



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

COMPUTER APPLICATIONS TECHNOLOGY

Practical Assessment Task

Working document for the learner

Grade 10

2020

This document consists of 36 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 TWO phases as outlined in the Mark Allocation table below:

Mark Allocation

Phase	Focus	Maximum Mark
Phase 1	Find and access data and information – Word processing document	40
Phase 2	Process data and information - Spreadsheet Present information/solution – Report General	60
Total		100

Figure 1: Mark Allocation table

Your teacher will provide you with dates and deadlines for each phase. You are to adhere to the dates given.

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

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



DIGITAL FOOTPRINT

Everyone who uses the Internet has a digital footprint. It is wise to consider what trail of data you are leaving behind in the online world. Understanding your digital footprint may prevent you from sending a hurtful email, since the message might remain online forever. It may also guide you to be more sensitive in what you publish on social media websites. While you can often delete content from social media sites, once digital data has been shared online, there is no guarantee you will ever be able to remove it from the Internet.

The **focus question** that you are required to answer is: **How does your digital footprint impact your life?**

Your task is to:

- Investigate how our digital footprint can have an impact on our lives, including examples, activities and tools for managing our digital footprint
- Ask/research questions that will assist you with your investigation:
 - What is a digital footprint?
 - How is a digital footprint created?
 - How can you find your digital footprint?
 - What are examples of a digital footprint?
 - How is a digital footprint used?
 - Why is it important to understand your digital footprint?
 - What are the consequences of a digital footprint?
 - How can you manage your digital footprint?
 - What advice can you give to people about digital footprints?
- Gather and analyse data relevant to the investigation
- Identify a suitable audience (such as the learners in your class/school or the school management at your school, etc.) and present your research and findings in a report that would be suitable for use by the specific audience

Consider some of the following areas:

- A description of a digital footprint
- A description of the two types of digital footprints
- A description of the online activities leading to a digital footprint
- A description of the consequences of a digital footprint
- A description of a case study on a digital footprint
- Factors to consider about your digital footprint
- Description of results gathered from your questionnaire and other online surveys

Possible ideas that you could use for your recommendations, solutions or conclusion in your report:

- Examples of digital footprints
- Consequences of a digital footprint
- How to go about managing your digital footprint.
- Lessons learned from digital footprints
- Recommendations for protecting your digital footprint

Possible resources you may wish to consult:

<https://www.internetsociety.org/tutorials/your-digital-footprint-matters/>

<http://www.ascd.org/publications/educational-leadership/apr11/vol68/num07/Positive-Digital-Footprints.aspx>

<https://www.teachthought.com/the-future-of-learning/11-tips-for-students-to-manage-their-digital-footprints/>

<https://www.rasmussen.edu/student-experience/college-life/what-is-digital-footprint/>

<https://za.norton.com/internetsecurity-privacy-clean-up-online-digital-footprint.html>

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
- 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, Google Drive, Dropbox, etc.)

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.

Overview of tasks

to find quality
information

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

- Gather and summarise relevant data and information

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

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

Survey

- Capture original

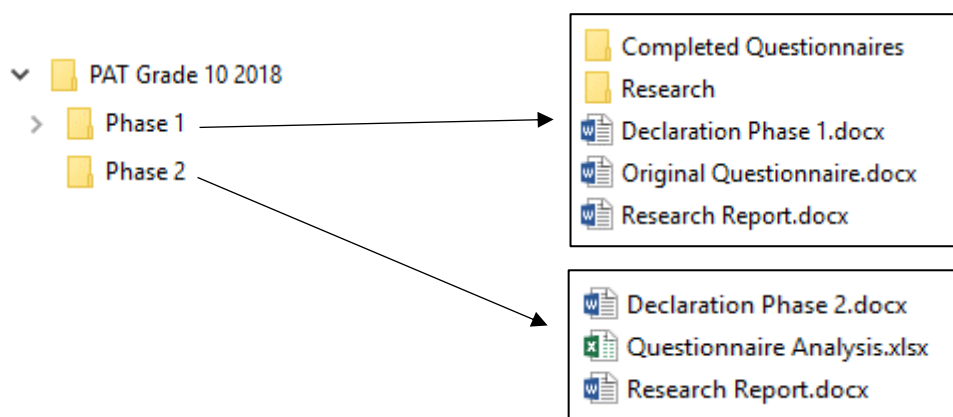
Instructions for Phase 1

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.



