



Western Cape
Government

Western Cape Education
Department

Directorate: Curriculum FET

COMPUTER APPLICATIONS TECHNOLOGY

REVISION BOOKLET 2026

Grade 11

TERM 1

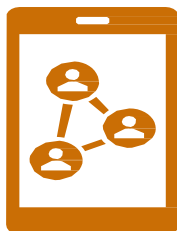
This revision program is designed to assist you in revising the critical content and skills covered during the First term. The purpose is to prepare you to understand the key concepts/skills and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the examination.



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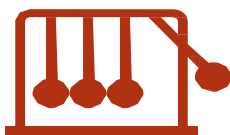
PURPOSE OF THE REVISION SUPPORT PACKAGE



The aim of this Revision Package is for learners to use in their own learning, self-paced with little assistance by a teacher/tutor.

This package will constitute the revision materials for grade 11 CAT for some of the content that was done for 2026 in Term 1 according to the WCED ATPs.

DESIGN ELEMENTS OF THE PACKAGE



The design elements for this resource which consists of Theory and Practical questions, will consist of:

- A memorandum/marking guideline

CONTENT AND QUESTIONS

The content covered is Theory and Practical content:

- System Technologies
- Database theory questions
- Solution Development.
 - Word (MS Word)
 - Excel (MS Excel)
 - Database (MS Access)



DATAFILES

Datafiles: <https://wcedportal.co.za/eresource/196411>

SHORT QUESTIONS



WHAT TO LOOK AT WHEN ANSWERING QUESTIONS ON SECTION A: SHORT QUESTIONS

These questions are similar to what can be expected in Section A of the final Exam Theory papers.

When answering the **multiple-choice questions**, you are urged NOT to leave any of the questions unanswered.

| Select one of the 4 options given to you. | You have a 25% chance of "guessing" the correct answer.

| The same advice is given when answering the **Matching Column questions**: you are urged NOT to leave any of the questions unanswered.

| The question on **True or False** is a tricky question in the sense that, if you answer False, you need to submit the correct alternative to the bold, underline word/phrase. | A mere "False" will not score you a point; you need to provide the correct answer.

| When you draw a blank and are unable to answer a True or False question, opt to answer that question with a "True". | Do NOT leave the question unanswered. | You have a 50% chance to score a mark if you answer "True".

| Remember: Section A questions cover the whole curriculum. | Be well prepared on all aspects of the Theory section.

SHORT QUESTIONS

SYSTEM TECHNOLOGIES: GENERAL CONCEPTS

IN ORDER TO DO FOLLOWING REVISION ACTIVITY, THE LEARNERS MUST BE ABLE TO:

- Describe the information processing cycle and how it relates to how computers work.
- Distinguish between the different types of computers in terms of their processing power, uses and portability.
- Describe how to categorise computers.
- Define the role of ICTs in the workplace.
- Discuss the value of CAT as a subject and how CAT can influence this/her future career.

1. MULTIPLE CHOICE

- 1.1. Which of the following is not part of the information processing cycle? (1)
- A. Communication
 - B. Output
 - C. Storage
 - D. Memory
- 1.2. Which of the following can be used for storage? (1)
- A. CPU
 - B. HDD
 - C. GPU
 - D. ICT
- 1.3. Which of the following computers is not portable? (1)
- A. Laptop
 - B. Tablet
 - C. Smartphone
 - D. Server
- 1.4. Which of the following computers can be used to process large amounts of data quickly? (1)
- A. Mainframe
 - B. Workstation
 - C. Tablet
 - D. Notebook
- 1.5. Which of the following is not a “smart device”? (1)
- A. ATM
 - B. Smart light bulb
 - C. Calculator
 - D. Xbox 360

2. TRUE OR FALSE?

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write 'true' or 'false' next to the question number. Correct the statement if it is FALSE. Change the underlined word(s) to make the statement TRUE. (You may not simply use the word 'NOT' to change the statement. NO marks will be awarded if you only write FALSE)

- a. Taking CAT at university level opens up many career possibilities. (1)
- b. New businesses can lower their administrative costs by using a centralised office. (1)

- c. Printed statements have been mostly replaced by electronic statements sent via email. (1)
- d. CAT as a subject teaches us how to use computers so that we can become digitally savvy. (1)
- e. Networking is part of the communication stage. (1)

3. MATCHING ITEMS

Choose a concept from Column B that matches a description in Column A. Write only the letter next to the question number (e.g. 1J). (5)

COLUMN A	COLUMN B
3.1. A device that connects a computer to other computers in a network	A. Laptop
3.2. A device with medium processing power that uses miniaturised parts	B. Smart fridge
3.3. A device that stores large amounts of data and processes data at extremely high processing speeds	C. Smart light bulb
3.4. A device that reduces the amount of energy that a household consumes	D. Smartphone
3.5. An extremely portable device that mainly makes use of mobile technologies	E. ATM
	F. PU
	G. Server
	H. NIC

4. SHORT AND MEDIUM QUESTIONS

- 4.1. Briefly explain what happens during the following stages of the information processing cycle. (2)
- a. Processing stage (2)
- b. Storage stage (2)
- 4.2. Compare the functions of input and output devices. (4)
- 4.3. Name a device that can be used to electronically transfer money. (1)
- 4.4. What is the relationship between CAT and ICTs? (2)
- 4.5. Give the name of a non-portable device that is suitable for creating documents and web browsing. (1)

5. SCENARIO-BASED QUESTIONS

Adam and his family have decided to open a sweet shop called the Sweet Company. As his shop starts to grow, he decides to open a second Sweet Company at a different location. In order to keep track of both shops, he decides to start integrating ICTs and computers into his business.

- a. Name TWO computing devices Adam and his employees can use to better manage his shops. Give a reason for each of your answers. (4)
- b. Mention THREE ways in which ICTs can improve the way that Adam's sweet shop is run. (3)
- c. Mention TWO instances where CAT skills can be used to improve the running of Adam's sweet shops. (2)
- d. Give TWO reasons why Adam should consider purchasing a UPS for both shops. (2)
- e. Adam can now work on a flexi-time schedule. Explain what it means to work flexi time. (2)

TOTAL: [40]

SYSTEM TECHNOLOGIES: HARDWARE

IN ORDER TO DO FOLLOWING REVISION ACTIVITY, THE LEARNERS SHOULD BE ABLE TO:

- Describe various types of input devices, including scanners, digital cameras, biometric input devices, etc
- Discuss the advantages, disadvantages and limitations of various input devices
- Explain how the quality of scanners and digital cameras is measured
- Describe various types of output devices, including display devices and interactive whiteboards
- Discuss the advantages, disadvantages and limitations of various output devices
- Explain what criteria are used to measure the quality of display devices

- List and describe the software and equipment needed to operate input and output devices
- Discuss the purpose of optical character recognition (OCR) and hand-held OCR devices

1. MULTIPLE CHOICE

- 1.1. Which of the following is a disadvantage of biometrics? (1)
- A. It cannot be changed.
 - B. It is expensive to implement.
 - C. It is easy to use and requires little training.
 - D. It is difficult to lose.
- 1.2. Colour depth is. (1)
- A. The number of bits used to indicate the colours of a pixel.
 - B. The amount of detail an image can hold.
 - C. The range of light that can be read and used to produce a range of tones and colours.
 - D. The number of pixels used in a 1-inch square.
- 1.3. Which of the following does not use device drivers? (1)
- A. Mouse
 - B. Touchscreen
 - C. Windows Defender
 - D. Printer
- 1.4. Which of the following is NOT usually a plug-and-play device? (1)
- A. Mouse
 - B. Speaker
 - C. Keyboard
 - D. Graphics card
- 1.5. Choose: The signals from wireless devices cannot be interrupted by...? (1)
- A. Bluetooth
 - B. Radio waves
 - C. Microwaves
 - D. Fridges

2. TRUE OR FALSE

Write True or False next to the question number. Correct the statement if it is FALSE. Change the underlined word(s) to make the statement TRUE. (You may not simply use the word NOT to change the statement.)

