basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

COMPUTER APPLICATIONS TECHNOLOGY

Practical Assessment Task

Working document for the learner

Grade 11

2025

This document consists of 35 pages.

TABLE OF CONTENT:

TABLES:

What Is The PAT?

The Practical Assessment Task (PAT) in Computer Applications Technology (CAT) is a research project that provides you with the opportunity to demonstrate your information management skills. You will also be required to demonstrate your ability using the applications that you study during the year to produce quality outputs.

What you will need to complete the PAT

To complete the tasks, you will need:

- An office suite with the following software:
  o Word processing software
  o Spreadsheet software
  o Database software
- HTML editor (Notepad ++) and a web browser (e.g. Internet Explorer)
- Internet access to find data and information
- Access to other sources such as printed media (e.g. magazines, newspapers, brochures, textbooks) or other electronic material (for example e-books, e-articles)
- Access to facilities to convert hard copies to electronic documents, e.g. scanner or digital camera
- Storage media to store and backup your work electronically, e.g. flash drive, rewritable CD/DVD or in the cloud (using OneDrive, Dropbox, etc.)

Outcomes and Focus Areas of the PAT

The PAT is done in three phases as indicated in the table below:

Phase	Outcome	Focus	Marks

Phase 1	● A summary & planning document with
	
	  o A suitable folder
	  o Your focus question
	  o A short description of the problem and the task.
	  o A set of quality questions to answer the focus question.
	  o Information about the topic
	    ▪ List of relevant sources
	    ▪ Selected information evaluated and summarised.
		● Find and access data and information.
		● Decide what the focus of your research will be and which applications you would like to share with other learners.
		● **Please take note:** Artificial Intelligence tools (Chat GPT, Claude, CoPilot, etc) are NOT sources. If these tools have been used, it should be indicated.
		● The actual source where the information was taken from, must be used.
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Phase 2	● Questionnaire drawn up and completed in a word processing document ● Spreadsheet (MS Excel) worksheet ● Database (MS Access)	● Get information/data about the topic from people (not likely to be found in other sources). ● Process data and information (To show the management, application and analysis of data and information.).	40

	● An updated summary & planning document	● Update your summary & planning document (summary of information that answers your questions with references)	
Phase 3	● A website to give information about the researched topics (using your planning document).	● Present information and solutions contained in your summary and planning document and collected in phases 1 and 2.	48
Total			**120**

Table 1: PAT outline

It is critical to view the task as a **series of linked tasks**, completed in phases. You therefore need to picture or **'imagine' what your final 'product'** will look like and manage your time appropriately.

The three phases are designed to ultimately combine to **produce a website** that contain your findings and conclusions. Each phase therefore 'feeds' **into the next** phase. The development of the final website starts in Phase 1 and is added to and refined as you complete the phases.

Dishonesty

Since the PAT is an individual project that is part of your final promotion mark, you may NOT:

● Get help from others without acknowledging this help.

● Submit work which is not your own.

● Lend your PAT work to other learne.rs

● Allow other learners to access or use your own material (this does not mean that you may not lend books to or borrow books from another learner, but you may not plagiarise other learners' research).

● Include work directly copied from books, the Internet or other sources without acknowledgement and recognition.

● Submit work typed or word processed by another person.

The above actions constitute dishonesty, for which you will be penalised.

Non-compliance

Should you fail to fulfil any Practical Assessment Task requirements, you will be awarded a zero ('0') for the outstanding part or for the entire PAT.

Finalisation of the PAT

Your teacher will provide you with **dates and deadlines** for each phase. It will be in your best interest to keep to these deadlines/cut-off dates.

The PAT counts **25% of your final mark for CAT**, therefore it is vitally important that you strive to produce work of a high standard.

The PAT is a **compulsory** component of your final CAT mark.

You need to complete the PAT at least 3 weeks before you start your final Grade 11 examinations.

Topic: Technology is Changing the Delivery and Courier Industry

Picture 1: Technology is changing the delivery and courier industry[1]

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[1]https://www.freepik.com/vectors/delivery-process/

Technological solutions enhance efficiency by automating tasks, improving communication, optimizing processes, and enabling real-time tracking. This results in faster deliveries, fewer errors, lower costs, greater customer satisfaction, and streamlined operations across industries.

The technological revolution has reshaped how we live and work, with innovations like artificial intelligence and virtual reality transforming every sector. Businesses are leveraging these advancements to streamline operations, boost efficiency, and enhance customer experiences. This ongoing revolution is driving a more connected and innovative future.

To stay competitive and meet rising customer expectations, businesses in this sector must focus on key areas such as customer service, logistics, and technological advancements. Ensuring timely deliveries, providing excellent customer support, and offering loyalty incentives can enhance customer satisfaction and retention.

Technology plays a crucial role in optimizing delivery services. Companies should integrate automated systems that streamline operations and seamlessly connect with their existing infrastructure (McGuirk, 2021).

Picture 2: Future Proof[2]

Your task is to choose **ONE** of the following options to research:

● How is technology used in online sales?

OR

● How is technology used in delivery and courier services?

The **focus question** that you are required to answer is:

What is the impact of technology on the online sales industry for companies (established/small/rural) in South Africa?

OR

What is the impact of technology on the delivery/courier services in South Africa?

Before starting your research, watch the following videos to get an **overview of the topic**:

● https://www.youtube.com/watch?v=kI89e8Eg0e8

● https://www.youtube.com/watch?v=EXvEf3XNGOk

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[2] https://www.digitalsilk.com/digital-trends/ecommerce-technology/?cmplz-force-reload=1742383310427

Choose from the following list of resources for your research:

Resources referring to technology in the delivery and courier services:

- https://weareconker.com/blog/ways-technology-is-changing-the-delivery-and-courier-industry/
- https://thecourierguy.co.za/blog/archive/how-is-technology-changing-the-courier-industry
- https://www.digitalsilk.com/digital-trends/ecommerce-technology/
- https://www.purolatorinternational.com/the-rise-of-ecommerce-and-its-impact-on-shipping-technology/
- https://altametrics.com/topics/the-impact-of-technology-on-ordering-food-for-delivery/
- https://edition.cnn.com/2023/08/28/world/five-ways-technology-is-changing-last-mile-delivery-spc/index.html
- https://deliverytech.ca/blog/the-role-of-technology-in-modern-delivery-services/
- https://www.useucs.com/archives/blog/what-role-has-technology-played-in-improving-delivery-services
- https://odondo.co/blog/the-importance-of-technology-in-customer-service/
- https://www.newcastlesys.com/blog/8-ways-technology-is-changing-how-we-shop-in-store
- https://www.locate2u.com/last-mile-delivery/the-benefits-of-using-technology-for-local-deliveries/

After you have studied the topic and resources, ask **questions to guide your research about the topic.**

The following are **examples of questions** that could be asked. Study the questions to get some **ideas** on what to ask in your **own research questions**.

