Practical Assessment Task

LEARNER GUIDE

Grade 10

2019

Skills for a changing world

These guidelines consist of 23 pages
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What is the PAT?

The PAT (Practical Assessment Task) in CAT (Computer Applications Technology) is an individual research project and involves extended independent work. It provides an opportunity to demonstrate your information management skills. You will also be required to demonstrate your ability to use the applications which you have studied during the year to produce quality outputs in the form of:

- A word-processing document with
  - a short description of the problem and the task
  - a focus question and a set of high quality questions
  - a list of appropriate information sources
  - information which has been sifted, evaluated and summarised
- A questionnaire
- A spreadsheet which reflects the management, processing and analysis of data and information
- A report on your investigation.

The PAT will be done in three phases as outlined in the Mark allocation table below:

**Mark allocation**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Focus</th>
<th>Maximum Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Find and access data and information – Word processing document</td>
<td>40</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Process data and information - Spreadsheet Present information/solution – Report General</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Your teacher will provide you with dates and deadlines for each phase. It will be in your best interest to keep to the dates given.

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 10 examinations.

Read and take note of the sections referring to 'misconduct' and 'non-compliance'.

Refer to what you will need to complete the PAT section (see page 4) in this regard.
Topic

Your school and the SGB (School Governing Body) have decided to phase out CAT and no longer offer CAT as a choice subject as part of the curriculum.

Your responsibility is to

- research the need for CAT
- research the demand for CAT, both inside the school as well as in the job market
- provide reasons for the importance of CAT
- report on the usefulness of the skills taught in CAT

Conduct research, draw up and conduct a questionnaire/survey on the need for CAT and provide the school and SGB with reasons why the subject should be retained. Create a report on the findings and recommendations.
Overview of tasks

Phase 1
(Planning, sourcing and summarising of information sources)

• Create a suitable folder structure  
• Create a word-processing document  
• Formulate a task definition  
• Work with the given focus question  
• Perform background research  
• Draw up research questions to guide the process/research  
• Identify sources to find quality information  
• Gather and summarise relevant data and information  
• Draw up and conduct a questionnaire/survey  
• Capture questionnaire electronically  
• Create illustration of folder structure  
• Complete Declaration of Authenticity  
• Hand in Phase 1 document

Phase 2
(Capturing, processing, analysis of data and findings, conclusions and reporting)

• Design and use a spreadsheet to analyse the survey results and other data/statistics gathered  
• Summarise results for report  
• Create at least two graphs  
• Prepare findings, conclusions and recommendations in your own words  
• Create a report on the findings and recommendations  
• Complete Declaration of Authenticity  
• Hand in Phase 2 spreadsheet and report
Instructions for Phase 1

The purpose of this phase of the PAT is to determine:

- what the problem is and what needs to be done – get 100% clarity
- what the focus of your investigation will be
- what data and information you will need to answer the focus question
- where to find the information (sources)
- whether the information gathered is relevant
- administer a questionnaire

Create a suitable folder structure

Create a folder structure for your PAT, similar to the one shown below. Note: you do not need to create any of the files yet, other than the Phase 1 research report.

![Folder structure](image)

Design a cover page

Create a cover page for your research task. You may use one of the built-in cover pages, or design your own using shapes, page borders, WordArt and text boxes. Remember, this is meant to be a professional report, so try to keep your designs simplistic, well-structured and don't use too many colours. This is the only page on which you may use a page border.

Your cover page needs to include the following:

- your name and surname
- the name of your school
- the subject name and grade
- the PAT topic
- the focus question
- the date on which Phase 1 is presented

Table of contents page

Create a page for your table of contents. This page should have a heading ‘Contents’ and a list of the contents in your research document. Use tab stops with a leader line and page numbers on the right. See Addendum D for an example.
Create the framework

Type the following headings for your document. Use the Heading 1 style of your document to format the headings.

- Task definition
- Main heading 1 (should later be replaced with the actual heading you chose)
- Main heading 2 (should later be replaced with the actual heading you chose)
- Main heading 3 (should later be replaced with the actual heading you chose)
- Bibliographical information
- Addendum A
- Addendum B

Define the task

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 (±150 words or half a page in font size 12 pt.). This is called the task definition.

Answer the following questions to help you write your own task definition. You may use these questions as headings under which you insert your answers.

