-11-04

## COMPUTER APPLICATIONS TECHNOLOGY P1

### NOVEMBER 2022

### MARKING GUIDELINES

MARKS: 150

CENTRE NUMBER												FINAL MARK	
---------------	--	--	--	--	--	--	--	--	--	--	--	------------	--

EXAMINATION NUMBER													
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--

QUESTION	1	2	3	4	5	6	7	TOTAL
POSSIBLE MARK	26	19	21	19	35	15	15	150
CANDIDATE MARK								
MARKER CODE/ SIGNATURE								
MODERATED MARK								

DEPARTMENT OF BASIC EDUCATION  
PRIVATE BAG X896, PRETORIA 0001  
2022 -11- 04  
APPROVED MARKING GUIDELINES  
PUBLIC EXAMINATION

These marking guidelines consist of 13 pages.

EXAMINATION NUMBER														
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

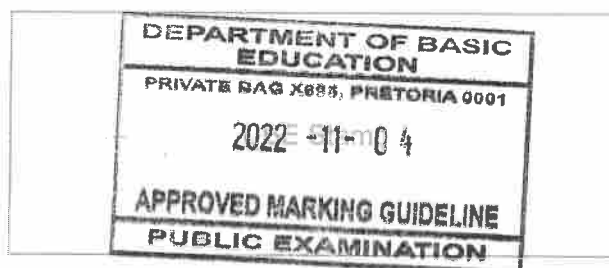
Check the accuracy and skill required before awarding a mark throughout.

QUESTION 1

File name: 1Tourism

Total Q1: 26

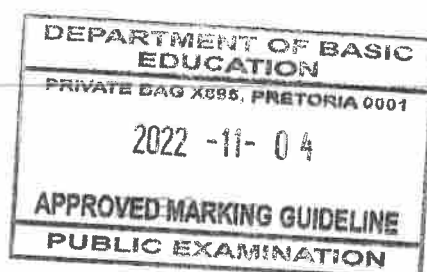
No.	Criteria	Maximum Mark			Candidate Mark
1.1	<b>Small caps: Extract from Report</b> <ul style="list-style-type: none"> <li>Font: Small caps ✓</li> </ul>	1		1	
1.2	<b>Text Effect (inside shape): KWAZULU-NATAL</b> <ul style="list-style-type: none"> <li>Text Fill: Gradient fill ✓</li> <li>Type: Rectangular ✓</li> <li>First Gradient Stop Position: 60% ✓</li> </ul>	1		3	
1.3	<b>Styles AND Indentation: (Showcasting style)</b> <ul style="list-style-type: none"> <li>Paragraph indentation: Left set as 0 cm ✓</li> <li>Paragraph indentation: Special: Hanging by 1.5 cm ✓</li> <li>Numbering style: 01., 02., ... ✓</li> </ul>	1		3	
1.4	<b>Citation: (Department of Statistics South Africa)</b> <ul style="list-style-type: none"> <li>Citation in 3<sup>rd</sup> paragraph converted to static text ✓</li> </ul>	1		1	
1.5	<b>SmartArt</b> <ul style="list-style-type: none"> <li>SmartArt: Circle Relationship ✓</li> <li>Level 1: Tourism ✓</li> <li>Text 'Tourism': 14 pt ✓</li> <li>Level 2: Employment, Transport, Food ✓</li> </ul> <p>(Note to marker: Accept if SmartArt graphic appears below the text 'Question/Vraag 1.5')</p>	1		4	
1.6	<b>Find: 'tourism'</b> <ul style="list-style-type: none"> <li>Match case + Find whole words only ✓</li> <li>Format: Highlight ✓ (Accept any colour)</li> </ul> <p>(Note to marker: 16 replacements)</p>	1		2	
1.7	<b>Columns AND Page Orientation: PUBLIC RELATIONS ... effects of the pandemic.</b> <ul style="list-style-type: none"> <li>Required text in 2 columns ✓</li> <li>Page orientation: Landscape applied to text in columns ✓</li> </ul>	1		2	



