



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# Practical Assessment Task

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# LEARNER GUIDE

**Grade 10**

**2018**

Skills for a changing world

These guidelines consist of 15 pages and 8 Annexures

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## What is the PAT?

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

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

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

### Mark allocation

Phase	Focus	Maximum Mark
Phase 1	Find and access data and information – Word processing document	34
Phase 2	Process data and information - Spreadsheet	36
Phase 3	Present information/solution – Presentation	30
Total		100

**Figure 1: Mark allocation table**

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

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

The PAT is a compulsory component of your final CAT mark.

**You need to complete the PAT at least 3 weeks before you start your final Grade 10 examinations.**

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

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

## Topic

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### SKILLS FOR A CHANGING WORLD

Skills for a changing world require job skills *and* digital skills to create a productive, healthy society in the face of changing social, technological, and economic demands. Certain current jobs, as we know them, are under threat in the context of current and future-oriented technology, whereas potential new jobs that may require new skills, will be created.

Read more here: <https://singularityhub.com/2018/01/29/these-are-the-most-exciting-industries-and-jobs-of-the-future/>

Watch the video here: [https://www.youtube.com/watch?v=qQ55\\_tsvARU](https://www.youtube.com/watch?v=qQ55_tsvARU)

Also see: [https://www.ted.com/talks/anthony\\_goldbloom\\_the\\_jobs\\_we\\_ll\\_lose\\_to\\_machines\\_and\\_the\\_ones\\_we\\_won\\_t](https://www.ted.com/talks/anthony_goldbloom_the_jobs_we_ll_lose_to_machines_and_the_ones_we_won_t)

The focus question that your school's Principal wants you to answer is:

***How will the changing job market change what skills are needed for future jobs?***

You will need to:

- Select TWO jobs (ONE future job from the list of future jobs as well as ONE job under threat from the list (See next page)) for further investigation.
  - Recommendation: Try to look whether you can find matching jobs – in other words, a job that is under threat, AND a future job that is similar so that a person can upskill themselves and possibly change their career.
- Investigate these TWO jobs through considering the following questions:
  - What does the job entail?
  - What technology will be required for the job/what technology poses a threat to the job/will replace the job?
  - Why does this job hold future potential / Why is this job under threat?
  - What qualification/training/skills are required for the future job?
- Gather and analyse data relevant to the investigation.
- Identify a suitable audience (such as the learners in your class) and present your research and findings using a PowerPoint presentation that would be suitable for use by the specific audience.

## Future jobs

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The following jobs were identified as potential future jobs: (Singularity Summit)

- 3D architects and large-scale 3D printer operators
- Gene therapist / aesthetician (“designer genes”)
- Artificial Intelligence (AI)-related work, such as AI trainer, robot ethicist
- Hair stylist and other aestheticians
- Android humaniser (Expressive Emotive developer)
- Individualised curriculum designer / programmer (as opposed to a teacher)
- Anti-terrorism/anti-hacking agent/investigator
- Industrial designer
- AR / VR content specialists / producers. More advanced gaming and visual arts designers.
- Lifestyle manager for people who spend too much time in VR systems
- Artist
- Meat Printing Bio-Tech Specialist (meat as is currently farmed is unsustainable and will likely be printed/manufactured. Several examples in existence now, were shown.)
- Asteroid miner
- Medical nanobot technician, nanobot programmer/designer
- Avatar teleworker (this was in fact already in existence and demonstrated at the Summit) - a person’s face is shown on a robot and the robot moves according to the remote operator’s wishes, performing work at a distance (even over borders). A store in California is currently operated in this manner.
- Neural implant interface designer / engineer. A current example was shown wherein the operator could move a robotic limb with their mind.
- Big data analyst
- Privacy consultant
- Bioethicist
- Psychologist
- Biotechnologist
- Quantum cryptographer
- Bitcoin and cryptocurrency broker
- Rejuvenation doctor (re-growing limbs, reversing ageing)
- Carbon accountant
- Research evaluator/Fact checker
- Child carer
- Robotics engineers
- Cloner of deceased persons or pets, cloning agency
- Social media manager
- Computer programmer
- Space pilot, space tour guides
- Construction Managers/Robot construction supervisor
- Sustainability officer
- Crowdfunding specialist
- Sustainable energy technicians and designers
- Cryptocurrency investigator (e.g. against money laundering)
- Universal Basic Income supplier and/or anti-fraud investigator
- Cybernetics: e.g. prosthetic limbs/robo-skeletons
- User experience manager
- Mechanical and Electrical Engineers
- Video/Virtual companionship, Entertainer for hire (e.g. dinner speaker)
- Ethicist; philosopher
- Xenobiologist
- Gaming tutor and strategist (gaming for money, much like spectator sports)