You may use up to **eight** of the questions below to help you. Rephrase the questions in your own words. You must add **two questions of your own.** At the end you must have 10 questions in total.

Questions you can choose about the online sales industry:

1. What are online sales?
2. What technologies are behind the "buy now, pay later" options you see on many online stores?
3. How do companies use social media algorithms to target ads for products you've recently viewed online?
4. What safety features protect your personal information when you make online purchases?
5. What technology allows online stores to show you if an item is available in your size or colour instantly?
6. What happens digitally when you click "return this item" on an online purchase?
7. How do online marketplaces prevent scams and verify both buyers and sellers?
8. How has technology improved online sales?
9. How can AI assist in online sales?
10. What are the environmental benefits of buying and selling online?
11. What are the limitations of buying and selling online?
12. What apps are used in online sales?
13. How do online sales apps calculate delivery time based on restaurant preparation and traffic?
14. How do companies like Amazon or Shopify use AI to recommend products you might like based on your browsing history?
15. How do companies like Amazon use robots in their warehouses to find and pack your orders?
16. Why do food delivery apps sometimes charge different prices than the restaurant's menu, and how does their technology determine these differences?
17. How do tracking systems work to show you exactly where your package or food order is in real-time.

Questions you can choose about the courier/delivery services:

1. What is a courier/delivery service?

2. How has technology improved delivery speed in the delivery/courier services?

3. How can AI assist in the delivery and courier services?

4. What are the environmental benefits of new courier technology?

5. What are the limitations of new courier technology in South Africa?

6. How do delivery companies use GPS technology to plan the fastest routes for drivers?

7. What apps do companies like RAM and Courier Guy use to let you track your package in real-time?

8. What technology allows you to sign for packages digitally instead of on paper?

9. How does technology control the delivery lockers you might see at stores or apartment buildings?

10. How do food delivery apps calculate delivery times based on restaurant preparation and traffic?

11. How do courier services use QR codes to speed up the package drop-off and pickup process?

12. How are some delivery companies testing drones and self-driving vehicles for future deliveries?

13. Why do food delivery apps sometimes charge different prices than the restaurant's menu, and how does their technology determine these differences?

14. How do grocery delivery services manage to keep frozen foods cold during delivery?

Step by step guidelines to complete the PAT

PHASE 1 (REFER TO THE ASSESSMENT TOOL WHILE WORKING ON ALL TASKS)

1. Task 1   *15 minutes*

Create a suitable folder structure

1.1   Create a suitable **folder structure on your computer** in which to save your work. The main folder should consist of subfolders to organise the work to be done in the different phases in an organised manner. Proposed folder structure:

- Surname and Name Gr 11 PAT (Folder)
    - Phase 1 (Folder)
        - Sources saved in a subfolder
        - Panning & Summary document (MS Word)
    - Phase 2 (Folder)
        - Original questionnaire
        - Completed questionnaires saved in a subfolder
        - Spreadsheet (MS Excel) document
        - Database (MS Access) document
        - Summary & Planning document (MS Word) – updated from phase 1
    - Phase 3 (Folder)
        - Website (HTML) to communicate the answers to your questions and your main findings

All documents created and information collected should be saved in suitable folders. Documents and folders should have applicable file/folder names and be arranged in such a way for easy navigation to information stored.

NB: It is your responsibility to ensure that you regularly make backup copies of all your work done!

1.2   Use a file of your choice for any possible **hard copies** of your PAT. This file needs to be handed in at the end of each phase for evaluation.

Make sure that you include the following in this file:

● Summary of PAT marks and Declaration of Authentication by learner (Appendix A).

● PAT learner working document (planning and summary)

● *Phase 1*

Copies of sources used if you do not have an electronic copy available.

NB: DO NOT PRINT OUT any sources that are electronically available.

● *Phase 2*

Proof of completed questionnaires if they are not electronically available.

Note: It is advisable to store all documents electronically and not as hard copies.

2. Task 2   *30 minutes*

Create your planning and summary document structure

Now start the word processing planning and summary document that will be used to create your website to communicate information about the topic, as follows:

● **A cover page (which will be assessed in phase 2)**

A professional-looking, well-structured, custom-made cover page using appropriate content controls in order to add:

   o Your name and surname
   o The name of your school
   o The subject name and the PAT topic

● **Headings**

Add the following **provisional headings**:

   o *Table of contents*
   o *Focus question*
   o *Task Definition*
   o *Questions*
   o *Summaries*
   o *(of answers to questions and references (where you got the answers), including summaries from spreadsheet and queries/reports from Access)*
   o *Bibliography*
   o *Appendices*

● An **addendum** under the heading *Appendices* you created in your planning document **with a diagram or a screenshot** showing the folder structure, including any subfolders that will be used. Give it a suitable heading such as *'Folder Structur*e' and paste the diagram or screenshot in this addendum.

● An **addendum** with the **declaration of authenticity** that will be used during all the phases.

3. Task 3   *45 minutes*

3.1   Finalise your focus question

To focus your investigation, you need to identify a focus area and change/adapt the focus question provided to clearly inform the reader about the focus of **YOUR** investigation.

3.2   Create a task definition

To show that you understand why you are doing this investigation, you must be able to describe what you will investigate and what you are required to do in your own words. This is the *task definition*.

Your description should be added under the heading *Task Definition.*

You must answer the following questions in your task definition.

● **What** is the current situation?

  Provide a clear statement of the problem (current situation).

● **What** will the focus and the purpose (desired outcome) of my investigation be?

  Indicate the focus of your investigation, i.e. give an overview of which of the aspects will be investigated and covered – in other words, the headings you will use and the purpose of the investigation (desired outcome) – why you are doing this investigation.

● **How** will I go about conducting the investigation, considering the PAT requirements?

  Specify in broad terms how you will approach the task (study the requirements/steps of the PAT and indicate how you intend to collect the data and information, manipulate it, etc.)

● **Who** is the information for (target audience)?

  Identify the target audience, learners in your class, school management, etc

4. Task 4   *1 hour*

Ask questions that will guide your investigation

To solve the problem and answer the focus question, you need to ask more questions to help you find appropriate data and information.