*MW*  
*EL*

EXAMINATION NUMBER													
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--

1.8	<p><b>Index: Pandemic</b></p> <ul style="list-style-type: none"> <li>Subentry 'Covid' added to the main entry 'Pandemic' ✓</li> </ul> <p>(Note to marker: <b>Show/Hide:</b> { XE "Pandemic:Covid" })</p>	1		1	
1.9	<p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li>Automatic bibliography added ✓</li> <li>Bibliography Style: Harvard - Anglia ✓</li> </ul> <p>(Note to marker: References → Citations &amp; Bibliography Group → Style: Harvard)</p>	1 1		2	
1.10	<p><b>Index</b></p> <ul style="list-style-type: none"> <li>Index inserted ✓</li> <li>Page numbers: Right aligned ✓</li> <li>Tab leader: Solid line ✓</li> </ul> <p>ALT+F9: { INDEX \e "" \c "2" \z "7177" }</p>	1 1 1		3	
1.11	<p><b>Unzip</b></p> <ul style="list-style-type: none"> <li>File 1Poster unzipped ✓</li> </ul> <p><b>Image manipulation: Group of 5 images</b></p> <ul style="list-style-type: none"> <li>Images appear on last page of 1Tourism document ✓</li> <li>All images are cropped to shape: Hexagons ✓</li> <li>Rhino image in line with and touches bottom of Elephant image ✓</li> </ul>	1 1 1 1		4	
<b>Total for QUESTION 1</b>				<b>[26]</b>	



Handwritten initials: W, EL

EXAMINATION NUMBER																
-----------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

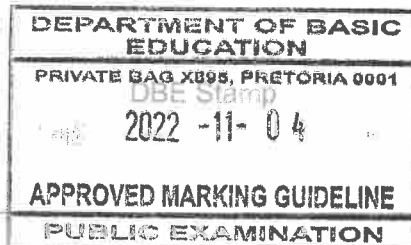
Check the accuracy and skill required before awarding a mark throughout.

## QUESTION 2

File name: 2Competition

Total Q2: 19

No.	Criteria	Maximum Mark			Candidate Mark
2.1	<b>Drop Cap: W...</b> <ul style="list-style-type: none"> <li>Position: Dropped ✓ (Not 'In margin')</li> <li>Lines to drop: 3 ✓</li> <li>Distance from text: 0.5 cm ✓</li> </ul>	1		3	
2.2	<b>Paragraph border: Please share via ... the number of shares.</b> <ul style="list-style-type: none"> <li>Paragraph border inserted around text ✓</li> <li>Border line width: 3 pt ✓</li> </ul>	1		2	
2.3	<b>Hyperlink: Win! Win! Win!</b> <ul style="list-style-type: none"> <li>Hyperlink inserted to: <a href="https://gosafari.co.za/">https://gosafari.co.za/</a> ✓</li> </ul>	1		1	
2.4.1	<b>Form Control: Age field</b> <ul style="list-style-type: none"> <li>Form control: Drop down form field ✓ /Combo/List box content control</li> <li>Options: &lt;35; 35 – 55; &gt;55 ✓</li> </ul>	1		2	
2.4.2	<b>Form Control: Cell Number field</b> <ul style="list-style-type: none"> <li>Type: Regular text ✓</li> <li>Maximum length: 10 ✓ (Accept values between 11 and 14)</li> </ul>	1		2	
2.4.3	<b>Form Control: Extra entries field</b> <ul style="list-style-type: none"> <li>Type: Calculation ✓</li> <li>Expression: =Share ✓ *2 ✓</li> </ul> <b>Alt+F9: { FORMTEXT {=Share*2}}</b>	1		3	
2.5	<b>Table manipulation/Text to table</b> <ul style="list-style-type: none"> <li>Table appears ✓ (3 rows x 3 columns)</li> <li>Last two cells merged ✓</li> </ul>	1		2	
2.6	<b>Signature Line feature</b> <ul style="list-style-type: none"> <li>Signature line feature applied ✓</li> <li>'Allow signer to add comments ...' is checked ✓</li> </ul> <i>(Note to marker: Right click → Signature Setup)</i>	1		2	
2.7	<b>Character &amp; Paragraph spacing: Competition Terms ...</b> <ul style="list-style-type: none"> <li>Character spacing on heading: Condensed ✓</li> <li>Paragraph spacing of text below heading: 15 pt After ✓</li> </ul>	1		2	
<b>Total for QUESTION 2</b>				<b>[19]</b>	