- a. Voice recognition can be used to help people with hearing disabilities. (1)
- b. Fingerprint scanners use biometrics to identify people. (1)
- c. Scanners use OCR to convert digital text to printed text. (1)
- d. Printed images can become corrupted so you will need to back them up regularly. (1)
- e. A POS system is not an example of an output device. (1)

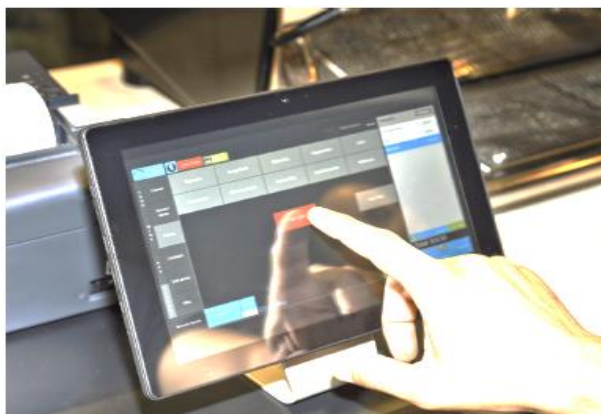
3. MATCHING ITEMS

Choose a term/concept from Column B that matches a description in Column A. Write only the letter next to the question number (e.g. 1–J). (5)

COLUMN A	COLUMN B
3.1. An input device that can only be used in dim light.	A. Aspect ratio
3.2. Devices that use the unique measurements and characteristics of your body to interact with a computing device.	B. Scanner
3.3. The ratio of a screen's width and height in inches.	C. Focal length
3.4. The refresh rate of the pixels on a screen.	D. Resolution
3.5. A device that converts digital data to printed data.	E. Frequency
	F. Display device
	G. Laser keyboard
	H. Printer
	I. Biometrics

4. SHORT AND MEDIUM QUESTIONS

4.1. Look at the following image and answer the questions that follow.



- What type of input device does the image show? (1)
 - Name two other types of input devices that make use this type of device. (2)
 - Mention one disadvantage of this device. (1)
 - Give two reasons why this input method is the most natural way of interacting with a computer. (2)
- 4.2. Provide two advantages of display devices. (2)
- 4.3. Mention two jobs that can benefit from using interactive whiteboards. Give an explanation for each of your answers. (4)

5. SCENARIO-BASED QUESTIONS

Thomas is a high-school teacher who teaches a small class of 15 learners. Some of Thomas's learners have physical challenges that would make it difficult for them to interact with a traditional computer. Thomas therefore has to think of what types of extra input and output devices he will need to make this class project work.

- Name two input devices that Thomas can use for a learner who cannot use their hands. (2)
- List two output devices that Thomas's learners can use for their class projects. Also mention what equipment Thomas would need to connect each of these devices to a computer. (4)
- Explain one way in which physically challenged learners can benefit from OCR technology. Also mention what type of input and output device will be used. NOTE: Mention the benefit and the related physical challenge. (4)

- 5.4. Thomas needs to order a printer. He wants to use it to print out pictures of his class and the best class projects.
- What kind of printer should he order? (1)
 - What specifications should he look for to get good quality prints? (2)

TOTAL: [40]

SYSTEM TECHNOLOGIES: SOCIAL IMPLICATIONS

IN ORDER TO DO FOLLOWING REVISION ACTIVITY, THE LEARNERS SHOULD BE ABLE TO:

- Identify input and output devices for physically challenged users
- Discuss the health issues caused by input and output devices
- Describe how to protect your hardware from theft and damage
- Define the role of ICTs in the workplace
- Discuss the value of CAT as a subject and how CAT can influence your future career

1. MULTIPLE CHOICE

- 1.1. Which of the following is an output device for physically challenged computer users? (1)
- Gesture-recognition software
 - Braille interfaces
 - Sip-and-puff devices
 - Braille keyboards
- 1.2. What is an advantage of a key guard? (1)
- It reduces the number of typing errors.
 - It does have a universal standard for its keyboard.
 - It can be operated with multiple input devices.
 - It can be used with speech-recognition software.
- 1.3. Text-to-speech software can be used by which of the following output devices? (1)
- Monitor
 - Keyboard
 - Printer
 - Speaker
- 1.4. Ergonomics does **not** involve... (1)
- Making sure people are in a comfortable position
 - Arranging furniture and equipment
 - Reducing strain on the human body
 - Adjusting the lighting of an area
- 1.5. Which of the following will **not** reduce your computer's power usage? (1)
- Unplugging your computer when you are not using it
 - Reducing the brightness of your display
 - Buying hardware with an Energy Star rating
 - Reducing your CPU's speed

2. TRUE OR FALSE

Write True or False next to the question number. Correct the statement if it is FALSE. Change the underlined word(s) to make the statement TRUE. (You may not simply use the word NOT to change the statement.)

- a. An eye-motion sensor is activated when a user breathes into its special tubes. (1)

- b. A foot-operated mouse can be used by people who are blind. (1)
- c. Text-to-speech software uses microphones. (1)
- d. The interaction between the human body and computing hardware refers to economics. (1)
- e. Looking at a computer monitor for a long time can damage your sight. (1)

3. MATCHING ITEMS

Choose a term/concept from Column B that matches a description in Column A. Write only the letter next to the question number (e.g. 1J).

COLUMN A	COLUMN B
3.1. Something that protects your computer from the damage caused by power cuts.	A. Microphone
3.2. A standard that determines if a device is energy efficient.	B. Screen protector
3.3. An object that protects a device from scratches and damage.	C. Energy Star rating
3.4. An object that locks computing devices in place.	D. Wireless keyboard
3.5. A device that can use biometrics to identify a user.	E. UPS
	F. Padlock
	G. Ergonomics
	H. Braille printer
	I. Virtual keyboard

4. SCENARIO-BASED QUESTIONS

Mr Riaad is a primary school teacher who teaches eight and nine-year-olds. He wants to teach them how to use computers safely. Since they will be using the computers a lot, he is also concerned about their eyesight.

- 4.1. Mention two devices that Mr Riaad's learners can use to improve their interaction with computers. Give a reason for each of your answers. (4)
- 4.2. Mention one way his learners may not benefit from using each of these devices. (2)
- 4.3. Mention three things Mr Riaad's learners can do to reduce the strain on their eyes. (3)
- 4.4. One of his learners has been struggling to see the letters on her keyboard. Suggest two alternative input methods that she could use. (2)
- 4.5. A head-mounted pointer is an input device for physically challenged users.
- a. Explain how a head-mounted pointer is operated. (2)
- b. Give two disadvantages of using a head-mounted pointer. (2)
- 4.6. Mr Riaad must travel a lot. Name three things he can do to protect his smartphone and laptop while travelling. (3)
- 4.7. Mr Riaad often uses trains to travel from one place to another. During this time, he uses his laptop to complete some of his work. Provide four tips he can use to reduce the strain on his body. (4)
- 4.8. List three ways that Mr Riaad can teach his learners to save energy. (3)

SYSTEM TECHNOLOGIES: COMPUTER MANAGEMENT

IN ORDER TO DO FOLLOWING REVISION ACTIVITY, THE LEARNERS SHOULD BE ABLE TO:

