



**GAUTENG DEPARTMENT OF EDUCATION**

**SCHOOL-BASED ASSESSMENT**

**INFORMATION TECHNOLOGY**

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<p><b><u>Guideline Writing Team</u></b></p>
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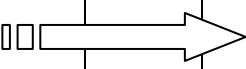
<p><b><u>Convenor</u></b> Chris Gryffenberg</p>
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## 1. Assessment in Grade 12

In Grade 12 assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Information Technology and External Assessment which makes up the remaining 75%. This 75% is divided into 25% for the Practical Assessment Task (PAT) and 50% for External Examinations. The School Based Assessment (SBA) section of the Programme of Assessment for Information Technology comprises seven tasks which are internally assessed and externally moderated. The External Assessment section comprises two components: a PAT and two examination papers (one practical and one theory).

The following table shows the annual assessment plan for Information Technology:

**Annual Assessment Plan for Information Technology in Grade 12**

Assessment Tasks		Term One	Term Two	Term Three	Term Four	% of Learner Evidence (L.E) Mark	% of final promotion mark
Tests		1	1			10	2.5
Examinations (Half Yearly & Preparatory – Practical & Theory)			1	1		70	17.5
Practical tasks:		1	1	1		20	5
External Assessment	Practical Paper				1	0	20
	Written Theory Paper				1		30
	Performance Assessment Task (PAT)				1		25

} LEARNER EVIDENCE (L.E) (25%)

### 1.1. External Assessment

The PAT is set externally, marked internally and moderated externally (at Cluster and Provincial level).

The National Senior Certificate (NSC) Examinations are set and marked externally. They consist of one three hour practical examination and one three hour theory examination (refer to Subject Assessment Guidelines (SAG)).

## 1.2. Internal Assessment (School Based Assessment)

This programme of assessment comprises seven tasks which forms the learner's Learner Evidence (L.E) and must cover all assessment standards.

### 1.2.1 Tests

Two of the assessment tasks should be tests written under controlled conditions at a specified time. A test should last at least 60 minutes and count a minimum of 50 marks. Tests should include:

- **PRACTICAL TEST 1 – Spreadsheets and databases**

Using an applicable real life scenario complete a practical test on spreadsheets and databases (inclusive of integration)

**Assessment Standards:**

12.4.2; 12.4.18; 12.4.19; 12.4.20

**Rubric Weighting:**

Database (development & design) – 15 marks (30%)

Database (display & presentation) – 5 marks (10%)

Spreadsheets (formatting & charts) – 5 marks (10%)

Spreadsheets (functions & formulae) – 15 marks (30%)

Integration – 7 marks (15%)

Data content – 3 marks (5%)

**Total Marks:**

50

- **PRACTICAL TEST 2 – Delphi and Databases**

Using an applicable real life scenario complete a practical test on database and programming language (inclusive of connectivity)

**Assessment Standards:**

12.4.11; 12.4.12; 12.4.14; 12.4.17; 12.4.19

**Rubric Weighting:**

Database (development & content) – 10 marks (20%)

Delphi code – 25 marks (50%)

Delphi Forms and components – 10 marks (20%)

Connectivity – 5 marks (10%)

**Total Marks:**

50

### 1.2.2 Assessment Tasks

The assessment tasks should be carefully designed tasks, which give learners multiple opportunities to research and explore the subject in exciting and varied ways. An assessment task must contain a topic / scenario that runs through the whole task.

Three assessment tasks are given for the year. These assessment tasks will contain topics related to assessment standards and should have different topics.

Assessment tasks topics are as follows:

- **TASK 1 - Hardware and Software Solutions**

Using a scenario which includes a company's (or organisation) use of computers in providing solutions to issue(s) of National and/or International importance learners must:

- Suitably identify the problem and outline the specific needs of the company/organisation;
- Recommend a hardware solution including use of the latest technologies for their identified problem justifying their choices;
- Recommend an operating system for the hardware solution with valid and supporting reasons/advantages;
- Analyse the needs of the various end users and make recommendations of appropriate application software.

