

SACAI

GUIDELINES FOR PRACTICAL ASSESSMENT TASK GRADE 12

2016

COMPUTER APPLICATIONS TECHNOLOGY

EXTERNALLY MODERATED AND APPROVED BY UMALUSI

These guidelines consist of 38 pages



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WHAT IS THE PAT?

It is a research project that must be individually conducted and entails extended independent work. It gives the learners an opportunity to show and demonstrate information management skills.

Learners will also be required to demonstrate their ability to use the **software applications** and **technology** which they have studied during the year to produce quality outputs in the form of:

- A brief description of the problem and the task;
- A researchable focus question;
- A set of *high quality* questions;
- A list of appropriate information *sources*;
- A questionnaire;
- Sifting, evaluation and summary of *information*;
- Management, processing and analysis of data and information (spreadsheet and database);
- A report regarding your investigation;
- A simple website which conveys information about the topic you investigated;

The PAT will be done in three Phases:

- Phase 1: Find, access and analyse information
- Phase 2: Process data and information
- Phase 3: Give solution and presenting of information
 - General: Observation and overall evaluation (part of phase 3)

MARK ALLOCATION

The PAT will make out 25% of the Grade 12 final mark for Computer Applications Technology. [(SBA = 25%; PAT = 25% + Final Examination = 50% with a final mark of 100%)]. The PAT mark is a **compulsory component** of the final certification mark. The overall mark allocation for the PAT is composed as follows:

Phase	Focus	Maximum Mark	Percentage (%)
Phase 1	Find and access data and information	36	20%
Phase 2	Process data and information	46	25%
Phase 3	Present information/solution	73	41%
General	Observation and overall evaluation	25	14%
Total		180	100

TOPIC

Cell phones – how have they changed us socially?

Just a few years ago mobile phones were a luxury item for many people but these days it is essential to many people.

An investigation must be conducted to determine **what the impact of mobile phones is on our society and how our lives are affected positively or negatively.**



Mobile phones have changed the way in which people communicate and live by influencing their own lives and the lives of other people. It has changed society in a large and deep way while it was intended as a communication tool only.

There are some negative effects, such as enhancing crime, diversion of attention, increasing social anxiety and capturing obscene audio visuals, amongst others (And are there any positive effects?).

Watch the following video and get some possible ideas:

<https://www.youtube.com/watch?v=RsO9MlalazM>

Investigate the problem of mobile phones consuming our lives and the positive or negative effects it has on our society, even though it was only designed to be a communication tool. Also provide possible solutions that you can develop from your investigation.

OVERVIEW OF PHASES

PHASE 1

What should be done in Phase 1?

Task definition – define the problem or issue at hand

To demonstrate that the problem is understood, the investigation must be defined in the form of a *task definition* before the investigation starts. The task definition should be described in approximately 300 words.

The task definition should answer the following questions clearly:

- Does it provide a clear statement of the issue/topic/problem and does it support a desired outcome?
- Why is this investigation done?
- Is the focus of the investigation indicated?
- Is the target audience indicated?
- How and in what format will the information be presented?

Also look at the Marking Rubric on page 17 for guidelines.

Formulate a focus question

The topic must be kept in mind when formulating the focus question. One broad question must be formulated which will be the focus of the investigation. The answer of the focus question must be presented as a report in *Phase 3*.

Formulate questions from the focus question which will form part of questionnaire and internet research

To solve the problem and answer the focus question, you have to ask more questions to assist you to find the appropriate data and information from the sources.

The focus question should serve as a guide to identify questions that will assist in the search for the needed data and information.

Remember that the research must contribute to create a spreadsheet and database with queries and reports.

Questions should be classified under FOUR headings, headings must be created and your questions must be divided under these four headings. The headings must be appropriate and must be derived from the main focus of the research topic.

In total there must be at least TEN questions. To ensure that the questions are of high quality and are of different levels of difficulty, the following outline should be used:

- Level 1: Provide facts (what, when, where, how many);
- Level 2: To give direction for the investigation (why, how);
- Level 3: Support predictions (if, what if);
- Level 4: Support judgement (what recommendation, what would be best);

At least THREE levels should be represented in the final list of questions. You cannot only have two different kinds of levels; you need to use a variation of three different levels of questioning.

Also look at the Marking Rubric on page 18 for guidelines.

Gather information from different types of sources

Information can be gathered from reliable sources such as questionnaires (see **Annexure A** for example of questionnaire), Internet, interviews, newspapers, etc.) The two required types of sources are questionnaires and internet sources. There must be a variety of sources – at least THREE types of sources should be used.

Creating a questionnaire

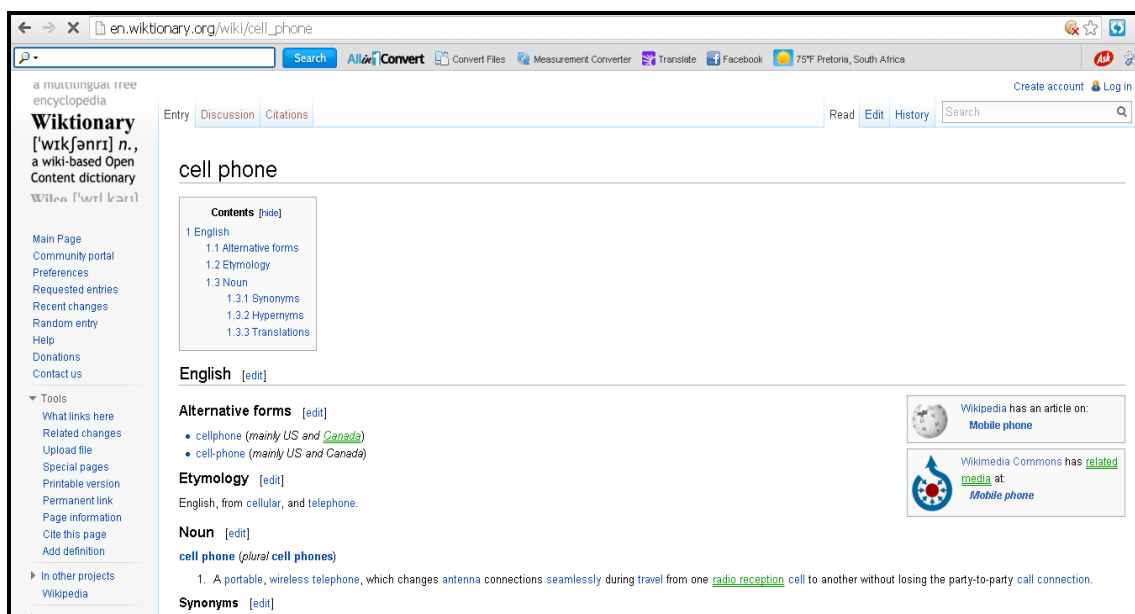
The questions in the questionnaire should help you to gather data/information such as:

- What the attitude of people is towards cell phones and the social change it brings within a community.
- What people know about the impact of cell phones on the society

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

Questionnaires are often easier to interpret when they have headings and clear instructions for users. Design the questionnaire to suit the way in which it will be administered e.g. use content controls or form fields to enable respondents to complete them electronically and for you to easily save the data.