- Describe the difference between primary and secondary storage
- Discuss online storage
- List the best storage media for backups and archiving
- Describe the role and function of various internal computing components, such as the motherboard, CPU, RAM and ROM
- Interpret advertisements for storage media and computers

- Explain what happens inside the computer when you start it up

1. MULTIPLE CHOICE

- 1.1. Which of the following is an example of primary storage? (1)
- A. Motherboard
 - B. ROM
 - C. CPU
 - D. USB
- 1.2. Which of the following types of storage is volatile? (1)
- A. ROM
 - B. Internal HDD
 - C. RAM
 - D. Internal SSD
- 1.3. Which of the following is involved in the start-up of a computer? (1)
- A. CPU, ROM
 - B. RAM, ROM
 - C. RAM, CPU
 - D. HDD, ROM
- 1.4. When you look at a computer advertisement, what are the most important things to look at? (1)
- A. Storage, operating system, brand
 - B. Memory, processing speed, external hardware
 - C. Software, operating system, memory
 - D. Processing speed, storage, memory
- 1.5. Formatting means _____ a disk to store data. (1)
- A. Priming
 - B. Preparing
 - C. Saving
 - D. Processing

2. TRUE OR FALSE

Write True or False next to the question number. Correct the statement if it is FALSE. Change the underlined word(s) to make the statement TRUE. (You may not simply use the word NOT to change the statement.)

- a. Data that is being processed is stored in memory. (1)
- b. The more cores a CPU has, the slower it operates. (1)
- c. RAM is related to storage, while the CPU is related to speed. (1)
- d. Before you format an SD card you must erase the information on it. (1)

3. MATCHING ITEMS

Choose a term/concept from Column B that matches a description in Column A. Write only the letter next to the question number (e.g. 1-M).

COLUMN A	COLUMN B
3.1. High-speed memory that can be used to copy or retrieve instructions.	A. Secondary storage
3.2. The start-up process of a computer.	B. Motherboard
3.3. A component that performs basic mathematical tasks	C. ALU
3.4. A device that physically connects all the internal components of a computer.	D. Control unit
3.5. A storage method that makes use of the internet.	E. Cache
	F. Memory card
	G. Boot
	H. Disk defragmentation
	I. I. Online storage

4. FILL IN THE MISSING WORD(S)

Fill in the missing word(s) in the following statements. Provide only one word for each space.

- If you want to delete all the temporary files created by the operating system use ____ i). (1)
- Components on a motherboard are connected with ____ ii) _____. (1)
- The speed of the iii) _____, which is measured in GHz, determines how much data your computer can process in a specific time. (1)
- The CPU fetches instructions from the hardware that need to be ____ iv) _____. then the CPU translates the instructions to ____ v) _____. (2)

5. MEDIUM QUESTIONS

LOOK CLOSELY AT THE ADVERT BELOW AND ANSWER THE FOLLOWING QUESTION:

	Product Specifications: Windows 10 Home 64 Intel Core i3-5005U 2.8 GHz 1 TB 5400 rpm SSD 4 GB DDR4-2133 SDRAM 802.11b/g/n and Bluetooth 4.0 combo 15.6" diagonal HD SVA BrightView WLED backlit (1366 × 768)
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- 5.1. What is the speed of the CPU in the computer? (1)
- 5.2. How big is the volatile memory? (1)
- 5.3. How much storage capacity does the computer have? (1)
- 5.4. Which operating system does the computer use? (1)
- 5.5. What does the 15.6" specification in the advert refer to? (1)
- 5.6. What does the 1366 × 768 specification refer to? (1)
- 5.7. What does the SSD acronym stand for? (1)
- 5.8. Give TWO reasons why users would prefer an SSD instead of an HDD? (2)
- 5.9. Suggest ONE way you can use to transfer data from this computer. (1)

6. SCENARIO-BASED QUESTIONS

Ronaldo has recently bought a new external hard drive for his laptop computer, since his laptop has started running out of space. Ronaldo's laptop has an SSD with a storage capacity of 500 MB, while his new external hard drive has a storage capacity of 1 GB.

- 6.1. Which of Ronaldo's storage devices has the longest lifespan? Give one reason for your answer. (2)
- 6.2. When Ronaldo connects his external hard drive to his laptop, his laptop detects it but cannot read it. What should Ronaldo do to work out what is wrong with the external hard drive? (1)
- 6.3. Ronaldo finds out that he should format his new external hard disk. Why should he do this? (1)
- 6.4. Over the past three years, Ronaldo's laptop has become slower. Mention three things that might be causing this. Also provide a possible solution to each problem. (6)

TOTAL: [40]

SOLUTION DEVELOPMENT: WORD PROCESSING (MS WORD)

In order to be able to complete the following practical revision activities, the learner should have revised and mastered the following skills:

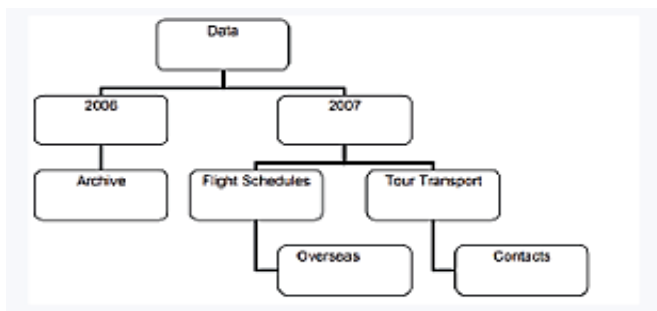
- Understand how a file managing application is used
Print a document, use different print options, Print to PDF, Share a document via email or cloud
- *Input data from other file formats:* text files, csv, rtf, tables
- Editing a document using: Paste Special, Find and Replace
- *Page and Document Layout*
Section breaks, Headers and footers date, path and filename
Page numbers: Different first page, odd, even, starting from a specific numberCover pages

ACTIVITY 1

*(Question 1.1 and 1.2 are only for facilitation and **not** included in an SBA or Examination question)*

1.1. The secretary has created the following folder structure on her computer's hard drive, but she needs some help in organising the files and folders. Use the **DATA** folder for this question.

- Select ALL the files of 2KB in the 2007 folder, and then delete them. (2)
- Move the Archive folder so that it becomes a subfolder of the 2007 folder. (2)



1.2. Open the Departures word processing document that is stored in the Tour Transport folder.

- Change the author property of the document to your name and surname. (2)
- Make sure your file is read-only so that it cannot be changed. (2)

1.3. You have been asked to create a printable advert for a new shop opening. There is a women's and children's section. (22)

- Create the advert on a blank word processing document using appropriate alignments, fonts and sizes, tab stops, margins and layout.
- After you have created this advert, save it as a PDF in the Data folder as *Revision Activity.pdf*. You will need:
 - A logo
 - Name for the shop
 - At least 3 items per section with clear pricing
 - The different sections (women's and children's)
 - Double line page border
 - Margin of 1 cm all around
 - Portrait orientation
 - Images
 - Two pages long

TOTAL: [30]

REVISION ACTIVITY 2

Open chapter 2_Revision Activity word processing document, which contains an overview of the Harvest Food Festival.

2.1 Follow the instructions below to the first page of this document so that it appears similar to one in the example below:



Note: the WordArt and changed picture may appear slightly different from that which is shown below:

2.2 Format the heading “HARVEST FOOD FESTIVAL” as follows:

- Apply any WordArt of your choice to the heading. (2)
- Rotate the WordArt by 90° degrees (2)
- Crop the picture so that only the fruit and basket display (2)
- Apply a soft edge oval frame to the picture (2)

2.3 Insert the file Fruits.docx as a linked object below the image. The file must be displayed as an icon. (3)

2.4 The organisers of the festival need to know how many learners will attend the festival. Make the following changes on Page 2.