**Assessment Standards**

12.1.8; 12.1.9; 12.1.11; 12.1.17; 12.3.9; 12.3.11

**Rubric Weighting:**

Provision of solutions – 8 marks (27%)

Justification of solutions – 16 marks (53%)

Word-processing (formatting and layout) – 6 marks (20%)

**Total Marks:**

30

- **TASK 2 - Online Help System**

Learners must develop a Delphi program that will interface with a database adding questions and answers for an online help system.

- Categorise questions (and answers) into at least the following categories:
  - Computer performance
  - Standard troubleshooting procedures
  - Internet security
- The database must make use of multiple tables and relationships using suitable data types.
- The user must be able to enter keywords to query the database and see the result(s)
- An administrator of the system must be able to add more questions, answers and keywords.

**Assessment Standards**

12.1.3; 12.1.4; 12.2.6; 12.4.6; 12.4.12; 12.4.19; 12.4.21

**Rubric Weighting:**

Delphi code – 16 marks (40%)

Multiple Delphi screens – 4 marks (10%)

Database – 8 marks (20%)

Question and Answer content – 12 marks (30%)

**Total Marks:**

40

- **TASK 3 - Survey on attitudes to software piracy and the use of Open Source software**

(It is important for the learner to research types of software piracy and the use of Open Source Software as well as its effect on business and society)

- Research software piracy/Open Source software – Using a word-processor learners must distinguish between software piracy and Open Source software and summarise their findings
- Compile survey form – Using a word-processor learners must create a carefully planned set of survey questions/choices.
- Conduct the survey – Learners must survey a suitable and random selection of people. The sample group must be of a suitable size and demographics that generate realistic results.
- Compute results – Using a spreadsheet to tabulate calculate and deduce results by making use of formulae and charts.
- Draw conclusions and present results – By integrating word-processing and spreadsheets learners must evaluate results and justify their findings and conclusions.

**Assessment Standards:**

12.2.5; 12.2.8; 12.3.2; 12.3.6; 12.4.2; 12.4.20

**Rubric Weighting:**

Research (findings &amp; layout) – 9 marks (15%)

Survey form (content &amp; layout) – 6 marks (10%)

Survey results (formatting &amp; charts) – 12 marks (20%)

Survey analysis (formulae &amp; functions) – 24 marks (40%)

Integrated presentation – 6 marks (10%)

Bibliography – 3 marks (5%)

**Total Marks:**

60

**1.2.3 Half Yearly Examination**

Grade 12 learners must complete another set of examinations, beside the preparatory examinations; these examinations are set internally, marked internally and moderated externally and should consist of two papers, which are as closely aligned to the final examinations as possible (depending when in the year they are written):

**Practical Paper:** The duration of the paper is 3 hours for 120 marks. The questions will be set in such a way that they cover the knowledge and skills of Learning Outcome 4.

**Theory Paper:** The duration of the paper is 3 hours for 180 marks. The questions will be set in such a way that they cover the knowledge and skills of all the Learning Outcomes.

### Weighting of Learning Outcomes (LO) and Levels of Complexity of Questions in Papers 1 & 2 combined

<b>Subject title:</b>	Information Technology						
<b>Weighting of LOs:</b>	LO1 : 20%	LO2 : 10%	LO3: 10%	LO4 : 60%			
<b>Weighting of levels:</b>							
	1	2	3	4	5	6	7
<b>Level % achieved:</b>	0-29	30-39	40-49	50-59	60-69	70-79	80-100
<b>Level description:</b>	-	Knowledge	Comprehension	Application to the familiar	Analysis	Synthesis	Evaluation
<b>Constitution of questions by Level</b>	10% – 30%		15% - 25%	15% - 25%	5% - 15%	5% - 15%	15% - 25%
	<b>Knowledge – Comprehension - Application</b>				<b>Higher order skills</b>		
	60 %				40%		