The sources used should be acknowledged and no **plagiarism** will be tolerated. Use the following tables (next page) to indicate the sources. The first table is for Internet sources.



Source	Internet
Name of website	wiktionary
URL	http://en.wiktionary.org/wiki/cell_phone
Author(s)	71.178.189.4
Date created/updated	This page was last modified on 18 March 2014, at 18:29.

Example of printed sources (books and/or magazines):

Title of book/magazine	
Article's name/chapter/pages	
Author(s)	
Date published/issued	

Record all the information you need to create a list of references. You could already enter these into your report document using the word processing referencing functions.

What must be submitted for *Phase 1*?

- A folder that contains all documents of *Phase 1* labelled with your **name and surname** as well as '**PAT Phase 1**'.
- A single document typed in a word processor containing the following:
 - Task definition
 - Table with questions
 - Table for websites you intend to use
 - Table for other sources
 - Questionnaire that is used as annexure to main document
 - Declaration for *Phase 1*
- Copies of TWO websites that you are intending to use – save under an appropriately labelled folder.
- Copies for ONE other source that you are intending to use.
- Copies of all TWENTY completed questionnaires.
- The declaration for *Phase 1* (See Annexure B).
- Your facilitator/tutor will provide you with a date on which you must submit phase one.

The last date for the submission of the documentation for Phase at your centre, is 18 March 2016.

PHASE 2

The following should be done in *Phase 2*:

- The information obtained from relevant sources in *Phase 1* must be evaluated and summarised;
- The information that was obtained during the research must be processed and a database must be created so that queries can be made and reports can be drawn up;
- Analyse the questionnaire(s) and together with the other collected data create a spreadsheet;
- Analyse and/or manipulate other information that was gathered.

How to use the data and information that was obtained

You must ensure that you obtained suitable information so that you are able to use the data and information to reach a solution or to make recommendations to solve the problem(s) at hand. You must critically evaluate the data and information to understand it and to summarise the information in your own words.

For each source you have to complete a table similar to the one displayed below to show that you have evaluated the usefulness, relevance and quality of the information that was obtained through the sources. Make sure you include evidence of all sources that were used. You are **not allowed to copy and paste information** from the websites or other electronic sources in *Phase 2*.

Name/title of the source: _____

Criteria	Motivation / Explanation
Authority (validity of the author)	
The date the website was created/updated	
Accuracy	
Objectivity	
Coverage	
Summary of source information:	

How to process data and analyse the results of the questionnaires

You must analyse and process all sources and data that was obtained which may require the use of a spreadsheet or which you can use to create a spreadsheet.

Import or capture the data in a suitable format.

- Formatting should include the use of colour, borders, styles, etc.
- Use row and column headings and use different ways of formatting to represent different tables and information.
- Use formulae and/or functions to process data and answer the data related questions that you created in *Phase 1*. Use functions such as SUM, IF, COUNTIF, VLOOKUP, MEDIAN, MODE, NESTED IF, etc.
- The results you want to use in your report must be summarised on a separate sheet in your spreadsheet.
- You must create charts which are meaningful in your spreadsheet that will support the focus of your investigation and form part of the solution or recommendation. The charts must be easily read and must be meaningful.
- You should include TWO or more relevant charts.
- Save the spreadsheet in your *Phase 2* folder. Make sure that you use labels which are meaningful.

Create queries and reports

You have to analyse and process all source material and data that was obtained and which may require the use of a database or which you can use to create a database. You should be able to create meaningful queries and reports to support either the discussions of the problem or the solution.

- A database must be created with a clear and relevant file name and saved in the *Phase 2* folder. You must have at least 20 RECORDS that could be used to answer questions.
- Make sure that the field names and data types are appropriate. Make use of validation techniques to ensure that the data is captured correctly.
- Create at least TWO queries and at least ONE report to provide information.

What must be submitted for *Phase 2*?

- The completed database with queries and report(s);
- A single document typed in a word processor showing a table of evidence with summaries of information, summary of TWO charts from your spreadsheet and a database with queries and report(s).
- The declaration for *Phase 2* (See Annexure A).

The last date for the submission of the documentation for Phase 2 (at your centre) is 27 May 2016.

PHASE 3

In *Phase 3* the following should be done:

- Data and information must be interpreted and integrated. You have to give your own recollection/impression and understanding of the information to show some insight in answering the focus question.
- Complete the report in a word processor by using suitable techniques and principles. Use your own words.
- Create a website using HTML which considers the appropriate layout, readability and other usability issues.

FINAL REPORT

You should undoubtedly demonstrate insight about the knowledge you have obtained and to communicate recommendations/solutions for the problem. You need to draw up a report of about six to ten pages in which you will communicate your investigation and findings.

Your report should consist of the following:

- **Cover page** – you have to create an appropriate and professional custom-made cover page using content controls. The cover page should at least contain the following information:
 - Your name and surname;
 - The name of the subject;
 - The PAT topic;
 - The focus question;
 - A meaningful abstract/extract; and the
 - Date.
- A **table of contents** and other tables/references such as a table of figures, etc.
- The data and information from *Phase 2* must be used and you must demonstrate the insight and understanding that you have gained of the topic which you have researched or investigated. The length of the report should be at least 1600 to 2000 words (content only).

The outline of your report should be as follows:

Introduction

- Background information must be given to the reader and the problem must be clearly stated.
- You must also provide the purpose and focus of your investigation.