## **Jobs under threat**

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The following jobs were identified as possibly under threat in the context of current future-oriented technology: (Singularity Summit)

- General Practitioner / Diagnostician (medical doctor). Existing automated AI is 95% accurate on medical diagnosis already.
- Legal advisors, advisors of various kinds
- Manual labourers of all types - to be replaced with machine operators. An example was shown of a mining robot which would be operated by a miner, and another example of a robot which precision-eliminates weeds in crops; another example shown was a robot cleaning a kitchen and intelligently placing items in a dishwasher or dustbin.
- Livestock farmers
- Banks and bankers, accountants (but not auditors)
- Builders and architects
- Reporters (news media)
- To a lesser extent, surgeons
- Drivers, taxi operators
- To a lesser extent, aircraft pilots
- Store floor staff / shop assistants of all kinds. Already some shops in Sweden are unmanned and allow customers to select and check out items themselves. The Summit presenters proposed that online orders / orders placed with an app, and delivered by drones, will soon be normal. These solutions already exist (e.g. amazon.com). Robot shop assistants were shown to already exist.
- Teachers, lecturers, universities and formal education institutions.

## Overview of tasks

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

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

**Phase 2**  
(Capturing,  
processing and  
analysis of data)

- Draw up and conduct a questionnaire/survey
  - Capture questionnaire electronically
- Design and use a spreadsheet to analyse the survey results and other data/statistics gathered
  - Summarise results for use in a presentation
  - Create at least two graphs
- Complete Declaration of Authenticity
- Hand in Phase 2 spreadsheet

**Phase 3**  
(Findings,  
conclusions and  
reporting)

- Prepare findings, conclusions and recommendations in your own words
- Use AutoShapes (SmartArt Graphics) and images (pictures) to illustrate specific skills for the future jobs
- Create a presentation on the findings and recommendations
- Complete final Declaration of Authenticity
- Hand in Phase 3 presentation

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## Instructions for Phase 1

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

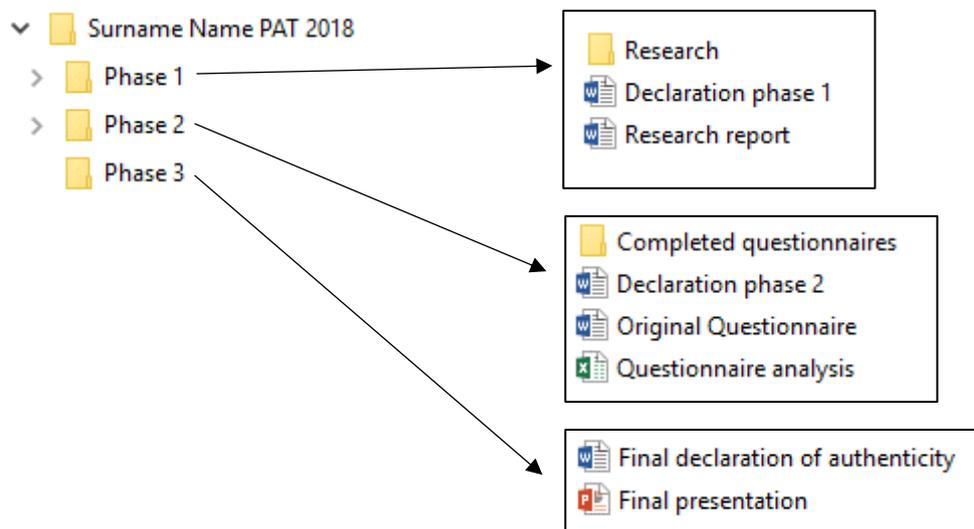
- what the problem is and what needs to be done – get 100% clarity
- what the focus of your investigation will be
- what data and information you will need to answer the focus question
- where to find the information (sources)
- whether the information gathered is relevant

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### Create a suitable folder structure

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



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### Design a cover page

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

Your cover page needs to include the following:

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

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## Table of contents page

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

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## Create the framework

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

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

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## Define the task

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To show that you understand why you are doing this investigation, you must be able to describe what you will investigate and what you are required to do in your own words ( $\pm 150$  words or half a page in font size 12 pt.). This is called the *task definition*.