### Practical Examination

SECTION	DESCRIPTION	MARKS
<b>A</b>	<b>Database questions</b> This section contains questions on the database application package. Examples of questions include: • The development of a database using data provided • The development of queries and reports using given databases • Given database tables develop appropriate relationships and then design queries and reports	≈ 40
<b>B</b>	<b>Programming language questions</b> This section contains questions on software development using an object-oriented programming language. Examples of questions could include the following: • Given a simple specification, learners develop a solution using the programming language they have studied and/or debug a given program in terms of both syntax and logical errors. • Given a simple specification, learners develop a solution using the programming language they have studied. • Given a partially completed program and a problem specification, learners complete the program by adding additional functionality • Given a problem, learners develop a program to solve the problem; the solution may include some higher-order skills	≈ 80



## Theory Examination

SECTION	DESCRIPTION	MARKS
A	MULTIPLE-CHOICE QUESTIONS: A range of multiple-choice questions covering all Learning Outcomes	≈ 10
B	HARDWARE AND SYSTEM SOFTWARE: The questions in this section are linked to a scenario and the questions are, by and large, related to the scenario. Questions relating to computer architecture and hardware, operating systems and system software and data communication and networks are asked in this section.	≈ 60
C	APPLICATIONS AND IMPLICATIONS: This section is also scenario-based and is aligned to Learning Outcomes 2 and 3. The section contains a number of short questions on e-communications and social and ethical issues. The questions on e-communications concentrate on the uses of computer networks and not on the actual hardware configurations, etc., as these will have been covered in Section B.	≈ 20
D	PROGRAMMING AND SOFTWARE DEVELOPMENT: This section is scenario-based and is aligned to Learning Outcome 4. It evaluates the learner's understanding of the theoretical basis of programming, program design and algorithmic development. Questions relating to data structures and program development and testing are asked in this section.	≈ 40
E	INTEGRATED SCENARIO: This section is based on a single large-scale scenario and will be aligned to all the Learning Outcomes. It contains a number of shorter questions.	≈ 50

### 1.2.4 Preparatory Examination

The preparatory examinations for Grade 12 are set externally, marked internally and moderated externally and consist of two papers:

**Paper 1 (Practical):** The duration of the paper is 3 hours for 120 marks. The questions will be set in such a way that they cover the knowledge and skills of Learning Outcome 4.

**Paper 2 (Theory):** The duration of the paper is 3 hours for 180 marks. The questions will be set in such a way that they cover the knowledge and skills of all the Learning Outcomes.

### Summary of Programme of Assessment Tasks

			MARK out of	MARK	
PROGRAMME OF ASSESSMENT TASKS	Task 1	LO AS 12.1.8 12.1.9 12.1.11 12.1.17 12.3.9 12.3.11	<b>Hardware and Software Solutions</b> Using a scenario which includes a company's (or organisation) use of computers in providing solutions to issue(s) of National and/or International importance.	≈ 30	
	Practical Test 1	LO AS 12.4.2 12.4.18 12.4.19 12.4.20	<b>Spreadsheets and databases</b> Using an applicable real life scenario complete a practical test on spreadsheets and databases (inclusive of integration)	≈ 50	
	Task 2	LO AS 12.1.3 12.1.4 12.2.6 12.4.6 12.4.12 12.4.19 12.4.21	<b>Online Help System</b> Learners must develop a Delphi program that will interface with a database adding questions and answers for an online help system.	≈ 40	
	Examination	LO 4	<b>Practical Examination</b> 3 hours	120	
		LO 1 – 4	<b>Theory Examination</b> 3 hours	180	
	Practical Test 2	LO AS 12.4.11 12.4.12 12.4.14 12.4.17 12.4.19	<b>Delphi and Databases</b> Using an applicable real life scenario complete a practical test on database and programming language (inclusive of connectivity)	≈ 50	
	Task 3	LO AS 12.2.5 12.2.8 12.3.2 12.3.6 12.4.2 12.4.20	<b>Survey on attitudes to software piracy and the use of Open Source software</b> (It is important for the learner to research types of software piracy and the use of Open Source Software as well as its effect on business and society)	≈ 60	
	Preparatory Examination	LO 4	<b>Practical Examination</b> Examination set externally 3 hours	120	
		LO 1 – 4	<b>Theory Examination</b> Examination set externally 3 hours	180	
	<b>TOTAL (SBA TASKS)</b>				

## 2. What is Learner Evidence (L.E)?

Learner Evidence (L.E) is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG) the School Based Assessment (SBA) document for Grade 12.

