COMPUTER APPLICATIONS TECHNOLOGY

Practical Assessment Task

Working document for the learner

Grade 11

2019

This document consists of 35 pages.
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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:
  - Word processing software
  - Spreadsheet software
  - 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.)

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Outcome</th>
<th>Focus</th>
<th>Maximum Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>• A suitable folder</td>
<td>• Find and access data and information.</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>• A short description of the problem and the task.</td>
<td>• Decide what the focus of your research will be and which applications you would like to share with other learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A set of quality questions to answer the focus question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Information about the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ List of relevant sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Selected information evaluated and summarised.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 2</td>
<td>• Questionnaire drawn up and completed in a word processing document</td>
<td>• Get information/data about the topic from people (not likely to be found in other sources).</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>• Spreadsheet (MS Excel) worksheet</td>
<td>• Process data and information (To show the management, application and analysis of data and information.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Database (MS Access)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 3</td>
<td>• A report to summarise your research.</td>
<td>• Present information and solutions collected in phases 1 and 2.</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>• A website to give information about the researched topics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1: PAT outline**

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.
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 learners
- 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.
**Promoting Digital Citizenship through safe and responsible use of ICT**

*Young people and the internet continue to change!*

The online world can be an empowering, fascinating and challenging place. How do we shape the future of Internet use so that it is used to its full potential and still be a safe, positive experience for everyone?

ICT has changed the way we learn, travel, work, interact and participate. ICT holds so many opportunities and benefits for society to access basic services and participate productively in many online activities, for example:

- distance and/or lifelong learning
- e-health services
- e-commerce options
- social media
- online gaming
- assistive technologies for persons with disabilities (PWDs),
- ICT for disaster management, etc.

However, the very same online activities present a range of social and ethical issues that we have to cope with. All over the world, many concerns and issues have been raised, such as

- online safety and security (identity theft, scams, phishing, hacking, online predators and cyber bullying)
- the misuse of information (plagiarism, access to inappropriate/unauthorised contents and misrepresentation possibly in the form of fake news)
- health and mental threats (repetitive strain injuries, gaming, unlimited screen time and internet addiction).

The focus question that you are required to answer is:

How can digital citizenship be promoted to instil the safe and responsible use of online activities for young people?

Your task is to:

- Choose ONE to TWO online activities to focus your investigation on.
- Investigate some of the problems that users are experiencing as a digital citizen in this/these online activity/activities.
- Ask/Pose research questions that you will assist you with your investigation:
  - Are young people involved in this online activity?
  - Which (sites/services) do they use to take part in this online activity?
  - What digital devices do young people use for this online activity?
  - What are the benefits of using this online activity?
  - What are the challenges/dangers of this online activity?
  - What can young people do to keep themselves safe during this online activity?
  - What practices or behaviours contribute to unsafe and irresponsible use of this online activity?
  - How can young people be assisted/supported by figures of authority with the responsible use of this online activity?
- Gather and analyse data relevant to the investigation
- Identify a suitable audience (such as the learners in your class or the school management at your school, etc) and present your research and findings using a report that would be suitable for use by the specific audience

Consider some of the following areas:

- A description of Digital Citizenship
- A description of the online activity
- Which aspects of this online activity bring opportunities for young people?
- Which aspects of this online activity bring risks for young people?
- How do young people cope with these online risks?
- Do all young people face similar challenges? (Think of young people who are disadvantaged and/or vulnerable)
- Do all countries face similar challenges?
Possible ideas you could use for your recommendations, solutions or conclusion in your report:

- Ways in which young people can minimise their risks while taking part in this online activity.
- Ways in which parents can support their children in this online activity.
- How parents can maximise their children’s benefit taking part in this online activity and minimise their risks of harm? (Suggested recommendations for parents)
- What actions are needed from schools to maximise benefits taking part in this online activity and to minimise harm?
- What actions are needed from industry to maximise benefits taking part in this online activity and to minimise harm?
- What actions are needed from children’s organisations to maximise benefits taking part in this online activity and to minimise harm?
- What actions are needed from government to maximise benefits taking part in this online activity and to minimise harm?
- What policies can be put in place to protect young people from harm while they are taking part in this online activity?

- Some more ideas/considerations:
  - Online services: people use and/or the age restrictions of registering to use these tools
  - Types of crimes or offences in this online activity and the consequences of committing these acts.

The following data is from a survey done in 35 countries to show what young people do when online:

![Figure 1: Data of daily online activities of 9–16 year olds in 2010 and 2014 (Net Children Go Mobile)](image)

Possible resources you may wish to consult:

https://www.commonsensemedia.org/social-media-social-life-infographic
https://education.microsoft.com/GetTrained/digital-citizenship
PHASE 1

1 Create a suitable folder structure

1.1 Create a suitable **computerised folder structure** 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
    - Report (MS Word)
  - Phase 2 (Folder)
    - Original questionnaire
    - Completed questionnaires saved in a subfolder
    - Spreadsheet (MS Excel) document
    - Database (MS Access) document
    - Report (MS Word) *copied from the Phase 1 folder*
  - Phase 3 (Folder)
    - Final report (MS Word) *copied from the Phase 2 folder*
    - Website (HTML)