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, Word Art 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 (TOC) page

Create a page for your Table of Contents (TOC). This page should have a heading 'Contents' and a list of the contents in your research document. Use tab settings 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 applications? 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.

Focus question: How does your digital footprint have impact your life?

- 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.
- 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 your 10 questions below 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.

Main Heading 1: _____

No	Question	Possible source
1		
2		
3		
4		

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	What would your digital footprint reveal
Name of web page	EdTechReview
URL	https://edtechreview.in/trends-insights/insights/2727-digital-footprint-survey-measure
Author	Gupta, P.
Date created/updated	5 April 2017
Date accessed	2 March 2020
Summary of source information	

Figure 2: Example Question and Source table – Website

- 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

- 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 C](#)).

Administer a questionnaire

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

- 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
 - do people know what a digital footprint is, etc.
 - do people understand the impact of a digital footprint, etc.
 - whether people know what the consequences of their digital footprint are, etc.
 - whether people know how to manage their digital footprint, etc.
- Use the word processor and create the questionnaire provided in **Annexure A** (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. (*Google forms or Survey monkey may be used to create and distribute the questionnaires*)
- Distribute the questionnaire to at least **10** people. Try and include a variety of people in this group in terms of e.g. age, demographics, etc.
- 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 scanned hard copies) of all the completed questionnaires; saved in an appropriate, separate folder

Insert a diagram/graphic of your 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 B](#)) 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 C) 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* or *graphic of your 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 D)

Instructions for Phase 2

The purpose of this phase of the PAT is to:

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

Process data and analyse questionnaire results

Process and analyse all data (questionnaire data as well as other data, such as quantities, amounts, numbers, etc.) by using 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 managing their digital footprint vs the number of people who think it is not important, 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 works 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/workbook using different worksheets where you captured and analysed the questionnaire data, e.g.
 - 1 worksheet for raw data (named DATA)
 - 1 worksheet for processing/summarised data (named PROCESSED)
 - 1 worksheet for graphs (named GRAPHS)
 - The level and the quality of the processing in the spreadsheet will be evaluated and marks assigned accordingly (see Assessment Tool)

Report

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 report is presented
- Contents page
 - Introduction (1 page)
Provide background information that tells the reader what the report is about. Clearly state the problem, purpose and the focus of the investigation.
(Use and adapt your Task Definition for this)
 - Body (3 – 6 pages)
 - Headings from Phase 1 with relevant, appropriate information under each heading discussing the investigation and analysis as well as providing arguments/making claims. All arguments/claims must be supported by evidence from the investigation/analysis and should be 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:

- ✓ Use of graphics and/or graphs should be relevant to the topic or purpose of the report 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 D)
2. Phase 2
 - 2.1 the spreadsheet for Phase 2
 - 2.2 the report
 - 2.3 the final declaration (Annexure E) 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.

Assessment

Assessment Summary

LEARNER NAME: _____

DATE: _____

Phase	Focus	Maximum Mark	Mark Obtained
Phase 1	Find and access data and information	40	
Phase 2	Process data and information and present information/solution (report)	60	
Total		100	
		%	

Authentication Declaration by the Teacher

I hereby declare that, to the best of my knowledge, the work assessed is solely that of the learner (except where there is clear acknowledgement and record of any substantive 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.

Comment:

Teacher name: _____

Teacher signature: _____

Date: _____

Assessment Tool – Phase 1

Learner Name: _____

Date handed in: _____

Note: This is a criterion-reference tool and not a norm-reference tool.