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

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

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## Ask research questions that will guide your investigation

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

As a **class** activity, you are going to brainstorm questions to guide your research. You can use questions from the list in [Annexure A](#) as well as additional questions from the class.

**Focus question: How will the changing job market change what skills are needed for future jobs?**

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

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

- Identify headings related to the investigation which you can use to organise your questions and information (such as 'Job description', 'Technology', 'Skills & Training')
- As **a class**, agree on which headings and research questions are appropriate.
- You must now make your **own** selection of headings (choose at least 3) and questions (choose at least 10). You can use ones from the list which your class has suggested and/or add/use your own ones if you wish.
- Complete **your** list of research questions (closed and open-ended questions) and headings. Place each question under an appropriate heading.
- Check your final list of headings and questions against the task definition and the focus question to make sure that you stay focused on the problem and the task.

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

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

**Main Heading 1:** \_\_\_\_\_

No	Question	Possible source
1		
2		
3		
4		

**Figure 1: Example of question and source table**

## Gather and summarise information and data

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

1. Save a copy of each website that you intend to use in an appropriate folder.
2. Gather all other information and data you will need to complete the project. Save electronic copies of the information and data.
3. To be able to use the data and information to find a solution, you need to critically work with the data and information, extract the relevant information and gain understanding by summarising the information in your own words. For each source (e.g. websites, an article in the magazine, etc.) summarise the information in the table below.

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

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

<b>Source 1 (or Source 2)</b>	
Name of website	Business Insider
Name of web page	The 21 most promising jobs of the future
URL	<a href="http://www.businessinsider.com/best-jobs-future-growth?IR=T">http://www.businessinsider.com/best-jobs-future-growth?IR=T</a>
Author	Andy Kiersz and Rachel Gillett
Date created/updated	27 October 2017
Date accessed	10 April 2018
<b>Summary of source information</b>	

**Figure 2: Example of source table – Website**

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

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

**Figure 3: Example of source table - Printed media**

5. Use hyperlinks in tables (on the source number heading) to link the source/title/name to the relevant source saved electronically (e.g. saved website) in the appropriate folder.

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## Process research

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

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## Insert diagram of Folder Structure

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

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## Before handing in your Phase 1

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Ensure that you have:

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

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## To be handed in for Phase 1

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

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

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

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## Instructions for Phase 2

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The purpose of this phase of the PAT is to:

- administer a questionnaire
- analyse the questionnaire results as well as any other relevant data in a spreadsheet
- analyse/manipulate other information gathered

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### Administer a questionnaire

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

1. The questions in the questionnaire should help you to gather data/information from people not likely found in other sources, e.g. opinions, preferences, such as
  - what people's perceptions are regarding job security, etc.
  - how far off people think these future jobs are, etc.
  - whether they are positive/negative towards the coming changes, etc.
  - whether they have considered upskilling themselves to adapt to this changing world, etc.
2. Use the word processor and create the questionnaire provided in [Annexure B](#) (you *may* adapt it/add your own questions *should you want to*). Use appropriate word processing principles and techniques to give it a professional look. It should have at least **five** questions, excluding demographic/biographical data of the respondent (e.g. name, gender, age, occupation) and not exceed **one** page.
3. Distribute the questionnaire to at least **10** people. Try and include a variety of people in this group in terms of e.g. age, etc.
4. Receive/collect/scan/photograph the questionnaires after they have been completed and save them in an appropriate folder. Ensure that each questionnaire has an appropriate (different) file name.