2.5 Open the spreadsheet 2Harvest and work in the attendance worksheet.

- Copy and paste the information found in the worksheet as a linked table on page 2 of your word processing document. (3)
- Modify the tear-off slip part as shown below. Remember to update any changes. (13)

HARVEST FOOD FESTIVAL	
VENUE:	Coetzenburg Sports Ground
School	
Grade	
Age	
Name	
Surname	
Tear-off slip	
Many thanks! We would like to attend	
Number of learners	
Total payment	

- Remember to update any changes.
- Change the row height of all the rows of the table to exactly 20
- Merge and centre row 11 of the table

- Remove all the cell borders of rows 10 and 11 of the table as shown
- Insert a row at the bottom of the table
- Change the outside border of only the bottom rows to a double line border
- Make sure the font for the entire table is Cambria and 14pt
- Type your information in rows 4 – 8

2.6 Insert a 3pt shadow-page border for the entire document

(3)

Save and close both documents.

TOTAL:[30]

REVISION ACTIVITY 3

Open Chapter 3 –Revision Activity word processing document and edit and format this document according to the instructions below:

3.1 Adjust the logo to appear as follows:

(3)



3.2 Group the 2 parts that make up the logo and resize this logo to 5 cm x 5 cm to appear to the left of the words Travel Safely.

(4)

3.3 Set and apply appropriate tabs so that the text below the first paragraph appears as follows:

(4)

Bali	February 2008	R 7 918,00
Iberia	June 2008	R 14 135,00

3.4 The word insurance has been spelt incorrectly as insurance. Replace the incorrect spelling with the correct spelling and highlight the corrected text with the yellow colour.

(3)

3.5 Set the text on only the first page to be fully justified

(2)

3.6 Set the paragraph spacing in the document to 3 pts before and after each paragraph.

(3)

3.7 G. The word tour was mistakenly used instead of the word travel. Replace ALL occurrences of the word tour with the word travel in bold.

(4)

3.8 Place a red 2pt border around ALL the text under the first heading “ARE YOU PLANNING AN OVERSEAS TRIP?”

(3)

3.9 Use the document 3Highlights.docx. Copy the text in this document and paste special as a Microsoft Word document object at the bottom of the document.

(4)

Save and close the document.

TOTAL: [30]

REVISION ACTIVITY 4

Open the Chapter 4_Revision Activity 1 word processing document and do the following:

4.1 Apply any theme to the document and add a cover page with the text “Happy St Patrick’s Day” as the title.

(4)

4.2 Add your name in the author control. Add the date field in the format 01-Jan-17 anywhere on the page.

(4)

4.3 Add a header to the document. Insert the “blank” header style. Change the header’s font colour to red, bold and 14 pt. The header must contain the filename.

(6)

4.4 Insert an automatic page numbering at the bottom of the page as follows:

- The first page must NOT be numbered.

- ii. Odd pages must be right aligned and even pages left aligned at the footer.
- 4.5 In the sections “Common traditions include” and “Worldwide St. Patrick’s Day Parades and Celebrations” make the text a bullet list. (2)
- 4.6 Under “Common traditions include” add a second level to the first bullet listing the cities that hold large parades. Add a section break between “The History of St Patrick’s Day and why it’s celebrated” and “Worldwide St. Patrick’s Day Parades and Celebrations”. (1)
- 4.7 Take the text under “The history of St. Patrick’s Day and why it’s celebrated” and convert it to two columns with a line between. Set the width of the columns to 6.5 cm. (4)
- Save and close the document.
- 4.8 Open the Chapter 4_Revision Activity 2 word processing document.
- 4.8.1 Format the first two paragraphs in the document as follows:
- Change the line spacing of the first paragraph in the document to Double (1)
 - Indent the FIRST line of the second paragraph to 2 cm. (1)
- 4.8.2 Change all the paragraphs of the document to a bulleted list. Apply bullets as follows:
- Insert 4Gold image as a bullet (2)
 - Align the bullet 0.5 cm from the margin (1)
 - Set the indent DRAFT at 2 cm. (1)

TOTAL: [35]

REVISION ACTIVITY 5

In order to be able to complete the following practical revision activities, the learner should have revised and mastered the following skills:

- Create a form in a word processor
- Add a drop-down field
- Change default values of checkboxes
- Fill in fields with information and make changes to the document
- Protect a document so that end-user can only fill in forms and not edit

5.1 A draft version of the electric entry forms for learners who would like to attend workshops has been created

Open the Chapter 5_Revision Activity 1 word processing document

The form uses legacy controls. Some form field controls have been added to the form already.

The screenshot shows a form with two main sections: 'Personal Information' and 'Contact Information'. The 'Personal Information' section contains five fields: 'SURNAME', 'FIRST NAMES IN FULL', 'GENDER' (with a dropdown menu currently showing 'Male'), 'ID NUMBER', and 'DATE OF BIRTH (YYYYMMDD)'. The 'Contact Information' section contains two fields: 'TELEPHONE (HOME)' and 'TELEPHONE (CELL)'. Each field has a corresponding input box to its right.

Change the form as follows:

- Sort and apply appropriate tabs to align the form controls and the labels under the headings “Personal Information” and “Contact Information” as follows:
 - The first tab is set at 1 cm
 - The second tab is set at 11 cm (2)
- Add the items “Male” and “Female” to the drop-down form field next to the word “GENDER”. (2)
- Add an appropriate form field control next to the text “ID NUMBER”. The field should only accept 13 characters, (2)

- d. Format the text form field control next to the text “DATE OF BIRTH” to allow dates with the format yyyy/MM/dd (2)
 - e. Add a control next to the text ‘WEDNESDAY” that will be similar to the one above it in the form. (1)
- NOTE: Do NOT lock or protect the form.

Open the Chapter 5_Revision Activity 2 word processing document.

- a. Format the electronic form at the end of the document to appear as follows:

The screenshot shows a word processing document with a form titled "INFORMATION". The form includes the following elements:

- A title "INFORMATION" in large, bold, blue letters.
- A subtitle "Complete this form if you are interested".
- A field for "Today's date" with a text box.
- A field for "Title" with a dropdown menu.
- A field for "Address" with a text box.
- A field for "Telephone" with a text box.
- A field for "Fax" with a text box.
- A field for "E-mail" with a text box.
- A field for "Child's Name" with a text box.
- A table for "ID Number" with 13 columns and 1 row.
- Two checkboxes labeled "CAT" and "Tourism".
- A signature line with a text box.

NOTE: Make use of legacy controls

- b. Switch on the Form field Shading Function of the application (2)
 - c. Add a drop-down Form field to the right of the word “Title” with the following options (2)
 - Mr, Mrs, Ms and Dr
 - d. Add Check Box Form Fields to the left of the words “CAT” and “Tourism” (2)
 - e. Format the text form field next to the heading “Today’s date” as follows: (2)
 - Change the type to Current date and the
 - Format to yyyy-MM-dd.
 - f. Change the property of the Text Form Field for “Child’s Name” so that the name will automatically appear in uppercase when the user enters a name in the field. (1)
 - g. Insert a table for the ID number next to the heading “ID Number”. The table must have 13 columns and one row, and the columns must be 0.5 cm wide. (3)
 - h. Add a leader tab next to the word “Signature”. The leader tab must start at 6 cm and end at 14 cm. Use a solid line for the tab leader. (2)
 - i. Place a 3pt wide double-line page border around the page. (3)
 - j. Add your name to the author property of the document. (2)
- Save and close the document.