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
- **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 Create a report

Now start the word processing report that will be used as the final product to communicate your findings and conclusions. Don't worry if you are unfamiliar with some of the 'headings'; you are simply putting together the structure at this stage. You will add content (and other headings) to this report document throughout the course of the three phases of the PAT.
Create a word processing report containing the following:

- **A cover page**
  A professional-looking, well-structured, custom-made cover page using appropriate content controls in order to add:
  - Your name and surname
  - The name of your school
  - The subject name and the PAT topic
  - A content control for the abstract

- **An automatic table of contents**

- **Headings**
  Add the following provisional headings:
  - Table of contents
  - Introduction
  - Task Definition
  - Content
  - Findings
  - Conclusion
  - Bibliography
  - Appendices

- **An addendum** under the heading Appendices you created in your report 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 Structure' 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 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 and the purpose of the investigation (desired outcome?)
  
  Provide a clear statement of the problem (current situation) and the purpose of the investigation (desired outcome) – why you are doing this investigation

- **What** will the focus 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

- **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 for the final report that will be drafted

- **What** format will the information be presented in?
  
  List the programs that you will be using for each phase of the PAT.

You task definition should consist of ±200 words.
4 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.

• First create a new addendum under the heading Appendices you created in your report. Give it a suitable heading such as 'Questions and Sources Table' and create the following table (also see Addendum A):

<table>
<thead>
<tr>
<th>No.</th>
<th>Heading/Category</th>
<th>Question</th>
<th>Question Level (1, 2, 3, 4)</th>
<th>Type Of Source</th>
<th>Bibliographical Information</th>
<th>Quality Of Information Found</th>
<th>Summary Of Information Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2: Example of Questions and Sources table

**Tip:** It might be useful to place this appendix in landscape format.

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

• Identify headings related to the investigation (at least THREE) which you can use to organise your questions and information. These headings 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 Identify sources

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

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:

  o For each website, record the following information:

<table>
<thead>
<tr>
<th>WEBSITE SOURCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)/Organisation/Publisher</td>
<td>Brown, John</td>
</tr>
<tr>
<td>Name of website and web page</td>
<td>Digital Citizenship</td>
</tr>
<tr>
<td>Date created/updated</td>
<td>12 January 2019</td>
</tr>
<tr>
<td>Date accessed</td>
<td>14 February 2019</td>
</tr>
<tr>
<td>URL</td>
<td><a href="http://www.example.com/homepage">www.example.com/homepage</a></td>
</tr>
</tbody>
</table>

Figure 3: Example of bibliographical information needed for a website
For each other source, such as books and magazines, record the following information:

<table>
<thead>
<tr>
<th>OTHER SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
</tr>
<tr>
<td>Title of source</td>
</tr>
<tr>
<td>Date published/issued</td>
</tr>
<tr>
<td>Publisher</td>
</tr>
</tbody>
</table>

Figure 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:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MOTIVATION/EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>The ‘validity’ or ‘credentials’ of the publisher or author(s)</td>
</tr>
<tr>
<td>Currency</td>
<td>The date on which the material was published or updated</td>
</tr>
<tr>
<td>Accuracy</td>
<td>The correspondence of the information with other sources</td>
</tr>
<tr>
<td>Objectivity</td>
<td>Any presence of prejudice, bias, skewing of information, et cetera</td>
</tr>
<tr>
<td>Coverage</td>
<td>How extensively the material covers the topic</td>
</tr>
</tbody>
</table>

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

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

6 Engage with and use information and data

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

7 Check Phase 1 before you hand in

Your completed PAT Phase 1 will consist of the following:

- A folder with sources you are going to use in your final report in phase 3.
- ONE Word processing document.

IMPORTANT:

NB: Before you submit your Phase 1:

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

**Assessment Tools**

**PAT Grade 11 – 2019**

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**Assessment Tool – Phase 1**

**LEARNER NAME:** ____________________________________________________________

**DATE HANDED IN:** ___/___/2019

**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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mark Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Organisation of Documents</strong> (Format and organisation of material/evidence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Suitable computerized folder structure for all 3 Phases of the PAT created.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ All required work/information for Phase 1 presented as a single (1) word processing document.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Electronic and/or hard copies of all documents (including evidence of sources) available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ All documents organised into a logical folder structure, clearly named and easy to find/navigate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Meaningful folder and file names used.</td>
<td>4</td>
<td>• Contains all 5 aspects</td>
<td>• Contains 4 of the 5 aspects</td>
<td>• Contains 3 of the 5 aspects</td>
<td>• Contains 1 or 2 of the 5 aspects</td>
<td>• No document</td>
<td></td>
</tr>
</tbody>
</table>
## Learner Guidelines