1. Why am I doing the investigation?
   Describe what the problem is you are focussing on (current situation) and what the final goal is that you want to achieve (purpose – desired outcome).
2. What will the focus of my investigation be?
   Discuss which headings/focus areas your research will be about - give an overview of aspects to be investigated and covered.
3. How will I go about conducting the investigation?
   Indicate in broad terms how you will approach the task – the steps/stages you are required to follow in each of the PAT phases.
4. Who is the information for?
   Who the target audience is.
5. How must I present the information?
   Which phases will be done in which programs? How will you present your information?

Ask research questions that will guide your investigation

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

As a class activity, you are going to brainstorm questions to guide your research. You can use questions from the list in Annexure A as well as additional questions from the class.
Focus question: How can my school be persuaded to continue offering CAT?

- Keep the focus question that you need to answer in mind. The focus question should guide you to identify quality questions that will help you to find the data and information that you need.

As a class you are also going to brainstorm some headings/focus areas which you can use to organise your questions and information.

- Identify headings related to the investigation which you can use to organise your questions and information (such as ‘Advantages of CAT’, ‘Job opportunities’, ‘21st century skills’)

- As a class, agree on which headings and research questions are appropriate.

- You must now make your own selection of headings (choose at least 3) and questions (choose at least 10). You can use ones from the list which your class has suggested and/or add/use your own ones if you wish.

- Complete your list of research questions (closed and open-ended questions) and headings. Place each question under an appropriate heading.

- Check your final list of headings and questions against the task definition and the focus question to make sure that you stay focused on the problem and the task.

Use three headings with their relevant questions from your final list.

- For each heading, complete a table like the one below under your Addendum B heading.
- You must have at least 10 questions in total – you may distribute it under your headings as you see fit.
- For EACH question, write down a possible source where you are likely to find the information (you do not need to give any details about the source at this stage).
- Use the Internet (two different websites) AND one other source, e.g. media (printed or electronic) such as newspapers, magazines, brochures, textbook, etc. or expert (using e-mail or conducting an interview), etc.

<table>
<thead>
<tr>
<th>Main Heading 1:</th>
<th>Question</th>
<th>Possible source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: Example of question and source table
Gather and summarise information and data

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

1. Save a copy of each website that you intend to use in an appropriate folder.

2. Gather all other information and data you will need to complete the project. Save electronic copies of the information and data.

3. To be able to use the data and information to find a solution, you need to critically work with the data and information, extract the relevant information and gain understanding by summarising the information in your own words. For each source (e.g. websites, an article in the magazine, etc.) summarise the information in the table below.

   **Note:** You may not copy and paste any information directly from the websites or another source into your document. If you do, you will not earn any marks for this section of the task.

4. Provide bibliographical information of the sources
   
   • For each website, complete a table similar to the one below:

   | Source 1 (or Source 2) | | |
   |---|---|
   | Name of website | Subject Choice: CAT |
   | Name of web page | Subject Choice: CAT |
   | Author | Andy Kiersz and Rachel Gillett |
   | Date created/updated | 27 October 2017 |
   | Date accessed | 10 April 2019 |

   **Summary of source information**

   ![Figure 2: Example of source table – Website](image)

   • For each printed/electronic source such as a book or magazine complete a table similar to the one below:

   | Source 3 | | |
   |---|---|
   | Title of book/magazine | The Fourth Industrial Revolution |
   | Article name/chapter/pages | Pg 341 – 343 |
   | Author | Klaus Schwab |
   | Date published/issued | 11 January 2016 |
   | Publisher | World Economic Forum |
   | URL [only for electronic media such as articles uploaded to the web (electronic documents)] | |

   **Summary of source information**

   ![Figure 3: Example of source table - Printed media](image)
5. Use hyperlinks in tables (on the source number heading) to link the source/title/name to the relevant source saved electronically (e.g. saved website) in the appropriate folder.

**Process research**

Using the summaries you made from your sources, write paragraphs for your three main headings (see Annexure D).

**Administer a questionnaire**

To collect data and information from people, you need to use a questionnaire.

1. The questions in the questionnaire should help you to gather data/information from people not likely found in other sources, e.g. opinions, preferences, such as
   - what people’s perceptions are regarding the skills learnt in CAT, etc.
   - what parents’ believe CAT teaches learners, etc.
   - whether they are positive/negative towards the subject, etc.
   - whether CAT will be advantageous to adapt to this changing world, etc.