TOTAL: [30]

SOLUTION DEVELOPMENT: SPREADSHEET (EXCEL)

In order to be able to complete the following practical revision activities, the learner should have revised and mastered the following skills:

- Apply conditional formatting to cells.
- Use the AutoFill options.
- Use absolute cell referencing to keep a row or column constant.
- Describe spreadsheet functions.
- Apply the ROUND, SMALL, COUNTIF, COUNTA, COUNTBLANK, LARGE functions to cells.
- Demonstrate how to round numbers.

- Discuss the difference between rounding and formatting.
- Describe the circular reference and #NULL! error indicators.
- Do simple graphs – Chapter 9

REVISION ACTIVITY 8

Open Chapter 8_Revision Activity spreadsheet. Work in the **Travellers** worksheet.

The worksheet shows the statistics of the arrival and departures of travellers using the King Shaka airport from 2010 to 2014.

- 1.1. Format the cells in row 1 as follows:
 - a. Merge the text in row 1 from cells A1:I1. (1)
 - b. Change row height of row 1 to 57 (1)
 - c. Change the size of the heading in row 1 to 22 pt. (1)
- 1.2. Adjust the column width of rows 2 and 3 so that all subheadings are clearly visible (1)
- 1.3. Column C has the arrival months of the travellers. Use AutoFill to continue the arrival months. (1)
- 1.4. Apply conditional formatting In Column D so that all the cells displaying more than 4 000 SA arrivals:
 - a. Appear in a light blue fill.
 - b. Have a red border (2)
- 1.5. In cell D54 calculate the number of SA residents that arrived at the airport (2)
- 1.6. In cell L4 determine the second largest number of foreign travellers that have departed from the airport(2)
- 1.7. In L5 determine the least number of SA residents that have departed from the airport. (2)
- 1.8. Use a function in L6 to determine how many visitors overnighed in May. (2)

Work on the Foreign worksheet. The spreadsheet contains the number of nights spent in each province by foreign tourists.

- 1.9. Change only the vertical borders between the headings in row 2 to a reddish line (2)
- 1.10. Insert a function in cell L3 to display the average number of ALL Malawian visitors to South Africa. (3)
- 1.11. Insert a function in cell L4 to show how many provinces did not receive Mozambican visitors who came by air. (2)
- 1.12. Use conditional formatting to automatically display from which 8 countries the most travellers to KwaZulu Natal came. Fill the background of these cells with any background colour of your choice. (3)
- 1.13. Use a function in cell B50 to calculate all the foreign tourists who visited Gauteng. (2)
- 1.14. Insert a function in cell L5 that will display how many countries had people visiting North West. (2)

TOTAL: [30]

REVISION ACTIVITY 9

Ace travel has stored a list of their clients in a spreadsheet. Open the Chapter 9_Revision Activity spreadsheet and work in the Clients_Kliënte worksheet.

- 2.1. Format the worksheet as follows:
 - a. Centre the text in row 1. (1)
 - b. Use a light blue fill colour for row 1 (1)
 - c. Change the height of row 1 to 30 pt (1)
 - d. Wrap the contents of cell A3. (1)
- 2.2. Use conditional formatting in column E to automatically highlight all males in a yellow fill colour and red text colour. (3)

- 2.3. Insert a function in cell K8 to determine the total number of trips made by clients. (2)
- 2.4. Insert a function in cell K9 to determine how many clients are NOT international travellers. (3)
- 2.5. Create a pie chart to display the percentage breakdown of each category of traveller status. Use data in cells J11:K13 to create the chart as follows:
 - Add the following chart title above the chart (bold and 14 pt): *Traveller Status*
 - Display the percentage for each category of traveller status
 - Fill the category that has the highest percentage with any gradient colour of your choice.
 - Display the chart in a new worksheet and rename it to: Travellers (8)

Work in the Bookings_Besprekings worksheet

- 2.6. The rate per day is stored in column H Insert a formula in cell D5 to determine the total accommodation cost for the duration of the stay for Bertha Hood. (2)
- 2.7. Insert a function in cell J7 to determine the third lowest rate per day (2)
- 2.8. Insert a function in cell J10 to determine the total number of days (Column C) that clients will spend at hotels or lodges in Kenya. (4)

TOTAL: [28]

SOLUTION DEVELOPMENT: DATABASE (MS ACCESS)

DATABASE THEORY QUESTIONS

IN ORDER TO DO FOLLOWING REVISION ACTIVITY, THE LEARNERS SHOULD BE ABLE TO:

- Discuss the uses of a database.
- Describe the role of tables, queries, forms and reports.
- Explain the difference between records and fields.
- Describe how field names determine the data type in each field.
- Define the different data types in an Access database.
- Describe the structure of a database.

REVISION ACTIVITY 12

- 3.1. Match the description in Column B to the term/description in Column A. (10)

COLUMN A	COLUMN B
1. Database	A. Shows only the data in the database
2. Table	B. Searching for and extracting data from tables
3. Record	C. Different folders
4. Field	D. Allow you to create/change the table or other database object and allows you to configure the fields
5. Datasheet View	E. A collection of a large amount of data
6. Design View	F. Used for entering, modifying and viewing records
7. Primary Key	G. Present components of the database in a way that is easy to read
8. Queries	H. Contain a single type of data
9. Form	I. Contain all the data in a single row of the table
10. Report	J. A set of related records/data
	K. Uniquely identifies record in database table
	L. All the data on the computer

REVISION ACTIVITY 13

In order to be able to complete the following practical revision activity, the learner should have revised and mastered the following skills:

- Describe the structure of a table
- Create tables and forms in Access database
- Work with design and table views in Access
- Format and edit data and tables in a database
- Apply custom formatting to fields
- Choose the correct datatypes for tables
- Set field properties for data fields

Open the Chapter 12_Revision Activity Database.

- 4.1. Create a new table: **Sales**. The table must consist of the following field. Note carefully the data type and the size of each field: (12)

FIELD NAME	DATA TYPE	FIELD SIZE/TYPE
Customer ID	AutoNumber	Primary key
Customer name	Short text	20
Customer surname	Short text	25
Shipping	Short text	30
Category	Short text	40
Date received	Date / Time	Medium date

- 4.2. Switch to Design view and enter the following records: (5)

CUSTOMER ID	CUSTOMER NAME	CUSTOMER SURNAME	SHIPPING	CATEGORY	DATE RECEIVED
1	Claire	Nelson	Express	Furniture	19-June-19
2	Sean	Powers	Standard	Technology	22-May-19
3	Andrew	Smith	Express	Office Supplies	10-May-19
4	Sandra	Grove	Express	Furniture	15-April-19
5	Eric	Hoffman	Standard	Technology	20-April-19

- 4.3. Create a form called frm_Sale records (3)
- a. Include all the fields of the Sales table
 - b. Make sure the form has a tabular layout

Save the form and close the database

TOTAL: [20]

A database was created to capture data about different species and survey data about their endangered status. Open the Chapter 13_Revision Activity database:

- 4.4. Work in tbSurvey table and make the following changes to the design of the table: (2)
- a. Change the field size of the CName field to 40 (2)
 - b. The Status field must be a required field. (2)
 - c. Set the ID field as a primary key (2)
 - d. Create an input mask for the Status field to accept data in the following format: (4)
 - A compulsory capital letter followed by
 - An optional capital letter
 - Examples: SR, T etc.

