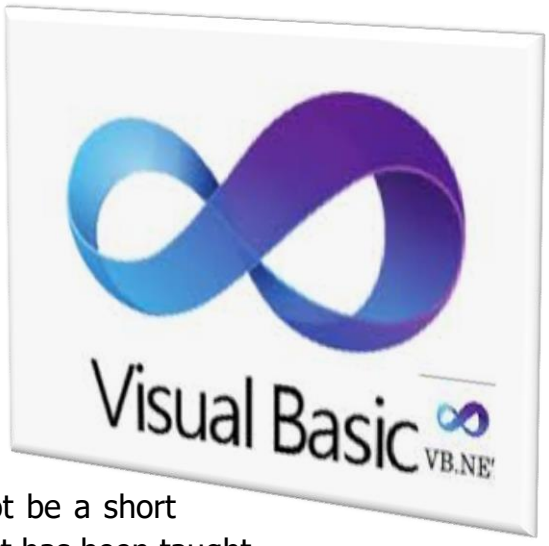
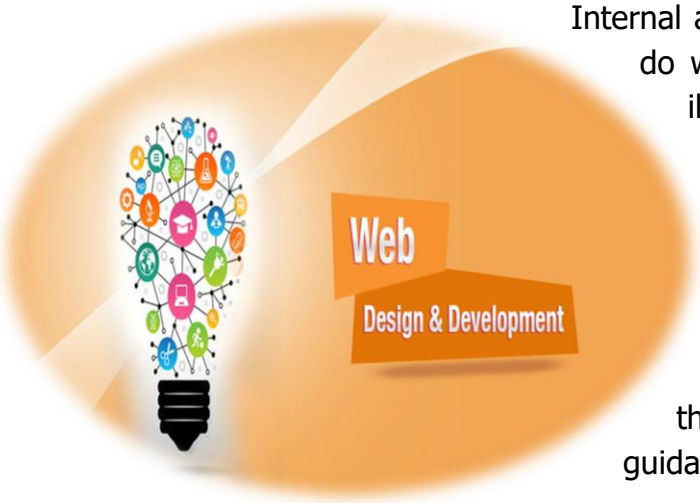
MINISTRY OF EDUCATION, HERITAGE & ARTS

YEAR 12 & Year 13 Internal Assessment Task
Computer Studies – 2022

BACKGROUND



Internal assessment (IA) or Common Assessment Task (CAT) is an integral part of the Computer Studies subject and is compulsory for all Year 12 and Year 13 students. It enables students to demonstrate the application of their computer skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching over a period of time and not be a short intensive activity in the subject or after the subject has been taught.



Internal assessment, evaluates what students do when they are in the classroom. It illustrates aspects of student progress that are not typically evaluated in external assessment. It is a crucial part of the instruction process for Computer teachers, students, and parents in evaluating student progress. Therefore, it is vital that the teacher provides appropriate guidance to students.

The internal assessment requirements at Year 12 and Year 13 are the same which contributes to forty percent (40%) of the overall mark. Students are required to produce a project that consists of all the requirements highlighted below (**in Student Activity Task)**.

The Computer Studies project submitted for internal assessment must be **student's own work**. However, it is not the intention that students should be left to work on the internal assessment component without any further support from the Computer teacher. Both the teacher and student should play an important role during both planning stage and the period when the student is working on the internally assessed work.

It is the responsibility of the Computer Teacher to ensure that students are familiar with the following (as highlighted below):

i) The requirements of the type of work to be internally assessed
ii) The computer studies ethical guidelines
iii) The assessment criteria, students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussion with teachers to obtain advice and information, and students must not be penalized for seeking guidance.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to school honesty, especially authenticity and intellectual property. Teachers must ensure that all students work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own.

All work submitted for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student must sign the **declaration of originality** to confirm that the work is his or her authentic work and constitutes the final version of the work. Once a student has officially submitted the final version of the work to a teacher (or the coordinator) for internal assessment, together with the signed declaration, it cannot be retracted.