Learner Evidence (L.E) is also defined as an ongoing systematic collection of products that represent milestones in the learner's journey towards excellence. It should **always** be available in the classroom, so that the learners can work on it whenever they find it necessary to do so. This collection of tasks represents the whole curriculum and shows how the learner's journey has progressed towards completion of the curriculum. Learner Evidence (L.E) enables the educator to find out more about the learner as an individual, but the learners also find out more about themselves.

It is emphasised that Learner Evidence (L.E) is an arrangement of the characteristics of authentic assessment. It makes school based assessment possible and includes a rich variety of items as evidence of that which the students know and can do. The content of Learner Evidence (L.E) can be created within realistic contents. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the Learner Evidence (L.E) as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

### **3. Purpose of Learner Evidence (L.E)**

The primary reasons for using Learner Evidence (L.E) as a collection of evidence include:

- authentic assessment of the learner's accomplishment of learning outcomes;
- authentic assessment of the quality of learner's sustained work;
- allowing learners to turn their own special interests and abilities into a show-case;
- encouraging the development of qualities such as pride in quality workmanship, ability to self-evaluate, and ability to accomplish meaningful tasks;
- providing a document learners may use in the future for college or university application and job seeking; and
- documenting improvement of learner's work.

### **4. Evaluating Learner Evidence (L.E)**

Periodic evaluation of Learner Evidence (L.E) should be conducted at a time predetermined by the educator and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The educator must make sure that every assessment task is marked and captured. Marks on the educator's record sheets must correspond with the marks in the learners' Learner Evidence (L.E). Moderation of the assessment tasks should take place at three levels during the year.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Educator Portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ District	Educator Portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ National	Educator Portfolios and a sample of evidence of learner performance must be moderated once a year.

## 5. Content of an Educator's Portfolio

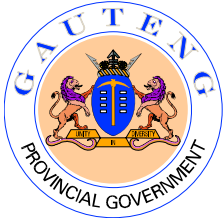
It is required from the Department of Education that an educator's portfolio should accompany the Learner Evidence (L.E)s. This Learner Evidence (L.E) shall include the following:

- A contents page;
- Record mark sheets for each class (Addendum F).
- The formal Programme of Assessment;
- The seven tasks (in order as per Programme of Assessment) including:
  - the requirements of each of the assessment tasks (eg practical tasks, tests and examination papers);
  - the tools used for the assessment of each assessment task (eg memoranda, checklists, rubrics); and
  - a model answer for each assessment task.
- Control sheet for educator and Learner Evidence (L.E) assessment (Addendum B)
- Proof of moderation at:
  - School level (Addendum C); and
  - Cluster level (Addendum D and Addendum E).

**6. Content of the Learner Evidence (L.E)**

The Learner Evidence (L.E) should be well planned, organised and presented in a neat manner, for example, a file. It shall include the following:

- a contents page – including the learner's name and a summary of marks and the declaration by the learner (Addendum A);
- evidence of moderation (school and cluster);
- the tests, examinations and assessment tasks, each clearly separated from the next, in accordance with the Programme of Assessment;
- In the case of Applications Software and Programming Languages an electronic copy of work on one CD (or DVD) is required.