You may use the provided questions to guide you in asking your questions. You may also add additional questions.

● First create a new addendum under the heading **Appendices** you created in your planning document. Give it a suitable heading such as 'Questions and Sources Table' and create the following table in landscape format:

No.	Category	Question	Question Level (1, 2, 3, 4)	Type Of Source	Biblio-graphical Information	Quality of Information Found	Summary of Information Found
1							
…			…	…	…	…	…
10							

Table 2: Example of Questions and Sources table

NOTE: You will fill in the required information in the various columns in this table as you progress through Phase 1.

- Identify categories related to the investigation (at least **THREE**) which you can use to organise your questions and information. These categories will be used in Phase 2 and Phase 3.
- Complete your list of research/investigative questions (at least **TEN**).
- Evaluate the *quality* of the research/investigative questions. You need a variety of question types that show different levels of thinking, e.g. questions that will
  1. provide facts (who, when, where, what, how many, etc.) (*level 1 questions*)
  2. give direction to the investigation (why, how, etc.) (*level 2 questions*)
  3. support predictions or help with adjustments (what if, if, etc.) (*level 3 questions*)
  4. support judgement or help to evaluate, critique, review or find meaning (would it be better if, what recommendation(s), what would be best, etc.) (*level 4 questions*)

  Note: Collectively, your (minimum of) **TEN** questions should represent at least **THREE** of the above-mentioned types/levels of questions for your investigation/research.

5. *Task 5*   *1 hour*

Find sources

- **Please take note:** Artificial Intelligence tools (ChatGPT, Claude, CoPilot, etc) are NOT sources. If these tools have been used, it should be indicated.
- The actual source where the information was taken from, must be used in the tables below.

To solve the problem, you need to find and identify sources of information and gather quality information. You may use the sources provided to you.

Find sources for the (minimum of) TEN questions you created to enable you to answer these questions by doing the following:

- Identify a source to find the information for each question.
- You must use the Internet (at least TWO different websites) plus at least ONE other source, for example media (printed/electronic) such as newspapers, magazines, brochures, textbook, et cetera, or an expert (e-mail/interview), et cetera.
- Provide bibliographical information for the sources (at least TWO websites and ONE other source) as follows:
  - For each *website*, record the following information:

WEBSITE SOURCE	
Author(s)/Organisation/Publisher	Schmidt, Casey
Name of website and web page	Online Collaboration – How modern teams succeed together
Date created/updated	4 October 2020
Date accessed	2 March 2020
URL	www.example.com/homepage

Table 3: Example of bibliographical information needed for a website

    o   For each other source, such as books and magazines, record the following information:

OTHER SOURCE	
Author(s)	Cabala, Xolani
Title of source	Working from home
Date published/issued	December 2017
Publisher	Daily Press

Table 4: Example of bibliographical information needed for printed media

● Now add all this information in the appropriate columns in the Questions and Source table you created. Modify the table as needed. You can also add the bibliographical information as sources in the word processing document.

● Once you have identified your sources (or during that process), you need to assess the potential quality of these sources of information in order to gather quality information.

● For each of the THREE minimum sources you identified (at least TWO different websites plus at least ONE other source) you need to briefly evaluate the quality of the information using the following criteria:

CRITERIA	MOTIVATION/EXPLANATION
Authority	The 'validity' or 'credentials' of the publisher or author(s). The authority reveals that the person, institution or agency responsible for a site has the qualifications and knowledge to do so. Questions that may be used to validate the authority: • Who developed the site? • Is there contact information? • Does the author states qualifications, credentials, or personal background? • Supported by an organization or a commercial body.
Currency	The date on which the material was published or updated. The currency is determined on how current the information of the website is and/or how often is the site updated. Questions that may be used to validate the currency: • When is it first written? • When is it placed on the web? • When was it last revised? • Are the links up to date and reliable?
Accuracy	The correspondence of the information with other sources – **indicate the other source you have compared it with** – add the URL of a cross reference. Questions that may be used to validate the accuracy: • Is the author affiliated with a known, respectable institution? • Are there proper references to the original source? • Is it comparable to other sites on the same topic? • Is a bibliography of reference included?

Objectivity	Any presence of prejudice, bias, skewing of information, et cetera.
	Questions that may be used to validate the objectivity:
	• Does the information try to change the opinion of the audience?
	• Is the site trying to explain, inform, persuade, or sell something?
Coverage	How extensively the material covers the topic.
	Questions that may be used to validate the coverage:
	• Does the site claim to be selective or comprehensive?
	• Are the topics explored in depth?

Table 5: Criteria for checking the quality of information on websites

Example from Gr 11 PAT 2024

Website	
Author (s)	Ruby Parker
Title of Article	The Hidden Threat: E-Waste and the Consequences of Improper Recycling
Date created/updated	1 November 2023
Date of Access	07 April 2025
URL	https://s2s.uk.com/resources/the-hidden-threat-e-waste-and-the-consequences-of-improper-recycling/

Authority	The article is supported by the S2S group with its contact details.
Currency	The article is written on the 1st of November 2023.
	One of the hyperlinks "following waste 360 article" links to "Waste 360" website with an article that was placed on 11 September 2023.
Accuracy	The article was compared with an article on "Waste 360" at the following url:
	https://www.waste360.com/e-waste/e-waste-is-a-curse-for-waste-recycling-operators-offenders-need-to-be-held-responsible.
	There is no bibliography or references included that makes the source less accurate.
Objectivity	The nature of the article tries to explain, inform, persuade or change the opinion of the audience to recycle e-wate – which makes the source less reliable.
Coverage	The topic explored the consequences of not recycling e-waste in depth.

Now add all this information to the Questions and Sources table you created.

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6. Task 6   *4 hours*

Engage with and use information and data

● Gather all other information and data from the sources you identified, as follows:
   o Save a copy (screenshot/copied content) of each website that you intend to use in an appropriate folder.
   o Process/summarise the information to extract appropriate information that is relevant to your information requirements (you will need the answers to the questions to create your website in Phase 3).

     o   Record/Save the information in the following way:

Copy the information and paste it in the relevant cells in the last column of the Questions and Sources table you created (the Summary of information found column).

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7. Task 7   *30 minutes*

Check Phase 1 before you hand it in

Your completed PAT Phase 1 will consist of the following:

- o   A folder with the sources that you are going to use in phase 3.
- o   **ONE** Word processing document.

