basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

COMPUTER APPLICATIONS TECHNOLOGY

Practical Assessment Task

Grade 10

2025

This document consists of 39 pages.

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What is the PAT?

NOTE: The PAT must be started in Term 3 and completed in Term 4 before the Grade 10 final examination.

The PAT (Practical Assessment Task) in Computer Applications Technology (CAT) 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
- A **PowerPoint** presentation

The PAT will be done in TWO phases as outlined in the Mark Allocation table below:

Mark Allocation

Phase	Focus	Maximum Mark
Phase 1	Research: find, access, sift, use data and information (Word processing document)	50
Phase 2	Present solution: Create a summarised presentation (PowerPoint presentation)	50
	Total	**100**

Figure 1: Mark Allocation table

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

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

You need to complete the PAT before you start your final Grade 10 examinations. Phase 2 will therefore start in term 3 and will be finalized at the beginning of term 4.

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

What you will need to complete the PAT

To complete the tasks, you will need:

- An Office suite with the following software:
  - Word processing software
  - Presentation software
- **Internet access** to do your research OR your teacher will provide you with a **resource pack**
- Access to other sources such as printed media (e.g. magazines, newspapers, brochures, textbooks) or other electronic material (for example e-books, e-articles)
- Access to facilities to convert hard copies to electronic documents, e.g. a scanner or scanning software on your phone
- Storage media to store and backup your work electronically, e.g. flash drive, or in the cloud (using OneDrive, Google Drive, Dropbox, etc.)

Dishonesty

Since the PAT is an individual project that is part of your final promotion mark, you may NOT:

- get help from others without acknowledging this help,
- submit work, which is not your own,
- lend your PAT work to other learners,
- allow other learners to access or use your own material (this does not mean that you may not lend books or borrow books from another learner, but you may not plagiarise other learners' research),
- include work directly copied from books, the internet, **the use of AI** or any other sources without acknowledgement and recognition,
- buy a completed PAT or
- submit work typed or word processed by another person,

The above actions constitute dishonesty, for which you will lose marks.

Non-compliance

Should you leave out a section of the Practical Assessment Task, you will be awarded a zero ('0') for the outstanding part or for the entire PAT. If you have not submitted a PAT you will not be resulted as indicated in the National Protocol of Assessment.

Topic

GREEN COMPUTING – OUR ROLE IN A SUSTAINABLE DIGITAL FUTURE

Introduction

Technology is an important part of our daily lives, but have you ever thought about its impact on the environment? The devices we use, the electricity they consume, and the way we dispose of old electronics all contribute to pollution and climate change.

As *young digital citizens*, we have the *power to make a difference*!

Your school has been invited to participate in a national competition on **Green Computing**, where students **propose practical solutions** to **reduce the environmental impact of technology**.



Figure 1: https://www.environment.co.za

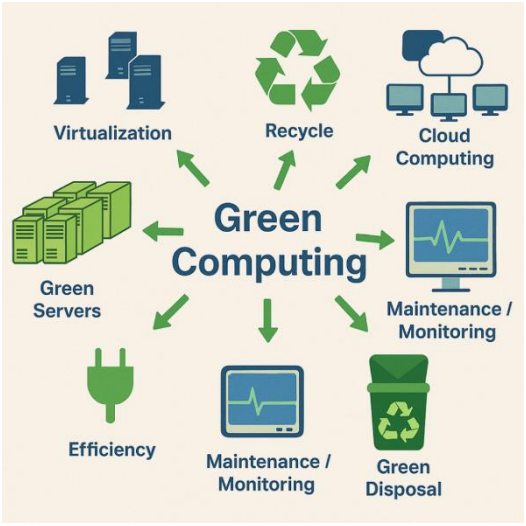


Figure 2:: https://link.springer.com/chapter/10.1007/978-3-030-48141-4_9

Your research will be based on the following question:



How can we reduce the environmental impact of technology?

Figure 3: https://smowl.net/en/blog/reduce-enviromental-impac

Your task is to: **research, analyse, and present** ways in which **individuals, schools, and companies** can contribute to Green Computing.

Investigate practical solutions to reduce the environmental impact of Computing.

Investigate real-world examples of the **impact**, the **benefits** and the **challenges** of Green Computing in one of the following focus areas:

- Energy efficient computing
- E-waste management (electronic waste disposal)
- Eco friendly design of hardware
- Green software development
- Green computing in schools

Use the focus areas above to complete the following **focus question**: (This question must be typed out in the space provided in your **Research Planning Document** that is provided in the resource pack. Remember to **indicate the specific focus area** that you have selected from the list above and edit the sentence so that it makes sense when you read it.)



RESEARCH LINKS

*Before you start with your PAT, watch a minimum of two of the following **videos** to get an overview of the topic you are interested in.*

- Energy efficient computing
  https://www.youtube.com/watch?v=SeV9EbhTQgQ
  https://www.youtube.com/watch?v=5MywusJ1zdM

- E-waste management (electronic waste disposal)
  https://www.youtube.com/watch?v=HkCPzf71kPU
  https://www.youtube.com/watch?v=Xmct3L1lv0k&t=87s
  https://www.youtube.com/watch?v=5k-PR4y_ng0
  https://www.youtube.com/watch?v=3s_ZNEFPiE0

- Eco friendly design of hardware
  https://www.youtube.com/watch?v=tYzHWxUYYCs
  https://www.youtube.com/watch?v=IdO21zE9jiE

- Green software development
  https://www.youtube.com/watch?v=Jjgc2eNJHIE
  https://www.youtube.com/watch?v=z89NggcQpf0

- Green computing in schools
  https://www.youtube.com/watch?v=iw2JRmdyoBo
  https://www.youtube.com/watch?v=dR9FpfjgG9o
  https://www.youtube.com/watch?v=MehcJlQ0bGY

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*Below you can find some **websites** on the following topics: (NOTE: some of these websites have been downloaded for you in your **Resource Pack** provided to you, by your teacher)*

- Energy efficient computing
  https://www.computeraid.org/blog/e-waste-meaning-recycling-and-disposal-procedures/
  https://energy.mit.edu/profile/erik-demaine/
  https://mindpathtech.com/
  https://blogs.nvidia.com/blog/energy-efficient-ai-industries/

- E-waste management (electronic waste disposal)
  https://south-group.co.za/
  https://weima.com/en/electronic-waste-e-waste-weee-shredders/?utm_campaign=int_dynamic_ads&utm_kwd=&utm_source=google&utm_med...
  https://www.computeraid.org/

- Eco friendly design of hardware
  https://www.unsustainablemagazine.com/
  https://www.techdesign.com/
  https://branch.climateaction.tech/

- Green software development
  https://www.researchgate.net/publication/260632208_Green_Computing_and_Green_Technology_in_e-Learning_Corporate_Business_and_IT_Sectors
  https://www.researchgate.net/publication/260632208_Green_Computing_and_Green_Technology_in_e-Learning_Corporate_Business_and_IT_Sectors
  https://www.researchgate.net/publication/260632208_Green_Computing_and_Green_Technology_in_e-Learning_Corporate_Business_and_IT_Sectors

- Green computing in schools
  https://netsurit.com/en-za/green-computing/
  https://www.researchgate.net/publication/260632208_Green_Computing_and_Green_Technology_in_e-Learning_Corporate_Business_and_IT_Sectors
  https://www.researchgate.net/publication/260632208_Green_Computing_and_Green_Technology_in_e-Learning_Corporate_Business_and_IT_Sectors

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Use the following research questions that relate to the topic you have selected in your search for suitable information. (These questions must be typed in the space provided in your Research Planning Document. **You must select <u>six of the given questions</u> under the focus area you have chosen and then you <u>need to add two (2)</u>** additional questions of your own. In total you will have 8 questions to research in your focus area.