## ADDENDUM A

# LEARNER'S CONTROL SHEET FOR SUBMISSION OF LEARNER EVIDENCE (L.E): 2008

**NAME:** \_\_\_\_\_ **Grade: 12**

**SCHOOL:** \_\_\_\_\_

						MARK out of	MARK	
PROGRAMME OF ASSESSMENT TASKS			TASK TITLE	LEARNER'S SIGNATURE	DATE			
	Task 1	LO 1, 3					± 60	
	Practical test 1	LO 4					± 50	
	Task 2	LO 1, 2, 4					± 40	
	Half yearly Examination	LO 4					120	
		LO 1 – 4					180	
	Practical Test 2	LO 4					± 50	
	Task 3	LO 2, 3, 4					± 30	
	Preparatory Examination	LO 4					120	
		LO 1 – 4					180	
<b>TOTAL (SBA TASKS)</b>								

**Learner:**

Hereby I, \_\_\_\_\_

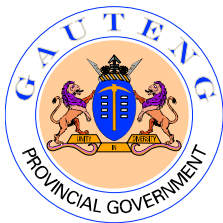
Declare that these projects are my own, original work and than no part of it has been copied directly from any resource(s) without given the proper recognition.

Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Educator: \_\_\_\_\_ Date: \_\_\_\_\_

Cluster moderator: \_\_\_\_\_ Date: \_\_\_\_\_

Official moderator: \_\_\_\_\_ Date: \_\_\_\_\_



## ADDENDUM B

# CONTROL SHEET FOR EDUCATOR & LEARNER LEARNER EVIDENCE (L.E) ASSESSMENT: 2008

**NAME:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

<b>Educator Portfolio Assessment Grid</b>			
		<b>Yes</b>	<b>No</b>
Contents Page (Y/N)			
Record Mark Sheets (Addendum F) (Y/N)			
Formal Programme of Assessment? (Y/N)			
File in logical and easily accessible order (Y/N)			
<b>7 Assessment Tasks</b>	Is the assignment brief clear? (Y/N)		
	Are assessment criteria listed? (Y/N)		
	Are performance indicators listed? (Y/N)		
	Is the marking grid / rubric included? (Y/N)		
	Is the marking grid / rubric relevant to the assessment task?		
	Memorandum / possible answers included		
Proof of School Moderation? (Y/N)			
Proof of Cluster Moderation? (Y/N)			

<b>Learner Evidence (L.E) Assessment Grid</b>			
		<b>Yes</b>	<b>No</b>
Contents Page: Name, Marks & Declaration – Addendum A (Y/N)			
Index in file? (Y/N)			
File in logical and easily accessible order (Y/N)			
Assignments	Soft copy included of all practical tasks, on CD/DVD? (Y/N)		
	Print out of completed Task OR Exam/Test Script? (Y/N)		
	Is the marking grid / rubric included? (Y/N)		

\_\_\_\_\_  
**EDUCATOR**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**



# ADDENDUM C

## EVIDENCE OF GRADE 12 SCHOOL MODERATION: 2008

<b>DISTRICT OFFICE:</b>		
<b>SUBJECT</b>		
<b>GRADE</b>		
<b>NAME OF SCHOOL</b>		
<b>NAME OF EDUCATOR (S)</b>		
<b>NAME OF HOD</b>		
<b>DATES</b>		

STANDARD OF ASSESSMENT TASK	YES	NO	COMMENTS
Does the task reflect the <b>CO's</b> , <b>LO's</b> and <b>AS's</b> for the grade?			
Is the <b>duration</b> of the paper indicated?			
Are the <b>instructions</b> clear?			
Is the <b>mark allocation</b> in accordance with Subject Assessment Guideline Document?			
Does the paper cater for a variety of questions?			
<b>ASSESSMENT TOOLS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Are the <b>assessment tools</b> for every assessment task included in the educator's Portfolio file e.g. rubric, memoranda, checklists ,etc.			
Are the marks <b>appropriately allocated</b> ?			
<b>MARKING</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Is <b>marking</b> done according to the assessment tool?			
Are the marks correctly added?			
<b>RECORDS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Is the <b>subject working mark sheet</b> included in the educator's portfolio file?			
Are the <b>learners' marks</b> corresponding with the mark sheet?			
Are the marks correctly converted according to Subject Assessment Guideline Documents			
Is there evidence of <b>cluster</b> moderation?			
Number of activities completed	<input type="checkbox"/> YES <input type="checkbox"/> NO		Specify :
<b>NAMES OF LEARNERS WHOSE LEARNER EVIDENCE (L.E)S WERE MODERATED</b>			
1.			
2.			
3.			
4.			