- e. Set a validation rule to ensure that users are not allowed to capture dates before 2012 for the SurveyDate field. If they should enter invalid dates, the following validation text must appear:
“No entries before 2012” (4)
- f. Change the row height of the table to 20 units. (1)
- g. Change the font size of the table 12pt and the font type to Georgia (2)
- h. Set all the gridlines on red. (1)

TOTAL: [18]

MEMORANDUM: THEORY

SYSTEM TECHNOLOGIES: GENERAL CONCEPTS

QUESTION 1 (5)

- 1.1 D
1.2 B
1.3 D
1.4 A
1.5 C

QUESTION 2 (5)

- 2.1 False – school
2.2 False – virtual
2.3 True
2.4 True
2.5 True

QUESTIONS 3 (5)

- 3.1 H
3.2 E
3.3 D
3.4 C
3.5 D

QUESTIONS 4

4.1

- a. The CPU works with the computer’s memory to get instructions on how to display the information from the input device (2)
- b. And stores it as pixels in the computer’s memory. The information is sent to the output device. (2)

4.2 Input devices enter data into a computer. Then it takes the sent input data and converts it into binary code (0’s and 1’s)

While output devices take pixels, information or data from the processing stage and displays or converts into a format that can be used by the user. (4)

- 4.3 ATM (1)
- 4.4 CAT skills teach people how to use ICT better (2)
- 4.5 Desktop PC (1)

QUESTIONS 5

5.1

- a. **Use the following as an assessment guideline** (4)
- Card swipe machines to allow customers to pay with credit and debit cards
 - Desktop computers to give staff access to the store’s database and get information about the store’s sweet inventory
 - Barcode scanners to document and keep track of sweets that get delivered to the store and sold at the store
- b. **The following answers** (3)
- Staff (employees and employers) do not need to physically travel from one store to the other to get information from each other
 - Staff can keep track of the sweet products/inventory stored at both stores
 - Staff can use the internet to communicate with each other
 - ICTs can make it easier to pay employees
 - ICTs can make it easier to place orders for sweet products to be delivered
 - ICTs can be used to manage the stores’ financial accounts easier

- c. **TWO SKILLS** (2)
- CAT skills can help staff understand how to navigate the store's online database easier
 - CAT skills can help staff to document and check all the store's daily sales on the store's computer
 - CAT skills can help the staff to use technology like email to communicate with other staff members
 - CAT skills can help staff understand how to use ICTs better
- d. **REASON FOR HAVING A UPS?** (2)
- Frequency of load shedding
 - Users may lose their unsaved work
 - Damage to equipment caused by electric spikes
- e. **FLEXI TIME** (2)
- No fixed starting and ending time
 - Can work outside his set office hours
 - Can work the required hours as it suits him

TOTAL: [40]

SYSTEM TECHNOLOGIES: HARDWARE

QUESTION 1 (5)

- 1.1 A
1.2 A
1.3 B
1.4 D
1.5 D

QUESTION 2 (5)

- 2.a False poor vision
2.b True
2.c False printed to digital
2.d Digital
2.e True

QUESTION 3 (5)

- 3.1 B - Scanner
3.2 I - Biometrics
3.3 A - Aspect ratio
3.4 E - Frequency
3.5 H - Printer

QUESTION 4

4.1.

- a. **Type of input device** (1)
- Touchscreen
- b. **Two other types of devices that uses this type of input** (2)
- Handheld devices
 - Terminals
 - ATMs
 - Interactive whiteboards
- c. **Disadvantage of the above input device** (1)
- It is harder to type on a touchscreen than on a traditional keyboard
- d. **Reasons why this type of input is most natural way of interacting with the computer** (2)
- Use the following as an assessment guide:
- We use our hands to interact with the most everyday objects
 - Unlike keyboards, mice or biometrics, people do not need to be taught how to use touchscreens

4.2. **Advantages of display devices**

- User get immediate feedback about what is being processed
- Easier interaction between user and computer
- Content can be displayed and changed quickly
- Displays can be customized to suit the user

4.3. **Jobs that can benefit from using Interactive whiteboards –Explain** (4)

- Teachers –Teachers can get learners to absorb information in multiple formats to allow learners to share ideas on certain topics in the class
- Soccer players – Coaches can use it to teach soccer players team strategies or to allow soccer players to write down ideas and suggestions to improve their training
- Doctors - It can help a team of doctors to visually prepare for what each member must do during an operation

5.1. **Two input devices that can be used for those who cannot use their hands** (2)

- Audio recognition software
- Eye-motion sensor technology or eye type Foot operated mouse.

5.2. **Two output devices learners can use for class projects and equipment needed to connect each device to a computer** (4)

- Printer with USB connector
- Scanner with USB connector
- Monitor – uses HDMI cable
- Projector – uses a cable

5.3. **One way how disabled learners can benefit from OCR technology mention the type of input and output device – (Mention the benefit and related disability)** (4)

Use the following as assessment guideline

Possible example: **Blind learners** can get printed school **documents digitised with OCR** so that they can be read out by the computer. The documents will be **input with a scanner (with OCR)** and **output will be text-to-speech** software.

5.4. **Type of Printer needed to print pictures of class and best class projects**

1. Kind of printer needed? (1)
 - Colour inkjet Eco printer
2. **Specs to look out for to get good quality prints** (2)
 - Dpi
 - Multi cartridge
 - Colour depth

TOTAL: [40]

SYSTEM TECHNOLOGIES: SOCIAL IMPLICATIONS

QUESTION1 (5)	QUESTION 2 (5)	QUESTION 3 (5)
1.1 B	2.1. False – sip and puff device	3.1. E – UPS
1.2 A	2.2. False – who do not have hands	3.2. C – Energy star rating
1.3 D	2.3. False – speech recognition software	3.3. B – Screen protector
1.4 D	2.4. False – ergonomics	3.4. F – Padlock
1.5 D	2.5. True	3.5. D – Wireless keyboard

QUESTION 4 – SCENARIO BASED QUESTIONS

4.1. Two devices (with reasons) learners can use to improve interaction with computers (2)

Possible examples:

Virtual keyboards – layout can be adjusted to suit learner's needs
Gesture recognition devices – easier to use than a keyboard

- 4.2. **Ways learners might not benefit from devices mentioned above.** (3)
 Virtual keyboards – learners may find them slow to use
 Gesture recognition devices –learners with paralysis or amputated limbs will not be able to use it effectively
- 4.3. **Ways to reduce strain on eyes** (3)
 Reduce brightness of screen's display
 Adjust screen's brightness to suit the area, time of day and lighting
 Rest eyes, looking away from computer screen after every 20 or so minutes
- 4.4. **Two alternate input methods that can be used if you struggle to see letters on keyboard.** (2)
 Microphone with speech recognition software
 Head-mounted pointer that uses hand pads
 Gesture-recognition device that reads her hands
- 4.5.
 a. **Explain how a head mounted pointer is operated** (2)
 This technology is designed to replace the traditional computer mouse for people who cannot use or have limited use of their hands.
 It registers the movement of the user's head and transfers that movement directly proportional movements on the computer mouse pointer
 Head mouse has a wireless sensor that tracks a tiny sensor that is placed either on his or her forehead, glasses, hat etc.
- b. **Two disadvantages of using a head-mounted pointer** (2)
 Accuracy
 Loss of connection to pointer/computer mouse
 Batteries for eye-tracking device
- 4.6. **Three things to protect smartphone and laptop while travelling** (3)
 Screen protector for smartphone scree
 Padded computer bag for laptop
 Hard cover for smartphone
- 4.7. **Tips to reduce strain on the body when using a laptop** (4)
 Keep you back and hips in contact with the back of the seat
 Do not slouch or hunch your back
 Relax your shoulders when typing
 Do not bend your neck towards the screen
- 4.8. **Ways to save energy** (3)
 Use energy-efficient devices
 To save energy from reprinting: preview documents, email documents
 Change settings to power/battery saving mode
 Dim the display, screen time-outs, hibernation etc.