Focus area: Energy efficient computing

Environmental Impact of Energy efficient computing

1. Does the energy consumption of computing devices impact negatively on the environment?
2. How can companies reduce their carbon footprint by using energy-saving?
3. How can smart computers help use less energy and reduce electronic waste?
4. What financial implications does the use of devices that are not energy efficient have on the environment?
5. Can energy saving computing help combat climate change?

Benefits of Energy efficient computing

1. How can companies measure the benefit of using energy-saving computers?
2. How can organizations save money by adopting green computing practices?
3. What good can the use of energy-saving smart computers do for the environment?
4. What are the benefits of using eco-friendly devices and software?
5. Does environmentally friendly computing reduce energy costs?
6. How does sustainable technology help reduce energy consumption?
7. Can green computing improve a company's brand reputation?
6. What devices are available on the market that are energy efficient and what statistics are available to proof their benefits?
7. What are the key sources of energy consumption in computing?

Challenges of Energy efficient computing

1. What are the barriers to adopting energy-efficient computing hardware and software?
2. How can organizations overcome the higher upfront costs of sustainable computing solutions?
3. How can companies balance the need for data storage and processing with the environmental impact of data centres and infrastructure?
4. Why is it difficult to switch to green technology?
5. How can companies balance performance, cost, and sustainability?

Focus area: E-waste management (electronic waste disposal)

Environmental Impact of e-waste management

1. What is the environmental impact of improper e-waste disposal in urban areas?
2. How does e-waste management affect public health, particularly in developing countries?
3. What are the socio-economic impacts of e-waste on communities that are involved in informal e-waste recycling?
4. How do different methods of e-waste disposal contribute to greenhouse gas emissions?
5. How do computers and other digital devices affect the environment?
6. How does electronic waste (e-waste) contribute to pollution?

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Benefits of e-waste management

1. How does environmentally friendly computing reduce greenhouse gas emissions?
2. How can environmentally friendly computing practices reduce electronic waste and pollution?
3. What are the benefits of environmentally friendly computing on human health and well-being?
4. Can green computing improve a company's brand reputation?
5. What are the economic benefits of implementing formal e-waste recycling programs?
6. What role does e-waste recycling play in job creation and sustainable livelihoods?
7. What are the long-term environmental benefits of effective e-waste management policies?
8. What are the benefits of using eco-friendly devices and software?
9. How can organizations save money by adopting green computing practices?

Challenges of e-waste management

1. What are the major challenges faced in the implementation of e-waste regulations in different countries?
2. How do cultural attitudes towards waste disposal affect e-waste management strategies?
3. What technological barriers exist in the recycling of e-waste, and how can they be overcome?
4. How do international trade policies impact the management of e-waste, particularly in developing nations?
5. Why is it difficult to switch to green technology?
6. What are the barriers to recycling and disposing of e-waste properly?

Focus area: Eco friendly design of Hardware

Environmental Impact of eco-friendly designed hardware

1. What are the environmental impacts of using biodegradable materials in hardware design?
2. How does eco-friendly hardware design influence consumer behaviour and purchasing decisions?
3. What is the impact of eco-friendly design on the lifespan and durability of electronic devices?
4. How do computers and other digital devices affect the environment?
5. What are the key sources of energy consumption in computing?
6. How does electronic waste (e-waste) contribute to pollution?

Benefits of eco-friendly designed hardware

1. What are the economic benefits for companies that adopt eco-friendly design practices in hardware manufacturing?
2. How can eco-friendly hardware design contribute to waste reduction in the technology sector?
3. What role does eco-friendly hardware design play in improving a brand's reputation and customer loyalty?
4. How does the incorporation of sustainable materials in hardware design affect product performance and functionality?

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Challenges of eco-friendly designed hardware

1. What are the challenges facing designers when attempting to create eco-friendly hardware?
2. How do cost implications of eco-friendly materials impact the affordability of eco-designed products?
3. What barriers do companies encounter when shifting from traditional to eco-friendly hardware design practices?
4. How do regulatory issues affect the adoption of eco-friendly practices in hardware design?
5. Why is it difficult to switch to green technology?

Focus area: Green software development

Environmental Impact of green software development

1. What is the impact of energy-efficient coding practices on the overall power consumption of software applications?
2. How do various software architectures (e.g., microservices vs. monolithic) impact the sustainability of software systems?
3. What are the ecological footprints of cloud computing solutions compared to traditional on-premises software deployments?
4. How does the choice of programming language influence the energy efficiency of software applications?

Benefits of green software development

1. How can green software development practices enhance the longevity and maintainability of software products?
2. How can adopting green software principles provide competitive advantages in the marketplace?
3. How can organizations save money by adopting green computing practices?

Challenges of green software development

1. What are the primary challenges that software developers face when attempting to implement energy-efficient coding practices?
2. How do organizational culture and management attitudes impact the adoption of green software development approaches?
3. What are the technical barriers to measuring and managing the carbon footprint of software applications?
4. How can the current lack of standardized metrics and guidelines hinder the progress of green software development initiatives?

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Focus area: Green computing in Schools

Benefits

1. How can green computing in schools reduce energy costs and free up budget for other educational resources?
2. Can environmentally friendly computing practices in schools teach students about sustainability and environmental responsibility?
3. How can eco-friendly computing in schools reduce electronic waste and minimize their environmental footprint?
4. Can green computing in schools help prepare students for careers in sustainable technologies and environmental fields?
5. How does sustainable technology help reduce energy consumption?
6. What are the benefits of using eco-friendly devices and software in schools?
7. How can schools save money by adopting green computing practices?

Challenges

1. Why is it difficult to switch to green technology in schools?
2. What are the barriers to recycling and disposing of e-waste properly in schools?
3. How can schools overcome budget constraints to invest in energy-efficient computing hardware and software?
4. What are the challenges of integrating environmentally friendly computing practices into existing school curricula?
5. How can schools balance the need for technology access with the environmental impact of computing devices?

Recommendations

1. What are some ways schools can encourage students to adopt energy-saving habits when using computers?
2. How can schools implement recycling programs for electronic waste and used computing devices?
3. What are some strategies for schools to select and purchase energy-efficient computing hardware and software?
4. What are some ideas for integrating environmentally friendly computing practices into school policies?

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Below you will find a guide to the process you will have to follow to complete your PAT.