Body

- Headings from *Phase 1* and *Phase 2*; Include relevant and appropriate information under each heading to discuss the investigation and findings. Provide **THREE** meaningful arguments. All arguments should be supported and motivated by evidence from the investigation.
- Supporting evidence should be presented, e.g. charts, tables and data where applicable.
- Interpret and integrate information where necessary.
- Give recommendations or findings that clearly address the focus question or main problem.
- The information must flow and should be in sequence.
- Make use of citations, footnotes and endnotes where applicable.
- You **may NOT copy and paste from sources**. You have to use your own words.

Conclusion

A conclusion should be included using the information and evidence presented in *Phases 1 and 2*, and it should address the original problems. It must be appropriately summarised with **no new information** which was not investigated in *Phases 1 or 2*.

List of references (bibliography)

Make use of the reference function in your word processor in either the Harvard or APA referencing style. Compile the list (bibliography) from the summary documents (tables) created in *Phase 1*.

The declaration of authenticity as well as other supporting evidence appears in the **annexure**. The different parts of the report such as the cover page, table of content, etc. must be clearly separated from each other using appropriate word processing principles and techniques such as sections breaks, page breaks, etc. Different annexure must be clearly distinguishable from the main document and each other.

Graphics and charts must be used in the following ways:

- All graphics and charts that are included in the report must be meaningful and should contribute to the report.
- Charts, tables, summaries, etc. must be easily readable and interpreted.
- Captions must be provided for each item.
- Graphics obtained from the Internet or other sources must be acknowledged.

Page numbers should be inserted in the footer by using a word processing function. No page numbers must appear on the title page and the page numbers of sections such as the annexure should restart or be formatted differently.

WEBSITE

You have to create a website to demonstrate your insight on the topic and share it with a broader audience. The website should be at least a home page linked to at least two other pages. Save it in your *Phase 3* folder making use of meaningful file names.

The following must be presented in your website:

- A title;
- An introduction;
- Quality information about the topic of your investigation that is factually correct. The information should be well-structured using appropriate principles and techniques such as headings, paragraphs, lists and horizontal lines;
- Hyperlinks to other good quality information where appropriate.

Different elements or parts of the pages must be clearly distinguishable.

Graphics or images should be relevant to the topic or purpose of the site, enhance understanding, display correctly and be of a high quality. They must be appropriately sized and cropped and should also consider visually impaired users.

Good 'standard' language (English) must be used and there should be no spelling or grammar mistakes.

Remember to acknowledge information and graphics used from other sources.

What must be submitted for *Phase 3*?

- Your **entire PAT folder** must be handed in. Make sure that the questionnaires, electronic copies of sources, web pages that were used, report documents and everything else used and gathered in *Phase 1* and *Phase 2*, are saved correctly.
- The **final declaration** as part of your **report** (See Annexure C).
- A file containing all hard copies that have been collected, if it has not been converted to electronic format.

The last date for the submission of the documentation for Phase 3 at your centre/school, is 18 September 2016.

****The lecturer must have the final mark for the PAT as well as the mark out of 25% (promotion mark for PAT) ready on 16 October (See SACAI year plan).**

ANNEXURE A - QUESTIONNAIRE

It would be appreciated if you would take the time to complete this survey. The information will be treated confidentially. You do not have to supply your name.

Write the information in the space provide.

Gender: _____ (M or F)

Age: _____ (in years)

Learner/Parent _____ (L or P)

1. What, in your opinion are the two main issues to be considered when using mobile devices in the classroom? (Tick the two you consider most important).

Cost

Sustainability

Safety

Other

2. What do you think should the two main uses of mobile devices in the classroom be? (Tick the two you consider most important)

E-textbook

Watch videos/listen to podcasts

Find information/ do research

E-testing

Planning

Communication

3. Which device do you recommend? _____

Thank you for completing this survey!

ANNEXURE B – LEARNER DECLARATION

LEARNER DECLARATION

PHASE

1	2	3	General
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I understand that work submitted for assessment must be my own.

Have you received help/information from anyone to produce this work?

Yes	No
-----	----

If answered 'yes', please provide details below:

Help / information received from (name of person):	
Contact details of person mentioned above:	
Nature of the help / information:	

Learner's signature

Learner's name

Date

ANNEXURE C – LEARNER DECLARATION OF AUTHENTICITY

LEARNER DECLARATION OF AUTHENTICITY – FINAL PAT

Learner's name		Grade	12
ID number		Year	2016
Subject	Computer Applications Technology		
Practical Assessment Task (PAT)	Facilitator		

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 that I have not plagiarized, copied from someone else or used work previously submitted for assessment by anyone else.

Learner's signature

Date

MARKING RUBRIC

Phase 1

LEARNER NAME: _____ **DATE HANDED IN:** _____

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
	<p>TASK DEFINITION (± 300 words/half a page)</p> <p>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</p> <p>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.</p>							
1	<input type="checkbox"/> Why is the investigation being done? <input type="checkbox"/> What will the focus of the investigation be? <input type="checkbox"/> How will the learner go about the investigation considering the parameters of the PAT? <input type="checkbox"/> Who is the target audience? <input type="checkbox"/> In what format would my finding be presented?	4	All 5 questions in the criteria are clearly answered and it must be in the learners own words.	Only 4 of the 5 questions in the criteria are clearly answered and in learner’s own words	Only 3 of the 5 questions in the criteria are clearly answered and in learner’s own words.	Only 2 of the 5 questions are answered OR Any 1 question is not clearly stated in the learner’s own words.	Not done OR Fewer than 2 of 5 questions are answered OR Questions are vaguely answered OR Task definition is not learner’s own words.	