EXAMINATION NUMBER																				
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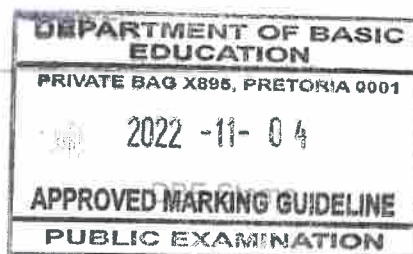
**QUESTION 3**

**File name: 3Tourists**

**Total Q3: 21**

- Mark the questions from the formulae and not the values/answers in the cell.
- Check against candidate's actual work (Cell references may differ, depending on the candidate's response).
- Candidate may use multiple formulae, cells or 'building blocks' to reach answers.
- Named ranges can be used instead of cell references.
- The answers must still be correct even if values are changed in the existing data.

No.	Criteria	Maximum Mark			Candidate Mark
<b>Data worksheet</b>					
3.1	<b>Cell A3: Format</b> <ul style="list-style-type: none"> <li>• Format of cell A19 applied to cell A3 ✓</li> </ul>	1		1	
3.2	<b>Cells A4 to G4: Vertically Centred and Border lines/Column Width</b> <ul style="list-style-type: none"> <li>• Vertically Centred ✓</li> <li>• Thick border lines applied to all cells ✓ OR Column C width adjusted</li> </ul>	1 1		2	
3.3	<b>Cell B18:</b> =ROUNDUP((B17/100000)*8,0) OR =ROUNDUP((SUM(B5:B16)/100000)*8,0) <ul style="list-style-type: none"> <li>• ROUNDUP (... ,0) ✓</li> <li>• B17 OR SUM(B5:B16) ✓/100000 ✓</li> <li>• *8 ✓</li> </ul>	1 2 1		4	



*Handwritten initials: W, EL*

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3.4	<p><b>Cell G5:</b>                  =IF(COUNT(B5:F5)=5,SUM(B5:F5),"")                  OR                  =IF(COUNT(B5:F5)&lt;5,"",SUM(B5:F5))                  OR                  =IF(COUNTA(B5:F5)=5,SUM(B5:F5),"")                  OR                  =IF(COUNTA(B5:F5)&lt;5,"",SUM(B5:F5))                  OR                  =IF(COUNTBLANK(B5:F5)=0,SUM(B5:F5),"")                  OR                  =IF(COUNTBLANK(B5:F5)&gt;0,"",SUM(B5:F5))                  OR                  =IF(COUNTBLANK(B5:F5)&lt;&gt;0,"",SUM(B5:F5))                  OR                  =IF(COUNTBLANK(B5:F5)&lt;1,SUM(B5:F5),"")</p> <ul style="list-style-type: none"> <li>• Function: IF ✓</li> <li>• Criteria: Determine number of cells with/without values ✓                          OR determine if all cells have values</li> <li>• Value if no empty cells are found: ✓ SUM(B5:F5)</li> <li>• Value if empty cells are found: ✓ ""</li> <li>• Copied down ✓</li> </ul>			5	
3.5	<p><b>Cells F20:F31: Conditional Formatting</b>                  (This Worksheet → Top rule → Check Edit Rule)</p> <ul style="list-style-type: none"> <li>• Condition/Criteria:                          Cell value &gt; ✓ F5 ✓ OR Cell value &gt; \$F5                          OR =F5&lt;F20 OR =\$F5&lt;\$F20                          OR =F20&gt;F5 OR =\$F20&gt;\$F5</li> <li>• No absolute cell referencing on rows ✓</li> <li>• Format: Blue fill colour ✓</li> </ul>			4	
<b>Chart worksheet</b>					
3.6	<p><b>Chart/Graph</b></p> <ul style="list-style-type: none"> <li>• Data series for 2021: Series Value: Data!\$C\$20:\$C\$31 ✓</li> <li>• Data series for 2020: Series Name: 2020 ✓</li> <li>• Legend: below ✓</li> <li>• Y-Axis: Number format: 'Use 1000 Separator' ✓</li> <li>• X-Axis: Custom angle: -45° ✓                          (Mark by inspection: Can vary between ±30 to ±50)</li> </ul>			5	
<b>Total for QUESTION 3</b>				<b>[21]</b>	