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

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
1	TASK DEFINITION (± 150 words/half a page) Clearly describes, <u>in the learner's own words</u> , the intention of the task/project (PAT) according to the criteria below. If the task definition is not done in learner's own word, NO marks should be awarded.							
	<input type="checkbox"/> Why am I doing the investigation? <input type="checkbox"/> What will the focus of my investigation be? <input type="checkbox"/> How will I go about doing the PAT? <input type="checkbox"/> Who is the target audience? <input type="checkbox"/> In what format would it be presented in?	4	<ul style="list-style-type: none"> All 5 questions (in criteria) are clearly and answered 	<ul style="list-style-type: none"> Only 4 of the 5 questions (in criteria) are clearly answered 	<ul style="list-style-type: none"> Only 3 of the 5 questions in the criteria are clearly answered 	<ul style="list-style-type: none"> Only 2 of the 5 questions in the criteria are clearly answered 	<ul style="list-style-type: none"> Not done or Less than 2 of the 5 questions in the criteria answered 	
2	RESEARCH QUESTIONS – TECHNICAL ASPECTS (Questions to guide the research – This is NOT for the QUESTIONNAIRE) Technical aspects such as organisation of questions, number of questions and sources indicated							
	<input type="checkbox"/> At least research 10 questions <input type="checkbox"/> All organised under appropriate headings that are relevant to the topic (at least 3 headings) <input type="checkbox"/> Possible appropriate source type (e.g. Internet/printed media/expert) indicated for each question	3		<ul style="list-style-type: none"> Clearly contains all 3 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 3 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 3 aspects 	<ul style="list-style-type: none"> Not done or All 3 aspects inappropriate 	
3	RESEARCH QUESTIONS – QUALITY (Questions to guide the research – This is NOT for the QUESTIONNAIRE) A minimum of 10 questions that will help to answer the focus question and provide a solution to the problem/focus question within the PAT requirements, i.e. will provide qualitative as well as quantitative information.							
	<input type="checkbox"/> All questions provided will help to answer the focus question. <input type="checkbox"/> Includes questions that will give data/statistical type answers, for example How many? How many times? How often? <input type="checkbox"/> Includes a variety of questions (closed and open-ended questions)	3		<ul style="list-style-type: none"> Clearly contains all 3 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 3 aspects 	<ul style="list-style-type: none"> Clearly contains only 1 of the 3 aspects 	<ul style="list-style-type: none"> No questions or All three aspects inappropriate 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
4	SOURCES – TECHNICAL Learner identified a variety of sources (at least three sources, excluding questionnaire)- 2 different web sites and another type/media (e. g. magazine, newspaper, brochure, textbook – printed or electronic format), email to an expert/interview with an expert							
	Number of sources, excluding questionnaire , for example asking for 3 sources <input type="checkbox"/> Correct number of sources <input type="checkbox"/> Correct variety of sources	2			<ul style="list-style-type: none"> Clearly contains both aspects 	<ul style="list-style-type: none"> Clearly contains only 1 of the 2 aspects 	<ul style="list-style-type: none"> Not provided 	
5	SOURCES – BIBLIOGRAPHICAL INFORMATION Appropriate sources identified to answer questions and source details clearly indicated as follow: <ul style="list-style-type: none"> Source name Article name/webpage/chapter/pages Author URL (if obtained from web) Dates (created/ published/issued/ updated/accessed) Publisher 							
	<input type="checkbox"/> All listed details for all (3) sources <input type="checkbox"/> All listed details for only 2 of the 3 sources <input type="checkbox"/> All listed details for only 1 of the 3 sources	3		<ul style="list-style-type: none"> Clearly provides all listed details for all 3 sources 	<ul style="list-style-type: none"> Clearly provides all listed details for only 2 sources 	<ul style="list-style-type: none"> Clearly provides all listed details for only 1 sources 	<ul style="list-style-type: none"> No source details provided or Only some details provided for some sources 	