<b>AREAS OF GOOD PRACTICE</b>

<b>CHALLENGES</b>

<b>RECOMMENDATIONS</b>

\_\_\_\_\_  
**HOD/ SUBJECT HEAD**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**EDUCATOR**

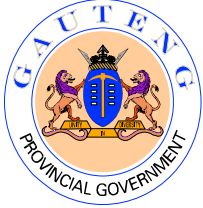
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**SIGNATURE**

\_\_\_\_\_  
**DATE**

<b>SCHOOL STAMP</b>	
_____ <b>PRINCIPAL'S SIGNATURE</b>	_____ <b>DATE</b>

# ADDENDUM D

## EVIDENCE OF GRADE 12 CLUSTER MODERATION: 2008

District Office:				
Subject				
Name Of School				
Name Of Educator(S)				
Name Of Moderator	MODERATION 1	MODERATION 2	MODERATION 3	
Moderation Dates				

Names Of Moderated Learner Evidence	MODERATION 1	MODERATION 2	MODERATION 3
	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.

Activities Moderated - Topic	MODERATION 1	MODERATION 2	MODERATION 3

The following section must be filled in during each cluster moderation and kept in the educator's portfolio. Use a tick to indicate your choice(✓).

STANDARD OF ASSESSMENT TASK	MODERATION 1		MODERATION 2		MODERATION 3	
	YES	NO	YES	NO	YES	NO
Does the task reflect the <b>CO's</b> , <b>LO's</b> and <b>AS's</b> for the grade?						
Is the <b>duration</b> of the paper indicated?						
Are the <b>instructions</b> clear?						
Is the <b>mark allocation</b> in accordance with Subject Assessment Guideline Document?						
Does the paper cater for a variety of questions?						
<b>ASSESSMENT TOOLS</b>						
Are the <b>assessment tools</b> for every assessment task included in the educator's portfolio file e.g. rubric ,memoranda, checklists, etc.						
Are the marks <b>appropriately allocated</b> ?						
<b>MARKING</b>						

STANDARD OF ASSESSMENT TASK	MODERATION 1		MODERATION 2		MODERATION 3	
	YES	NO	YES	NO	YES	NO
Is <b>marking</b> done according to the assessment tool?						
Are the marks correctly added?						
<b>RECORDS</b>						
Is the <b>subject working mark sheet</b> included in the educator's portfolio file?						
Are the <b>learners' marks</b> corresponding with the mark sheet?						
Are the marks correctly converted according to Subject Assessment Guideline Documents						
Is there evidence of <b>school</b> moderation?						
Number of activities completed	NO <input type="text"/>		NO <input type="text"/>		NO <input type="text"/>	

<b>Comments - Moderation 1</b>
<hr style="width: 25%; margin-left: 0;"/> <b>Moderator Signature</b>

<b>Comments - Moderation 2</b>
<hr style="width: 25%; margin-left: 0;"/> <b>Moderator Signature</b>

<b>Comments - Moderation 1</b>
<hr style="width: 25%; margin-left: 0;"/> <b>Moderator Signature</b>

\_\_\_\_\_  
**EDUCATOR**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**CLUSTER LEADER**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

Record Sheet			Practical Tests		Tasks			Exam		Preparatory Exam		SBA Mark	PAT	
	First Name	Surname	Test 1	Test 2	Task 1	Task 2	Task 3	Practical	Theory	Practical	Theory		Research	Practical
			2.5%	2.5%	2%	2%	6%	2%	3%	2%	3%			
1														
2														
3														
4														
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