2	FOCUS QUESTION A clearly phrased, concise, researchable question that describes exactly what the focus to the investigation in the given scenario in the task definition.							
	<input type="checkbox"/> Clearly phrased, concise, researchable question. <input type="checkbox"/> Provides clear focus and scope for directing the investigation <input type="checkbox"/> Clearly relevant to topic	3		All aspects clearly present	Only 2 of the 3 aspects are clearly present	Only 1 of 3 aspects are clearly present	No focus question OR Vague or direction cannot be found OR Not researchable	
3	QUESTIONS – QUALITY A minimum of 10 questions on at least three different levels relevant to the focus question that will help to answer the focus question and provide a solution to the problem or focus question.							
	<input type="checkbox"/> All questions provided are relevant to the focus question and will help to answer the focus question. <input type="checkbox"/> Includes questions that will give data/statistical type answers, for example How many? <input type="checkbox"/> Includes a variety of questions (three questions on each of the three levels)	3		Clearly contains all 3 aspects	Clearly contains 2 of the 3 aspects	Clearly contains 1 of the 3 aspects	No questions OR All three aspects are inappropriate	
4	QUESTIONS – TECHNICAL ASPECTS Technical aspects such as organization of questions, number of questions and sources indicated							
	<input type="checkbox"/> All organized under appropriate headings that are relevant to the topic (at least 4 headings) <input type="checkbox"/> Possible appropriate source type indicated or each question <input type="checkbox"/> At least 10 questions included	3		Clearly contains 3 aspects	Clearly contains 2 of the 3 aspects.	Clearly contains 1 of the 3 aspects.	Not done OR All 3 aspects inappropriate	

5	<p>QUESTIONNAIRE – QUALITY Well thought-out questionnaire that will provide answers to questions not likely found in other sources for that will lead to verifying, clarifying or supplementing other information. Some questions will enable the processing of data using a spreadsheet and a database.</p> <p><input type="checkbox"/> All questions are relevant</p> <p><input type="checkbox"/> Questions mostly provide answers to questions that cannot be found in other sources.</p> <p><input type="checkbox"/> Includes questions that will elicit data or statistical information (numerical, or that can be converted to numbers</p> <p><input type="checkbox"/> Mostly new questions or derived from other questions</p> <p><input type="checkbox"/> Questions are grouped using appropriate headings</p> <p><input type="checkbox"/> Clear instructions guide users in the answering of questions.</p>	4	Clearly contains all 6 aspects	Clearly contains 5 of the 6 aspects	Clearly contains 4 of the 6 aspects	Clearly contains 3 of the 6 aspects	No questionnaire OR Fewer than 3 of the 6 aspects are clearly presented	
6	<p>QUESTIONNAIRE – TECHNICAL Electronically created questionnaire, professionally and appropriately designed according to the way in which it will be administered that will ensure easy and appropriate answering of questions as well as accurate importing/capturing and processing of data and information.</p> <p><input type="checkbox"/> Form is created electronically, appropriate to the way it will be administered.</p> <p><input type="checkbox"/> Appropriate headings with appropriate questions.</p> <p><input type="checkbox"/> Clear instructions to guide user</p> <p><input type="checkbox"/> Maximum one page with at least 5 questions excluding name, gender, age, etc</p> <p><input type="checkbox"/> At least 20 completed forms</p> <p><input type="checkbox"/> Professional formatting and layout with no errors.</p>	4	Clearly contains all 6 aspects	Clearly contains 5 of the 6 aspects	Clearly contains 4 of the 6 aspects	Clearly contains 3 of the 6 aspects	No questionnaires OR Fewer than 3 of the 6 aspects.	

EVIDENCE AND ORGANISATION OF DOCUMENTS								
Format and organisation of material/evidence								
7	<input type="checkbox"/> Electronic and/or hard copies of all documents are available. <input type="checkbox"/> All organised into a logical folder structure, clearly named and easy to find/navigate. <input type="checkbox"/> Meaningful folder and file names used.	2			Clearly contains all 3 aspects	Clearly contains 2 of the 3 aspects	No evidence OR Contains fewer than 2 of the 3 aspects.	
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 referencing functions in a word processor.								
8	<input type="checkbox"/> Source name <input type="checkbox"/> Article name/webpage/chapter/pages <input type="checkbox"/> Author <input type="checkbox"/> URL <input type="checkbox"/> Dates <input type="checkbox"/> Publisher	4	Clearly provides all listed details – at least 5 or all 6 aspects for all sources	Clearly provides at least 4 of the 6 listed details for all sources	Clearly provides at least 3 of the 6 listed details for all sources	Clearly provides at least 2 of the 6 listed details for all sources.	No source details OR Only 1 listed detail OR More than 1 source totally omitted.	
SOURCES – TECHNICAL								
Learner identified a variety of sources (at least three sources, excluding questionnaires)								
9	Number of sources, excluding questionnaires, <input type="checkbox"/> 2 websites plus <input type="checkbox"/> 1 from another type (newspaper, e-mail, etc)	2			Correct number and variety of sources	Too few or not an appropriate variety	Not provided	
PHASE 1 DOCUMENT								
One word processing document that contains all information required for phase 1 (including a copy of the questionnaires as an annexure but excluding other information sources) and that provides hyperlinks to other files/evidence/source to facilitate easy navigation and easy access to all other files/evidence/sources.								
10	<input type="checkbox"/> All required work/information for Phase 1 presented as a single document <input type="checkbox"/> Includes screen shot of folder structure <input type="checkbox"/> Hyperlinks/bookmarks in document and/or source table lead to relevant information and work/open correctly.	3		Clearly contains all 3 aspects	Clearly contains 2 of the 3 aspects	Clearly contains 1 of the 3 aspects	No document	

11	PHASE 1 DOCUMENT – TECHNICAL QUALITY							
	Professional presentation that uses sound and correct word processing principles and techniques							
Well structured, legible, professional document. <input type="checkbox"/> Appropriate, readable fonts, size and number of headings given due prominence <input type="checkbox"/> Appropriate line and paragraph spacing <input type="checkbox"/> Appropriate word spacing and punctuation. <input type="checkbox"/> No spelling or grammar mistakes <input type="checkbox"/> Consistent formatting throughout.	4	Clearly contains all 5 aspects	Clearly contains 4 of the 5 aspects	Clearly contains 3 of the 5 aspects	Clearly contains 2 of the 5 aspects	No document OR Contains fewer than 2 of the 5 aspects OR Totally unstructured, not readable or unprofessional		
TOTAL MARK:		36	MARK OBTAINED					
COMMENT/FEEDBACK								
TEACHER NAME:			TEACHER SIGNATURE:			DATE:		

MARKING RUBRIC

Phase 2

LEARNER NAME: _____ DATE HANDED IN: _____

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	INFORMATION – EVALUATION A table has been completed for each source, clearly evaluating the quality of the source and its content by providing a clear, relevant motivation/explanation for each aspect.							
	<input type="checkbox"/> Authority <input type="checkbox"/> Currency <input type="checkbox"/> Accuracy <input type="checkbox"/> Objectivity <input type="checkbox"/> 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	Fewer than 2 of the 5 aspects clearly and correctly done for all sources OR Not done for all sources.	
2	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.							
	<input type="checkbox"/> Summary of information – all sources <input type="checkbox"/> All summarised information is relevant to the topic and likely to answer questions/ help solve the problem/ demonstrate understanding of clear links.	4	Both aspects clearly present and all summaries are definitely 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.	Neither of the 2 aspects clearly present OR Mostly not learner's words OR Not done.	

