



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Practical Assessment Task

ASSESSMENT TOOL

Grade 10

2018

Assessment Summary

LEARNER NAME: _____

DATE: _____

Phase	Focus	Maximum Mark	Mark Obtained
Phase 1	Find and access data and information	34	
Phase 2	Process data and information	36	
Phase 3	Present information/solution – Presentation	30	
Total		100	100

Authentication Declaration

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	<p>TASK DEFINITION (± 150 words/half a page) Clearly describes, in the learner's own words, 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.</p> <p> <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? </p>	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	<p>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</p> <p> <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 </p>	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 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
3	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.	3						
	<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)							
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	2						
	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							
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 	3						
	<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							

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
6	<p>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.</p> <p><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</p>	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 or 	
7	<p>DOCUMENT- REQUIREMENTS A single word processing document that contains all required aspects</p> <p><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 shot of folder structure as addenda</p>	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 	
8	<p>DOCUMENT – TECHNICAL ASPECTS Professional presentation that uses correct word processing principles and techniques</p> <p><input type="checkbox"/> Fonts: Appropriate, readability, appropriate size and too many different fonts used (not more than two). <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</p>	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 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
9	DOCUMENT –TECHNICAL QUALITY Professional presentation that uses sound and correct word processing principles and techniques							
	<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	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 	
10	ORGANISATION OF EVIDENCE Format and organisation of material/evidence							
	<input type="checkbox"/> Electronic and/or hard 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 	
11	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:		34	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	QUESTIONNAIRE – TECHNICAL ASPECTS Electronically created questionnaire, professionally and appropriately designed using appropriate word processing principles and techniques							
	<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	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 	
2	QUESTIONNAIRE – QUALITY A minimum of 5 questions that will gather information that will help answer the focus question							
	<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	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 	
3	SPREADSHEET - GENERAL Well designed with good layout and is easy to read and interpret							
	<input type="checkbox"/> Well designed <input type="checkbox"/> Good layout, easy to read and interpret	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"> No spreadsheet or None of the 2 aspects clearly present 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
4	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 	
5	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 	
6	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 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
7	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				<ul style="list-style-type: none"> At least 1 instance of relevant, meaningful, correct processing done at level ① 	<ul style="list-style-type: none"> 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			<ul style="list-style-type: none"> 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			<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> At least 1 instance of relevant, meaningful, correct processing done at level ④ 					

8	EVIDENCE AND ORGANISATION OF DOCUMENTS						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
	Format and organisation of material/evidence <input type="checkbox"/> Electronic (or hard copies) 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											
9	TIME MANAGEMENT						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
	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											
TOTAL MARK:						36	MARK OBTAINED					
Comment/feedback:												
<hr/> <hr/>												
Teacher name: _____ signature: _____						Date: _____ Teacher						

Assessment Tool – Phase 3

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 3 questions are evident, then a mark of 4 is awarded.

Presentation

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
1	PRESENTATION – SLIDES USED							
	<input type="checkbox"/> Title and content slides included <input type="checkbox"/> Introduction slide <input type="checkbox"/> Slides for Headings (3-6 slides) <input type="checkbox"/> Conclusion/Recommendation slide <input type="checkbox"/> Reference slide	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 presentation 	
2	PRESENTATION – GENERAL APPEARANCE							
	<input type="checkbox"/> All slides – 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 presentation 	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
3	PRESENTATION – 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 lists, 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 presentation 	
4	PRESENTATION – SLIDE EFFECTS AND GRAPHICS Transition, animation and use of graphics							
	<input type="checkbox"/> Not more than ONE transition effect added to all slides except the title slide <input type="checkbox"/> No more than ONE element animated on a slide; slide headings are not animated <input type="checkbox"/> Appropriate graph(s) and/or graphics added to some slides, relevant to the topic/purpose of the contents <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 presentation 	
5	PRESENTATION – INFORMATION – QUALITY Information presented in presentation is relevant and factually correct, without unnecessary duplication of any information, to enable audience to learn more about the topic/problem.							

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
	<input type="checkbox"/> Presentation 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 presentation 	
6	PRESENTATION – 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 presentation 	
7	PRESENTATION – 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 presentation 	
8	PRESENTATION – ADDITIONAL FEATURES USED (OUTSIDE CURRICULUM)							
	Learner demonstrates knowledge/skills not included in the curriculum, but that enhance the presentation, appropriately and meaningfully used.							

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
	<input type="checkbox"/> List the features (maximum 2) 	2	One mark (to maximum of 2 marks) for each feature used correctly, appropriately, meaningfully and that clearly enhances the presentation					
9	EVIDENCE AND ORGANISATION OF DOCUMENTS							
	Format and organisation of material/evidence							
	<input type="checkbox"/> Electronic (or hard copies) of presentation 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 	
10	TIME MANAGEMENT							
	Time was well managed in respect of deadlines being met and work being done.							
	<input type="checkbox"/> Deadline met – Phase 3 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:		30	MARK OBTAINED					

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
<p>Comment/feedback:</p> <hr/> <hr/> <p>Teacher name: _____ Teacher signature: _____ Date: _____</p>								