Overview of tasks

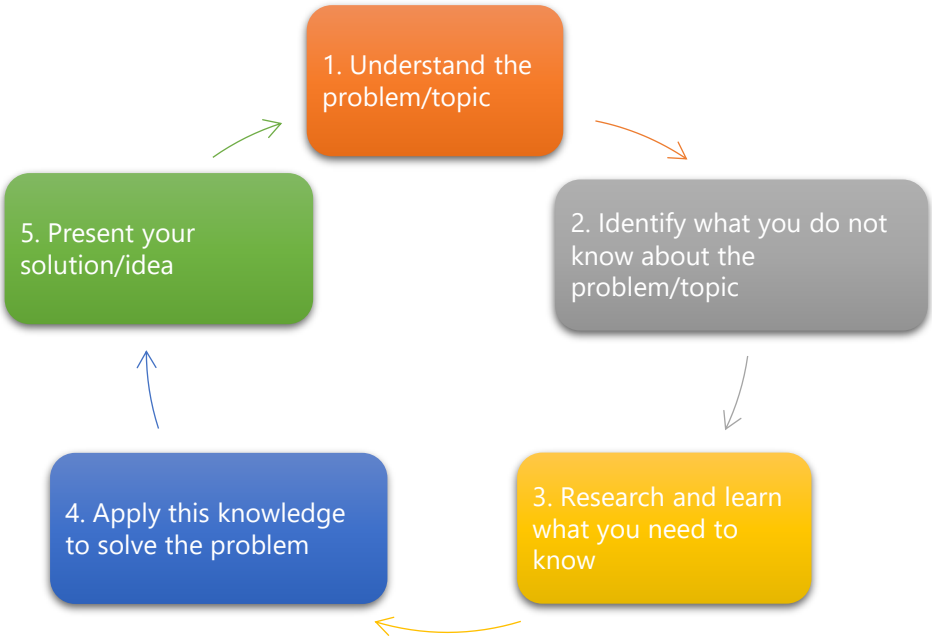


Figure 4: Overview of tasks

Your task is to:

- Watch the videos provided to get a background of the topic.
- Read more about the topic and decide on your area of interest.
- Work through the research provided in the PAT Pack.
- Find answers to the research questions that will help you compile a presentation on the topic and focus area you selected.
- Create a presentation to share your research on the impact of social media.

Instructions for Phase 1

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

- what the focus (topic of research) of your investigation will be
- where to find the information (sources)
- what data and information you will need to answer your research questions
- how the use of technology impacts negatively on the environment and on us as humans and how we can manage this, to reduce the negative impact
- select six (6) questions form the focus area you decide upon and add at least two additional questions to your research
- find the answers to all the research questions

Task 1: Create a suitable folder structure

Completion date: _____

Create a folder structure for your PAT, similar to the one shown below. You will save the documents in these folders as indicated on the right of the folders below.

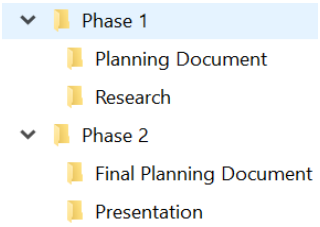


Figure 5: Example of folder structure

Task 2: Design a cover page

Completion date: _____

Open the **Research Planning Document Template** that is **given to you in your *Resource Pack*** and save it in the suitable folder created in task 1 as **Planning Document**.

Create a **cover page** for your **Planning Document**. You may use one of the **built-in cover pages**, or design your own using shapes, page borders, WordArt and text boxes. Remember, this is meant to be a professional document, 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 must include the following:

- Your name and surname
- The name of your school
- The subject name and grade
- The PAT topic (focus area)
- The date on which Phase 1 is presented
- An image that reflects the focus area you have selected

Task 3: Modify the framework

Completion date: _____

The following headings appear in your **Planning Document**.

Use **the Heading 1 style** to format all the main headings as headings should always stand out and not appear as the rest of the text.

- Table of Contents
- Folder Structure
- Focus Question
- Task Definition
- Research Questions
- Sources used
- Bibliographical Information
- Annexure A
- Annexure B

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Task 4: Create a Table of Contents (TOC)

Completion date: _____

The second page should contain a heading '**Table of Contents**' with a list of the contents in your research document.

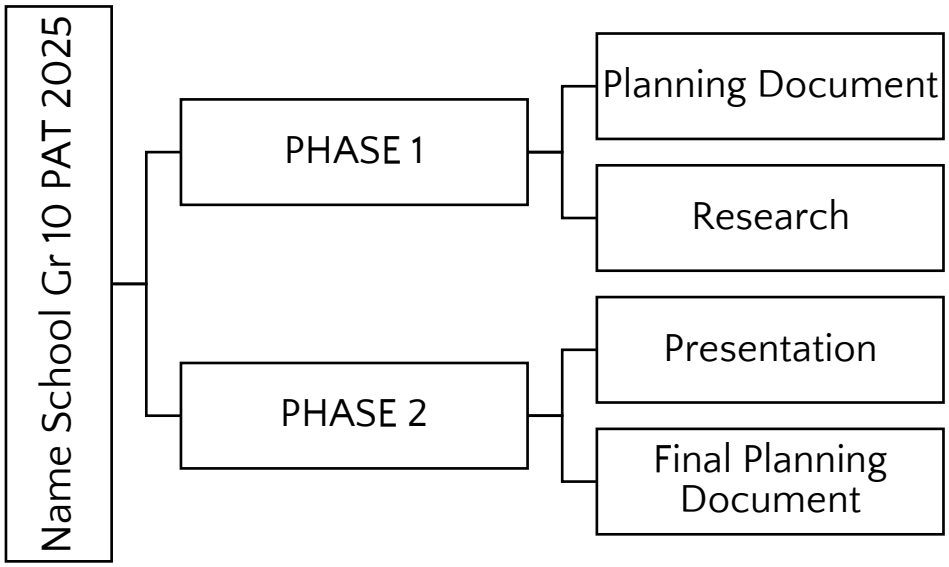
Use the built-in feature of the word processing program to create the **Table of Contents**. Select the option that has **leader lines and that shows the page numbers** on the right-hand side. Remember to update the table of contents before you submit your final Phase 1.

Task 5: Insert a SmartArt of the folder structure

Completion date: _____

Insert a **SmartArt** diagram to show the design of your folder structure below the heading **'Folder Structure'**. Make sure all text is clearly visible.

NOTE: Ensure that the diagram of folder structure designed is the same as the actual folder structure e.g.



Task 6: Modify the focus question

Focus Question: *What are the practical solutions in____ (add your focus area here) _____to reduce the environmental impact of technology?*

Completion date: _____

Insert the focus question below the heading **'Focus Question'**. Ensure that your focus question contains the **area** you will focus on:

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Choose **ONE** of the following focus areas:

- Energy efficient computing
- E-waste management (electronic waste disposal)
- Eco friendly design of hardware
- Green software development
- Green computing in schools

You may add your own focus area only with the approval of your teacher.

Task 7: Define the task

Completion date: _____

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 in font size 12 pt. This is called the ***Task Definition***.

Answer the following questions to help you write your own task definition. The questions have been typed out in your **Planning Document** for you. Use these questions as headings under which you insert your answers.

- **Why** am I doing the investigation?
  Describe what the current situation is regarding the topic you are focussing on. Indicate what the final goal is that you want to achieve (purpose – desired outcome) by doing research on the topic.
- **What** will the focus of my investigation be?
  Discuss which areas your research will be about – give an overview of the different aspects to be investigated and covered under the topic you have selected.
- **How** will I go about conducting the research?
  Indicate in broad terms how you will approach the task – the steps/stages you are required to follow in each of the PAT phases (e.g. the use of Internet for research or possibly interviews – summaries etc.)
- **Who** is the information for?
  Who the target audience is (Who are you going to present the PAT to once you have completed it, keeping the age group and interest group in mind)?
- **How** must I present the information?
  Which phases will be done in which applications? How will you present your information?