3	SPREADSHEET - TECHNICAL							
	Well designed and formatted using appropriate formatting techniques (borders, shading, etc) with good layout and is easy to read and interpret. The format should contribute to readability, not hinder it.							
	<input type="checkbox"/> Well designed and formatted	2			Both aspects clearly present	Only 1 aspect is clearly present	No spreadsheet OR Neither aspect.	
	<input type="checkbox"/> Good layout, easy to read and interpret							
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.							
	<input type="checkbox"/> Relevant, appropriate data collected and captured.	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.	Most data not relevant OR Majority of the processing not appropriate or totally incorrect	
	<input type="checkbox"/> Relevant/appropriate processing and analysis of data							
	<input type="checkbox"/> Analysis includes relevant, appropriate data other than the questionnaire/survey data.							
	<input type="checkbox"/> No processing errors							
5	SPREADSHEET - GRAPHS							
	Graphs are relevant, meaningful and serve a purpose, are of the correct type and formatted to be easy to interpret. The graphs will help to answer questions and contribute to the solution/explain aspects of the problem/solution.							
	<input type="checkbox"/> At least two relevant, meaningful graphs, correctly done that will contribute to the solution.	4	Clearly contains all 3 aspects	At least 2 graphs are meaningful and contribute to the solution but either 1 is of the incorrect type or not easy to interpret	Only 1 meaningful graph of the correct type that contributes to the solution and is easy to interpret.	Only 1 meaningful graph that contributes to the solution but is either not easy to interpret or of the incorrect type	No chart/graph OR Not relevant, meaningful graph	
	<input type="checkbox"/> Correct type of graph used							
	<input type="checkbox"/> Easy to interpret.							

SPREADSHEET - COMPLEXITY							
Level of relevant, meaningful processing done correctly							
6	<p>1. Simple functions that only include a range/list of cell reference/values/list of text (e.g. SUM, MAX, MIN, COUNT, AVERAGE, MODE, MEDIAN, CONCATENATE, LEN, VALUE) or formula to substitute any one of these functions or simple calculations using only one operator (+; -; *; /)</p> <p>2. Functions that include a range/text/values/list of cell references/list of text plus one parameter/criterion (ROUND, LARGE, SMALL, LEFT, RIGHT), or functions using range of cell references plus criterion with one relational operator (COUNTIF, SUMIF) or calculations using a combination of operators, brackets or calculations using a combination of any two simple functions at level 1</p> <p>3. Functions including a range/text/list of cell references/list plus two parameters/criteria (POWER, MID, FIND) or simple If function or a combination or more than two functions or calculations using a combination of operators, brackets and other functions or calculations using date/time functions or variation of known functions (ROUNDUP, RANDBETWEEN, TEXT, MAXA)</p> <p>4. Lookup or nested IF function or IF function using Boolean operators or complex calculations (combine functions and operators) or functions not in curriculum</p>	4	At least 1 instance of relevant, meaningful processing each at level 3 and level 4, done correctly.	At least 1 instance of relevant, meaningful processing each at level 2 and level 3, done correctly.	At least 1 instance of relevant, meaningful processing each at level 2 done correctly.	Relevant, meaningful, correct processing done at level 1 only	No spreadsheet OR No relevant, meaningful processing done.

7	<p>DATABASE - DESIGN Well designed and formatted with appropriate data types, filed names and field properties/components to ensure accurate input/capturing of data. A single field contains one piece of data (title, name, surname in three separate fields)</p>	<input type="checkbox"/> At least 20 appropriate, relevant records in 1 or more tables. <input type="checkbox"/> All fields have appropriate names, data types and size <input type="checkbox"/> All fields use appropriate components/properties to ensure accurate capturing where appropriate <input type="checkbox"/> All fields contain single pieces (entities)	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	No database OR None of the 4 aspects clearly present	
8	<p>DATABASE - PROCESSING At least two relevant, meaningful queries and one relevant, meaningful report that are correct and will inform/support the problem/solution.</p>	<input type="checkbox"/> At least two relevant queries that are correct and meaningful and will inform/support the problem/solution demonstrate understanding of appropriate links. <input type="checkbox"/> At least one relevant, meaningful and correct report that informs/supports the problem/ solution	3		Both aspects clearly present	At least 1 report and only 1 query relevant, meaningful, correct	Only 1 of the aspects clearly present	No database OR Neither of the 2 aspects clearly present	
9	<p>DATABASE – COMPLEXITY OF QUERIES Level of relevant, meaningful queries used correctly (evaluate according to 8 above)</p>	<ol style="list-style-type: none"> Only fields with one simple criterion (e.g. “X”, >X, =X, not “X”, Is Null) One field with combined criteria using Boolean and relational operators (e.g. “X” or “Y”, >1 and <10 or replacements such as between 1 and 10) or 1 field with criterion including wildcard or 1 field with level 1 criteria that includes sort/display options. More than two fields with at least level 2 	4	Any 1 relevant, meaningful query at level 3 and level 4 used correctly	Any 1 relevant, meaningful query at level 2 and level 3 used correctly	Any 1 relevant, meaningful query at level 2 used correctly and level 1 used correctly.	Relevant, meaningful, correct queries at level 1 only	No database OR No relevant, appropriate, correct queries.	