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### Process data and analyse questionnaire results

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

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

3. Create appropriate, meaningful graphs on a separate sheet that are easy to read and interpret in your spreadsheet program that you will be able to use in your presentation to substantiate/support other information, claims or arguments.
  - Apply what you have learned in Mathematics/Mathematical Literacy when creating the graphs.
  - Ensure that the graphs are meaningful.
    - *Number of male vs female respondents is not relevant to the investigation, however, the number of people who are getting themselves ready for the change vs the number of people who think it won't happen in their lifetime, is relevant.*
  - Ensure that graphs are easy to read.
    - *Use headings, axis titles and data labels wherever possible.*
  - You should have at least **two** relevant graphs, although more would be useful.
    - *These may be the same or different types but ensure that the type of graph is the best for the data. E.g. a line graph is only used to indicate change over time, so use it carefully. Column/Bar/Pie graphs are a lot more common and usually works well with this type of data.*
4. Save the spreadsheet in your Phase 2 folder. Make sure that you use an appropriate file name.

**Note:**

Ensure that you have

- ✓ The original questionnaire that you created for your survey saved as a separate word document in the Phase 2 folder
- ✓ Copies (electronic or hard copies) of all the completed questionnaires; saved in an appropriate, separate folder
- ✓ A spreadsheet where you captured and analysed the questionnaire data
  - 1 worksheet for raw data
  - 1 worksheet for processing/summarised data
  - 1 worksheet for graphs
  - The level and the quality of the processing in the spreadsheet will be evaluated and marks assigned accordingly (see rubric)

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## **To be handed in for Phase 2**

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

Once you have completed Phase 2 of the project:

1. Submit your entire PAT folder to your teacher. The following should be in your Phase 2 folder:
  - 1.1 original questionnaire
  - 1.2 a subfolder with completed questionnaires
  - 1.3 the completed spreadsheet with the analysis of the data
  - 1.4 your Declaration of Authenticity (Annexure F) saved in the appropriate folder for Phase 2

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## Instructions for Phase 3

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The purpose of this phase of the PAT is to:

- interpret data and information, manipulate, combine and adjust the information to show **your** understanding and insight and to answer the focus question

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### Presentation

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To be able to share the knowledge and insight you have gained with your audience you need to create a presentation to include at least the following (See [Annexure E](#)):

- A title slide
  - the PAT topic
  - the focus question
  - your name and surname
  - the date on which the presentation is presented
- Contents slides
  - Introduction (1 slide)  
Provide background information that tells the reader what the presentation is about. Clearly state the problem, purpose and the focus of the investigation. (*Your Task Definition may come in useful for this*)
  - Body (3 – 6 slides)
    - Headings from Phase 1 with relevant, appropriate information under each heading discussing the investigation and providing arguments/making claims. All arguments/claims must be supported by evidence from the investigation and motivated/explained.
    - Supporting evidence such as graphs, tables, and data, where appropriate.
    - Interpret and integrate information where necessary.
- Findings and recommendations (1 Slide)
  - Provide findings/recommendations that clearly and effectively address the original problem/focus question. (*Graphs from Phase 2 are perfect for this.*)
- Conclusion (1 slide)
  - The conclusion should be drawn using the information and evidence presented and must address the original problem/focus question, appropriately summarised with no new information that you did not investigate.
- List of references (1 slide)
  - The information you need should be found in the summary documents you created in Phase 1.

**Please Note:**

Ensure that you have:

- ✓ Use of graphics and/or graphs should be relevant to the topic or purpose of the presentation and enhance understanding.
- ✓ Graphs, tables, data, summaries, etc. must be easy to read and interpret.
- ✓ Ensure that your slides are well laid out, readable, have a consistent appearance and that slides are not too 'busy'.
- ✓ Use good 'standard' English and ensure there are no spelling and grammar mistakes.
- ✓ Acknowledge information and graphics used from other sources appropriately.
- ✓ The information you give must be written in your own words. Plagiarism is totally unacceptable. You will be heavily penalised if you copy and paste large chunks of text directly from the Internet or any other source. Be original and creative.
- ✓ Check the sequence and flow of the information. Organise the information in a logical and coherent way.

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### **To be handed in for Phase 3**

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Your teacher will give you the date on which to submit your Phase 3 work for assessment.