IMPORTANT:

NB: Before you submit your Phase 1:

- o   Check the attached assessment guidelines step-by-step, headings and numbering of Phase 1 document correspond with headings and numbering of assessment tool.
- o   Ensure that you have completed all the required instructions.
- o   Correct all mistakes/errors before you hand in your work.
- o   Ask assistance from your teacher when you are unsure of aspects to be completed.

Assessment Tool – Phase 1

LEARNER NAME: _____   DATE HANDED IN: ___/___/2025

NOTE: This is a criterion-reference tool.

The teacher should highlight or tick applicable criteria in the second column. The number of ticks in this second column does not always determine the mark obtained in columns 4 to 8. Relate the criteria to the mark, e.g. in item 1, if answers to all 5 questions are evident, then a mark of 4 is awarded.

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
1	ORGANISATION OF DOCUMENTS (FORMAT AND ORGANISATION OF MATERIAL/EVIDENCE)							
	☐ Suitable folder structure for all 3 Phases of the PAT created. ☐ All required work/information for Phase 1 presented as a single (1) word processing document. ☐ Electronic and/or hard copies of all documents (including evidence of sources) available. ☐ All documents organised into a logical folder structure, clearly named and easy to find/navigate. ☐ **Meaningful folder and file names used.**	4	• Contains all 5 aspects	• Contains 4 of the 5 aspects	• Contains 3 of the 5 aspects	• Contains 1 or 2 of the 5 aspects	• No document	
2	FOCUS QUESTION: Amended to clearly describe the focus of the investigation							
	☐ Amended appropriately from the one provided ☐ Includes the focus area ☐ Area chosen is researchable	3		• Al three aspects clearly present	• Two of the three aspects clearly present	• Only one aspect clearly present	• Not done OR • All aspects not clearly present	

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
3	**TASK DEFINITION (± 200 words/half a page)** Clearly describes, **in the learner's own words**, the intention of the task/project (PAT), i.e. shows a thorough understanding of the problem (what the problem is), what he/she needs to investigate and why he/she is doing the investigation. Provides a clear overview of the focus of his/her investigation and the aspects to be investigated and covered as well as, how he/she will go about it, to whom it must be presented and how it must be presented.							
	□ What is the current situation and the purpose of the investigation (desired outcome?) □ What will the focus of my investigation be? □ How will I go about this investigation considering all the PAT requirements? □ Who is the target audience?	4	• All 4 questions (in criteria) are clearly answered and done in learner's own words	• Only 3 of the 4 questions (in criteria) are clearly answered and done in learner's own words	• Only 2 of the 4 questions in the criteria are clearly answered and done in learner's own words	• Only 1 of the 4 questions in the criteria are clearly answered and done in learner's own words	• Not done OR • The questions are so vaguely answered that no apparent/logical purpose can be found or • Task definition is not in learner's own words	
4	**QUESTIONS – QUALITY (Questions to guide the research – This is NOT for the QUESTIONNAIRE)** A minimum of **TEN questions**, on at least *three* different levels (e.g. 'factual/closed', 'investigate/explore', 'predict/change', 'judge/evaluate') relevant to the focus question, that will help to answer the focus question and provide a solution to the problem/focus question within the parameters of the PAT requirements, i.e. will provide qualitative as well as quantitative information.							
	□ All questions provided are relevant to the focus question and will help to answer the focus question. □ Includes a variety of questions. □ At least THREE different levels.	3		• Clearly contains all 3 aspects	• Clearly contains 2 of the 3 aspects	• Clearly contains only 1 of the 3 aspects	• No questions OR • All three aspects inappropriate	

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
5	**RESEARCH/INVESTIGATION QUESTIONS – TECHNICAL ASPECTS** Technical aspects such as organisation of questions, a minimum of *TEN questions* together with relevant sources indicated.							
	□ All organised under appropriate headings that are relevant to the topic (at least 3 headings). □ Possible appropriate source type (e.g. Internet/printed media/people) indicated for each question. □ At least **TEN** questions included.	3		• Clearly contains all 3 aspects	• Clearly contains 2 of the 3 aspects	• Clearly contains 1 of the 3 aspects	• Not done OR • All 3 aspects inappropriate	
6	**FINDING INFORMATION FOR YOUR PROJECT: SOURCES – BIBLIOGRAPHICAL INFORMATION** Appropriate sources identified to answer questions and source details clearly indicated for all sources as required by the type of source and reference function in word processor.							
	□ Source name/Title □ URL/Publisher □ Author(s)/Organisation/Publisher □ Dates (created/published/issued/ updated/accessed)	4	• Clearly provides all listed details – all 5 aspects for all sources	• Clearly provides at least 3 of the 4 listed details for all sources	• Clearly provides at least 2 of the 4 listed details for all sources • Two aspects omitted OR • All listed details for any 1 source totally omitted	• Clearly provides at least 1 of the 4 listed details for all sources	• No source details or • Only 1 of the listed details provided for any 1 source OR • Listed details for more than 1 source totally omitted	
	SOURCES – TECHNICAL Learner identified a variety of sources (at least **THREE** sources).							
	□ **TWO** websites plus □ **ONE** source from another type/media (e.g. magazine, newspaper, brochure, textbook – printed or electronic format), e-mail to an expert/interview with an expert	3		• Three sources used	• Two sources used	• Only one source used	• Not provided	

8	**EVALUATE INFORMATION**						
	A table has been completed for each source, clearly evaluating the quality of the source and its contents by providing a clear, relevant motivation/explanation for each aspect.						
	☐ Authority ☐ Currency ☐ Accuracy (provide URL or cross reference) ☐ Objectivity Coverage	4	• All 5 aspects clearly addressed and correctly motivated/ explained for all sources	• At least 4 of the 5 aspects clearly addressed and correctly motivated/ explained for all sources	• At least 3 of the 5 aspects clearly addressed and correctly motivated/ explained for all sources	• At least 2 of the 5 aspects clearly addressed and correctly motivated/ explained for all sources	• Less than 2 of the 5 aspects clearly and correctly done for all sources • Not done for all sources
9	INFORMATION – SUMMARY						
	Information from each source used is summarised **in learner's own words**. Summary gives information available in the source which is relevant to the topic and which will help to answer questions or is useful for solving the problem						
	☐ Summary (**answers to questions**) of information – for all sources used ☐ All summarised information is relevant to the topic and likely to answer questions/help solve the problem.	4	• Both aspects clearly present and all summaries are definitely in learner's own words	• Only 1 of the 2 aspects clearly present and summaries provided are learner's own words	• Both aspects clearly present but any part of any 1 summary is not in learner's own words	• Both aspects clearly present but any part of more than 1 summary is not learner's own words	• None of the 2 aspects clearly present OR • Mostly not learner's own words or • Not done
TOTAL MARK:		32				**MARK OBTAINED**	

I hereby declare that the contents of this assessment task is my own original work (except where there is clear acknowledgement and appropriate reference to the work of others) and that I have not plagiarised, copied from someone else or used work previously submitted for assessment by anyone else.