### 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?
- What format will the information be presented in?

### 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 (questions on at least three different levels).
- At least THREE different groupings of questions.
<table>
<thead>
<tr>
<th></th>
<th><strong>RESEARCH/INVESTIGATION QUESTIONS – TECHNICAL ASPECTS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Technical aspects such as organisation of questions, a minimum of <strong>TEN questions</strong> together with relevant sources indicated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ All organised under appropriate headings that are relevant to the topic (at least 3 headings).</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>□ Possible appropriate source type (e.g. Internet/printed media/people) indicated for each question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ At least <strong>TEN</strong> questions included.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly contains all 3 aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly contains 2 of the 3 aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly contains 1 of the 3 aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Not done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ All 3 aspects inappropriate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>FINDING INFORMATION FOR YOUR PROJECT: SOURCES – BIBLIOGRAPHICAL INFORMATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Source name/Title</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>□ URL/Publisher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Author(s)/Organisation/Publisher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Dates (created/published/issued/updated/accessed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly provides all listed details – all 5 aspects for <strong>all sources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly provides at least 3 of the 4 listed details for <strong>all sources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly provides at least 2 of the 4 listed details for <strong>all sources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Two aspects omitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ All listed details for any 1 source totally omitted</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>SOURCES – TECHNICAL</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learner identified a variety of sources (at least <strong>TWO</strong> sources).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ <strong>TWO</strong> websites plus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>□ <strong>ONE</strong> source from another type/media (e.g. magazine, newspaper, brochure, textbook – printed or electronic format), e-mail to an expert/interview with an expert</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Three sources used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Two sources used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Only one source used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Not provided</td>
<td></td>
</tr>
</tbody>
</table>
### 7 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.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>All 5 aspects clearly addressed and correctly motivated/explained for all sources</td>
</tr>
<tr>
<td>Currency</td>
<td>At least 4 of the 5 aspects clearly addressed and correctly motivated/explained for all sources</td>
</tr>
<tr>
<td>Accuracy</td>
<td>At least 3 of the 5 aspects clearly addressed and correctly motivated/explained for all sources</td>
</tr>
<tr>
<td>Objectivity</td>
<td>At least 2 of the 5 aspects clearly addressed and correctly motivated/explained for all sources</td>
</tr>
<tr>
<td>Coverage</td>
<td>Less than 2 of the 5 aspects clearly and correctly done for all sources</td>
</tr>
</tbody>
</table>

### 8 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.

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of information – for all sources used</td>
</tr>
<tr>
<td>All summarised information is relevant to the topic and likely to answer questions/help solve the problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both aspects clearly present and all summaries are definitely in learner’s own words</td>
</tr>
<tr>
<td>Only 1 of the 2 aspects clearly present and summaries provided are learner’s own words</td>
</tr>
<tr>
<td>Both aspects clearly present but any part of any 1 summary is not in learner’s own words</td>
</tr>
<tr>
<td>Both aspects clearly present but any part of more than 1 summary is not learner’s own words</td>
</tr>
<tr>
<td>None of the 2 aspects clearly present or Mostly not learner’s own words or Not done</td>
</tr>
</tbody>
</table>

### Total Mark: 29

---

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.

_________________________  ___ / ___ / 2019

**Signature of Learner**

**Date**

**Comment/Feedback:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Teacher Name:** ____________________________  **Teacher Signature:** ____________________________  **Date:** ___ / ___ / 2019
PHASE 2

Copy the report from Phase 1 to the Phase 2 folder.

1 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. To do this you will need to compile a questionnaire.

- Use a word document to design your questionnaire using electronic forms, make use of content controls. You may also use Google Forms. (Note: It is easier to use the legacy tools or Google 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.
  - Questionnaires are often easier to interpret when they have headings and clear instructions for users.
  - Group related questions together under appropriate headings.
  - 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.
  - Make use of professional formatting.
  - You may add/use your own questions and create a questionnaire with at least FIVE questions, excluding biographical data (e.g. name, gender, age, address) of the respondent. 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)
  - Distribute the questionnaire to at least TWENTY learners in your school to complete.
  - Store the 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.

2 Create a spreadsheet

- Remember that you need information that can be processed in MS Excel.
- Process and analyse all data (questionnaire data as well as other data, such as costs, etc.) that may require the use of a spreadsheet.
- Import/capture 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.
  - Use of formatting features such as colour, borders, word wrap and styles.
  - Make sure that column and row headings are formatted differently to other data.
- Use formulae and/or functions to process data and answer data questions posed in Phase 1.
  - 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.
- Summarise the results that you will use in the report on a separate sheet.
- Create appropriate, meaningful graphs in your spreadsheet application that you will be able to use in your report to substantiate/support other information, claims or arguments.
You should have at least \textbf{TWO} relevant graphs that will contribute to the solution.

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

\textbf{NOTE:} You should be able to use the information obtained from these formulas, functions and graphs as findings and conclusions in your final report.

- Save the spreadsheet in your Phase 2 folder.

\section*{3 Create a database}

To enable further analysis of data and information you need to capture appropriate, relevant data in a database so that you can create queries and reports to support/substantiate the discussion of the problem or the recommendations/solution. \textit{(Do not merely copy your spreadsheet work as a database table. You may, however, use some of the spreadsheet data in your database.)}

- Create a database with a meaningful file name and save it in your Phase 2 folder. The information must be relevant to the investigation.