Once you have completed Phase 3 of the project:

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

1. Phase 1
  - 1.1 Sources
    - 1.1.1 electronic copies of sources
    - 1.1.2 web pages used as sources
  - 1.2 the word processing document for Phase 1
  - 1.3 the Declaration of Authenticity for Phase 1 (Annexure F)
2. Phase 2
  - 2.1 the original questionnaire
  - 2.2 subfolder with the completed questionnaires
  - 2.3 the spreadsheet for Phase 2
  - 2.4 the Declaration of Authenticity for Phase 2 (Annexure F)
3. Phase 3
  - 3.1 the presentation
  - 3.2 the final declaration (Annexure G) for the PAT

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

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

## Annexure A

### Example of research questions

#### Job description

- What does the future job entail?
- Why does this future job hold potential?
- What does this threatened job entail?
- Why is this job under threat?

#### Technology

- What technology will be required for the future job?
- When will the future job become common?
- What technology poses a threat to the job at risk?
- When will the threatened job become obsolete?
- What technology will replace the threatened job?

#### Skills & Training

- What skills are required for the future job?
- Which skills should children learn now to be equipped for the future job?
- What training/qualifications must one obtain for the future job?

Remember that the answers to the research questions must assist you in answering the focus question: "How will the changing job market change what skills are needed for future jobs?"

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



## Annexure B

### Example of Questionnaire questions

Possible questions for questionnaire:

*A lot of the jobs we know today are under threat due to rapidly advancing technology. At the same time, the job market will look totally different in the future, with a wide variety of new jobs that are exploding onto the scene.*

*Please complete the following questionnaire to help me gather information on people's perception regarding the skills we need to for a changing world.*

#### Bibliographical Information

**Gender**

- Male  
 Female

**Age**

\_\_\_\_\_

**Occupation**

\_\_\_\_\_

#### Future of jobs

**1. Are you or do you know anyone close to you who is a <insert threatened job>?**

- Yes     No

**2. Did you realise that <insert threatened job> is on the list of threatened jobs for the future?**

- Yes     No

**3. Have you ever heard of a <insert future job>?**

- Yes     No

**4. By which year do you think we will see a drastic difference (more than 40% of current jobs obsolete) in the job market as we know it today?**

\_\_\_\_\_ (enter only years e.g. 2025)

**5. On a scale of 1 to 10, how important do you think IT-skills are in addition to the skills you need for a specific job? (make a cross through the number you choose)**

Not all all 

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

 Vitally important

**6. On a scale of 1 to 10, what is your attitude toward the changing job market?**

(make a cross through the number you choose)

Negative 

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

 Positive

**7. On a scale of 1 to 10, how do you feel about the prospect of the changing job market?**

(make a cross through the number you choose)

Doesn't bother me 

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

 Very worried

**8. Will you consider any of the following?**

(choose all that apply to you)

- Read up on the changing job market  
 Teach myself a new skill  
 Go on a course to learn new skills  
 Changing my career (if over 19) / the career I had in mind (if under 19)  
 Reconsider my subject choices (if under 19)  
 Other: \_\_\_\_\_



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## Annexure C

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### Style guide for word processing documents

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#### Title page

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

#### Headings

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

#### Body text

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

#### Page layout

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

#### General formatting and editing

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



## Annexure D

### Framework of the research document

<p><b>Cover Page</b></p> <p>Name &amp; Surname</p> <p>Name of School</p> <p>Subject name &amp; grade</p> <p>PAT topic</p> <p>Focus question</p> <p>Presented on (date of Phase 1)</p>	<p><b>Page 2</b></p> <p><b>Contents Page</b></p> <p>Task Definition ..... 3</p> <p>Main heading..... 4</p> <p>Main heading..... 5</p> <p>Main heading..... 6</p> <p>Bibliographical sources..... 7</p> <p>Addendum A..... 9</p> <p>Addendum B..... 10</p>	<p><b>Page 3</b></p> <p><b>Task Definition</b></p> <ul style="list-style-type: none"> <li>Why am I doing the investigation?</li> <li>What will the focus of my investigation be?</li> <li>How will I go about conducting the investigation?</li> <li>Who is the information for?</li> <li>How must I present the information?</li> </ul>
<p><b>Page 4</b></p> <p><b>1 MAIN HEADING</b></p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Summary of information from sources addressing this heading)</p> <p>(arguments and claims supported by evidence)</p>	<p><b>Page 5</b></p> <p><b>2 MAIN HEADING</b></p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Summary of information from sources addressing this heading)</p> <p>(arguments and claims supported by evidence)</p>	<p><b>Page 6</b></p> <p><b>3 MAIN HEADING</b></p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Summary of information from sources addressing this heading)</p> <p>(arguments and claims supported by evidence)</p>
<p><b>Page 7/8/9</b></p> <p><b>Bibliographical information of sources</b></p> <p>Tables with bibliographical information and summaries for each of the 3 sources- see figure 2.</p>	<p><b>Page 8/9/10</b></p> <p><b>Addendum A</b></p> <p>SmartArt diagram of folder structure</p>	<p><b>Page 10/11/12</b></p> <p><b>Addendum B</b></p> <p>Table with research/investigative questions – see figure 1 for three different headings.</p>