_____   ___ / ___ / 2025

SIGNATURE OF LEARNER   **DATE**

COMMENT/FEEDBACK:

_____

TEACHER NAME: _____   **TEACHER SIGNATURE:** _____   **DATE:** ___/___/2025

PHASE 2

Copy the document from Phase 1 to the Phase 2 folder. Rename the Phase 1 document to Phase 2.

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8. *Task 8*   *1 hour*

Create a questionnaire

To collect data and information that you may not find in other sources or to support data or information from other sources, **you need to ask people's opinions**. To do this you will need to compile a questionnaire. Use your knowledge from Grade 10 to create questionnaire questions and compile the questionnaire (your teacher will also provide guidance on creating the questionnaire).

● Use a Word document to design your questionnaire using controls for electronic forms (*Legacy* controls) **or** use *Google Forms or MS Forms*. (**Note**: It is easier to use the *legacy tools* or *Google Forms/MS Forms* to transfer information electronically to Excel).

● The questions in the questionnaire should help you to gather data/information from people, i.e. data/information not likely to be found in other sources, e.g. opinions or preferences.

● Remember that questions with only one answer or questions where people are able to choose an answer from a list are often easier to process.

   o Questionnaires are often easier to interpret when they have headings and clear instructions for users.

   o Group related questions together under appropriate headings.

   o Design the questionnaire to suit the way in which it will be administered, e.g. use content controls/form fields to enable respondents to complete them electronically and for you to easily save the data.

   o Make use of professional formatting.

   o You need at least *FIVE* questions, **excluding** biographical data (e.g. name, gender, age, address) of the respondent.

   o Remember that you need information that can be processed in a spreadsheet, e.g. **MS Excel**.

   It is important that you include questions that will give you data (numbers, quantities, statistics, etc.) that you will be able to process in a spreadsheet afterwards. (Try to limit the questionnaire to ONE page but you may use TWO pages if you use a Google form/MS Form)

   Examples of questions where the answers could be processed in a spreadsheet (to determine which area most people think would have the biggest impact):

   ▪ How often do you use products or services that are powered by artificial intelligence?

        a. Rarely b. Occasionally c. Frequently d. Almost always

   ▪ On a scale of 1 to 10, how concerned are you about the ethical implications of artificial intelligence?

   o Distribute the questionnaire to at least **20** people in your school to complete.

   o **IF** you have used **Google or Microsoft forms**, save the original questionnaire in PDF format in your PAT phase 2 folder after you have sent it out. Download the responses to your questionnaire as an Excel Spreadsheet and save it in the same folder. It serves as evidence that 20 responses were received.

OR

   o   **IF** you used a **Word electronic form**, save the 20 completed electronic questionnaires after they have been completed in the appropriate Phase 2 folder. Ensure that each questionnaire has an appropriate (different) file name, e.g. questionnaire 1, 2, 3, etc.

9. Task 9   *3 hours*

9.1   Create and format spreadsheet

● Remember that you need information that can be processed in a spreadsheet, e.g. **MS Excel**.

● Import/capture/download the data in a suitable format and give the spreadsheet an appropriate file name.

● Use suitable formatting to ensure that any reader will be able to easily interpret the results.

   o   Use of formatting features such as colour, borders, word wrap and styles.

   o   Make sure that column and row headings are formatted differently to other data.

9.2   Process and analyse data

● Process and analyse all data (questionnaire data as well as other data, such as costs, etc.) that may require the use of a spreadsheet.

● Use formulae and/or functions to process data and answer data questions posed in Phase 1.

   o   **Take note** of the requirements of the types and complexities of spreadsheet functions and formulas needed as specified in point 7 of the Phase 2 Assessment Instrument.

● Create appropriate, meaningful graphs in your spreadsheet application that you will be able to use in your website to substantiate/support other information, claims or arguments.

   o   You should have a least *TWO* relevant graphs that will contribute to the solution.

   o   Insert elements such as titles, labels, gridlines and/or legends.

NOTE: **You should be able to use the information obtained from these formulas, functions and graphs as findings on your website.**

● **Save the spreadsheet** in your Phase 2 folder.

10. Task 10   *3 hours*

10.1   Engage with the database.

A basic database table will be provided to you. To enable further analysis of data and information you need to process the data in the database provided so that you can create queries and reports to support/substantiate the discussion of the problem or the information/recommendations/solution.

Do not export your spreadsheet data to a database table. Use the database provided to you.

Refer to the instructions below:

● Copy the database your teacher will provide and save it in your Phase 2 folder.

● Rename the table appropriately.

● Make use of appropriate data types, as well as validation techniques to ensure that the data is captured correctly.

10.2   Create database queries.

● Create at least **TWO** queries.

  o Insert more than <u>one criterion</u>.

  o Make use of sorting and/or display options.

Take note of the requirements of the types and complexities of functions needed as specified in point 10 of Phase 2 in the Assessment Instrument.

NOTE: **You should be able to use the information obtained from these queries as findings on your website.**

11. Task 11   *1 hour*

11.1   Update the Planning and Summary Document (created in Phase 1)

● **Add a cover page** containing your name, surname, topic of the task and name of school.

● Add summarized information from your spreadsheet (**graphs**)– you will use this in phase 3 for the website.

● Add summarised information from your database (**results of queries**) – you will use this in phase 3 for the website.

● **Add/ update an automatic table of contents** (created by making use of styles).

12. Task 12   *30 minutes*

Check Phase 2 before you hand in

Your teacher will give you the date on which to submit your Phase 2 work for assessment.

Once you have completed Phase 2 of the project:

● Study the mark allocation – as in the assessment instrument attached (mark your own work in pencil).

● Ensure that the documents you want to hand in, are done according to the criteria as set out in the Phase 2 assessment instruction.

● Submit your entire PAT folder to your teacher. The following should be in your Phase 2 folder:

  o Updated planning and summary document.

  o Original questionnaire (saved as PDF if Google forms were used).

  o Completed questionnaires.

  o The completed spreadsheet with the analysis of the data and TWO graphs.

  o The completed database with ONE relevant table and TWO (2) queries.