2.0 INSTRUCTION TO TEACHERS

a) Read the project task carefully and make sure you fully understand what is involved with this project before giving it to the students**. Students must be allowed to think and do things for themselves. The teacher is to act only as a guide and facilitator of the project.**
b) Inform the students of the requirements of the project and the importance of strictly observing the time allocated.
c) As a teacher, you must make sure that the students fully understand what the project requires before they carry out the task.
d) Please ensure that students carry out their own work and are not reproducing their classmate's work. They should however, be encouraged to discuss and exchange ideas.
e) Students will be carrying out all parts of this project task **individually**. Each student is to submit a softcopy of the task.
f) Encourage students to produce quality projects.
g) Allocation of marks must reflect the marking criteria provided – please refer to student mark sheet. Teachers to use the **softcopy of excel marking criteria to enter student's marks**. Save the marking criteria in the student folder for submission during moderation.
h) Individual folders are to be collected by **Week 7, Term 2** for marking by the teacher.
i) Late submission of folders to be given penalty of 1 mark per week late.
j) Three hard copies of students project (1 High, 1 Medium, 1 Low) to be submitted during moderation together with all students softcopies of projects, mark sheet and class mark).
k) Mark capture sheet: soft copy and hard copy **signed and stamped** to be submitted on moderation day. (Student list should match with FEMIS list)
l) The school is to enter the project marks on FEMIS before **week 1 of Term 3**.
m) Moderation will be around the first weeks of Term 3 so advance preparation is needed.
n) Teachers are to use the template shown below to record students IA marks and enter IA marks on FEMIS.

FY13CE 2022 CS MS

MINISTRY OF EDUCATION

FIJI YEAR 13 CERTIFICATE EXAMINATION
COMPUTER STUDIES
INTERNAL ASSESSMENT PROJECT SUMMARY SHEET

District: _____ **School:** _____ **Stream No.:** _____

No. of Students: _____ **Subject Teacher:** _____

NO	CODE NO. (Compulsory)	CANDIDATES NAME (Surname First and in alphabetical order as in FEMIS)	Y13 CAT (Rounded-off to whole number) TOTAL 40%
1			
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VERIFICATION/ENDORSEMENT

Subject Teacher : Sign :_____ Date:_____

Computer Studies HOD: Sign :_____ Date:_____

IA Coordinator : Sign :_____ Date:_____

School Principal : Sign :_____ Date:_____

MOE TEST Advisor : Sign :_____ Date:_____

NOTE: I. Original to be submitted during centralized moderation workshop.
II. **Duplicate to be retained by the school**
III. Use the symbol * against the code number to indicate candidate(s) repeating the course.

MINISTRY OF EDUCATION, HERITAGE & ARTS

2022 COMPUTER STUDIES

Year 13 Common Assessment Task

PROJECT OUTLINE

Source: https://www.ooisolutions.com/website_designing_vijayawada.php

"Design Is Thinking Made Visual." — Soul Bass

AIM:

Students will apply knowledge and skills learnt in CE 13.5.1 – Website Designing to complete this task.

TASK - PART A

A School Web Page can provide information for everyone in the school community. It can showcase student achievements and projects; provide valuable web links for students, teachers, and parents; and give an overview of the goals and curriculum of a school. A school web page can be a remarkable public relations tool for a single school or an entire school district.

Use the following steps to complete the task.

i. Role and responsibility

a) Explain your primary role as a Web Designer
b) Using the first four (4) phases of the WDLC explain in not less than a page how each phase will be carried out:
   - Phase 1 – Website Planning
   - Phase 2 – Website Content
   - Phase 3 – Website Design
   - Phase 4 – Website Construction

Explanation to be based on how each of the phases will be carried out using the actual examples used in creating a school website.

ii. Website Construction – using notepad and html

The website is to contain the following pages:

HOME	ABOUT	DEPARTMENTS	SCHOOL PROGRAMMES	RESOURCES	PHOTO GALLERY

Page 1: Home Page

- School logo
- School banner
- Pictures of the school – slide show gallery
- Vision and Mission
- Footer – copyright, MoE link

Page 2: About

- Brief history of school
- Location – google map
- Contact details

Page 3: Departments

- Vertical Tabs for each departments

Page 4: School Programmes

- School Calendar
- Co-curricular Activities

Page 5: Resources

- Link to MoE Exam Papers
- Link to MoE Textbooks
- Link to other educational websites

Page 6: Photo Gallery

- Photos of programmes held in school eg. Induction, Science Week, TEST Week

You are to apply your own creativity and judgement in the designing of the website. Choose your own background colour, font style, font colour etc. Website should be readable and user friendly.

Use the following links for reference:
http://www.simplehtmlguide.com/cheatsheet.php#forms
https://www.w3schools.com.

You are to:

a) construct six wireframes for the six pages
b) construct the website for your school. Your website should reflect all information given above in (ii).
c) save all html codes notepad and html web browser. A print screen of all the pages to be pasted in word document.

iii. Result

Explain at least three benefits of having a website for your school.