## Annexure E

### Framework of a presentation

<p><b>Title slide</b></p> <p>Name &amp; Surname</p> <p>Name of School</p> <p>PAT topic</p> <p>Focus question</p> <p>Presented on (date of completion)</p>	<p><b>Contents slide</b></p> <p>Introduction..... slide1</p> <p>xxxxxxxxxx..... slide2</p> <p>xxxxxxxxxx..... slide 3</p> <p>xxxxxxxxxx..... slide 4</p> <p>Findings/Recommendation(s)</p> <p>..... slide 5</p> <p>Conclusion..... slide 6</p>	<p><b>INTRODUCTION (slide 3)</b></p> <p>(use info from the task definition)</p> <p>Maximum of 4 sentences</p> <ul style="list-style-type: none"> <li>• What is the problem?</li> <li>• The purpose of the investigation?</li> <li>• What was the focus?</li> <li>• What did you investigate?</li> </ul>
<p><b>Slide 4/5</b></p> <p><b>4 MAIN HEADING</b></p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Use info from the research. Include graphs/tables/data, where appropriate)</p> <p>(arguments and claims supported by evidence)</p>	<p><b>Slide 6/7</b></p> <p><b>5 MAIN HEADING</b></p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Use info from the research. Include graphs/tables/data, where appropriate)</p> <p>(arguments and claims supported by evidence)</p>	<p><b>Slide 8/9</b></p> <p><b>6 MAIN HEADING</b></p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>(Use info from the research. Include graphs/tables/data, where appropriate)</p> <p>(arguments and claims supported by evidence)</p>
<p><b>Slide 10</b></p> <p><b>FINDINGS/ RECOMMENDATION(S)</b></p> <p>(provide findings/ recommendations that clearly address the focus question/problem – graphs from Phase 2 are ideal here)</p>	<p><b>Slide 11</b></p> <p><b>CONCLUSION</b></p> <p>(Drawn from the info and evidence presented – must address the problem/focus question, summarised with no new information that you did not investigate.)</p>	<p><b>Slide 12</b></p> <p><b>List of references</b></p> <p>(Use Harvard or APA referencing style)</p>



## Annexure F

### Learner declaration – Phase \_\_\_\_\_

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

Did you receive help/information from anyone to complete this work/project?

No                       Yes (provide details below)

Help/information received from (person):	Nature of the help/information (provide evidence):
<p>I hereby declare that the contents of this assessment task are my own original work (except where there are clear acknowledgement and appropriate reference to the work of others) and that I have not plagiarised, copied from someone else or used work previously submitted for assessment by anyone else.</p>	
<p>_____</p> <p>Signature of Learner</p>	<p>___ / ___ / 2018</p> <p>Date</p>

**Note:**

A Declaration of Authenticity (Annexure F) must be completed and handed in with each Phase of the PAT, i.e. one for Phase 1 and one for Phase 2 and then a **Final Declaration** (Annexure G) must be handed in for Phase 3.



## Annexure G

### Final Declaration of Authenticity

<b>Learner name and surname</b>		<b>ID Number</b>	
<b>Grade</b>	10	<b>Year</b>	2018
<b>Subject</b>	Computer Applications Technology		
Practical Assessment Task (PAT)		<b>Teacher</b>	
<p>I hereby declare that the content of this assessment task is my own original work (except where there are clear acknowledgement and appropriate reference to the work of others) and has not been plagiarised, copied from someone else or previously submitted for assessment by anyone else.</p>			
_____		__ / __ / 2018	
SIGNATURE OF LEARNER		DATE	



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

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