2. Use the word processor and create the questionnaire provided in Annexure B (you may adapt it/add your own questions should you want to). Use appropriate word processing principles and techniques to give it a professional look. It should have at least five questions, excluding demographic/biographical data of the respondent (e.g. name, gender, age, occupation) and not exceed one page.

3. Distribute the questionnaire to at least 10 people. Try and include a variety of people in this group in terms of e.g. age, etc.

4. Receive/collect/scan/photograph the questionnaires after they have been completed and save them in an appropriate folder. Ensure that each questionnaire has an appropriate (different) file name.

**Note:**
Ensure that you have

- The original questionnaire that you created for your survey saved as a separate word document in the Phase 2 folder
- Copies (electronic or hard copies) of all the completed questionnaires; saved in an appropriate, separate folder

**Insert diagram of Folder Structure**

Using SmartArt, insert a diagram under your Addendum A heading of the folder structure you have created.

**Before handing in your Phase 1**

Ensure that you have:

- organised the information in a logical and coherent way
- checked the *Style guide (Annexure C)* and that you have used consistent formatting throughout, appropriate fonts, line and paragraph spacing, word spacing
✓ checked your grammar and spelling

**To be handed in for Phase 1**

Your teacher will give you the date on which to submit your Phase 1 work for assessment.

Once you have completed Phase 1 of the research project submit:

1. Your entire PAT folder to your teacher with the following in your Phase 1 subfolder:
   1.1 A single document (of 2 – 3 pages excluding cover, content pages and addenda) typed in a word processing application (see Annexure D) with a/an:
      1.1.1 Cover page
      1.1.2 Contents page
      1.1.3 Your task definition
      1.1.4 Three main headings
         - Using the summaries of the sources, compile your research under three main headings
      1.1.5 Bibliographical information of sources
         - A table (see Figure 2: Example of source table - Website) for each website that you have used
         - A table for each other source (printed media) (see Figure 3: Example of source table – Printed media) that you have used
      1.1.6 SmartArt diagram of folder structure for Phase 1 (with sub-folders) as addendum
      1.1.7 A table with research/investigative questions (see Figure 1: Example of question and source table) for each of the headings
   1.2 Subfolder with copies of the sources you have used (copies of websites you have used; saved in an appropriate, separate folder, copies of any other sources that you have used (not the entire book, only the pages you need)
   1.3 Questionnaire
      1.3.1 original questionnaire
      1.3.2 a subfolder with completed questionnaires
   1.4 Declaration of Authenticity for Phase 1 (Annexure F)
Instructions for Phase 2

The purpose of this phase of the PAT is to:

- analyse the questionnaire results as well as any other relevant data in a spreadsheet
- analyse/manipulate other information gathered
- interpret data and information, manipulate, combine and adjust the information to show your understanding and insight and to answer the focus question

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Process data and analyse questionnaire results

Process and analyse all data (questionnaire data as well as other data, such as costs) with the use of a spreadsheet.

1. Import/capture the data in a spreadsheet with appropriate data types.
   - Use suitable formatting to ensure that anybody will be able to easily interpret the results.
     - Use of formatting features such as font size and style, cell fill colours, borders, word wrap, cell alignment and styles, etc.
     - Make sure that column and row headings are formatted differently to other data.
       Pro Tip: After entering your questionnaire data, select all the headings and rows and apply a Table Style of your choice (‘Format as Table’). Now that you have the neat formatting, convert it back to a range – on the Table Tools Design ribbon, choose ‘Convert to Range’.

2. Use formulae and/or functions to process the questionnaire data as well answer data questions from Phase 1 (using data from Phase 1 sources). Summarise these results that you will use on a separate sheet.

3. Create appropriate, meaningful graphs on a separate sheet that are easy to read and interpret in your spreadsheet program that you will be able to use in your presentation to substantiate/support other information, claims or arguments.
   - Apply what you have learned in Mathematics/Mathematical Literacy when creating the graphs.
   - Ensure that the graphs are meaningful.
     - Number of male vs female respondents is not relevant to the investigation, however, the number of people who are getting themselves ready for the change vs the number of people who think it won’t happen in their lifetime, is relevant.
   - Ensure that graphs are easy to read.
     - Use headings, axis titles and data labels wherever possible.
   - You should have at least two relevant graphs, although more would be useful.
     - These may be the same or different types but ensure that the type of graph is the best for the data. E.g. a line graph is only used to indicate change over time, so use it carefully. Column/Bar/Pie graphs are a lot more common and usually work well with this type of data.