- Create at least \textbf{ONE} table:
  - Give the table a suitable name.
  - Make use of appropriate field names and data types as well as validation techniques to ensure that the data is captured correctly.
  - Capture appropriate data (at least \textbf{TWENTY} records) that could be used to answer or support questions.

- Create at least \textbf{TWO} queries
  - Insert more than one criterion.
  - 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.

\section*{4 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.

- 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:
  - Report copied from Phase 1.
  - Original questionnaire.
  - Completed questionnaires.
  - The completed spreadsheet with the analysis of the data and \textbf{TWO} graphs.
  - The completed database with \textbf{ONE} relevant table and \textbf{TWO} (2) queries.

\textbf{NOTE:} All Phase 2 documents should be submitted electronically.

It is advisable to store all documents electronically and not as hard copies.
Example of a Questionnaire

These are only examples of questions that you may use in your questionnaire. Make use of content control elements to create this form. You may select from this list of questions and add your own questions to your questionnaire.

I would like to gather information about digital citizenship. Please take your time to read the questions carefully and then answer the questions honestly.

**BIOGRAPHICAL INFORMATION**

What is your gender?  
☐ Male  
☐ Female

In what year were you born?  
☐ 2001  
☐ 2002  
☐ 2003  
☐ 2004  
☐ Other, specify _____________

**DIGITAL CITIZENSHIP SPECIFIC QUESTIONS**

1. Do you know what digital citizenship is?  
☐ YES  
☐ NO

2. What is your favourite way of communicating with people?  
☐ In person  
☐ Texting  
☐ Social media  
☐ Video-chatting

3. Do you or have you used any of the following? – You may tick more than one box.  
☐ Social networking sites  
☐ Instant messaging, i.e. WhatsApp  
☐ E-mail messaging  
☐ Chatrooms  
☐ Gaming websites

4. Do you play internet games (on your own or against a computer)?  
☐ YES  
☐ NO

5. If yes, how often have you played internet games in the last 12 months?  
☐ Every day or almost every day  
☐ Only over the weekends  
☐ Once or twice a week  
☐ Once or twice a month  
☐ Other, specify _____________

6. In the past 12 months have you experienced something on the internet that has worried you? For example, made you feel upset or uncomfortable or made you feel that you should not have seen it?  
☐ Yes  
☐ No  
☐ Prefer not to say  
☐ Don’t know

7. What digital devices do you use?  
_______________________________________________________

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!
**Assessment Tool – Phase 2**

**LEARNER NAME:** ____________________________________________  **DATE HANDED IN:** ___/___/2019

**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.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POSSIBLE MARK</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>MARK OBTAINED</th>
</tr>
</thead>
</table>
| 1 REPORT

- Document copied from Phase 1
  - 1

  - Report copied
  - No report

| 2 QUESTIONNAIRE – QUALITY

Well thought-out questionnaire that will provide answers to questions not likely to be found in other sources 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).
- Clear instructions that guide users in answering the questions.

- 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
### Questionnaire - Technical

Electronically created questionnaire, professionally and appropriately designed according to the way in which it will be administered (online, via 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 docs) 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
- Appropriate headings with appropriate questions. (Appropriate questions grouped together under appropriate headings)
- At least FIVE questions, excluding biographical data (e.g. name, gender, age, address)
- Professional formatting and layout (e.g. appropriate word processing techniques) with no errors.
- At least TWENTY completed forms

| 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 |

### 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 and formatted
- Good layout, easy to read and interpret
- Used more than ONE worksheet to capture data

| 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 |

### 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
- Analysis includes other relevant, appropriate data in addition to the questionnaire/survey data
- No processing errors/error indicators

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>6</th>
<th><strong>SPREADSHEET – GRAPHS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>At least two relevant, meaningful graphs that will contribute to the solution</td>
</tr>
<tr>
<td></td>
<td>□ At least two relevant, meaningful graphs that will contribute to the solution</td>
</tr>
<tr>
<td></td>
<td>□ Appropriate types of graph(s) used where present</td>
</tr>
<tr>
<td></td>
<td>□ Graph(s) is/are easy to interpret</td>
</tr>
<tr>
<td></td>
<td>□ Correct use of titles, labels, gridlines and legends</td>
</tr>
<tr>
<td></td>
<td>□ Clearly contains all 4 aspects</td>
</tr>
<tr>
<td></td>
<td>□ At least 3 aspects included.</td>
</tr>
<tr>
<td></td>
<td>□ At least 2 aspects included.</td>
</tr>
<tr>
<td></td>
<td>□ At least 1 aspect included.</td>
</tr>
<tr>
<td></td>
<td>□ No chart/graph OR □ No relevant, meaningful graph</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th><strong>SPREADSHEET – COMPLEXITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level of relevant, meaningful processing done correctly.</td>
</tr>
<tr>
<td></td>
<td>□ 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 (+, −, *, /)</td>
</tr>
<tr>
<td></td>
<td>□ 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/relation operators, brackets or calculations using a combination of any two simple functions at level ①</td>
</tr>
<tr>
<td></td>
<td>□ 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</td>
</tr>
<tr>
<td></td>
<td>□ More complex functions (test, true, false) or functions not in Grade 11 curriculum</td>
</tr>
<tr>
<td></td>
<td>□ At least 1 instance of a relevant, meaningful calculation from level ① and</td>
</tr>
<tr>
<td></td>
<td>□ At least 2 more calculations from level ① and/or level ①.</td>
</tr>
<tr>
<td></td>
<td>□ At least 1 instance of a relevant, meaningful calculation from level ① and</td>
</tr>
<tr>
<td></td>
<td>□ At least 2 more calculations from level ① and/or level ①.</td>
</tr>
<tr>
<td></td>
<td>□ At least 1 instance of a relevant, meaningful calculation from level ① and</td>
</tr>
<tr>
<td></td>
<td>□ At least 2 more calculations from level ①.</td>
</tr>
<tr>
<td></td>
<td>□ Relevant, meaningful, correct processing done at level ① only</td>
</tr>
<tr>
<td></td>
<td>□ No spreadsheet OR □ No relevant, meaningful processing done</td>
</tr>
</tbody>
</table>
### DATABASE – DESIGN
Well designed and formatted with appropriate data types, field names and field properties/components to ensure accurate input/capturing of data. A single field contains one piece of data (e.g. title, name, surname in three separate fields).