6	SOURCES – SUMMARY Each source used is summarised in learner’s own words. Summary gives information available in the source which is relevant to the topic and which will help to answer questions or is useful for solving the problem.							
	<input type="checkbox"/> Summary of information for all sources used <input type="checkbox"/> All summaries are in learner’s own words <input type="checkbox"/> All summarised information is likely to the answer questions/ help solve the problem	3		<ul style="list-style-type: none"> Clearly contains all 3 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 3 aspects 	<ul style="list-style-type: none"> Clearly contains only 1 of the 3 aspects 	<ul style="list-style-type: none"> Not provided or Inadequate summaries made 	
7	DOCUMENT- REQUIREMENTS A single word processing document that contains all required aspects							
	<input type="checkbox"/> A single word document (9-12 pg excluding cover, contents page and addenda) <input type="checkbox"/> Contains a cover page and content page with all required detail (per instructions) <input type="checkbox"/> Contains screen SmartArt diagram / graphic of folder structure as addenda	3		<ul style="list-style-type: none"> Clearly contains all 3 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 3 aspects 	<ul style="list-style-type: none"> Clearly contains only 1 of the 3 aspects 	<ul style="list-style-type: none"> No document or Does not contain any of the aspects 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
8	DOCUMENT – TECHNICAL ASPECTS Professional presentation that uses correct word processing principles and techniques	4		<ul style="list-style-type: none"> Clearly contains all 4 aspects 	<ul style="list-style-type: none"> Clearly contains 3 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 4 aspects 	<ul style="list-style-type: none"> No document or Totally unstructured, not readable or unprofessional
	<ul style="list-style-type: none"> <input type="checkbox"/> Fonts: Appropriate, readability, appropriate size and too many different fonts used (not > 2). <input type="checkbox"/> Appropriate line and paragraph spacing (no 'empty' paragraphs) <input type="checkbox"/> Appropriate word spacing (not two or more spaces between words or after punctuation marks) <input type="checkbox"/> Hyperlinks in document and/or tables lead to relevant information/sources and work/open correctly 							
9	DOCUMENT – TECHNICAL QUALITY Professional presentation that uses sound and correct word processing principles and techniques	3		<ul style="list-style-type: none"> Clearly contains all 3 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 3 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 3 aspects 	<ul style="list-style-type: none"> No document or Totally unstructured, not readable or unprofessional 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Well structured, legible, professional document with consistent formatting throughout <input type="checkbox"/> Headings given due prominence (also in tables) <input type="checkbox"/> No spelling or grammar mistakes 							
10	QUESTIONNAIRE – TECHNICAL ASPECTS Electronically created questionnaire, professionally and appropriately designed using appropriate word processing principles and techniques	3		<ul style="list-style-type: none"> Clearly contains all 3 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 3 aspects 	<ul style="list-style-type: none"> Clearly contains only 1 of the 3 aspects 	<ul style="list-style-type: none"> No questionnaire 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Professional formatting and layout created using word processor (e.g. appropriate word processing techniques) with no errors <input type="checkbox"/> At least 5 questions excluding biographical data (e.g. name, gender, age, address) <input type="checkbox"/> Maximum one (1) page 							
11	QUESTIONNAIRE – QUALITY A minimum of 5 questions that will gather information that will help answer the focus question	3		<ul style="list-style-type: none"> Clearly contains all 3 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 3 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 3 aspects 	<ul style="list-style-type: none"> No questionnaire 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Questions are relevant and will provide information not likely to be found in other sources <input type="checkbox"/> At least 10 completed forms <input type="checkbox"/> Questionnaire was issued to a variety of people 							