TASK - PART B

The project write-up should include:

- Cover page
- Title page
- Aim
- Objective
- Acknowledgement
- Declaration of originality
- Methodology
- Table of contents
- Introduction

Research Findings:

- Primary role of a web designer
- Explanation on how each of the phase will be carried out
- Wireframes (All six)
- Websites (screen shots of all six pages)
- Codes
- Benefits of having a website for your school
- Conclusion
- Reference (Use APA format)

(***Note:*** *The document footer should include student's index number and page number on every page of the write-up.* ***Use Google drive to save all your documents and the final copy to be sent to your subject teacher through email.*** *Use your name as the file name).*

[Due Date: Term 2: Week 7]

4.0 YEAR 13 INTERNAL ASSESSMENT TASK – 2022
MARKING CRITERIA (Weighting = 40%)

No.	Page	Mark(s) allocated	Marks Awarded
1	Cover page	1	
2	Title page	1	
3	Aim	1	
4	Objective	1	
5	Acknowledgement	1	
6	Declaration of Originality (signed with date)	1	
7	Methodology	1	
8	Table of Contents (automatic)	2	
9	Introduction	5	
10	**Role and responsibility** a) Explain your primary role as a Web Designer b) Using the first four (4) phases of the WDLC explain in not less than a page how each phase will be carried out: • Phase 1 – Website Planning • Phase 2 – Website Content • Phase 3 – Website Design • Phase 4 – Website Construction	2 2 2 2 2	
11	**Website Construction – using notepad and html**		
	6 wireframes	6	
	• Browsing links – Home , About, Departments, School Programmes, Resources, photo gallery • Page background (consistent for all the pages) • Website is user friendly and creative	6 4 4	
	Page 1: Home Page (2 mks each) • School Logo • School Banner • Picture of the school • Vision & Mission • Footer – copyright, links	2 2 2 2 2	
	Page 2: About • Brief History • Location • Contact	2 2 2	

	Page 3: Departments Each Department	2	
	Page 4: School Programme • School Calendar • Co-curricular Activities	 2 2	
	Page 5: Resources Links to MOE Exam Papers, Textbook, Educational Resources	6	
	Page 6: Photo Gallery Photos	4	
	HTML Codes (for all six pages) – 2 mks each	12	
12	**iii. Result** • Give at least three benefits of having a website for your school.	3	
13	Conclusion	3	
14	References	2	
15	Footer on all pages showing Student's index number & Page Number	2	
16	Proper in-text referencing is done in APA format	1	
17	Word Document is saved using Student's Name as File Name (softcopy) and sent through google drive	1	
TOTAL		**100**	
FINAL TOTAL		**40%**	

MINISTRY OF EDUCATION, HERITAGE AND ARTS

2022 COMPUTER STUDIES

Year 12 Common Assessment Task

Source: www.google.com

"The computer programmer is a creator of universes for which he alone is the lawgiver. No playwright, no stage director, no emperor, however powerful, has ever exercised such absolute authority to arrange a stage or field of battle and to command such unswervingly dutiful actors or troops."
– **Joseph Weizenbaum***)*

AIM:

Students will apply knowledge and skills learnt in CE 12.2.1 – Visual Basic.net to develop a program and write a report.

TASK - PART A

A **non-communicable disease** (**NCD**) is a type of disease that is not infectious directly from one person to another. NCDs include Parkinson's disease, autoimmune diseases, strokes, most heart diseases, most cancers, diabetes, chronic kidney disease, osteoarthritis, osteoporosis, Alzheimer's disease, cataracts, and others. (En.wikipedia.org, 2019)

According to World Health Organization, NCDs are the leading cause of death globally. In 2012, they caused 68% of all deaths (38 million) up from 60% in 2000. In Fiji, one of the leading risks to the population is the rising crisis of non-communicable diseases (NCD's). In recent decades, NCD's have become the major killer in Fiji, causing thousands of deaths every year and affecting many lives. According to Ministry of Health & Medical Services, around 80% of deaths in Fiji are caused by an NCD and growing. (Health.gov.fj, 2019)

Overweight and obesity are defined as abnormal or excessive fat accumulation that presents a risk to health which leads to NCDs. Overweight and obesity lead to adverse metabolic effects on blood pressure, cholesterol, triglycerides and insulin resistance. Risks of coronary heart disease, ischemic stroke and type 2 diabetes mellitus increase steadily with increasing body mass index (BMI), a measure of weight relative to height. (Limited, 2019)

Healthy Fiji is a non-government organisation providing services to Fiji citizens on fight against NCDs. The organisation visits communities and schools to educate on healthy leaving. One of the task carried out during these visits is BMI calculation. They have been doing it manually which is time consuming.