| □ At least ONE table created | □ All fields have appropriate field names, data types and sizes | □ All fields use appropriate components/properties to ensure accurate capturing where appropriate | □ All fields contain single data units | 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 |

### DATABASE – PROCESSING
At least FIFTEEN (15) records present, plus two relevant, meaningful queries and one relevant, meaningful report that are correct and will inform/support the problem/solution. (NB: incorrect/meaningless queries or reports do not qualify for any marks).

| □ At least 15 appropriate, relevant records in 1 or more tables | □ At least two relevant queries that are correct and meaningful and will inform/support the problem/solution/demonstrate understanding of appropriate links | | 2 | ● 2 aspects clearly present | ● Only 1 of the aspects clearly present | ● No database or None of the 2 aspects clearly present |

### DATABASE – COMPLEXITY (QUERIES)
Level of relevant, meaningful queries used correctly (evaluate according to 9 above)

| ① One simple criteria using logical operators AND, OR, NOT. | ② Second query with combined criteria using more than one field with level ① criteria or one field with more than one criteria | ③ Level ① criteria that includes sort/display options | 3 | All 3 aspects clearly present | ● At least 2 aspects clearly present | ● Only 1 of the aspects clearly present | ● No relevant, appropriate, correct queries |

### 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, clearly named and easy to find/navigate | | 2 | ● Clearly contains both aspects | ● Clearly contains 1 of the 2 aspects | ● No evidence or None of the aspects |

**TOTAL MARK:** 36

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.

_________________________  ___ / ___ / 2019

SIGNATURE OF LEARNER  DATE

COMMENT/FEEDBACK:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

TEACHER NAME: ___________________________________________  TEACHER SIGNATURE: ___________________________________________  DATE: ___ / ___ / 2019
PHASE 3

The purpose of this phase of the PAT is to:

Communicate the knowledge and insight that you have gained as well as the recommendation(s)/solution(s) to the problem. You need to write a summarised report (1000-1500 words, not counting the cover page, table of contents, references and graphics) on your investigation and findings.

1 Create a report

Copy your report from Phase 2 with additional information to Phase 3. Apply the word processing skills you have learned to produce a professional document in order to create a report as explained below.

- A cover page
  Ensure that the cover page contains the following:
  - Your name and surname
  - The name of your school
  - The subject name
  - The PAT topic
  - The focus question
  - A meaningful abstract/extract – a brief paragraph of 50 – 100 words that summarises your entire report. (An abstract is written after the entire report is finished and covers the major points in your report. It should not be a copy of the task definition.)
  - The date (final completion date/date handed in).

- A table of contents (created automatically by making use of references)
  Here you must also add other references/tables, such as a table of figures or a table of authorities, etc.

  NOTE: Use the headings and questions in Phase 1 as well as the data and information from Phase 2 and the understanding and insight that you have gained through your investigation to complete the report. Your report should consist of approximately 1000 – 1500 words (content only, excluding cover page, table of contents, references and graphics).

- Introduction
  Provide background information that tells the reader what the report is about. Clearly state the problem, purpose and the focus of the investigation, i.e. answers the following questions:
  - What is the problem?
  - What was the purpose of the investigation?
  - What was the focus/which aspects did you investigate?

- Content
  - Headings from Phase 1 (tables 2 and 3) with relevant, appropriate information under each heading discussing the investigation and findings as well as providing arguments/making claims. All arguments/claims for the questions must be supported by evidence from the investigation and motivated/explained.
  - Supporting evidence such as graphs, tables and data, where appropriate.
  - Internet sources and graphics must be acknowledged.
o Interpret and integrate information where necessary.
o Provide findings/recommendations that clearly and effectively address the original problem/focus question.
o Check the sequence and flow of the information.
o Provide citations and/or footnotes where appropriate.
o The information you give must be written in your own words.
o Plagiarism is totally unacceptable. You will be heavily penalised if you copy and paste large chunks of text directly from the Internet or any other source.
o Be original and creative.