Keep the focus question that you need to answer in mind.

Task 8: Use the research questions to guide the investigation

Completion date: _____

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

***Type* six (6) research questions from the lists provided in every focus area, in your *Planning Document,* under the heading *Research Questions*.**

NOTE: You **may change/edit the questions** to suit your focus.

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Task 9: Annexure A: KWLS chart/ChatGPT examples

Discussion date: _____

Your teacher will discuss the KWLS chart with the class to determine what you know, what you want to know and what you need to research. You **must add 2 additional questions** to your list of research questions after the class discussion has taken place. You **can also be guided by the ChatGPT** examples provided in this document above.

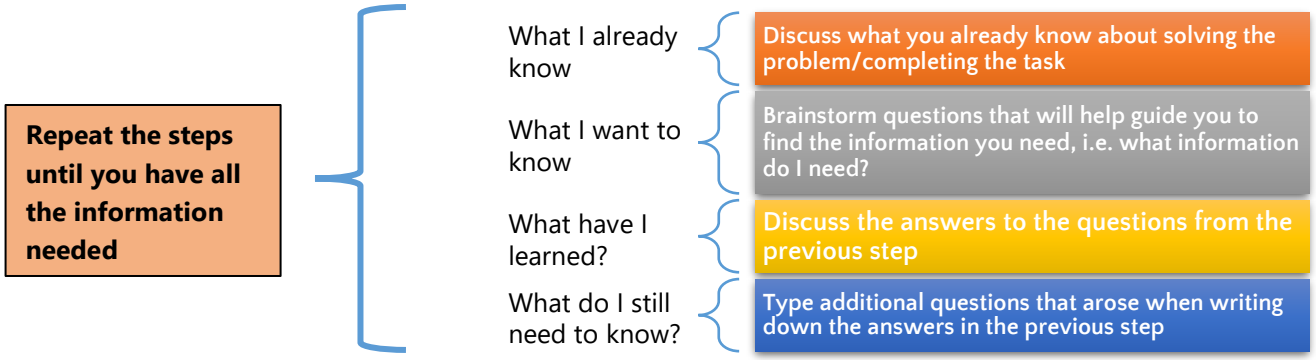


Figure 6: KWLS graph

Use the following table to help you **find 2 additional questions for your research**. This is Annexure A in your Research Planning Document. Add these questions to the list of questions you made in Task 8.

Step 1	Step 2	Step 3	Step 4	Step 5
K	W	L	S	
What I already know	**What I want to know**	**What I have learned**	**What I still want to know**	**Repeat the previous 4 steps until you have all the information needed (add questions & answers) at the bottom of the table**

Table 1: KWLS table

Task 10: Gather and summarise information from sources

Completion date: _____

You are ready to **search for suitable information** to answer your questions at this stage.

Use the **sources provided** or sources you have added and find the answers to the questions you have typed in your **Planning Document**.

After you have gathered all the required information to answer the questions you must **summarise the answers in your own words under the questions**. To be able to use the data and information to find a solution, you need to **extract the relevant information.** By summarising the information for every question **in your own words** you will gain a better understanding of the topic. You must also **add images** or any other interesting diagrams or graphs when you answer the questions.

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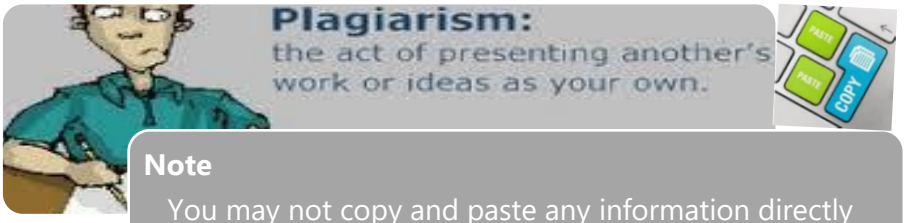
E.g.:

Research Questions

Question 1: e.g. What ....
Summary:

Question 2: e.g. How ....
Summary:

Etc.



Note

You may not copy and paste any information directly from the websites, another source or someone else into your document. If you do, you will be penalised.

Task 11: Indicate the sources used to answer the questions

Completion date: _____

Complete this table after every question you have answered.

Question Number	Source: In this table you must write the type of source you used to answer every question e.g. Internet (website)
1.	
2.	

Table 2: Question and source Table

1. **Save a copy** (screenshot/copied content) of each website that you used in an appropriate Research folder. You must use at least THREE sources.
2. **Save a copy** of each video/video transcript that you used in an appropriate research folder.

In other words: there must be proof of the sources you used in the Research folder in Phase 1.

Task 12: Provide bibliographical information for the sources

Completion date: _____

Complete similar tables as seen below in your Planning Document. You can work on this while you are busy with your research and while you are answering the research questions to make it easier for you to remember what you used to answer the questions. You only need to complete the table for **3 resources.**

- For each website, complete a table like the one below:

Website Source	
Name of website	University of Michigan Library
Name of web page	How does green computing benefit a company
URL	https://guides.lib.umich.edu/smattech
Author	University of Michigan
Date created/updated	24 June 2020
Date accessed	2 January 2025

Table 3: Example of sources table for websites

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- For each video, complete a table like the one below:

Video Source	
Name of website	BBC Bitesize
Name of web page	Homes go Green
URL	http://Smart appliances/BBC Bitesize
Author	Nihal Attanayake (Person that uploaded video)/Title of the video if no author)
Date created/updated	2020
Date accessed	4 January 2025

Table 4: Example of sources table for videos

- For each printed source, complete a table like the one below:

Printed Media	
Title of book/magazine	Electronic waste impact
Article name/chapter/pages	Pg 341 – 343
Author	Cailin O'Connor & James Weatherall
Date published/issued	18 February 2020
Publisher	Yale University Press
URL [only for electronic media such as articles uploaded to the web (electronic documents)]	

Table 5: Example of sources table for printed media

Use **hyperlinks** on the **source number heading** in your **Planning Document** to link the source/title/name to the relevant source saved electronically (e.g. saved website) in the appropriate folder. Your teacher will show you how to create hyperlinks on words that direct you to another document.

Task 13 to 15: Before handing in your Phase 1

Handing in date of the completed Phase 1: _____

Ensure that you have:

- organised the information in a logical and coherent way
- **one document** named **Planning Document**
- checked the ***Style guide*** (Annexure A) in this document and made sure that you have used consistent formatting throughout, appropriate fonts, line and paragraph spacing and word spacing
- made use of page breaks to start new pages were appropriate
- checked your grammar and spelling
- made sure your fonts are appropriate and readable and of the correct size
- not used more than two different fonts in your Planning Document
- the correct line spacing throughout with no empty paragraphs
- the correct word spacing between words and after punctuation marks
- met the deadlines
- completed all the tasks
- produces work of a high quality

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To be handed in for Phase 1

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

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

- Your **entire PAT folder** to your teacher with the following in your Phase 1 subfolder:

The **Planning Document** including:

- Cover page
- Table of Contents page
- SmartArt diagram of your folder structure
- Focus question
- Task definition
- Research questions
- Summary of answers
- Sources used for every question
- Bibliographical information of sources
    - A table for each website (see Table 3: Example of sources table for websites) that you have used
    - A table for each video or website (see Table 5: Example of sources table for printed media) that you have used
    - A table for each other source (printed media) (see Table 5: Example of sources table for printed media) that you have used

Subfolder with copies of the sources you have used (copies of websites you have used; saved in an appropriate, separate folder

Declaration for Phase 1 (Annexure B)

Instructions for Phase 2

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

Task 1: Plan the Presentation

Completion date: _____

To be able to share the knowledge and insight you have gained with your audience, you need to create a presentation to share the research you have done on the **green computing area you have focused on**.