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
12	ORGANISATION OF EVIDENCE Format and organisation of material/evidence							
	<input type="checkbox"/> Electronic copies of all documents (including evidence of sources) available <input type="checkbox"/> All organised into a logical folder structure, clearly named and easy to find/navigate <input type="checkbox"/> Meaningful folder and file names used <input type="checkbox"/> Declaration of Authenticity provided	4	<ul style="list-style-type: none"> Clearly contains all 4 aspects 	<ul style="list-style-type: none"> Clearly contains 3 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains only 1 of the 4 aspects 	<ul style="list-style-type: none"> No evidence or Contains none of the aspects 	
13	TIME MANAGEMENT Time was well managed in respect of deadlines being met and work being done.							
	<input type="checkbox"/> Deadline met – Phase 1 was handed in on time <input type="checkbox"/> Work was complete in all respects	2			<ul style="list-style-type: none"> Clearly contains both aspects 	<ul style="list-style-type: none"> 1 out of the 2 aspects were met 	<ul style="list-style-type: none"> Poor or no time management evident Work is incomplete 	
TOTAL MARK:		40	MARK OBTAINED					
Comment/feedback:								
<hr/> <hr/>								
Teacher name: _____ Teacher signature: _____ Date: _____								

Assessment Tool – Phase 2

Learner Name: _____

Date handed in: _____

Note: This is a criterion-reference tool and not a norm-reference tool.

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

	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
1	SPREADSHEET - GENERAL Well designed with good layout and is easy to read and interpret							
	<input type="checkbox"/> Well designed <input type="checkbox"/> Good layout <input type="checkbox"/> Easy to read and interpret <input type="checkbox"/> Appropriate column headings	4	<ul style="list-style-type: none"> Clearly contains all 4 aspects 	<ul style="list-style-type: none"> Clearly contains 3 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 4 aspects 	<ul style="list-style-type: none"> No spreadsheet or None of the aspects clearly present 	
2	SPREADSHEET - TECHNICAL Formatting: Appropriate formatting techniques (borders, shading, font alignment, etc.). The format should contribute to readability, not hinder it.							
	<input type="checkbox"/> Appropriate formatting techniques (borders, shading, font alignment, etc.) used <input type="checkbox"/> Row and column headings stand out <input type="checkbox"/> Appropriate data types ((number, currency, date, etc.) used <input type="checkbox"/> Results to be used in slideshow on separate worksheet	4	<ul style="list-style-type: none"> Clearly contains all 4 aspects 	<ul style="list-style-type: none"> Clearly contains 3 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 4 aspects 	<ul style="list-style-type: none"> No appropriate formatting used 	
3	SPREADSHEET – QUALITY Relevant data used. Processing is correct and relevant and contribute to the solution.							
	<input type="checkbox"/> Relevant data <input type="checkbox"/> Relevant/appropriate processing (contributes to the solution) <input type="checkbox"/> Show trends/patterns <input type="checkbox"/> No processing errors/error indicators	4	<ul style="list-style-type: none"> Clearly contains all 4 aspects 	<ul style="list-style-type: none"> Clearly contains 3 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 4 aspects 	<ul style="list-style-type: none"> No relevant data or processing 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
4	SPREADSHEET – GRAPHS Graphs are relevant, meaningful and serve a purpose, of the correct type and formatted to be easy to interpret (headings, labels, legends, etc.). Will help to answer questions and contribute to the solution or clarify/explain aspects of the problem/solution.							
	<input type="checkbox"/> At least two graphs, correctly done that will contribute to the solution <input type="checkbox"/> Correct types of graphs used <input type="checkbox"/> Easy to interpret <input type="checkbox"/> Graphs on separate worksheet	4	<ul style="list-style-type: none"> Clearly contains all 4 aspects 	<ul style="list-style-type: none"> Clearly contains 3 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 4 aspects 	<ul style="list-style-type: none"> No chart/graph or No relevant, meaningful graph 	
5	SPREADSHEET – COMPLEXITY Level of relevant, meaningful processing done correctly							
	① Simple, general functions that only include a range/list of cell references/values (e.g. SUM, MAX, MIN, COUNT, AVERAGE) or formula to substitute any one of these functions or simple calculations using only one arithmetic operator (+, -, *, /)	1				At least 1 instance of relevant, meaningful, correct processing done at level ①	No spreadsheet or No relevant, meaningful processing done	
	② Less general functions that include only a range/list of cell references/values, (e.g. MEDIAN, MODE) or functions with empty brackets (e.g. RAND) or calculations using a combination of arithmetic/relational operators, brackets or calculations using a combination of any two simple functions at level ①	2			At least 1 instance of relevant, meaningful, correct processing done at level ②			
	③ Use a combination of more than two functions or calculations using a combination of any operators, brackets <i>and</i> other functions	3		At least 1 instance of relevant, meaningful, correct processing done at level ③				
	④ Function using range/list of cell references/values <i>plus</i> criterion with one relational operator (e.g. COUNTIF) or functions not in Grade 10 curriculum meaningfully used	4	At least 1 instance of relevant, meaningful, correct processing done at level ④					