- **Findings**
  You need to formulate at least TWO appropriate claims, arguments or findings that are appropriate and relevant to the investigation (as guided by your focus question).
  
  All these claims, arguments and findings must be:
  o Supported by relevant, appropriate data/information and a meaningful explanation of how or why the evidence supports these findings
  o Drawn from information presented in the report and address the original problem statement/focus in light of the evidence presented

- **Conclusion**
  The conclusion should be drawn using the information and evidence presented and must address the original problem/focus question, appropriately summarised with no new information that you did not investigate.

- **References or Bibliography**
  o Use the reference function of Word and use either the Harvard style.
  o You will find this information in phase 1 of your PAT

- **Technical aspects**
  o Use the applicable word editing functions to insert page numbers in the header or footer in the document. Page numbers must not be used on the title page.
  o Correct all language and spelling errors.
  o Use appropriate, readable fonts, size and number (not more than two).
  o Headings should be larger than the content. Make use of styles.
  o Appropriate line and paragraph spacing should be used.
  o Correct word spacing (only one space between words or after punctuation marks), and correct punctuation (full stop at end of sentence, capital letter at beginning of sentence).
  o No spelling mistakes.
  o Consistent formatting throughout.
  o Make sure you make use of the following:
    o Automatic table of contents
    o Automatic table of figures
    o Hyperlinks/bookmarks
    o Automatic bibliography
    o Citations and captions
2 Create a website

To be able to share the knowledge and insight you have gained with a broader audience you need to create a website:

- Create a website with at least a home page and ONE link to another web page. Save it in your Phase 3 folder making use of meaningful/appropriate file names.

- Your website should have at least the following:
  - A title
  - An introduction
  - A functional navigation system
  - Good quality and factually correct information 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.
  - Hyperlink to other good, quality information where appropriate

- 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.

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

3 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 corresponds 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, report documents from Phase 1 and Phase2, spreadsheet, database, report and website are saved correctly.

- Ensure that you have completed the Final Declaration of Authenticity at the end of the rubric as part of your report.

- 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

LEARNER NAME: ____________________________________________ DATE HANDED IN: ___/___/2019

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.

### REPORT

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POSSIBLE MARK</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>MARK OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 REPORT – INTRODUCTION</strong> 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. Answers the questions: What is the problem? What was the purpose of the investigation? Why did you do the investigation? What was your focus (which aspects did you investigate)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Clear overview of the problem</td>
<td>4</td>
<td>• All 3 aspects clearly stated and no other/unnecessary information</td>
<td>• Only 2 of the 3 aspects clearly stated (only copy of task definition)</td>
<td>• None of the 3 aspects clearly stated</td>
<td></td>
<td></td>
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<tr>
<td>☐ Purpose of the investigation clearly stated</td>
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</tr>
<tr>
<td>☐ Clear focus: which aspects investigated</td>
<td></td>
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</tr>
<tr>
<td><strong>2 REPORT – DISCUSSION (CONTENT) – ORGANISATION</strong> Content is organised using meaningful headings similar to headings in Phase 1. Headings group appropriate, relevant information together. Content paragraphs for each heading discuss the investigation. Information is logically and coherently structured.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>☐ At least THREE appropriate headings relevant to the investigation</td>
<td>3</td>
<td>• All 3 aspects clearly present</td>
<td>• Only 2 of the 3 aspects clearly present</td>
<td>• Only 1 of the 3 aspects clearly present</td>
<td>• None of the 3 aspects present or correctly done</td>
<td></td>
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</tr>
<tr>
<td>☐ Relevant information grouped together under the appropriate headings – logical and coherent flow</td>
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<tr>
<td>☐ Headings same as/similar to headings in Phase 1</td>
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<tr>
<td>3</td>
<td>REPORT – DISCUSSION (BODY) – INFORMATION USED, CONTENT RELEVANCE AND FLOW</td>
<td></td>
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<td></td>
<td>Information used from Phases 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 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.</td>
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<td></td>
<td>☐ All information is appropriate, relevant and addresses the minimum information requirements</td>
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<tr>
<td></td>
<td>☐ Relevant, appropriate data/information used from all processing in Phases 1 and 2</td>
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</tr>
<tr>
<td></td>
<td>☐ All graphics used are relevant and appropriate</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>☐ All information logically sequenced and flows naturally from one heading/paragraph to the next</td>
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<td></td>
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<td></td>
<td></td>
<td>• All 4 aspects clearly present. Easy to read and understand – reader has a clear understanding</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Only 3 of the 4 aspects clearly present</td>
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<td></td>
<td></td>
<td>• Only 2 of the 4 aspects clearly present</td>
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<tr>
<td></td>
<td></td>
<td>• Only 1 of the 4 aspects clearly present</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• None of the 4 aspects clearly present</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>REPORT – DISCUSSION (BODY) – ARGUMENTS &amp; SUPPORTING INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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 synthesised 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).</td>
</tr>
<tr>
<td></td>
<td>☐ At least 3 appropriate claims/arguments that are relevant to the investigation</td>
</tr>
<tr>
<td></td>
<td>☐ All claims/arguments are supported by relevant, appropriate data/information</td>
</tr>
<tr>
<td></td>
<td>☐ Meaningful explanation of how or why the evidence supports the argument/claim</td>
</tr>
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</tr>
</tbody>
</table>
### Learner Guidelines