	<p>criteria or 1 simple calculated field (SUM, MIN, MAX, AVG, COUNT or calculations replacing these functions or calculation using 1 operator (+, -, *, /)) or 1 field with a criterion using complex combinations (AVG[Z] and between 1 and 10)</p> <p>4. One calculated field with complex calculations (e.g. combine functions and operators) or query using more than one table or query using criteria not in curriculum/ transferred from functions used in spreadsheet, e.g. IF, LEN</p>							
	<p>DATABASE – COMPLEXITY OF REPORT Level of relevant, meaningful report used correctly (evaluate according to 8 above)</p>							
10	<p>1. Simple, not grouped, no calculations, no filters, but sorted on 1 field</p> <p>2. Not grouped with 1 simple calculation only (MIN, MAX, SUM, AVG, COUNT), or grouped without any calculations or grouped with sorted option.</p> <p>3. Grouped with 1 simple group and 1 simple report calculation or not grouped with simple report calculations on more than one field.</p> <p>4. Grouped with simple report and group calculations on more than 1 field or grouped/not grouped with 1 calculated field added or grouped/ not grouped with complex group and/or report calculation (combination of fields, operators, functions) or function used transferred from spreadsheet/not in curriculum.</p>	4	Any 1 relevant, meaningful report at level 3 and level 4 used correctly.	Any 1 relevant, meaningful report at level 2 and level 3 used correctly	Any 1 relevant, meaningful report at level 2 used correctly	Relevant, meaningful, correct report at level 1 only	No database OR No relevant, appropriate report	

11	EVIDENCE AND ORGANISATION OF DOCUMENTS								
	Format and organisation of material/evidence								
	<input type="checkbox"/> Electronic and / or hard copies of all documents / files (including spreadsheet and database) available. <input type="checkbox"/> All organised into a logic folder structure, clearly named and easy to find/ navigate <input type="checkbox"/> Meaningful folder and file names used.	2			Clearly contains all 3 aspects	Clearly contains 2 of the 3 aspects	No evidence OR Contains fewer than 2 of the 3 aspects.		
12	PHASE 2 DOCUMENT								
	One word processing document that contains all information required or Phase 2 (including a copy of the questionnaire as an annexure but excluding other information sources) and that provides hyperlinks to other files/evidence/sources to facilitate easy navigation and easy access to all other files/evidence/sources.								
	<input type="checkbox"/> All required work/information for Phase 2 presented as a single document. <input type="checkbox"/> Includes screen shot of folder structure <input type="checkbox"/> Hyperlinks/bookmarks in document and/or source table lead to relevant information/sources and work/ open correctly.	3		Clearly contains all 3 aspects	Clearly contains 2 of the 3 aspects	Clearly contains 1 of the 3 aspects	No document		
13	PHASE 2 DOCUMENT – TECHNICAL QUALITY								
	<input type="checkbox"/> Appropriate, readable fonts, size and number. Headings given due prominence. <input type="checkbox"/> Appropriate line and paragraph spacing <input type="checkbox"/> Appropriate word spacing and punctuation <input type="checkbox"/> No spelling or grammar mistakes <input type="checkbox"/> Consistent formatting throughout	4	Clearly contains all 5 aspects	Clearly contains 4 of the 5 aspects	Clearly contains 3 of the 5 aspects	Clearly contains 2 of the 5 aspects	No document OR Contains fewer than 2 of the 5 aspects OR Totally unstructured, not readable or unprofessional.		
TOTAL MARK:		46	MARK OBTAINED						

COMMENT/FEEDBACK		
TEACHER NAME:	TEACHER SIGNATURE:	DATE:

MARKING RUBRIC**Phase 3**

LEARNER NAME: _____ DATE HANDED IN: _____

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.

REPORT

	Criteria	Possible mark	4	3	2	1	0	Mark obtained
1	REPORT - INTRODUCTION Clear, concise introduction providing background information that tells the reader what the report is about. Clearly states the problem, purpose and the focus of the investigation. Answer the questions: What is the problem? What was the purpose of the investigation/ Why did you do the investigation? What was your focus (which aspect did you investigate)?							
	<input type="checkbox"/> Clear overview of problem <input type="checkbox"/> Purpose of the investigation clearly stated <input type="checkbox"/> Clear focus: which aspect investigated	4	All 3 aspects clearly stated and no other / unnecessary information	All 3 aspects clearly sated but with other / unnecessary information	Only 2 of the 3 aspects clearly stated	Only 1 of the 3 aspects clearly stated (only copy of task definition)	None of the 3 aspects clearly stated.	
2	REPORT – DISCUSSION (BODY) - ORGANISATION Content is organised using meaningful headings similar to headings in Phase 1. Headings group appropriate, relevant information together. Body paragraphs for each heading discuss the investigation. Information is logically and coherently structured.							
	<input type="checkbox"/> At least four appropriate headings relevant to the investigation <input type="checkbox"/> Relevant information grouped together under the appropriate headings. <input type="checkbox"/> Headings same as/similar to headings in phase one – clear link	3		All 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present.	None of the 3 aspects present or correctly done.	

3	<p>REPORT – DISCUSSION (BODY) – INFORMATION USED, CONTENT RELEVANCE AND FLOW Information used from Phase 1 and 2 (summaries, questionnaire, spreadsheet and database) and all information/data/graphics (graphs, charts, pictures) used are relevant to the investigation / supportive of different aspects within the investigation and address the minimum information requirements (problem, impact, consequences, solutions, role, facts/stats). The information is logically sequenced and flows naturally from one aspect to the next to ensure easy reading and clear understanding.</p>							
	<p><input type="checkbox"/> All information is appropriate, relevant and addresses the minimum information requirements</p> <p><input type="checkbox"/> Relevant, appropriate data/information used from all processing in Phases 1 and 2.</p> <p><input type="checkbox"/> All graphics used are relevant and appropriate</p> <p><input type="checkbox"/> All information logically sequenced and flows naturally from one heading/paragraph to next</p>	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	
4	<p>REPORT – DISCUSSION (BODY) – ARGUMENTS & SUPPORTING INFORMATION Discussion contains at least three relevant, appropriate arguments/claims related to the investigation that are supported by data/information gathered and processed (charts/graphs/queries/reports, etc) or manipulated (combined, integrated and synthesized from various sources) and includes a meaningful explanation of how or why the data/information supports the argument/claim (connects data/information to argument/claim)</p>							
	<p><input type="checkbox"/> At least 3 appropriate claims / arguments that are appropriate and relevant to the investigation.</p> <p><input type="checkbox"/> All claims / arguments are supported by relevant, appropriate data/information.</p> <p><input type="checkbox"/> Meaningful explanation of how or why the evidence supports the argument / claim</p>	4	All 3 aspects clearly present for all claims/arguments	All 3 aspects clearly present for most claims/arguments	Only 2 aspects clearly present for all claims/arguments OR All 3 aspects clearly present for only 1 claim/argument	Only 1 aspects clearly present for all claims/arguments OR Only 2 aspects clearly present for some claim/argument	None of the 3 aspects clearly present OR Not done OR Claims/arguments not meaningful / totally irrelevant.	