	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
6	REPORT – PAGES USED							
	<input type="checkbox"/> Title and content page included <input type="checkbox"/> Introduction page <input type="checkbox"/> Pages for Headings (3-6 slides) <input type="checkbox"/> Conclusion/Recommendation page <input type="checkbox"/> Reference page	4	<ul style="list-style-type: none"> All 5 aspects clearly present 	<ul style="list-style-type: none"> Only 4 of the 5 aspects clearly present 	<ul style="list-style-type: none"> Only 3 of the 5 aspects clearly present 	<ul style="list-style-type: none"> Only 2 of the 5 aspects clearly present 	<ul style="list-style-type: none"> Less than 2 of the 5 aspects clearly present or No report 	
7	REPORT – GENERAL APPEARANCE							
	<input type="checkbox"/> All pages – consistent appearance (formatting, background, colours, layout, font, etc.); white space and alignment used effectively to organise material and enhance readability <input type="checkbox"/> Colours/textures of background, fonts, form a pleasing palette, do not detract from the content or readability <input type="checkbox"/> Point size varies appropriately for headings/sub-headings and text, and enhances readability	3		<ul style="list-style-type: none"> All 3 aspects clearly present 	<ul style="list-style-type: none"> Only 2 of the 3 aspects clearly present 	<ul style="list-style-type: none"> Only 1 of the 3 aspects clearly present 	<ul style="list-style-type: none"> None of the 3 aspects clearly present or No report 	
8	REPORT – ORGANISATION AND READABILITY							
	Correct grouping and structuring of elements and information. Layout and organisation enhances readability and understanding <input type="checkbox"/> Related information grouped together using appropriate headings <input type="checkbox"/> Techniques such as bullets, tables, diagrams and headings are used appropriately and correctly to structure information to enhance meaning/readability <input type="checkbox"/> Functional hyperlinks used to navigate between slides and/or other relevant information (e.g. spreadsheet)	3		<ul style="list-style-type: none"> All 3 aspects clearly present 	<ul style="list-style-type: none"> Only 2 of the 3 aspects clearly present 	<ul style="list-style-type: none"> Only 1 of the 3 aspects clearly present 	<ul style="list-style-type: none"> None of the 3 aspects present or No report 	
9	REPORT –GRAPHICS							
	Use of graphics <input type="checkbox"/> Appropriate graphics used <input type="checkbox"/> Sufficient amount of graphics (no more than 5) <input type="checkbox"/> Appropriate graph(s) <input type="checkbox"/> AutoShapes/SmartArt used for illustrations	4	<ul style="list-style-type: none"> All 4 aspects clearly present 	<ul style="list-style-type: none"> Only 3 of the 4 aspects clearly present 	<ul style="list-style-type: none"> Only 2 of the 4 aspects clearly present 	<ul style="list-style-type: none"> Only 1 of the 4 aspects clearly present 	<ul style="list-style-type: none"> None of the 4 aspects present or No report 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
10	REPORT – INFORMATION – QUALITY Information presented in report is relevant and factually correct, without unnecessary duplication of any information, to enable audience to learn more about the topic/problem.							
	<input type="checkbox"/> Report contains good quality, relevant and factually correct content about the topic <input type="checkbox"/> Demonstrates good understanding of the information included	2			<ul style="list-style-type: none"> Both aspects clearly present 	<ul style="list-style-type: none"> Only 1 of the 2 aspects clearly present 	<ul style="list-style-type: none"> None of the aspects present or No report 	
11	REPORT – ARGUMENTS - QUALITY OF CONTENT Presentation of arguments/making of claims are relevant and supported by evidence from the investigation.							