Open a new PowerPoint file and add the headings to your presentation. Save this presentation in the Phase 2 folder. Remember to **give the file an appropriate name**.

Refer to Annexure C in this document and create a framework/outline for the presentation and include a slide heading for (at least) the following:

- Title
- Table of Contents
- Introduction
- Overview of findings (2 – 5 slide)
- Conclusion (1 slide)
- References (1 slide)

Emphasise the headings by ensuring that they are larger than the rest of the content of the slides. Make use of the provided **slide designs** in PowerPoint.
Save the framework/outline of the presentation as your next task will be to add **images** and **content** to the headings. You may add headings of your own.

Task 2: Create a Title Slide

Completion date: _____

Make sure your first slide is a Title Slide (use the **"Title Slide" layout**).

Add the following to your title slide:

- Name and surname
- Name of school
- PAT topic (Green Computing)
- Focus question
- Date on which the slide show is presented



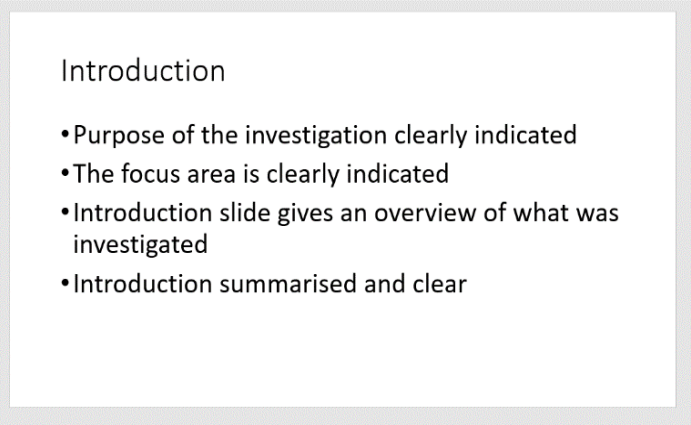
Add an image that reflects the topic you have selected to this slide. You may use and existing image or create your own by using shapes, etc.

Task 3: Complete the Introduction

Completion date: _____

Complete the Introduction slide. Make sure that you indicate what the investigation was about and what your focus area was.

- Introduction slide (1 slide)
  - Write **4** sentences that cover the following:
    - The purpose of the investigation
    - Your focus area
    - An overview/Short summary of the investigation

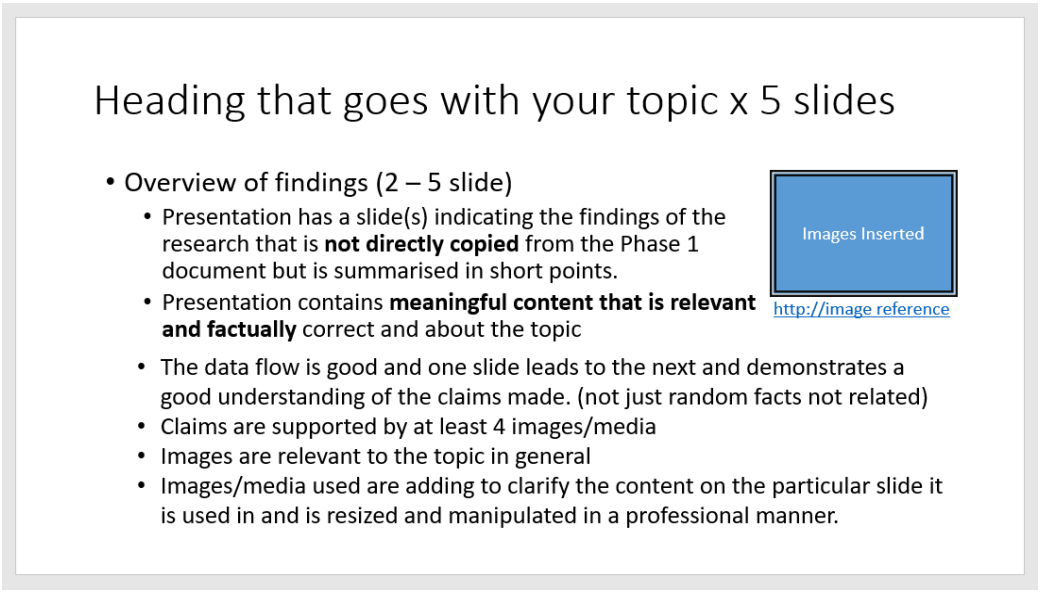


Task 4: Complete overview and findings – Quality (2 – 5 slides)

Completion date: _____

Make use of the summaries that you made and images that you used in the Planning Document.

Provide the information in your own words. **Plagiarism** is unacceptable. You will be heavily penalised if you copy and paste text directly from the internet or any other source.



Write **short points about your focus area** and what the findings were. ***Do not just copy and paste from your planning document***. Make use of short summarised bulleted points.

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Your presentation must:

- have good quality information that is relevant and factually correct. **(interesting and accurate facts on the topic selected)**
- demonstrate a good understanding of the information you are adding to the slides. **(data flow is relevant and easy to follow and not just random pieces of facts that are not related)**
- contain arguments/claims that is relevant to the research conducted
- You should **use more than one slide to share** your findings with your audience (2 to 5 slides)

Task 5: Complete overview and findings – Adding images or multimedia

Completion date: _____

Use graphics/images that are relevant to the topic or purpose of the report, to enhance understanding.

Ensure that images are easy to read and interpret.

You can add pictures, videos, discussion points etc. to these slides. Make use of at least 4 images/multimedia items to enhance the presentation. Make use of your skills and resize or crop the picture and place it on the slide where it is most appropriate.

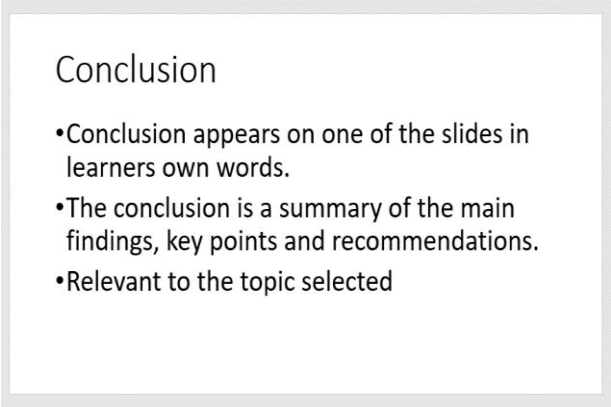
Be original and creative.

Task 6: Create a slide for the Conclusion

Completion date: _____

Write a short conclusion to share your focus and findings and visions with your audience. Be creative and innovative. Attempt to communicate your view of how social media impacts on the focus area you selected.