TOTAL: [40]

SYSTEM TECHNOLOGIES: COMPUTER MANAGEMENT

QUESTION1 (5)

- 1.1 B
 1.2 C
 1.3 A
 1.4 D
 1.5 B

QUESTION 2 (4)

- 2.1 False – output
 2.2 False – faster
 2.3 False – memory speed
 2.4 False – backup

QUESTION 3 (10)

- 3.1 E – Cache
- 3.2 G – boot
- 3.3 C – ALU
- 3.4 B – Motherboard
- 3.5 I – online storage
- 3.6 H – Disk defragmentation

QUESTION 4

- 4.1 i – disk clean-up
- 4.2 ii – traces
- 4.3 iii – central processing unit
- 4.4 iv – processed
- 4.5 v – binary code

QUESTION 5

	Product Specifications Windows 10 Home 64 Intel Core i3-5005U 2.8 GHz 1 TB 5400 rpm SSD 4 GB DDR4-2133 SDRAM 802.11b/g/n and Bluetooth 4.0 combo 15.6" diagonal HD SVA BrightView WLED backlit (1366 × 768)
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- 5.1 2.8 GHz (1)
- 5.2 4 GB (1)
- 5.3 1 TB (1)
- 5.4 Windows 10 Home 64 (1)
- 5.5 Screen (1)
- 5.6 Screen resolution (1)
- 5.7 Solid State Drive (1)

- 5.8 Any 2 (2)
 - Less noise
 - No moving parts
 - Faster
 - Uses less electricity
- 5.9 Bluetooth **OR** Wi-Fi (1)

QUESTION 6

SCENARIO-BASED QUESTIONS

- 6.1 External Hard drive – SSD almost full (2)
- 6.2 Run a disk scan on the hard drive (1)
- 6.3 HDD is new, he needs to prepare it in order to store data (1)
- 6.4
 - Too many programs open – try closing some programs
 - Virus infection – scan and clean hard drive
 - Too little RAM (resources) – upgrade
 - Scattered files – Defragment the hard drive(6)

TOTAL [40]

MARKING GUIDELINE – PRACTICAL

WORD PROCESSING (MS WORD)

Chapter 1: File management in word processing

- The secretary has created the following folder structure on her computer's harddrive but needs some help in organising the files and folders. Use the DATA folder for this question.

Answer: Use the following checklist as an assessment guideline:

Criteria	Yes/No
Did the learner delete all the files with 2kb of data?	
Did the learner move the Archive folder to make it a subfolder of 2007?	
Did the learner change the author property to their name and surname?	
Did the learner make the file is Read Only?	

- You have been asked to create a printable advert for a new shop opening. There is a ladies and kiddies section. (22)

Answer: Use the following checklist as an assessment guideline:

Criteria	Yes/No
Did the learner add in an appropriate logo?	
Did the learner give the shop a name?	
Are there at least three items per section? Do these items have clear pricing?	
Has the document been divided into different sections, for women's and children's?	
Does the document have a double-line page border?	
Is there a 1 cm margin all around the document?	
Is the document in portrait orientation?	
Does the document contain appropriate images (i.e. of the products advertised, etc.)	
Is the document at least two pages long?	
Is the document saved as a PDF, Revision Activity_PDF?	

TOTAL [28]

Chapter 2: Templates and input data in word processing

- Open the Chapter 2_Revision Activity word processing document, which contains an overview of the Harvest Food Festival.

Answer: Use the following checklist as an assessment guideline:

	Criteria	Total marks
1.1	WordArt applied to the heading ✓ ✓ WordArt rotated 90° ✓ ✓ Picture cropped ✓ ✓ Soft edge oval frame ✓ ✓	
1.2	Fruits.docx is inserted as a linked object ✓ ✓ File is displayed as an icon ✓	
2.1 (a)	Information from the spreadsheet has been pasted as a linked table on page 2 ✓ ✓ ✓	
2.1 (b)	Change the row height of all the rows of the table to exactly 20. ✓ ✓ Vertically centre the contents of row 11. ✓ ✓ Font: Cambria and 14pt. ✓ ✓ Insert a row at the bottom of the table. ✓ Remove the cell borders of rows 10 and 11 of the table as shown. ✓ ✓	

	Change the outside border of only the bottom three rows to a double line border. ✓ ✓ Information typed in rows 4-8. ✓ ✓	
2.2	3pt shadow-page border added ✓ ✓ ✓	

TOTAL: [30]

Chapter 3: Editing

1. Open the Chapter 3_Revision Activity word processing document and edit and format this document according to the instructions below:

Answer: Use the following checklist as an assessment guideline:

	Criteria	Total marks
a.	Flip each part of the logo horizontally ✓ ✓ ✓	
b.	The parts of the logo have been grouped ✓ ✓ Logo has been resized to 5 cm x 5 cm ✓ Logo appears on the left of the words Travel Safely ✓	
c.	Tabs have been added to align text correctly ✓ ✓ ✓ ✓	
d.	"insurrance" has been corrected to "insurance" ✓ Corrected text has been highlighted (yellow) ✓ Corrected text appears in the 2nd paragraph ✓	
e.	Text on the first page only is fully justified ✓ ✓	
f.	Paragraph spacing is 3 pt before and after ✓ ✓ ✓	
g.	All instances of "tour" replaced with "travel" ✓ ✓ ✓ in bold ✓	
h.	Red border applied to ALL text under the first heading. ✓ ✓ ✓	
i.	Text pasted as a Microsoft Word Document object ✓ ✓ Correct document used ✓ ✓	

TOTAL: [30]

Chapter 4: Page and document layout

1. Open the Chapter 4_Revision Activity 1 word processing document and do the following:

Answer: Use the following checklist as an assessment guideline:

	Criteria	Total marks
1. a.	Any theme applied to document ✓ ✓ Cover page with 'Happy St Patrick's Day' added ✓ ✓	
b.	Author name in properties changed to learner's name. ✓ ✓ Date field added in correct format ✓ ✓	
c.	Header applied ✓ Blank header style ✓ Font colour red, bold and 14 pt ✓ ✓ ✓ Header contains document title ✓ ✓	
d.	Page numbering has been inserted in the footer ✓ ✓ First page not numbered ✓ ✓ Odd page numbers are right-aligned ✓ Even page numbers are left-aligned ✓	
e.	Text has been made a bullet list under: 'Common traditions include' ✓ 'Worldwide St Patrick's Day Parades and Celebrations' ✓	
f.	A second level to the first bullet listing the cities that hold large parades has been added under 'Common traditions include' ✓ ✓	

g.	Section break added between 'The History of St. Patrick's Day and why it's celebrated' and 'Worldwide St. Patrick's Day Parades and Celebrations' ✓	
h.	Text converted into 2 columns ✓✓ Line between ✓ Width 6.5 ✓	
2.1. a.	Change the line spacing of the first paragraph in the document to Double. ✓	
b.	Indent the FIRST line of the second paragraph to 2 cm. ✓	
2.2 a.	Insert the 4Gold image as a bullet. ✓✓	
b.	Align the bullet 0.5 cm from the margin. ✓	
c.	Set the text indent at 2 cm. ✓	

TOTAL: [35]

Chapter 5: Electronic forms

A draft version of the electronic entry form for learners who would like to attend workshops has been created.