	<input type="checkbox"/> Arguments presents/claims made are relevant to research <input type="checkbox"/> Arguments/claims are supported by evidence such as graphs, tables, data <input type="checkbox"/> Arguments presented/claims made shows integration of information	3		<ul style="list-style-type: none"> All 3 aspects clearly present 	<ul style="list-style-type: none"> Only 2 of the 3 aspects clearly present 	<ul style="list-style-type: none"> Only 1 of the 3 aspects clearly present 	<ul style="list-style-type: none"> None of the 3 aspects present or No report 	
12	REPORT– GENERAL ASPECTS Acknowledgement, target audience, language used							
	<input type="checkbox"/> Appropriate, clear acknowledgment provided to sources, graphics/images <input type="checkbox"/> Good 'standard' language used, suited to target group <input type="checkbox"/> No grammar and spelling mistakes	3		<ul style="list-style-type: none"> All 3 aspects clearly present 	<ul style="list-style-type: none"> Only 2 of the 3 aspects clearly present 	<ul style="list-style-type: none"> Only 1 of the 3 aspects clearly present 	<ul style="list-style-type: none"> None of the 3 aspects present or No report 	
13	EVIDENCE AND ORGANISATION OF DOCUMENTS Format and organisation of material/evidence							
	<input type="checkbox"/> Electronic copy of spreadsheet available <input type="checkbox"/> All organised into a logic folder structure, clearly named and easy to find/navigate <input type="checkbox"/> Meaningful folder and file names used <input type="checkbox"/> Declaration of Authenticity provided	4	<ul style="list-style-type: none"> Clearly contains all 4 aspects 	<ul style="list-style-type: none"> Clearly contains 3 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 2 of the 4 aspects 	<ul style="list-style-type: none"> Clearly contains 1 of the 4 aspects 	<ul style="list-style-type: none"> No evidence provided 	
14	TIME MANAGEMENT Time was well managed in respect of deadlines being met and work being done.							
	<input type="checkbox"/> Deadline met – Phase 2 was handed in on time <input type="checkbox"/> Work was complete in all respects	2			<ul style="list-style-type: none"> Clearly contains both aspects 	<ul style="list-style-type: none"> 1 out of the 2 aspects were met 	<ul style="list-style-type: none"> Poor or no time management evident Work is incomplete 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark	
15	GENERAL EVALUATION Based on continuous observation and final impression								
	<input type="checkbox"/> Attitude, commitment and work ethic	2			<ul style="list-style-type: none"> • Showed exceptional commitment throughout • Worked diligently and showed an exceptionally high level of commitment and pride in work at all times 	<ul style="list-style-type: none"> • Fair level of commitment shown in some parts • Showed some commitment and pride in the work done but was not always consistent 	<ul style="list-style-type: none"> • Low level of commitment shown throughout • Hardly worked at all/erratic performance with little or no pride or commitment shown at all 		
	<input type="checkbox"/> Independent working skills	2			<ul style="list-style-type: none"> • Carried out the project in a highly independent fashion • Showed outstanding level of skills/growth in knowledge and skills 	<ul style="list-style-type: none"> • Some independent working present and some evidence that he/she responds to guidance given • Showed some growth in knowledge and skills 	<ul style="list-style-type: none"> • No evidence of ability to work independently /Minimal or no evidence of responding to guidance given • Showed no discernible growth in knowledge and skills 		
	<input type="checkbox"/> Professional Products	2			<ul style="list-style-type: none"> • Produced products of the highest calibre with very little scope for improvement • Products were meaningful and could be used in real life 	<ul style="list-style-type: none"> • Professional in parts but not consistently so and some parts were done in a sloppy fashion • Can be implemented in real life after significant adjustments 	<ul style="list-style-type: none"> • No products produced OR quality very poor • Not ready to be implemented in real life 		
TOTAL MARK:		60						MARK OBTAINED	