4. Save the spreadsheet in your Phase 2 folder. Make sure that you use an appropriate file name.

**Note:**
Ensure that you have

- A spreadsheet where you captured and analysed the questionnaire data
  - 1 worksheet for raw data
To be able to share the knowledge and insight you have gained with your audience you need to create a report to include at least the following:

- A title page
  - the PAT topic
  - the focus question
  - your name and surname
  - the date on which the presentation is presented

- Contents page
  - Introduction (1 page)
    - Provide background information that tells the reader what the presentation is about. Clearly state the problem, purpose and the focus of the investigation. *(Your Task Definition may come in useful for this)*
  - Body (3 – 6 pages)
    - Headings from Phase 1 with relevant, appropriate information under each heading discussing the investigation and providing arguments/making claims. All arguments/claims must be supported by evidence from the investigation and motivated/explained.
    - Supporting evidence such as graphs, tables, and data, where appropriate.
    - Interpret and integrate information where necessary.

- Findings and recommendations (1 page)
  - Provide findings/recommendations that clearly and effectively address the original problem/focus question. *(Graphs from Phase 2 are perfect for this.)*

- Conclusion (1 page)
  - 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.

- List of references (1 page)
  - The information you need should be found in the summary documents you created in Phase 1.

**Please Note:**
Ensure that you have:

- Use of graphics and/or graphs should be relevant to the topic or purpose of the presentation and enhance understanding.
- Graphs, tables, data, summaries, etc. must be easy to read and interpret.
- Ensure that your pages are well laid out, readable, have a consistent appearance and that pages are not too ‘busy’.
- Use good ‘standard’ English and ensure there are no spelling and grammar mistakes.
- Acknowledge information and graphics used from other sources appropriately.
- The information you give must be written in your own words. 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. Be original and creative.
✓ Check the sequence and flow of the information. Organise the information in a logical and coherent way.

**To be handed in for Phase 2**

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

Submit your entire PAT folder (including the work for phase 1 and 2) to your teacher with the following correctly saved items:

1. **Phase 1**
   1.1 **Sources**
      1.1.1 electronic copies of sources
      1.1.2 web pages used as sources
   1.2 the word processing document for Phase 1
   1.3 the original questionnaire
   1.4 subfolder with the completed questionnaires
   1.5 the Declaration of Authenticity for Phase 1 (Annexure E)

2. **Phase 2**
   2.1 the spreadsheet for Phase 2
   2.2 the report
   2.3 the final declaration (Annexure F) for the PAT

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

**NOTE:** It is advisable to store the evidence electronically and not in hard copies.
Example of research questions

- Should schools offer CAT as part of their curriculum?
- What skills are needed in a changing world?
- Have you had any encounters with learners taking CAT currently at their school?
- What are the skills learnt at school level for CAT?

Remember that the answers to the research questions must assist you in answering the focus question: “Should CAT be offered at schools and its usefulness of the skills taught in CAT?

Every time you ask a research question, ask yourself how the answer to this research question will help to answer the focus question!
Example of Questionnaire questions

Possible questions for questionnaire:

Doing research with assistance of Grade 9 learners and/or current learners doing CAT at school, to determine if it is advantageous subject to have, and how it will help them in future. Also determine if grade 9 learners are interested to take CAT in grade 10 as a subject choice.

Please complete the following questionnaire to help me gather information on people’s perception regarding the CAT as a school subject.