Answer: Use the following checklist as an assessment guideline:

	Criteria	Total marks
1.1	The first tab is set at 1 cm ✓✓ The second tab is set at 11 cm. ✓✓	
1.2	The items MALE and FEMALE added to the drop-down form field next to GENDER ✓✓	
1.3	Limited form field control added next to ID NUMBER ✓ Field only accepts 13 characters ✓	
1.4	Text form field control next to DATE OF BIRTH only allows dates with the format YYYY/MM/DD ✓✓	
1.5	Control next to WEDNESDAY matches the one above it ✓	
2.1	Form field shading function turned on ✓✓	
2.2	Drop down field added ✓ Options are Mr, Mrs, Ms and Dr ✓	
2.3	Check box form fields added to the left of CAT and Tourism ✓✓	
2.4	Type changed to Current date and format is YYYY-MM-DD ✓✓	
2.5	Field property changed to make text automatically uppercase ✓	
2.6	A table for the ID number is inserted next to the heading "ID Number" ✓ The table has 13 columns and 1 row and ✓ the columns are 0.5 cm wide. ✓	
2.7	Leader tab is added Leader starts at 6 cm and ends at 14 cm ✓ Solid line is used ✓	
2.8	3 pt wide, double-lined page border is around second last page only ✓✓✓	
2.9	Learner's name added to author property ✓✓	

TOTAL: [30]

SPREADSHEET (EXCEL)

Chapter 8: Spreadsheet formatting

Use the following checklist as an assessment guideline:

	Criteria	Total marks
1.a.-c.	Row 1: Text merge ✓ Height 57 ✓ Size of heading 22 pt ✓	

2.	Rows 2 and 3: Column width adjusted ✓	
3.	Column C: AutoFill used ✓	
4.a.-b.	Conditional formatting applied ✓ Light blue fill ✓ Red border ✓	
5.	Cell D54: =SUM(D4:D53) =SUM ✓ (D4:D53)	
6.	Cell L4: =LARGE(G4:G54;2) =LARGE ✓ (G4:G54;2) ✓	
7.	Cell L5: =MIN(E4:E54) =MIN ✓ (E4:E54) ✓	
8.	Cell L6: =COUNTIF(C4:C53;C8) =COUNTIF ✓ (C4:C53;C8) ✓	
9.	Row 2: Vertical borders ✓ Red line ✓	
10.	Cell L3: =AVERAGE(B6:J6;B15:J15) =AVERAGE ✓ (B6:J6; ✓ B15:J15) ✓	
11.	Cell L4: =COUNTBLANK ✓ (B16:J16) ✓	
12.	Conditional formatting applied ✓ Top 5 =\$E\$4:\$E\$11 ✓ Background fill ✓	
13.	Cell B50: =SUM ✓ (B4:B49) ✓	
14.	Cell L5: =COUNTA(H4:H49) =COUNTA ✓ (H4:H49) ✓	

TOTAL: [30]

REVISION ACTIVITY 8

Use the following checklist as an assessment guideline:

	Criteria	Total marks
1.a	Row 1: Text in row 1 text is centred ✓	
b.	Row 1: Light blue fill colour ✓	
c.	Row 1: Row height 30pt ✓	
d.	Cell A3: Contents of cell A3 wrapped ✓	
2.	Conditional formatting in Column E: - Conditional formatting has been applied to Column E ✓ - yellow fill and red text colour ✓ - All males ✓	
3.	Cell K8: =SUM ✓ (F4:F53) ✓	
4.	Cell K9: =COUNTIF(G4:G53;FALSE) COUNTIF ✓ G4:G53 ✓ FALSE ✓	
5.	Graph - Pie chart/graph inserted ✓ - Correct data series selected: =Clients!J11:K13 ✓ - Chart title inserted "Traveller Status" ✓ bold and 14pt ✓ ✓ - Correct percentages displayed for each category ✓ - Category (Adults/Volwassenes) with the highest percentage filled with gradient colour ✓ - The chart appears in the sheet named 'Travellers' ✓	

6.	Cell D5: =H5*✓ C5✓	
7.	Cell J7: =SMALL✓ (H4:H30;3)✓	
8.	Cell J10: =SUMIF(G4:G30;"Kenya";C4:C30) SUMIF ✓ G4:G30 ✓ "Kenya" ✓ C4:C30 ✓	
9.	Cell E10: =IF(A10="X";TRUE;FALSE) IF ✓ A10="X" ✓ TRUE ✓ FALSE ✓	

TOTAL: [32]

DATABASE (MS ACCESS)

REVISION ACTIVITY 12

(10)

1.

COLUMN A	COLUMN B
1.1. Database	E A collection of a large amount of data
1.2. Table	J A set of related records/data
1.3. Record	I Contain all the data in a single row of the table
1.4. Field	H Contain a single type of data
1.5. Datasheet View	A Shows only the data in the database
1.6. Design View	D Allow you to create/change the table or other database object and allows you to configure the fields
1.7. Primary Key	K Unique identifier for something across the whole database
1.8. Queries	B Searching for and extracting data from tables
1.9. Form	F Used for entering, modifying and viewing records
1.10. Report	G Present components of the database in a way that is easy to read

Open the Chapter 12_Revision Activity database.

1. Create a new table: Sales. The table must consist of the following fields.

Note carefully the data type and the size of each field:

(12)

2. Switch to Design View and enter the following records:

(5)

3. Create a form called frm_Sale records based on the Sales table as follows:

a. Include all the fields of the Sales table.

b. Make sure the form has a tabular layout.

(3)

Use the following checklist as an assessment guideline:

	Criteria	Total marks																		
1.	<table> <tr> <td>Customer ID ✓</td><td>AutoNumber</td><td>Primary key ✓</td></tr> <tr> <td>CustomerName ✓</td><td>Short text</td><td>20 ✓</td></tr> <tr> <td>CustomerSurname ✓</td><td>Short text</td><td>25 ✓</td></tr> <tr> <td>Shipping ✓</td><td>Short text</td><td>30 ✓</td></tr> <tr> <td>Category ✓</td><td>Short text</td><td>40 ✓</td></tr> <tr> <td>DateReceived ✓</td><td>Date / Time</td><td>Medium date ✓</td></tr> </table>	Customer ID ✓	AutoNumber	Primary key ✓	CustomerName ✓	Short text	20 ✓	CustomerSurname ✓	Short text	25 ✓	Shipping ✓	Short text	30 ✓	Category ✓	Short text	40 ✓	DateReceived ✓	Date / Time	Medium date ✓	
Customer ID ✓	AutoNumber	Primary key ✓																		
CustomerName ✓	Short text	20 ✓																		
CustomerSurname ✓	Short text	25 ✓																		
Shipping ✓	Short text	30 ✓																		
Category ✓	Short text	40 ✓																		
DateReceived ✓	Date / Time	Medium date ✓																		

2.	Data added correctly to the fields ✓ ✓ ✓ ✓ ✓	
3.	Form: Form created, frm_Sale ✓ All the fields included ✓ Tabular layout ✓	

TOTAL: [20]

REVISION ACTIVITY 13

(18)

	Criteria	Total marks
1.a.	Field: CName Correct field ✓ Field size 40 ✓	
b.	Field: Status Correct field ✓ Required field ✓	
c.	Field: ID Correct field ✓ Primary key ✓	
d.	Field: Status Input mask: • <L ✓ ✓ • <? ✓ ✓	
e.	Field: SurveyDate • Validation Rule – < #2012/01/01# ✓ ✓ • Validation text – No entries before 2012 ✓ ✓	
f.	Row height: 20 units ✓	
g.	Font size: 12pt ✓ Font type: Georgia ✓	
h.	Gridlines: red ✓	

TOTAL: [18]