5	REPORT – FINDINGS/RECOMMENDATIONS All findings/recommendations are clear and effectively address the original problem/investigation. The findings/recommendations convey knowledge gained and the learner’s understanding of the problem and investigation, as well as some new/thoughtful ideas/insights that address the problem							
	<input type="checkbox"/> All findings/ recommendations clearly stated <input type="checkbox"/> All findings/ recommendations clearly and effectively address/support the original problem/investigation <input type="checkbox"/> All findings/recommendations convey knowledge gained/understanding of the problem and investigation. <input type="checkbox"/> Findings/recommendations include some new/thoughtful ideas/insights about the problem/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 findings/recommendation	
6	REPORT - CONCLUSION Meaningful and logical conclusion drawn from the information and evidence presented, and which addresses the original problem/investigation, appropriately summarised. Any new information presented at this point must have been appropriately investigated/researched, with supporting evidence.							
	<input type="checkbox"/> Conclusion present <input type="checkbox"/> Conclusion drawn from information presented in report and addresses the original problem statement/focus in light of the evidence presented <input type="checkbox"/> Conclusion is meaningful and logical <input type="checkbox"/> No new information included that is not researched.	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 conclusion	
7	REPORT – PLAGIARISM ISSUES Presented in learner’s own words with all sources cited and all graphics from other sources acknowledged. Signed declaration of authenticity is included.							
	<input type="checkbox"/> All sources used are clearly and appropriately acknowledged <input type="checkbox"/> Graphics from other sources are clearly and appropriately acknowledge. <input type="checkbox"/> Declaration of authenticity signed and added as appendix	4	All 3 aspects clearly present and report are clearly learner’s own words.	Only 2 of the 3 aspects clearly present and report is clearly learner’s own work	Only 1 of the 3 aspects clearly present and report is clearly learner’s own work	Any number of aspects clearly present, but not in learner’s own words in one or more places.	Definitely not learner’s own words OR None of the 3 aspects clearly present.	

8	REPORT – TECHNICAL ASPECTS – ACKNOWLEDGEMENT & EVIDENCE							
	Professional, well-structured document that gives credit to sources used, using sound word processing functions, principles and techniques.							
9	REPORT – TECHNICAL ASPECTS – COVER PAGE							
	Professional, well-structured, custom-made cover page using appropriate content controls. Display all required information (Name, surname, centre name, PAT, topic, focus question as well as a meaningful abstract/extract)							
10	REPORT – TECHNICAL ASPECTS – EASE OF NAVIGATION							
	Professional, well-structured document that is easy to navigate and in which information is easy to find.							
	<input type="checkbox"/> Automatic reference list/bibliography correctly inserted <input type="checkbox"/> Automatic, appropriate captions correctly inserted for all tables/figures. <input type="checkbox"/> Appropriate citations correctly used and inserted. <input type="checkbox"/> Supporting documentation added as part of document, clearly distinguishable from main document	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 Not done.	
	<input type="checkbox"/> Professional, custom-made cover page using appropriate controls for type of information, correctly. <input type="checkbox"/> All required information included on cover page as in heading above <input type="checkbox"/> Meaningful abstract/extract included.	4	All 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	Cover page added with no suitable control components	No cover page added.	
	<input type="checkbox"/> Automatic table of contents, correctly inserted <input type="checkbox"/> Other tables (tables, figures) correctly inserted. <input type="checkbox"/> Page numbers appropriately used and correctly inserted (e.g. no page numbers on cover page, page numbers of each annexure restart at 1/appears in a different format) <input type="checkbox"/> Hyperlinks/bookmarks (other than the table of contents) appropriately and correctly used to navigate within document or to other documents, e.g. spreadsheet	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 Totally dysfunctional	

11	REPORT – TECHNICAL ASPECTS - GENERAL							
	One word processing document that contains all information required for Phase 3, professionally rounded off, using appropriate word processing functions, principles and techniques correctly.							
	Well-structured, legible, professional document. <input type="checkbox"/> Appropriate, readable fonts, size and number (not more than two) <input type="checkbox"/> Headings given due prominence <input type="checkbox"/> Appropriate line and paragraph spacing <input type="checkbox"/> Correct word spacing <input type="checkbox"/> No spelling or grammar mistakes <input type="checkbox"/> Consistent formatting throughout.	4	All 6 aspects clearly present	Only 5 of the 6 aspects clearly present	Only 4 of the 6 aspects clearly present	Only 3 of the 6 aspects clearly present	Fewer than 3 of the 6 aspects are clearly present OR Totally unstructured, not readable or unprofessional	
TOTAL MARK:		43	MARK OBTAINED					

WEBSITE

	Criteria	Possible mark	4	3	2	1	0	Mark obtained
12	WEBSITE – GENERAL ASPECTS							
	<input type="checkbox"/> Home page with title included <input type="checkbox"/> Two other pages <input type="checkbox"/> Saved as HTML and opens correctly – no errors <input type="checkbox"/> Suited to audience	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 present OR No website	
13	WEBSITE – GENERAL APPEARANCE							
	<input type="checkbox"/> All pages – consistent appearance (formatting, background, colours, layout, font, etc) <input type="checkbox"/> Colours/textures of background, fonts form a pleasing palette, do not detract from the content or readability <input type="checkbox"/> Point size varies appropriately for headings/sub-headings and text, and enhances readability. <input type="checkbox"/> 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 present OR No website	
14	WEBSITE – ORGANISATION AND READABILITY							
	Correct grouping and structuring of elements and information. Layout and organisation enhances readability and understanding.							
	<input type="checkbox"/> Attractive and usable layout. Easy to locate all important elements/information (e.g. easy to read and skim/scan) <input type="checkbox"/> Related information grouped together <input type="checkbox"/> Different elements clearly distinguishable <input type="checkbox"/> Techniques such as list, tables, etc 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 present OR No website	