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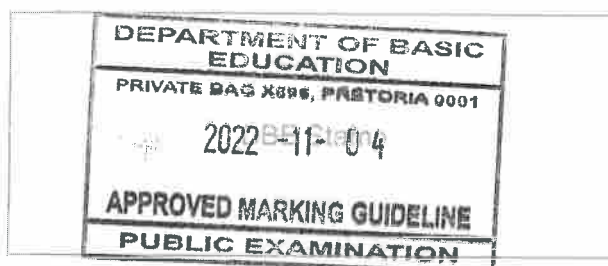
**QUESTION 4**

**File name: 4Sightings**

**Total Q4: 19**

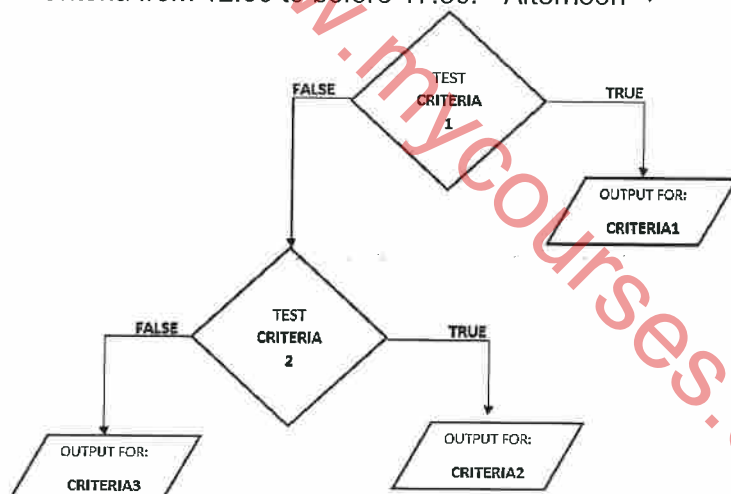
- Mark the questions from the formulae and not the values/answers in the cell.
- Check against candidate's actual work (Cell references may differ, depending on the candidate's response).
- Candidate may use multiple formulae, cells or 'building blocks' to reach answers.
- Named ranges can be used instead of cell references.
- The answers must still be correct even if values are changed in the existing data.

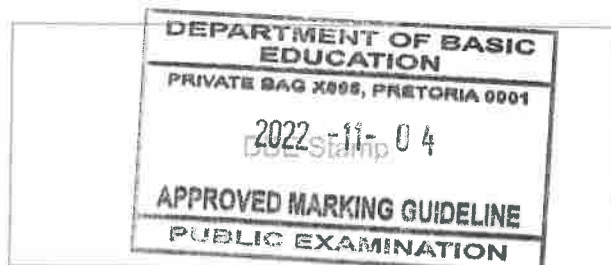
No.	Criteria	Maximum Mark			Candidate Mark
<b>Lions worksheet</b>					
4.1	<b>Cell D3:</b> =MAX(G7:G105) OR =LARGE(G7:G105,1)  • Function: MAX(G7:G105) ✓	1		1	
4.2	<b>Cell D4:</b> =SUMIFS(G7:G105,C7:C105,"Mpila Camp",H7:H105,"TRUE")  OR =SUMIFS(G7:G105,H7:H105,"TRUE",C7:C105,"Mpila Camp")  • Sum range: G7:G105 ✓ • Criteria range 1: C7:C105 ✓ • Criteria 1: "Mpila Camp" ✓ (Accept if wildcard was correctly used, e.g. "Mpila *", "Mp*", etc.) • Criteria range 2: H7:H105 ✓ • Criteria 2: "TRUE" ✓ OR TRUE	1		5	
4.3	<b>Cell A7:</b> =VLOOKUP(B7,Rangers!\$B\$2:\$E\$22,3)  • Lookup value: B7 ✓ • Table array: Rangers!\$B\$2:\$E\$22 ✓ OR Rangers!\$B\$3:\$E\$22 OR Rangers!B2:E22 OR Rangers!B3:E22 • Row index number: 3 ✓	1		3	