Bibliographical Information

Gender | Age | Grade
---|---|---
[ ] Male | [ ] | [ ]
[ ] Female | [ ] | [ ]

CAT as a subject at school

1. Would you be interested to take CAT in grade 10?
   [ ] Yes [ ] No

2. Do you think CAT is an important subject?
   [ ] Yes [ ] No

3. Do you think learners will learn the necessary technological skills from CAT?
   [ ] Yes [ ] No

4. On a scale of 1 to 10, how important do you think CAT-skills are in addition to the skills you need for a specific job? (make a cross through the number you choose)
   Not at all [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Vitally important

5. On a scale of 1 to 10, what is your attitude toward CAT?
   (make a cross through the number you choose)
   Negative [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Positive

6. On a scale of 1 to 10, what do you think your computer skills are?
   (make a cross through the number you choose)
   Very little [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Very competent

7. Will you consider any of the following?
   (choose all that apply to you)
   [ ] taking CAT in grade 10
   [ ] taking CAT as an 8th subject
   [ ] reconsider my subject choices (if you do not already have CAT as a choice subject)
   [ ] Other: _____________________
Annexure C

Style guide for word processing documents

Title page

- Use appropriate content controls to display information.
- Text should be typed using appropriate font sizes.
- This should be the only page on which you make use of a page border.
- Avoid ‘arty’ (fancy) borders and backgrounds.
- Do NOT use WordArt/Text Art.

Headings

- The font used should be easy to read, e.g. Cambria, Calibri, etc.
- Different levels of headings should be clearly distinguishable.
- Font size should vary between 12 to 18 pt.
- Ensure that headings stand out clearly from other text.
- Make use of heading styles where appropriate and to ensure that headings are formatted in a consistent way.

Body text

- Use a font that is easy to read and that is the same as the heading font or matches the heading font, e.g. Cambria, Calibri.
- Font size should not be larger than 12 pt and not smaller than 10 pt.
- Ensure that different paragraphs are clearly distinguishable.
- Use appropriate word processing principles and techniques to create white space and enhance readability (e.g. line and paragraph spacing, pagination such as widow/orphan control, etc.).
- Ensure that all body text is formatted in a consistent way. The use of styles would help to ensure consistency.
- Body text should be distinguishable from headings.
- Body text should be left aligned.

Page layout

- Use word processing functions to add page numbers.
- Make use of page breaks to start new pages.
- Make use of lists where appropriate to support readability.
- Use sufficient white space.

General formatting and editing

- Keep it simple—this is not an art or design competition—it is the quality of the content that matters!
- Use the Spelling and Grammar function of your word processor to review and correct your document. Professional documents should be error-free!
Annexure D

Framework of the research document

Cover Page
Name & Surname
Name of School
Subject name & grade
PAT topic
Focus question
Presented on (date of Phase 1)

Page 2
Contents Page
Task Definition ......................... 3
Main heading .......................... 4
Main heading .......................... 5
Main heading .......................... 6
Bibliographical sources ............ 7
Addendum A ......................... 9
Addendum B ......................... 10

Page 3
Task Definition
- Why am I doing the investigation?
- What will the focus of my investigation be?
- How will I go about conducting the investigation?
- Who is the information for?
- How must I present the information?

Page 4
1 MAIN HEADING
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
(Summary of information from sources addressing this heading)
(arguments and claims supported by evidence)

Page 5
2 MAIN HEADING
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
(Summary of information from sources addressing this heading)
(arguments and claims supported by evidence)

Page 6
3 MAIN HEADING
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
(Summary of information from sources addressing this heading)
(arguments and claims supported by evidence)

Page 7/8/9
Bibliographical information of sources
Tables with bibliographical information and summaries for each of the 3 sources- see figure 2.

Page 8/9/10
Addendum A
SmartArt diagram of folder structure

Page 10/11/12
Addendum B
Table with research/investigative questions – see figure 1 for three different headings.
Annexure E

Learner declaration – Phase 1

I understand that work submitted for assessment must be my own.

Did you receive help/information from anyone to complete this work/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 are my own original work (except where there are 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

Note:
A Declaration of Authenticity (Annexure F) must be completed and handed in with each Phase of the PAT, i.e. one for Phase 1 and one for Phase 2 and then a Final Declaration (Annexure F) must be handed in for Phase 2.
## Final Declaration of Authenticity

<table>
<thead>
<tr>
<th>Learner name and surname</th>
<th>ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Applications Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical Assessment Task (PAT)</th>
<th>Teacher</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I hereby declare that the content of this assessment task is my own original work (except where there are 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.

_________________________  ___ / ___ / 2019
SIGNATURE OF LEARNER      DATE
### Example of a K-W-L-S Chart

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I already know</td>
<td>What I want to know</td>
<td>What I learned</td>
<td>What I still want to know</td>
</tr>
</tbody>
</table>

...