Below you will find an extract from ChatGPT of what should be written in a good conclusion:



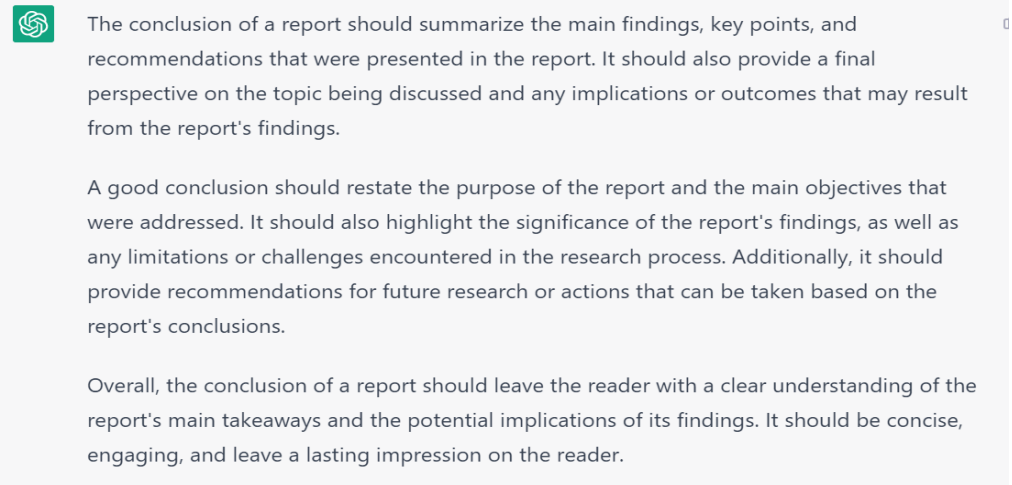


Figure 7: https://chat.openai.com/chat

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Task 7: Acknowledgement

Completion date: _____

Acknowledge information and graphics used from other sources appropriately.

Include a screenshot of the bibliographical information in the **Planning Document.**

Make sure all your images are acknowledged, by adding the URL (source) the image was obtained from.

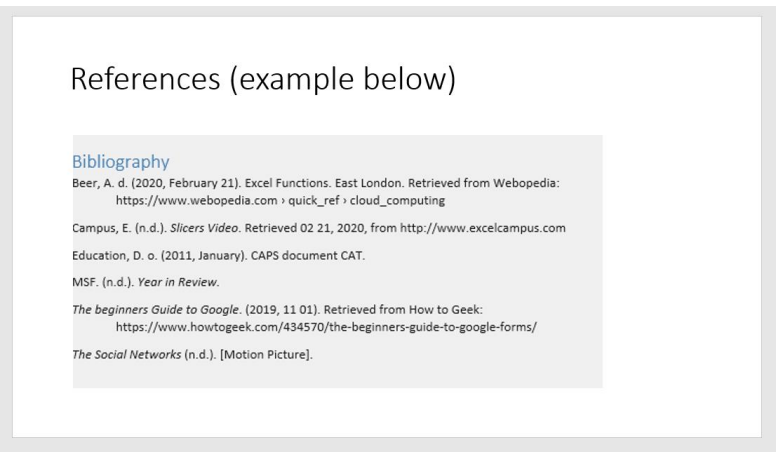


Figure 9: Image of Reference slide and Example of how you should acknowledge all Images

Task 8: Editing of slides: Check language

Completion date: _____

Perform a language and spelling check using the built-in feature found in PowerPoint.

Use good 'standard' English and ensure there are no spelling and grammar mistakes. The language you use must be suited to your target group.

Task 9: Editing of slides: General appearance and readability

Completion date: _____

Ensure that your slides are readable, have a consistent appearance, are well laid out and are not too 'busy'. Summarise content and make use of **bullets to enhance reading**.

Make use of all the space on the slides by arranging the images and text to fill the slide. White space and alignment must be used effectively to organise the content of the slide to enhance readability.

Make sure the colours used for your text and background are contrasting, easy to read and not distracting.

Ensure that the paragraph text is smaller than the headings but still large enough for the audience to view and read.

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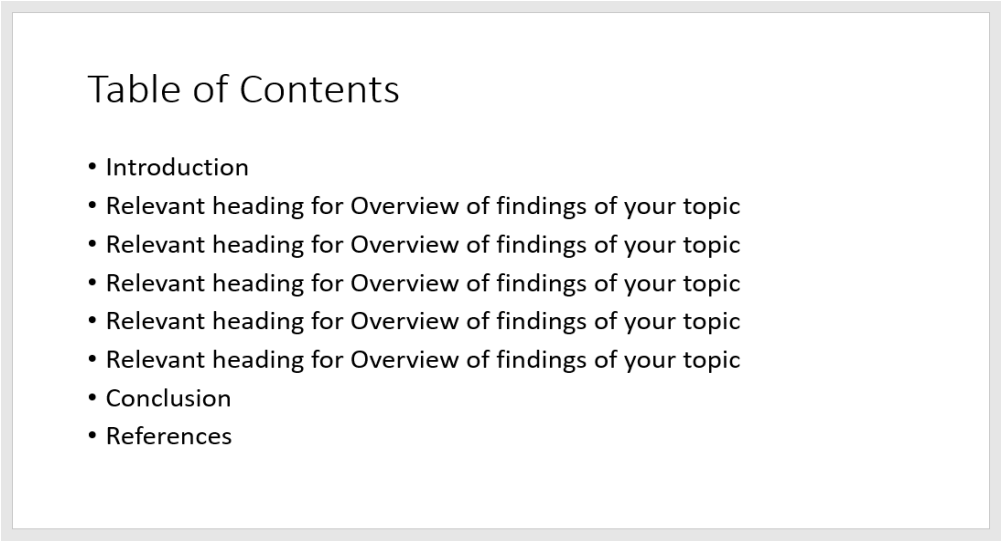
Task 10: Editing of Slides: Table of Contents slide

Completion date: _____

Complete the Table of Content slide.

Type the Headings from the different slides on this slide (see Annexure C).
Ensure that the headings on the Table of Content slide appear in the same order as slides in the presentation.

Ensure that the layout of the Table of Contents is attractive and usable (e.g. use of bullets to make the list of items in the table of contents easier to read).



Task 11: Navigation system and hyperlinks

Completion date: _____

Add **hyperlinks to the Table of Contents** slide. The hyperlinks should link from the lists of headings in the table of contents to the matching headings on the relevant slide.

Add hyperlinks to your research folder OR to relevant websites. (on your **Acknowledgement** slide as in Task 7)

Ensure that navigation to other slides is included and is consistently placed by **adding action buttons** to your slide presentation.

You must have the following action buttons on your slides:

- an action button that will take you to the Table of Contents slide
- a button that navigates to the next slide
- a button that navigates to the previous slide



Make sure that all hyperlinks work.

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Task 12: Slide effects (transition and animation)

Completion date: _____

Add **ONE transition** to your slides (the **same transition to all** – uniform transition). The transition must happen **fast** and must not distract or delay the audience.

Do not add a transition **to your title slide**.

Add animations to your slides. Animations can be distracting so **do not animate more than one element** on a **slide.** Do not animate slide headings. Do not put an animation on every slide, **only animate where it is functional**.

Task 13: Present the presentation

Presentation date: _____

Present the presentation to your teacher.

The presentation must include **one** of the following activities: **(all of these may not be longer than 2 minutes)**

- Presenting it in person to your teacher by making use of a data projector. OR
- Save the presentation in video format – this must then **include voice recordings** where you explain what is in your PowerPoint presentation. **OR**
- Record yourself with and external device e.g. (cellphone while you present the PowerPoint presentation.