Comment/feedback:

Teacher Name _____ Teacher Signature _____ Date: _____

Annexure A

Example of Questionnaire questions

Possible questions for questionnaire:

Please complete the following questionnaire to help me gather information on people's understanding of their digital footprint.

Bibliographical Information

Gender

- Male
 Female

Age

Grade

Digital Footprint

1. What is a digital footprint? (choose one)

- The time you spent on your digital devices
 Opposite to your digital fingerprint
 The digital trail left by everything you do online
 The number of digital devices you buy in a year

2. Have you ever searched for your "name/surname" on Google to check your online identity?

- Yes No

3. You regret posting a particular photo/picture on a social network and now you decide to take it off. Is it possible to remove it completely?

- Yes No

Why or Why not _____

4. Are you aware that your online activities (surfing the internet, using social media, shopping online) are tracked in order to build your online profile and reputation?

- Yes No

5. Can other people get access to your online profile?

- Yes No

6. On a scale of 1 to 10, how much thought or consideration do you give to anything you do online?

(make a cross through the number you choose)

Not all all

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 Very well

7. On a scale of 1 to 10, to what extent have you shared personal information online, e.g. subscribed to social websites/blog/online magazine, registered an e-mail address, used a web camera, done online shopping, etc. (make a cross through the number you choose)

Not al all

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 To a large extent

8. Which of the following activities could impact your online reputation? (you can mark more than one)

- Negative comments about other people
 Photos and videos that you publish
 The pages you follow on social media
 Poor grammar in comments and posts
 Expressing your believes (social/political, etc.) online

Annexure B

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 C

Framework of the research document

<p>Cover Page</p> <p>Name & Surname</p> <p>Name of School</p> <p>Subject name & grade</p> <p>PAT topic</p> <p>Focus question</p> <p>Presented on (date of Phase 1)</p>	<p>Page 2</p> <p>Contents Page</p> <p>Task Definition.....3</p> <p>Main heading4</p> <p>Main heading5</p> <p>Main heading6</p> <p>Bibliographical sources7</p> <p>Addendum A9</p> <p>Addendum B 10</p>	<p>Page 3</p> <p>Task Definition</p> <ul style="list-style-type: none"> • 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?
<p>Page 4</p> <p>1 MAIN HEADING</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Summary of information from sources addressing this heading)</p> <p>(arguments and claims supported by evidence)</p>	<p>Page 5</p> <p>2 MAIN HEADING</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Summary of information from sources addressing this heading)</p> <p>(arguments and claims supported by evidence)</p>	<p>Page 6</p> <p>3 MAIN HEADING</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Summary of information from sources addressing this heading)</p> <p>(arguments and claims supported by evidence)</p>
<p>Page 7/8/9</p> <p>Bibliographical information of sources</p> <p>Tables with bibliographical information and summaries for each of the 3 sources- see figure 2.</p>	<p>Page 8/9/10</p> <p>Addendum A</p> <p>SmartArt diagram of folder structure</p>	<p>Page 10/11/12</p> <p>Addendum B</p> <p>Table with research/investigative questions – see figure 1 for three different headings.</p>

Annexure D

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)

Help/information received from (person):	Nature of the help/information (provide evidence):
<p>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.</p>	
<p>_____</p> <p>Signature of Learner</p>	<p>___ / ___ / 2020</p> <p>Date</p>

Note:

A Declaration of Authenticity (Annexure E) 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 E) must be handed in for Phase 2.

Annexure E

Final Declaration of Authenticity

Learner name and surname		ID Number	
Grade	10	Year	2020
Subject	Computer Applications Technology		
Practical Assessment Task (PAT)		Teacher	
<p>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.</p>			
<p>_____</p> <p>Signature of Learner</p>		<p>__ / __ / 2020</p> <p>Date</p>	

Annexure F**K-W-L-S Chart**

Example of a K-W-L-S Chart			
K	W	L	S
What I already know	What I want to know	What I learned	What I still want to know