15	<p>WEBSITE – GRAPHICS AND ACCESSIBILITY Relevance, quality and accessibility of graphics</p> <p><input type="checkbox"/> All graphics are relevant to the topic/purpose of the site</p> <p><input type="checkbox"/> There are no broken images (image display)</p> <p><input type="checkbox"/> All graphics are thoughtfully cropped /sized, are of high quality and enhance reader interest or understanding.</p> <p><input type="checkbox"/> All images have an ALT tag that describes the image and its link to ensure accessibility to visually impaired people</p>	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 present OR No website	
16	<p>WEBSITE - NAVIGATION Functional, logical/intuitive and user-friendly navigation</p> <p><input type="checkbox"/> Use is made of working hyperlinks to create a navigation system which allows users to move from the home page to related pages and back.</p> <p><input type="checkbox"/> Hyperlinks use meaningful descriptive text</p> <p><input type="checkbox"/> Users of the site do not become lost. There are no “dead ends”</p> <p><input type="checkbox"/> Navigation system is consistently placed throughout website.</p>	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 present OR No website	
17	<p>WEBSITE – INFORMATION - QUALITY 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.</p> <p><input type="checkbox"/> Site contains good quality, relevant and factually correct content about the topic</p> <p><input type="checkbox"/> Demonstrates good understanding of the information/material included in the site, and where to find additional, good quality information presented in functional hyperlinks</p> <p><input type="checkbox"/> Good standard language used, suited to target group with no spelling or grammar mistakes.</p> <p><input type="checkbox"/> No unnecessary duplication of information</p>	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 present OR No website	

18	WEBSITE - PLAGIARISM							
	Fair user guidelines followed that recognise material borrowed from other sources.							
	<input type="checkbox"/> Graphics/images from other sources clearly acknowledged <input type="checkbox"/> Clear, easy-to-locate and accurate citations for all borrowed material	4	Both aspects clearly present and content written in learner's own words.	Only 1 of the 2 aspects clearly present and content written in learner's own words.	Either or both aspects present but any one part not learner's own words	Either or both aspects present but mostly not learner's own words.	Neither of the 2 aspects clearly present OR Wholly not learner's own words.	
19	WEBSITE – ADDITIONAL TAGS/FEATURES USED (OUTSIDE CURRICULUM)							
	Learner demonstrates knowledge/skills not included in the curriculum, but that enhance the website, appropriately and meaningfully used.							
	<input type="checkbox"/> List the tags/aspects (maximum 2)	2	One mark for each feature used correctly, appropriately, meaningfully and that clearly enhances the website (to maximum of 2 marks)					
TOTAL MARK:		30	MARK OBTAINED					
COMMENT/FEDBACK								
TEACHER NAME:			TEACHER SIGNATURE:			DATE:		

General evaluation based on continuous observation and final impression

The learner'/learner's PAT:

<p>20 – 25 marks</p>	<ul style="list-style-type: none"> • Independently identifies his/her focus area and produces effective planning. • carries out the project in a highly organized fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. • shows clear evidence of detailed, critical investigation involving the selection and evaluation of a wide range of resources. • processes and analyses data effectively and applies findings to good effect. • shows clear links between sources of information and the focus question and fully explores the complexities of the topic. • identifies, fully explores and addresses problems and/or issues. • selects and uses a range of skills including, where appropriate, new technologies, to achieve high quality outcomes that fully realize the intentions of the project and to draw conclusions. • carries out full, in-depth evaluations, showing a high level of insight into how he/she conducted the project and the limitations of the resources at his/her disposal. • effectively presents conclusions clearly, in an appropriate format with excellent supporting evidence. • shows a deep and extensive knowledge and understanding of the focus area of investigation through his/her responses to questions.
<p>15 – 19 marks</p>	<ul style="list-style-type: none"> • identifies his/her focus area with minimum guidance and produces planning that enables him/her to demonstrate some higher level organizational skills. • works independently in carrying out the project and responds to guidance given. • shows evidence of reasonable investigation involving the selection and evaluation of a reasonable range of sources. • processes and analyses data and applies findings. • shows links between sources of information and the focus question and explores some complexities of the topic. • identifies and addresses some problems and/or issues. • employs a range of skills to generally achieve the intended outcomes to a competent standard. In his/her evaluations, he/she reflects effectively on the final outcome and on his/her strengths and weaknesses in carrying out the project. • clearly presents conclusions in an appropriate format with sound supporting evidence. • shows a good knowledge and understanding of the focus area of investigation through his/her responses to questions
<p>10 – 14 marks</p>	<ul style="list-style-type: none"> • identifies their focus area with reasonable guidance and produces a workable planning. • mostly works independently and shows some organizational skills in completing the project. There is some evidence that he/she responds to guidance given. • shows evidence of some investigation involving a selection and evaluation of minimum resources. • processes and analyses some of the data and applies some findings. • makes some links between the sources of information and the focus question. • uses a range of skills to partially realize the intended outcomes. • presents outcomes and conclusions with some supporting evidence. • demonstrates reasonable knowledge and understanding of the focus area through his/her responses to questions.
<p>1 – 9 marks</p>	<ul style="list-style-type: none"> • identifies their focus area with extensive guidance and produces minimum planning. • shows little organizational skills in completing the project. There is minimal evidence that he/she has responded to guidance given. • shows limited investigation involving limited resources. • processes and analyses minimal data and applies minimum findings. • makes little or no links between the sources of information and the focus question. • shows limited skills used to reach intended outcomes. Gives little thought to the way the final outcomes have emerged and to this/her own strengths and weaknesses in carrying out the project. • presents limited outcomes and conclusions with little or no supporting evidence. • demonstrates limited knowledge and understanding of the focus area through his/her responses to questions. • provides evidence of a high degree of plagiarism.

LEARNER NAME: _____

DATE: _____

Assessment Summary

Phase	Focus	Maximum Mark	Mark Obtained	
Phase 1	Find and access data and information	36		
Phase 2	Process data and information	46		
Phase 3	Present information/solution – Report	43		
Phase 3	Present information/solution – Website	30		
General	Observations made and overall evaluation	25		
	TOTAL	180		/180
				/100