NOTE: All Phase 2 documents should be submitted electronically.

It is advisable to store all documents electronically and not as hard copies.

Assessment Tool – Phase 2

LEARNER NAME: **DATE HANDED IN:** ___/___/2025

NOTE: This is a criterion-reference tool.

The teacher should highlight or tick applicable criteria in the second column. The number of ticks in this second column does not always determine the mark obtained in columns 4 to 8. Relate the criteria to the mark, e.g. in item 1, if answers to all 5 questions are evident, then a mark of 4 is awarded.

	CRITERIA	POSSIBLE MARK	4	3	2	1	0	MARK OBTAINED
1	**QUESTIONNAIRE – QUALITY** Well thought-out questionnaire that will provide answers to questions **<u>not likely to be found in other sources</u>** or that will lead to verifying, clarifying or supplementing other information. Some questions will enable the processing of data using spreadsheet(s) and database(s).							
	☐ All questions are relevant. ☐ Questions mostly provide answers to questions *that cannot be found in other sources* or that supplement/verify/clarify other information ☐ Includes questions that will elicit data or statistical information (numerical, or that can be converted to numbers/graphs). ☐ Clear instructions that guide users in answering the questions.	4	• Clearly contains all 4 aspects	• Clearly contains 3 of the 4 aspects	• Clearly contains 2 of the 4 aspects	• Clearly contains 1 of the 4 aspects	• No questionnaire **OR** • None of the 4 aspects clearly present	
2	**QUESTIONNAIRE - TECHNICAL** Electronically created questionnaire, professionally and appropriately designed according to the way in which it will be administered (online, via e-e-mail, or printed, e.g. created in a word processor using appropriate principles and techniques such as content controls/form fields or created in Google or Microsoft forms) that will ensure easy and appropriate answering of questions as well as accurate importing/capturing and processing of data and information.							
	☐ Form is created electronically, appropriate to the way it will be administered ☐ Questions grouped together under appropriate headings ☐ At least **FIVE** questions, *excluding* biographical data (e.g. name, gender, age, address) ☐ Professional formatting and layout with no errors. ☐ At least **TWENTY** completed forms *(if Google or Microsoft forms were used, the response in the downloaded spreadsheet is evidence of how many questionnaires were completed)*	4	• Clearly contains all 5 aspects	• Clearly contains 4 of the 5 aspects	• Clearly contains 3 of the 5 aspects	• Clearly contains at least 1 or 2 of the 5 aspects	• No questionnaire **OR** • None of the 5 aspects clearly present	

3	**SPREADSHEET – TECHNICAL** Well designed and formatted using appropriate formatting techniques (borders, shading, font alignment, etc.) with good layout and is easy to read and interpret, (row and column headings stand out). The format should contribute to readability, not hinder it.						
	□ Spreadsheet appropriately named □ Well designed, good layout (eg borders, column, row size, etc) □ Easy to read and interpret (headings are clear, etc) □ Formatting techniques used, (eg shading, alignment, etc)	**4**	• Clearly contains all 4 aspects	• Clearly contains 3 aspects	• Contains only 2 aspects	• Only 1 of the 3 aspects clearly present	• No spreadsheet OR • None of the 2 aspects clearly present
4	**SPREADSHEET – QUALITY** Relevant data used. Processing is correct and relevant/appropriate and will answer questions, show trends/patterns, provide insights and contribute to the solution.						
	□ Relevant, appropriate data collected and captured □ Relevant/appropriate processing and analysis of data □ Used more than ONE worksheet to capture data □ No processing errors/error indicators	**4**	• Clearly contains all 4 aspects	• Clearly contains 3 of the 4 aspects	• Clearly contains 2 of the 4 aspects	• Clearly contains only 1 of the 4 aspects	• Most data not relevant OR • Majority of the processing not appropriate/ relevant or totally incorrect
5	**SPREADSHEET – GRAPHS** Graphs are relevant, meaningful and serve a purpose. Correct type of graphs are used and formatted in such a way that they are easy to interpret (i.e. headings, labels, legends, etc.). This will help to answer questions and contribute to the solution or clarify or explain aspects of the problem or the solution.						
	□ At least two relevant, meaningful graphs that will contribute to the solution □ Appropriate types of graph(s) used where present □ Graph(s) is/are easy to interpret □ Correct use of titles, *labels*, gridlines and legends	**4**	• Clearly contains all 4 aspects	• At least 3 aspects included.	• At least 2 aspects included.	• At least 1 aspect included.	• No chart/graph **OR** • No relevant, meaningful graph

6	**SPREADSHEET – COMPLEXITY**							
	Level of relevant, meaningful processing done correctly. Indicate which functions/ formulas were used.							
	① Simple, general functions that only include a range/list of cell references/values (e.g. SUM, MAX, MIN, COUNT, AVERAGE, TODAY) **or** formula to substitute any one of these functions **or** simple calculations using only one arithmetic operator (+, − ,*, /) ② Less general functions that include only a range/list of cell references/values, (e.g. MEDIAN, MODE) **or** functions that include a range/list of absolute cell references/values *plus* one parameter/value (e.g. SMALL, LARGE, ROUND) **or** calculations using a combination of arithmetic/relational operators, brackets **or** calculations using a combination of any two simple functions at level ① ③ Functions including a range/list of cell references/ values *plus* two parameters/criteria **OR** functions using a range/list of cell references/values *plus* criterion with one relational operator (e.g. COUNTIF, COUNTA, COUNTBLANK, SUMIF) **OR** a combination of more than two functions **OR** calculations using a combination of any operators, brackets *and* other functions ④ More complex functions (test, true, false) **or** functions not in Grade 11 curriculum	4	• At least 1 instance of a relevant, meaningful calculation from level ④ **and** • At least 2 more calculations from level ② and/or level ③.	• At least 1 instance of a relevant, meaningful calculation from level ③ **and** • At least 2 more calculations from level ② and/or level ①.	• At least 1 instance of a relevant, meaningful calculation from level ② **and** • At least 2 more calculations from level ①.	• Relevant, meaningful, correct processing done at level ① only	• No spreadsheet **OR** • No relevant, meaningful processing done	