**Assessment Tools**

**PAT Grade 11 – 2019**

#### 5 Report – Findings/Recommendations

All findings/recommendations are clear and effectively address the original problem/investigation. The findings/recommendations convey knowledge gained and learner's understanding of the problem and investigation, as well as some new/thoughtful ideas/insights that address the problem.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All findings/recommendations clearly stated</td>
<td>All 4 aspects clearly present</td>
<td>Only 3 of the 4 aspects clearly present</td>
<td>Only 2 of the 4 aspects clearly present</td>
<td>Only 1 of the 4 aspects clearly present</td>
<td>None of the 4 aspects clearly present or No findings/recommendation</td>
</tr>
<tr>
<td>All findings/recommendations clearly and effectively address/support the original problem/investigation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All findings/recommendations convey knowledge gained/understanding of the problem and investigation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings/recommendations include some new/thoughtful ideas/insights about the problem/investigation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion present</td>
<td>All 4 aspects clearly present</td>
<td>Only 3 of the 4 aspects clearly present</td>
<td>Only 2 of the 4 aspects clearly present</td>
<td>Only 1 of the 4 aspects clearly present</td>
<td>None of the 4 aspects clearly present or No conclusion</td>
</tr>
<tr>
<td>Conclusion drawn from information presented in report and addresses the original problem statement/focus in light of the evidence presented</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion is meaningful and logical</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No new information included that is not researched</td>
<td>4</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sources used are clearly and appropriately acknowledged</td>
<td>All 3 aspects clearly present and report is clearly learner's own words</td>
<td>Only 2 of the 3 aspects clearly present and report is clearly learner's own words</td>
<td>Only 1 of the 3 aspects clearly present and report is clearly learner's own words</td>
<td>Any number of aspects clearly present, but not in learner's own words in one or more places</td>
<td>Definitely not learner's own words or None of the 3 aspects clearly present</td>
</tr>
<tr>
<td>Graphics from other sources are clearly and appropriately acknowledged</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declaration of authenticity signed</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Learner Guidelines

**Assessment Tools**

**PAT Grade 11 – 2019**

<table>
<thead>
<tr>
<th>Report – Technical Aspects – Acknowledgement &amp; Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, well-structured document that gives credit to sources used, using sound word processing functions, principles and techniques.</td>
</tr>
<tr>
<td>☐ Automatic reference list/bibliography correctly inserted</td>
</tr>
<tr>
<td>☐ Automatic, appropriate captions correctly inserted for all tables/figures</td>
</tr>
<tr>
<td>☐ Appropriate citations correctly used and inserted</td>
</tr>
<tr>
<td>☐ Appropriate use of styles</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report – Technical Aspects – Cover Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, well-structured, custom-made cover page using appropriate content controls. Displays all required information (Name, surname, school name, date, subject name, PAT topic, focus question as well as a meaningful abstract/extract).</td>
</tr>
<tr>
<td>☐ Professional, custom-made cover page using appropriate controls for the type of information correctly added</td>
</tr>
<tr>
<td>☐ All required information included on cover page</td>
</tr>
<tr>
<td>☐ Meaningful abstract/extract included</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, well-structured document that is easy to navigate and in which information is easy to find.</td>
</tr>
<tr>
<td>☐ Automatic table of contents, correctly inserted</td>
</tr>
<tr>
<td>☐ Automatic table of figures (tables/figures) correctly inserted</td>
</tr>
<tr>
<td>☐ Page numbers appropriately used and correctly inserted (e.g. no page number on cover page, page numbers of each annexure restart at 1)</td>
</tr>
<tr>
<td>☐ Hyperlinks/bookmarks (other than the TOC) appropriately and correctly used to navigate within document</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
### REPORT – TECHNICAL ASPECTS – GENERAL

One word-processing document containing all the information required for Phase 3, professionally rounded off, using appropriate word processing functions, principles/techniques correctly.

<table>
<thead>
<tr>
<th>Well structured, legible, professional document:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Appropriate, readable fonts, size and number (not more than two)</td>
</tr>
<tr>
<td>☐ Headings given due prominence (also in tables)</td>
</tr>
<tr>
<td>☐ Appropriate line and paragraph spacing (no ‘empty’ paragraphs)</td>
</tr>
<tr>
<td>☐ Correct word spacing (only one space between words or after punctuation marks), and correct punctuation (full stop at end of sentence, capital letter at beginning of sentence)</td>
</tr>
<tr>
<td>☐ No spelling or grammar mistakes</td>
</tr>
<tr>
<td>☐ Consistent formatting throughout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All 6 aspects clearly present</th>
<th>Only 5 of the 6 aspects clearly present</th>
<th>Only 4 of the 6 aspects clearly present</th>
<th>Only 3 of the 6 aspects clearly present</th>
<th>Less than 3 of the 6 aspects clearly present or Totally unstructured, not readable or unprofessional</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
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</tr>
</tbody>
</table>