Note: You must add at least **one voice recording** to your presentation even if you present your research face to face.

The presentation part of the PAT should **not be longer than 2 minutes and must be well prepared, well-presented and capture the audience**.

Task 14: Organise the documents and evidence

Completion date: _____

Make sure that you have electronic copies of all your PAT documents saved in your PAT folder. All your documents and research for Phase 1 and 2 must be saved in the correct folders. Your folders must have a logical folder structure and must all be clearly named to make it easy to find the documents in the folders.

Make sure that the file names and folder names clearly indicate what the file or folder is about.

Complete/update the declaration for Phase 2 and save it in the Phase 2 folder.

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Task 15: Tasks on Time

Completion date: _____

Make sure that you meet all the deadlines. Phase 2 must be ready and completed in all respects and handed in on the date your teacher has given you.

Produce a product of the high quality with no errors. The presentation must be meaningful so that it might be used in real life.

Task 16: General

Completion date: _____

Prove that you are committed throughout the task. Show pride in your work, work hard and adhere to due dates.

You should work independently and ask for help when needed.

Make use of all the skills you have been taught as well as new skills you may have acquired to produce an outstanding PAT that can be used in real life.

To be handed in for Phase 2

Final submission date: _____

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

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

- Phase 2
    - Presentation and/or recording of the presentation
    - The declaration for Phase 2

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Assessment

Assessment Summary

LEARNER NAME: _____ **DATE:** _____

Phase	Focus	Maximum Mark	Mark Obtained
Phase 1	Find and access data and information	**50**	
Phase 2	Process data and information and present information/solution	**50**	
	Total	**100**	
		%	

Authentication Declaration by the Teacher

I hereby declare that, to the best of my knowledge, the work assessed is solely that of the learner (except where there is clear acknowledgement and record of any substantive advice/assistance given to the learner) concerned and was conducted under supervised/controlled conditions to ensure that the work has not been plagiarised, copied from someone else or previously submitted for assessment by anyone.

Comment:

_____

_____

Teacher name: **Teacher signature:** _____

Date:

Assessment Tool – Phase 1

Learner Name: _____ **Date handed in:** _____

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

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

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
1	**ORGANISATION OF EVIDENCE** Format and organisation of material/evidence							
	☐ Electronic copies of all Phase 1 documents (including evidence of sources) available ☐ All organised into a logical folder structure, clearly named and easy to find/navigate ☐ Meaningful folder and file names used ☐ Declaration of authenticity provided for Phase 1	**4**	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains only 1 of the 4 aspects	No evidence **or** Contains none of the aspects	
2	**PLANNING DOCUMENT – COVER PAGE** Well-laid out cover page created							
	☐ Built in cover page added correctly ☐ Name and surname, name of school, subject name and grade, PAT topic, date is added ☐ Suitable image added ☐ Simplistic, well-structured (spread out over the page) and personalized	**4**	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains 1 of the 4 aspects	No cover page **or** Totally unstructured, not readable or unprofessional	
3	**PLANNING DOCUMENT – FRAMEWORK** Headings included							
	☐ All 8 headings provided appear in the document as well as the Table of Contents Heading ☐ Heading styles used in the Planning Document ☐ Heading 1 style used for **all** main headings as instructed	**3**		Clearly contains 3 of the 3 aspects	Clearly contains 2 of the 3 aspects	Contains 1 of the 3 aspects	Not completed	

	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
4	**PLANNING DOCUMENT – TABLE OF CONTENTS** Table of contents, leader lines, page numbers are added							
	☐ A Table of Contents with a list of headings added to the second page ☐ Leader lines added ☐ Page numbers appear on the right ☐ Updated Automatic Table of Contents	**4**	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains 1 of the 4 aspects	No table of contents	
5	**PLANNING DOCUMENT – SMART-ART FOLDER STRUCTURE** SmartArt is used for layout of folder structure							
	☐ SmartArt is used to show layout of folder structure ☐ Appropriate SmartArt is used for the task e.g. Hierarchy ☐ All folders created appear in the SmartArt ☐ SmartArt is well laid-out (all text indicating folder names is clearly visible)	**4**	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains 1 of the 4 aspects	No table of contents	
6	**PLANNING DOCUMENT – FOCUS QUESTION** Focus question adapted to suit focus area							
	☐ Focus question included ☐ Focus question adapted to match chosen focus area	**2**			Clearly contains 2 of the 2 aspects	Clearly contains 1 of the 2 aspects	Not added	
7	**PLANNING DOCUMENT – TASK DEFINITION** Clearly describes, **<u>in the learner's own words</u>**, the intention of the task/project (PAT) according to the criteria below. If the task definition is not done in learner's own word, NO marks should be awarded.							
	☐ Why am I doing the investigation? ☐ What will the focus of my investigation be? ☐ How will I go about conducting the research? ☐ Who is the information for? ☐ How must I present the information?	**4**	All 5 questions (in criteria) are clearly answered	Only 4 of the 5 questions (in criteria) are clearly answered	Only 3 of the 5 questions in the criteria are clearly answered	Only 2 of the 5 questions in the criteria are clearly answered	Not done **or** Less than 2 of the 5 questions in the criteria answered	
8	**PLANNING DOCUMENT – RESEARCH QUESTIONS** Research question inserted in research planning document							
	☐ 6 of the given research questions are typed in the Planning Document ☐ The research questions given are adapted to suit the focus question of the PAT (see question 1)	**2**			Clearly contains 2 of the 2 aspects	Clearly contains 1 of the 2 aspects	Not added	

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	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
9	**PLANNING DOCUMENT – RESEARCH QUESTIONS – KWLS CHART DISCUSSION/ChatGPT examples** Additional research questions are added, or current research questions are adapted							
	☐ There are at least two additional questions (relating to the topic) added to the list of questions by the learner.	1				Clearly contains aspects	Not added	
10	**PLANNING DOCUMENT – SUMMARY - ANSWERS** Each question is answered in learner's own words. Summary gives information available in the sources and is relevant to the topic.							
	☐ Summary/Answers for all questions included ☐ All summaries/answers in learners' own words ☐ Images/Graphs are added for some summaries ☐ All summaries/answers are relevant to the questions and are sufficient to answer the questions	4	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains 1 of the 4 aspects	No document	
11	**PLANNING DOCUMENT AND FOLDER CONTENT – SUMMARY - SOURCES** Possible sources indicated for all questions							
	☐ Sources indicated for **all** questions in the table provided ☐ Sources for **some** questions indicated in the table ☐ At least three sources **saved** in the research folder	3		Clearly contains 3 of the 3 aspects	Clearly contains 2 of the 3 aspects	Contains 1 of the 3 aspects	Not completed	
12	**PLANNING DOCUMENT – SOURCES: BIBLIOGRAPHICAL INFORMATION** Links created and appropriate sources identified to answer questions and source details clearly indicated as follow: ● Source name ● Article name/webpage/chapter/pages ● URL (if obtained from web) ● Author ● Dates (created/ published/issued/ updated/accessed)							
	☐ Used hyperlinks on the source number to the relevant source saved in the Research folder ☐ All listed details for 1 source ☐ All listed details for 2nd source ☐ All listed details for 3rd source	4	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains 1 of the 4 aspects	No sources or links	