As a programmer the company is hiring you to develop a simple BMI calculating program using **VB.Net** using the information provided by the Coordinator. The program should accept the name of the person, height (meters) and weight ((Kilogram). The program should display name, BMI, BMI category and appropriate encouraging comments.

The table shown below shows the BMI category and their ranges.

BMI Categories and Ranges	
BMI Category	**BMI Range**
Obese	more than 30.0
Overweight	from 25.0 to 30.0
Healthy weight	from 18.5 to 25.0
Underweight	from 16.0 to 18.5
Severely underweight	less than 16.0

Note:
To test the program, students should use their family's or guardian's data. Teachers should assist in measuring weight.

Use the following steps to complete the task.

iii. Five Steps Of Software Development

Using the first five (5) steps of software development, document how each step is carried out in **relation to the task question**.

1. Program Specification
2. Program Design
   - ✓ Pseudocode
   - ✓ Flow Chart
3. Program Code
4. Program Test
5. Program Documentation

iv. Interface

The interface is to be user friendly with descriptive labelling and logo.
You are to apply your creativity and own judgement in the designing of the interface.

TASK - PART B

The project write-up should include:

- Cover page
- Title page
- Aim & Objective
- Acknowledgement with declaration (signed)
- Methodology
- Table of contents
- Introduction
- Program Specification
- Program Design
- Program Code
- Program Test
- Program Documentation *(For user only, documentation should be done within the codes for programmers)*
- Interface
- Questions & Answers
- Conclusion
- Reference – APA referencing
- Appendices

(***Note:*** *The document footer should include student's index number and page number on every page of the write-up. Save the write-up (student's name) on Google Drive (or any other) and submit to teachers using email.*

[Due Date: Term 2 : Week 7]

Reference

World Health Organization. (2019). *Overweight and obesity*. [online] Available at: https://www.who.int/gho/ncd/risk_factors/overweight_text/en/ [Accessed 9 Oct. 2019].

En.wikipedia.org. (2019). *Non-communicable disease*. [online] Available at: https://en.wikipedia.org/wiki/Non-communicable_disease [Accessed 9 Oct. 2019].

Health.gov.fj. (2019). *NCD – Ministry of Health & Medical Services*. [online] Available at: https://www.health.gov.fj/?page_id=706 [Accessed 9 Oct. 2019].

Health.gov.fj. (2019). *MINISTRY OF HEALTH, WORLD HEALTH ORGANIZATION STATEMENT ON NCD RATES IN FIJI – Ministry of Health & Medical Services*. [online] Available at: https://www.health.gov.fj/?p=7042 [Accessed 9 Oct. 2019].

Limited, K. (2019). *KiwiCover*. [online] KiwiCover. Available at: https://www.kiwicover.co.nz/your-health/bmi [Accessed 9 Oct. 2019].

MARKING CRITERIA
(Out of 100, Weighting = 40%)

No.	Page	Mark(s) allocated	Marks Awarded
1	Cover page	1	
2	Title page	1	
3	Aim	1	
4	Acknowledgement (signed with date)	2	
5	Methodology	2	
6	Table of Contents • Automatic • Correct	2 1	
7	Introduction *(Based on the case study)*	3	
8	**Five Steps Of Software Development** 1. Program Specification • Determining the programs objectives • Determining the desired output • Determining the input data required • Determining the processing requirements • Documenting the program specifications 2. Program Design • Pseudo code ✓ Logically correct ✓ Correct terms used • Flow Chart ✓ Correct symbols ✓ Correct conditions ✓ Correct logic structures used ✓ Arrows used ✓ Conditions – True & False labeled 3. Program Code • Logically correct • No syntax error • Descriptive variable names • Documentation within code • All buttons coded • Flow chart used 4. Program Test • Evidence of test using 3 different method 5. Program Documentation • User manual ✓ Explain the purpose of this program ✓ Describes how program is to be used ✓ Purpose of each buttons	 1 1 1 1 1 3 2 3 3 2 1 1 5 3 1 3 2 2 9 3 3 3	

9	**Interface** • Sketch of the Form • Plan of properties for each control • Interface constructed and properties set • Controls Arrangement ✓ User friendly ✓ Creative • Logo used	 2 4 5 2 2 2	
10	a. Discuss **two** ways, ICT can contribute towards fight against NCDs. (150 to 200 words) b. Discuss **one** way ICT can lead to obesity.	4 2	
11	Conclusion	2	
12	References (APA) – Reference list	2	
	- In-text referencing	2	
13	Footer on all pages showing Student's index number & Page Number	2	
14	Write-up to be saved on *Google Drive (or any other)* and submitted to teacher using email.	2	
TOTAL		**100**	
FINAL TOTAL		**40%**	

The End