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4.4	<p><b>Cell D7: Nested IF function modification</b>                  =IF(E7&lt;\$O\$2,"Morning",IF(E7&gt;=\$O\$3,"Night", "Afternoon"))                  OR                  =IF(E7&gt;=\$O\$3,"Night",IF(E7&lt;\$O\$2,"Morning", "Afternoon"))                  OR                  =IF(E7&gt;=\$O\$3,"Night",IF(E7&gt;=\$O\$2,"Afternoon", "Morning"))</p> <ul style="list-style-type: none"> <li>Nested IF syntax: Returns correct output ✓</li> <li>Criteria: <i>Start before 12:00</i> <ul style="list-style-type: none"> <li>E7&lt;\$O\$2 ✓ OR E7&lt;O2</li> <li>Output: "Morning" ✓</li> </ul> </li> <li>Criteria: <i>Start from 17:30 onwards</i> <ul style="list-style-type: none"> <li>E7&gt;=\$O\$3 ✓ OR E7&gt;=O3</li> <li>Output: "Night" ✓</li> </ul> </li> <li>Criteria from 12:00 to before 17:30: "Afternoon" ✓</li> </ul>  <p><i>(Note to marker: Marks are allocated for two correct criteria and matching output and then one mark for the 'catch-all')                  (Accept reference to 'Oggend, Middag, Nag/Aand' for criteria)</i></p>	1 1 1 1 1 1	6	
4.5	<p><b>Cell F7:</b>                  =E7+TIME(2,45,0) OR                  =TIME(HOUR(E7)+2,MINUTE(E7)+45,SECOND(E7))</p> <ul style="list-style-type: none"> <li>Hour argument: +2 to original hour ✓</li> <li>Minute argument: +45 to original minutes ✓</li> <li>Second argument: 0 ✓</li> <li>Cell reference: E7 ✓</li> </ul>	1 1 1 1	4	
<b>Total for QUESTION 4</b>			<b>[19]</b>	



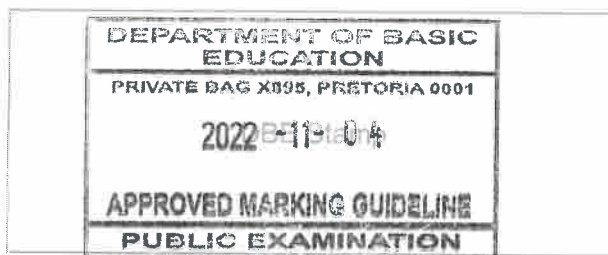
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QUESTION 5