**TOTAL MARK:** 43

**MARK OBTAINED**
### CRITERIA
<table>
<thead>
<tr>
<th>Possible mark</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

#### 1 WEBSITE – GENERAL ASPECTS
- Home page with title included
- At least ONE link to another web page
- Saved as HTML and opens correctly – no errors
- Suited to audience

#### 2 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/subheadings and text, and enhances readability
- White space and alignment used effectively to organise material and enhance readability

#### 3 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
- Different elements/parts (e.g. header/banner/title, content, footer, credits) clearly distinguishable/separated, e.g. using horizontal lines
- Techniques such as lists, tables, paragraphs and headings are used appropriately and correctly to structure information
### 4 Website — Graphics and Accessibility
Relevance, quality and accessibility of graphics

- All graphics are relevant to the topic/purpose of the site
- 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.

<table>
<thead>
<tr>
<th>4</th>
<th>All 4 aspects clearly present</th>
<th>Only 3 of the 4 aspects clearly present</th>
<th>Only 2 of the 4 aspects clearly present</th>
<th>Only 1 of the 4 aspects clearly present</th>
<th>None of the 4 aspects clearly present or No website</th>
</tr>
</thead>
</table>

### 5 Website — Navigation
Functional, logical/intuitive and user-friendly navigation

- 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
- Hyperlinks use meaningful descriptive text
- Users of the site do not become lost. There are no “dead ends”
- Navigation system is consistently placed throughout website

<table>
<thead>
<tr>
<th>4</th>
<th>All 4 aspects clearly present</th>
<th>Only 3 of the 4 aspects clearly present</th>
<th>Only 2 of the 4 aspects clearly present</th>
<th>Only 1 of the 4 aspects clearly present</th>
<th>None of the 4 aspects clearly present or No website</th>
</tr>
</thead>
</table>

### 6 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.

- Site contains good quality, relevant and factually correct content about the topic
- Demonstrates good understanding of the information/material included in the site, and where to find additional, good quality information presented in functional hyperlinks
- Good ‘standard’ language used, suited to target group with no spelling and grammar mistakes
- No unnecessary duplication of information

<table>
<thead>
<tr>
<th>4</th>
<th>All 4 aspects clearly present</th>
<th>Only 3 of the 4 aspects clearly present</th>
<th>Only 2 of the 4 aspects clearly present</th>
<th>Only 1 of the 4 aspects clearly present</th>
<th>None of the 4 aspects clearly present or No website</th>
</tr>
</thead>
</table>
### Website – Plagiarism
Followed reasonable (fair) guidelines followed that recognise material borrowed from other sources

<table>
<thead>
<tr>
<th>Graphics/images from other sources clearly acknowledged</th>
<th>Clear, easy-to-locate and accurate citations for all borrowed material</th>
<th>Both aspects clearly present and content written in learner’s own words</th>
<th>Only 1 of the 2 aspects clearly present and content written in learner’s own words</th>
<th>Either or both aspects present but any one part not learner’s own words</th>
<th>Either or both aspects present but mostly not learner’s own words</th>
<th>Neither of the 2 aspects clearly present or Wholly not learner’s own words</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>4</td>
<td></td>
<td></td>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>List the tags/aspects (maximum 2)</th>
<th>One mark for each feature used correctly, appropriately, meaningfully and that clearly enhances the website (to maximum of 2 marks)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Worked regularly and handed work in on time as required.</th>
<th>Showed commitment and pride in work done during each Phase.</th>
<th>Both aspects clearly present</th>
<th>Only 1 of the 2 aspects clearly present</th>
<th>None of the aspects clearly present</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
<td></td>
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</tr>
</tbody>
</table>

**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.

________________________
**Signature of Learner**  
**Date:** ___/___/2019

**Comment/Feedback:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Teacher Name:** __________________________________________   **Teacher Signature:** __________________________________________   **Date:** ___/___/2019
APPENDIX A

LEARNER NAME: 

SCHOOL: 

GRADE: 

Assessment Summary:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Focus</th>
<th>Maximum Mark</th>
<th>Mark Obtained</th>
<th>Date marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Find and access data and information</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 2</td>
<td>Questionnaire and process data and information</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 3</td>
<td>Present information/solution – Report</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 3</td>
<td>Present information/solution – Website</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
<td></td>
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</tr>
</tbody>
</table>

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: ___/___/2019

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: ___/___/2019
## APPENDIX B: Learner declaration of authenticity

<table>
<thead>
<tr>
<th>Learner name</th>
<th>ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>11</td>
</tr>
<tr>
<td>Year</td>
<td>2019</td>
</tr>
<tr>
<td>Subject</td>
<td>Computer Applications Technology</td>
</tr>
</tbody>
</table>

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

- [ ] No
- [ ] Yes (provide details below)

<table>
<thead>
<tr>
<th>Help/Information received from (person):</th>
<th>Nature of the help/information (provide evidence):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

____________________

SIGNATURE OF LEARNER

__/__/2019

DATE