7	**DATABASE – DESIGN**							
	Provided database adjusted with appropriate data types, field sizes and field properties/components to ensure accurate input/capturing of data.							
	□ All fields have appropriate sizes □ All fields have appropriate data types □ At least one validation rule □ At least one other field property applied	4	• All 4 aspects clearly present	• At least 3 of the 4 aspects clearly present	• At least 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present	
8	**DATABASE – PROCESSING**							
	Two relevant, meaningful queries that are correct and will inform/support the problem/solution.							
	□ One relevant query that is correct and meaningful and will inform/support the problem/ solution/demonstrate understanding □ Second relevant query that is correct and meaningful and will inform/support the problem/ solution/demonstrate understanding	2			• Both aspects clearly present	• At least 1 aspects clearly present	• None of the 2 aspects clearly present	
9	**DATABASE – COMPLEXITY (QUERIES)**							
	Level of relevant, meaningful queries used correctly (evaluate according to 8 above)							
	① Only fields with 1 simple criterion using logical operators (for example 'X', >X, =X, not 'X', Is Null) ② Query with combined criteria using more than one field **or** One field with combined criteria, e.g. AND, OR, NOT) **or** One field with criterion including wild cards ('*' or '?') ③ Include at least one sort ④ Both queries appropriately named	4	• All 4 aspects clearly present	• All 3 aspects clearly present	• At least 2 aspects clearly present	• Only 1 of the aspects clearly present	• No relevant, appropriate, correct queries	

10	**PLANNING AND SUMMARY DOCUMENT** Updated to include the following							
	☐ Cover page containing relevant information ☐ Spreadsheet information summary/graphs ☐ Database information summary (queries) ☐ Table of contents updated to include new information/ headings/ page numbers	4	• Clearly contains all 4 aspects	• Clearly contains 3 of the 4 aspects	• Clearly contains 2 of the 4 aspects	• Clearly contains 1 of the 4 aspects	• Not updated OR • None of the 4 aspects clearly present	
11	**EVIDENCE AND ORGANISATION OF DOCUMENTS** Format and organisation of material/evidence.							
	☐ Electronic and/or hard copies of all documents/files (including spreadsheet and database) available ☐ All organised into a logic folder structure.	2			• Clearly contains both aspects	• Clearly contains 1 of the 2 aspects	• No evidence OR • None of the aspects	
TOTAL MARK:		40					**MARK OBTAINED**	

I hereby declare that the contents of this assessment task is my own original work (except where there is clear acknowledgement and appropriate reference to the work of others) and that I have not plagiarised, copied from someone else or used work previously submitted for assessment by anyone else.

_____   ___ / ___ / 2025

SIGNATURE OF LEARNER   **DATE**

COMMENT/FEEDBACK:

_____

_____

TEACHER NAME: _____   **TEACHER SIGNATURE:** _____   **DATE:** ___/___/2025

PHASE 3

The purpose of this phase of the PAT is to communicate the knowledge and insight that you have gained on the topic as well as the recommendation(s)/solution(s) to the problem.

You will create a website to share your knowledge and recommendations.

Plan and create your own online shopping or delivery/courier service. Create a webpage to explain and advertise your service.

13. Task 13	6 hours

Create a website.

- Create a website with at least a home page and TWO other pages. Save it in your Phase 3 folder making use of meaningful/appropriate file names. Your website must have a functional navigation system. Consult the HTML tag sheet that you use in class when creating the website.

- Your website should have at least the following:

  o **Home page**

      o The topic

      o The focus question and focus area

      o An abstract *(An abstract is written after the entire investigation is finished and covers the major points of your investigation and findings). It should not be a copy of the task definition*

      o A functional navigation system (link to second page and back, at least).

  o **Second page**

      o Good quality and factually correct information from your planning and summary document about the topic/your investigation. The information should be well-structured using appropriate web design principles and techniques such as headings, paragraphs, lists, horizontal lines, etc.

      o At least THREE appropriate facts/findings/graphs/results of queries relevant to the topic, focus area investigation

      o Relevant information must be grouped together using appropriate headings/sections to ensure information flows logically and coherently

      o Reference the information you share by hyperlinking it to the sources you found on the Internet

      o Hyperlink to additional good, quality information where appropriate

  o **Third page**

      o Create a webpage to advertise your online sales service OR courier/delivery service.

- Ensure that your website is well laid out, readable and has a consistent appearance. It should be easy to skim/scan the website and to find important information.

- Different elements/parts of the pages must be clearly distinguishable.

- Graphics/images should be relevant to the topic or purpose of the site, enhance understanding, display correctly and be of a high quality. Graphs must be appropriately sized and cropped. A descriptive ALT tag must be present, ensuring accessibility for disabled users.

- Use good 'standard' English and ensure there are no spelling and/or grammar mistakes.

- Acknowledge information and graphics used from other sources appropriately.

- Use tags or aspects not listed in the grade 11 curriculum (**Hint**: look at the grade 12 curriculum)

Take note of the requirements needed as specified in Phase 3 in the Assessment Instrument.

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14. Task 14   *30 minutes*

Check Phase 3 before you hand in

Your teacher will give you the date on which to submit your Phase 3 work for assessment.

Once you have completed this part of the project:

- Study the attached assessment guidelines for Phase 3. Ensure that all submitted documents correspond with the required criteria.

- Submit your entire PAT folder to your teacher—make sure that the completed questionnaires, electronic copies of sources, web pages used as sources, planning document, documents from Phase 1 and Phase2, spreadsheet, database and website are saved correctly.

- Ensure that you have completed the *Final Declaration of Authenticity*.

- Hand in the file containing any hard copy evidence you have collected and that has not been converted to electronic format.

Note: All Phase 3 documents may be submitted electronically.

Assessment Tool – Phase 3

NOTE: This is a criterion-reference tool.

The teacher should highlight or tick applicable criteria in the second column. The number of ticks in this second column does not always determine the mark obtained in columns 4 to 8. Relate the criteria to the mark, e.g. in item 1, if answers to all 3 questions are evident, then a mark of 4 is awarded.