File name: 5Bookings

Total Q5: 35

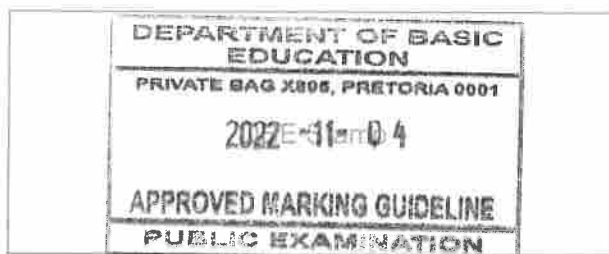
No.	Criteria	Maximum Mark			Candidate Mark
<b>Table: tbl5_1</b>					
5.1.1	<b>Field: Surname</b> • Required: Yes ✓	1		1	
5.1.2	<b>Field: MemberNo (Input Mask)</b> <L000000"@tvI" • < ✓ • L ✓ • 000000 ✓ • "@tvI" ✓ OR \@tvI	1 1 1 1		4	
5.1.3	<b>Field: TravelDate</b> • Format: Medium Date ✓ • Show Date Picker: Never ✓	1 1		2	
5.1.4	<b>Field: Accommodation (Lookup)</b> • Row Source Type: Table/Query ✓	1		1	
5.1.5	<b>Field: IDCopy</b> • Field IDCopy inserted ✓ • Position: Below Surname field ✓ • Data Type: Hyperlink ✓ /Attachment/OLE object	1 1 1		3	
<b>Form: frm5_2</b>					
5.2	• Image 5Logo inserted in the form header ✓ • Image size: 9 cm wide x 4 cm high ✓ • Date field: <b>Validation rule</b> Between #2023/01/01# ✓ AND ✓ #2025/12/31 ✓ <b>OR</b> >= #2023/01/01# AND <=#2025/12/31 <b>OR</b> > #2022/12/31# AND <#2026/01/01	1 1 3		5	



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Query: qry5_3																								
5.3	<ul style="list-style-type: none"> <li>Transport criteria: Taxi ✓ OR Private ✓</li> <li>BookingAgent criteria: EasyStay ✓</li> <li>GroupSize criteria: &gt;3 ✓ OR &gt;=4</li> <li>AND logic correctly applied ✓</li> </ul>	2		5																				
	<table border="1"> <thead> <tr> <th>CellNo</th> <th>Transport</th> <th>BookingAgent</th> <th>GroupSize</th> </tr> <tr> <th>tblInfo</th> <th>tblInfo</th> <th>tblInfo</th> <th>tblInfo</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td>"Taxi" Or "Private"</td> <td>"EasyStay"</td> <td>&gt;3</td> </tr> </tbody> </table>	CellNo	Transport	BookingAgent	GroupSize	tblInfo	tblInfo	tblInfo	tblInfo	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		"Taxi" Or "Private"	"EasyStay"	>3	1						
CellNo	Transport	BookingAgent	GroupSize																					
tblInfo	tblInfo	tblInfo	tblInfo																					
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																					
	"Taxi" Or "Private"	"EasyStay"	>3																					
	OR																							
	<table border="1"> <thead> <tr> <th>CellNo</th> <th>Transport</th> <th>BookingAgent</th> <th>GroupSize</th> </tr> <tr> <th>tblInfo</th> <th>tblInfo</th> <th>tblInfo</th> <th>tblInfo</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td>"Taxi"</td> <td>"EasyStay"</td> <td>&gt;3</td> </tr> <tr> <td></td> <td>"Private"</td> <td>"EasyStay"</td> <td>&gt;3</td> </tr> </tbody> </table>	CellNo	Transport	BookingAgent	GroupSize	tblInfo	tblInfo	tblInfo	tblInfo	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		"Taxi"	"EasyStay"	>3		"Private"	"EasyStay"	>3	1		
CellNo	Transport	BookingAgent	GroupSize																					
tblInfo	tblInfo	tblInfo	tblInfo																					
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																					
	"Taxi"	"EasyStay"	>3																					
	"Private"	"EasyStay"	>3																					
	(Expected number of records: 4 records)																							
Query: qry5_4																								
5.4	<ul style="list-style-type: none"> <li>BookingAgent: Total Group By ✓</li> <li>Cost: Total: SUM ✓</li> </ul>	1		2																				
		1																						
Query: qry5_5																								
5.5	<ul style="list-style-type: none"> <li>Calculated field: DOB: [Year] &amp; Left([ID],6)</li> <li>DOB: ✓</li> <li>[Year] ✓</li> <li>&amp; ✓</li> <li>Function: LEFT ✓</li> <li>[ID] ✓</li> <li>6 ✓</li> </ul>	1		6																				
		1																						
		1																						
		1																						
		1																						
		1																						
		1																						
Report: rpt5_6																								
5.6	<ul style="list-style-type: none"> <li>Fields displayed: Surname, Name, GroupSize, Accommodation and Transport ✓</li> <li>Grouping: Transport ✓</li> <li>Function inserted in Transport footer ✓</li> <li>=SUM ✓ ([GroupSize]) ✓</li> <li>Sorted by Surname ✓</li> </ul>	1		6																				
		1																						
		1																						
		1																						
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		1																						
Total for QUESTION 5				[35]																				



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*EL*

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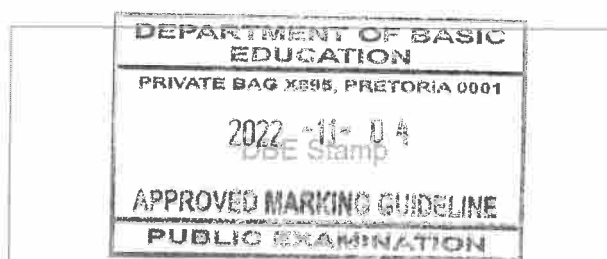
## QUESTION 6

File names: 6\_1Dolphin, 6\_2Heritage

Total Q6: 15

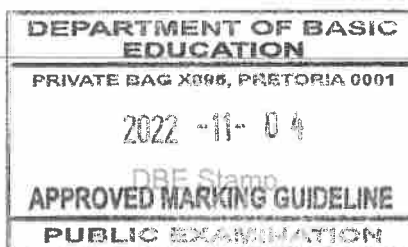
- This question should be marked from the HTML code.
- Numerical attribute values and single words do not need to be in inverted commas.

No.	Criteria	Maximum Mark		Candidate Mark
<b>6_1Dolphin</b>				
6.1.1	<b>Body tag: Text attribute</b> <code>&lt;body text="blue"&gt;...&lt;/body&gt;</code> <ul style="list-style-type: none"> <li>• Attribute: text="blue" ✓</li> </ul> <i>(Note to marker: Do NOT accept font tags)</i>	1		1
6.1.2	<b>Heading 2 tags: Did you know?</b> <code>&lt;h2&gt;Did you know?&lt;/h2&gt;</code> <ul style="list-style-type: none"> <li>• Heading 2 tags inserted ✓</li> </ul>	1		1
6.1.3	<b>Bold tags</b> <code>&lt;b&gt;The Dolphin Coast ... year-round tropical climate.&lt;/b&gt;</code> <ul style="list-style-type: none"> <li>• Bold tags applied to text ✓</li> </ul>	1		1
6.1.4	<b>Link tags</b> <code>&lt;p&gt;For more information e-mail: &lt;a href="mailto: #dolphincoast@gmail.com"&gt;dolphincoast@gmail.com &lt;/a&gt;&lt;/p&gt;</code> <ul style="list-style-type: none"> <li>• Anchor tags inserted ✓</li> <li>• Attribute: href=mailto:dolphincoast@gmail.com ✓ (Accept with/without mailto and/or hash tag (#))</li> <li>• Text: dolphincoast@gmail.com (appears twice) ✓</li> </ul>	1	1	3



EXAMINATION NUMBER											
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6_2Heritage				
6.2	<pre> ... &lt;img src="6_2Flamingo.jpg" width="500"/&gt; ... &lt;table bgcolor="beige" border="5" height="10" &gt;   &lt;tr&gt;     &lt;td colspan="3" align="center"&gt;&lt;b&gt;10 Jewels of the Wetland Park&lt;/b&gt;&lt;/td&gt;     &lt;td rowspan="4"&gt;Lake St Lucia&lt;/td&gt;   &lt;/tr&gt; ... &lt;ul type="circle"&gt;   &lt;li&gt;Established: 1895&lt;/li&gt;   &lt;li&gt;Area: 3 280 km squared&lt;/li&gt;   &lt;li&gt;Reference No.: 345&lt;/li&gt;   &lt;li&gt;UNESCO Site Id: 914&lt;/li&gt;   &lt;li&gt;Designated: 2 October 1986&lt;/li&gt; &lt;/ul&gt;           </pre> <p>① Image</p> <ul style="list-style-type: none"> <li>• File extension for image: jpg ✓</li> </ul> <p>② Table</p> <ul style="list-style-type: none"> <li>• Background colour: bgcolor="beige" ✓</li> <li>• Colspan: colspan="3" ✓</li> <li>• Alignment: align="center" ✓ <b>OR</b>                &lt;th&gt; ... &lt;/th&gt; <b>OR</b>                &lt;center&gt; ... &lt;/center&gt;</li> <li>• Rowspan: rowspan="4" ✓</li> </ul> <p>③ Unordered list</p> <ul style="list-style-type: none"> <li>• Unordered list tags: &lt;ul&gt;...&lt;/ul&gt; tags ✓</li> <li>• Bullet type: type="circle" ✓</li> <li>• List tag closed: Area: 3 280 km squared&lt;/li&gt; ✓</li> </ul>			8
	Closing tag(s) or triangular brackets and nesting correctly used. ✓	1		1
	<b>Total for QUESTION 6</b>			<b>[15]</b>