WEBSITE

	CRITERIA	Possible mark	4	3	2	1	0	Mark obtained
1	WEBSITE – GENERAL ASPECTS							
	□ Home page with title included □ A second □ A third page. □ Saved as HTML and opens correctly – no errors	4	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present OR • No website	
2	HOME PAGE							
	□ Topic included □ Focus question and focus area included □ Abstract provides clear overview of the problem □ Abstract indicates procedures of the investigation	4	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present **OR** • No website	
3	SECOND PAGE							
	Content is organised using meaningful groupings. Headings/sections group appropriate, relevant information together. Information is logically and coherently structured.							
	□ At least **THREE** appropriate facts/findings relevant to the topic, focus area investigation □ Clearly answers the focus question □ Information linked to sources or cited correctly □ Graphics have captions	4	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present OR • information totally irrelevant	

4	THIRD PAGE(S)							
	A webpage to advertise your online sales service OR courier/delivery service.							
	□ Title and logo included. □ Brief description of the business OR services offered. □ Social Media / Contact details included. □ Suitable Graphics/pictures used.	**4**	• All 4 aspects clearly present. Easy to read and understand – reader has a clear understanding	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present	
5	WEBSITE – GENERAL APPEARANCE							
	□ All pages – consistent appearance (formatting, background, colours, layout, font, etc.) □ Colours/textures of background, fonts, form a pleasing palette, do not detract from the content or readability □ Point size varies appropriately for headings/sub-headings and text, and enhances readability □ White space and alignment used effectively to organise material and enhance readability	**4**	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present OR • No website	
6	WEBSITE – ORGANISATION AND READABILITY							
	Correct grouping and structuring of elements and information. Layout and organisation enhances readability and understanding.							
	□ Attractive and usable layout. Easy to locate all important elements/information (e.g. easy to read and skim/scan) □ Related information grouped together using appropriate headings/sections □ Different elements/parts (e.g. header/ banner/title, content, footer, credits) clearly distinguishable/separated, e.g. using horizontal lines □ Techniques such as lists, paragraphs and headings are used appropriately and correctly to structure information	**4**	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present OR • No website	

7	**WEBSITE – GRAPHICS AND ACCESSIBILITY** Relevance, quality and accessibility of graphics							
	□ All graphics are relevant to the topic/purpose of the site and supports other information □ There are no broken images (images display) □ All graphics are thoughtfully cropped/ sized, are of high quality and enhance reader interest or understanding. □ All images have an ALT tag that describes the image and its link.	**4**	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present OR • No website	
8	**WEBSITE – NAVIGATION** 15. Functional, logical/intuitive and user-friendly navigation.							
	□ A set of working hyperlinks are used to create navigation system system □ Hyperlinks use meaningful descriptive text □ Navigation system enables users to move from the home page to related pages and back (Users of the site do not become lost. There are no "dead ends") □ Navigation system is consistently placed throughout website	**4**	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present OR • No website	
9	**WEBSITE – INFORMATION – QUALITY** 16. Information presented in website is relevant and factually correct, without unnecessary duplication of any information, to enable visitors to learn more about the topic/problem. References to other good quality information provided through functional hyperlinks.							
	□ Site contains good quality, relevant and factually correct content about the topic □ Demonstrates good understanding of the information/material included in the site, □ Functional hyperlinks to sources included □ Good 'standard' language used, suited to target group with no spelling and grammar mistakes	**4**	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the 4 aspects clearly present OR • No website	

10	**WEBSITE – PLAGIARISM**						
	Followed reasonable (fair) guidelines followed that recognise material borrowed from other sources						
	□ Graphics/images from other sources clearly acknowledged □ Clear, easy-to-locate and accurate references for all borrowed material □ All information sources listed/linked	**4**	• All aspects clearly present	• Only 2 of the 3 aspects clearly	• Only 1of the 3 aspects clearly present	• Most (at least 2) aspects present	• Neither of the aspects clearly present
11	**WEBSITE – ADDITIONAL FEATURES OUTSIDE GRADE 11 CURRICULUM**						
	Learner demonstrates knowledge/skills not in curriculum but that will enhance the website						

	□ Additional tag/aspect not in curriculum
	  Specify::…………………………………………….
	
	□ Appropriate application:
	
	□ Second tag /aspect not in curriculum
	  Specify::…………………………………………….
	
	□ Appropriate application
		4	• All aspects clearly present	• Only 3 of 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 aspect clearly present	• Neither of the aspects clearly present

12	**OVERALL EVALUATION OF ALL 3 PHASES OF THE PAT**						
	General evaluation based on continuous observation and assessment of time management, commitment and growth in knowledge and skills.						
	□ Worked regularly and handed work in on time as required. □ Showed commitment and pride in work done during each Phase. □ All files clearly and appropriately named. □ Folder structure is easy to navigate.	**4**	• All 4 aspects clearly present	• Only 3 of the 4 aspects clearly present	• Only 2 of the 4 aspects clearly present	• Only 1 of the 4 aspects clearly present	• None of the aspects clearly present
	TOTAL MARK:	**48**				**MARK OBTAINED**	

I hereby declare that the contents of this assessment task is my own original work (except where there is clear acknowledgement and appropriate reference to the work of others) and that I have not plagiarised, copied from someone else or used work previously submitted for assessment by anyone else.

_____   ___ / ___ / 2025

SIGNATURE OF LEARNER   **DATE**

COMMENT/FEEDBACK:

_____

_____

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TEACHER NAME: _____   **TEACHER SIGNATURE:** _____   **DATE:** ___/___/2025

APPENDIX A

LEARNER NAME: _____

SCHOOL: _____

GRADE: _____

Assessment Summary:

Phase	Focus	Maximum Mark	Mark Obtained	Date marked
Phase 1	Find and access data and information	32		
Phase 2	Questionnaire and process data and information	40		
Phase 3	Present information/solution – Website	48		
Total		**120**		

LEARNER DECLARATION OF AUTHENTICATION

I hereby declare that the content of this assessment task is my own original work (except where there is clear acknowledgement and appropriate reference to the work of others) and has not been plagiarised, copied from someone else or previously submitted for assessment by anyone else.

LEARNER SIGNATURE _____**DATE: ___/ ___/2025**

TEACHER AUTHENTICATION DECLARATION

I hereby declare that the work assessed is solely that of the learner (except where there is clear acknowledgement and record of any advice/assistance given to the learner) concerned and was conducted under supervised/controlled conditions to ensure that the work has not been plagiarised, copied from someone else or previously submitted for assessment by anyone.

TEACHER NAME: _____

TEACHER SIGNATURE: _____   DATE: **___/ ___/2025**

APPENDIX B: Learner declaration of authenticity

Learner name		ID Number	
Grade	11	**Year**	2025
Subject	Computer Applications Technology		
Practical Assessment Task (PAT)		**Teacher**	

Did you receive any help/information from anyone to complete this project?

☐ No   ☐ Yes (provide details below)

Help/Information received from (person):	Nature of the help/information (provide evidence):

I hereby declare that the contents of this assessment task is my own original work (except where there is clear acknowledgement and appropriate reference to the work of others) and that I have not plagiarised, copied from someone else or used work previously submitted for assessment by anyone.

_____   ___ / ___ / 2025

SIGNATURE OF LEARNER   **DATE**