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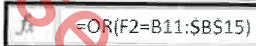
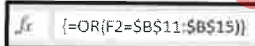


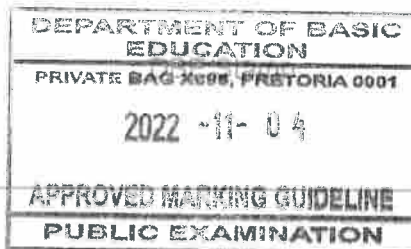
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QUESTION 7

File names: 7Map, 7TravelMode, 7Travellers

Total Q7: 15

No.	Criteria	Maximum Mark			Candidate Mark
<b>7Map</b>					
7.1	<b>Table calculation and Textbox</b>			5	
7.1.1	<ul style="list-style-type: none"> <li>Cell calculation: KwaZulu-Natal: =100- ✓ SUM(ABOVE) ✓ OR =B11-SUM(B2:B9) OR =SUM(BELOW)-SUM(ABOVE) <b>Alt+F9 { ... }</b></li> </ul>	2			
7.1.2	<ul style="list-style-type: none"> <li><b>Textbox:</b> <ul style="list-style-type: none"> <li>Position: Moved to KwaZulu-Natal area on the map ✓</li> <li>Shape border: No Outline ✓</li> <li>Rotation: <i>Between ±300° and ±320°</i> ✓ (Mark by inspection)</li> </ul> </li> </ul>	1			
		1			
		1			
<b>7TravelMode – Info table</b>					
7.2	<ul style="list-style-type: none"> <li>Imported 7Travellers spreadsheet into 7TravelMode database ✓</li> <li>As a linked table ✓</li> <li>Linked table named as <b>Info</b> ✓</li> </ul>	1		3	
		1			
		1			
<b>7BigFive</b>					
7.3	<p><b>Cell M2: (Note to marker: OR function not IF statement)</b> =OR(F2=\$B\$11,F2=\$B\$12,F2=\$B\$13,F2=\$B\$14,F2=\$B\$15)</p> <p><b>Versioning: Candidate and Marker MSO 365</b> </p> <p><b>Marker in MSO 2016/2019/2021</b> </p> <ul style="list-style-type: none"> <li>Cell reference: F2 ✓</li> <li>Reference to all 5 options in the OR function ✓</li> <li>Displays required result when copied down to cells M3:M7 ✓</li> </ul> <p><b>Cell P3:</b> =COUNTIF(I3:O3,True)=5 OR =IF(COUNTIF(I3:O3,True)=5,True,False)</p> <ul style="list-style-type: none"> <li>Determine if all Big Five animals were seen ✓ e.g. COUNTIF / IF(COUNTIF) function(s)</li> <li>References cells in the range I3 to O3 ✓</li> <li>Criteria: True ✓</li> <li>Logical: =5 ✓ / True, False (Ignore if quotation marks added)</li> </ul>			7	
		1			
		1			
		1			
		1			
		1			
<b>Total for QUESTION 7</b>				[15]	
<b>TOTAL</b>				150	



*Handwritten initials: W, EL*

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