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	CRITERIA	Possible mark	4	3	2	1	0	Actual mark
13	**PLANNING DOCUMENT – LAYOUT** A single word processing document that contains all required aspects							
	☐ A single word document ☐ Automatic page numbering used ☐ Page breaks used to start new pages where appropriate ☐ No spelling or grammar mistakes	4	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains 1 of the 4 aspects	Not compliant	
14	**PLANNING DOCUMENT – TECHNICAL ASPECTS** Professional document that uses correct word processing principles and techniques							
	☐ Fonts: Appropriate, readable and appropriately sized ☐ Fonts: Not more than two fonts. Consistent layout ☐ Appropriate line and paragraph spacing (no 'empty' paragraphs) ☐ Appropriate word spacing (only one space between words or after punctuation marks)	4	Clearly contains all 4 aspects	Clearly contains 3 of the 4 aspects	Clearly contains 2 of the 4 aspects	Clearly contains 1 of the 4 aspects	No document **or** Totally unstructured, not readable or unprofessional	
15	**TIME MANAGEMENT** Time was well managed in respect of deadlines being met and work being done.							
	☐ Deadline met – Phase 1 was handed in on time ☐ Work was complete in all respects ☐ Produced product of the high quality with very little scope for improvement.	3		Clearly contains 3 of the 3 aspects	Clearly contains 2 of the 3 aspects	Clearly contains only 1 of the 3 aspects	Poor or no time management evident Work is incomplete	
	TOTAL MARK:	**50**					**MARK OBTAINED**	

Comment/feedback:

_____

_____

Teacher name: _____ **Teacher signature:** _____ **Date:**_____

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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	**PRESENTATION – SLIDES USED** Presentation created with relevant headings							
	☐ Slide show created and saved with headings ☐ All headings required are added to the slide show ☐ Headings are of a larger font size than the paragraph text (use the correct layout style)	3		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	No Headings	
2	**PRESENTATION – TITLE SLIDE** Title slide added with relevant information							
	☐ Title slide added – Title Slide layout applied ☐ Title slide included (name and surname, name of school, PAT topic, focus question, date) ☐ Image that reflects the topic chosen is added	3		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	No title slide	
3	**PRESENTATION – INTRODUCTION** Clear, concise introduction that answers the questions: What was the purpose of the investigation? What was your focus (which aspects did you investigate)? What was the investigation about?							
	☐ Purpose of the investigation clearly indicated ☐ The focus area is clearly indicated ☐ Introduction slide gives an overview of what was investigated ☐ Introduction summarised and clear	4	All 4 aspects clearly present	Only 3 of the 4 aspects clearly present	Only 2 of the 4 aspects clearly present	Only 1 of the 4 aspects clearly present	No introduction	

	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
4	**PRESENTATION – OVERVIEW AND FINDINGS 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.							
	☐ Presentation has a slide(s) indicating the findings of the research that is **not directly copied** from the Phase 1 document but is summarised in short points. ☐ Presentation contains **meaningful content that is relevant and factually** correct and about the topic ☐ The data flow is good and one slide leads to the next and demonstrates a good understanding of the claims made. (not just random facts not related)	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
5	**PRESENTATION – OVERVIEW AND FINDINGS – EVIDENCE AND CREATIVITY** Presentation of arguments/making of claims are relevant and supported by evidence from the investigation.							
	☐ Claims are supported by at least 4 images/media ☐ Images are relevant to the topic in general ☐ Images/media used are adding to clarify the content on the particular slide it is used in and is resized and manipulated in a professional manner.	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
6	**CONCLUSION** Solution of research provided							
	☐ Conclusion appears on one of the slides in learner's own words. ☐ The conclusion is a summary of the main findings, key points and recommendations. ☐ Relevant to the topic selected	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
7	**PRESENTATION – ACKNOWLEDGEMENT** References included							
	☐ Referenced have been included ☐ A screenshot of the references from the Planning Document included ☐ All graphics/images acknowledged	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
8	**PRESENTATION – LANGUAGE** Target audience, language used							
	☐ Good 'standard' language used ☐ No grammar and spelling mistakes ☐ Suited to audience	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	

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	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
9	**PRESENTATION – GENERAL APPEARANCE AND READABILITY** Readability enhanced, consistent layout, background colours							
	☐ All slides – consistent appearance (formatting, background, colours, layout, font, etc.) ☐ Colours/textures of background, fonts, form a pleasing palette, do not distract from the content or readability ☐ Relevant content appears in **bullet** format ☐ White space and alignment used (text/image fills the slide) effectively to organise material and enhance readability	**4**	All 4 aspects clearly present	Only 3 of the 4 aspects clearly present	Only 2 of the 4 aspects clearly present	Only 1 of the 4 aspects clearly present	None of the 4 aspects clearly present **or** No presentation	
10	**PRESENTATION – TABLE OF CONTENT SLIDE** Table of Contents slide shows structuring of elements and information. Layout and organisation enhances readability and understanding							
	☐ Headings added to the Table of Contents slide ☐ All the different headings appear ☐ Layout is attractive and easy to read	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
11	**PRESENTATION – NAVIGATION SYSTEM AND HYPERLINKS** Consistent navigation and links to internal and external information							
	☐ Functional hyperlinks added from table of contents slide headings to different slides ☐ Hyperlinks to research folder added ☐ Action buttons added to navigate from one slide to another and to the content slide (previous and next slide buttons added)	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
12	**PRESENTATION – SLIDE EFFECTS** Transition, animation, and use of graphics							
	☐ Not more than ONE transition effect added to all slides except the title slide ☐ No more than ONE element animated on a slide ☐ Slide headings are not animated	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
13	**PRESENTATION PRESENTED** Video or slide show presentation with sound/voice created							
	☐ Presentation presented through the creation of a video **OR** recording using PowerPoint **OR** presented in person (face to face) ☐ The presentation contains a voice recording/s ☐ The presentation is well-prepared and well-presented	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	

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	CRITERIA	Possible mark	4	3	2	1	0	Actual Mark
14	**EVIDENCE AND ORGANISATION OF DOCUMENTS** Format and organisation of material/evidence							
	☐ Electronic copy of all documents available ☐ All documents of Phase 2 organised into a logic folder structure, clearly named and easy to find/navigate with meaningful folder and file names used ☐ Declaration of authenticity completed for Phase 2	**3**		3 of the 3 aspects clearly present	Only 2 of the 3 aspects clearly present	Only 1 of the 3 aspects clearly present	None of the 3 aspects evident	
15	**TIME MANAGEMENT** Time was well managed in respect of deadlines being met and work being done.							
	☐ Deadline met – Phase 2 was handed in on time ☐ Work was complete in all respects and work produced is of high quality with very little scope for improvement and could be used in real life	**2**			2 of the 2 aspects clearly present	Only 1 of the 2 aspects clearly present	None of the 3 aspects evident	
16	**GENERAL EVALUATION** Based on continuous observation and final impression							
	☐ level of commitment throughout task ☐ diligence and pride ☐ independence ☐ level of skills	**4**	Exceptional	Above Average	Average	Below Average	Very little effort	
	TOTAL MARK:	**50**					**MARK OBTAINED:**	

Comment/feedback:

_____

_____

Teacher Name _____ **Teacher Signature** _____ **Date:** _____

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Annexure A

Style guide for word processing documents

Title page

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

Headings

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

Body text

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

Page layout

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

General formatting and editing

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

Annexure B

Example of a Declaration of Authenticity & AI Declaration Phase 1/Phase 2

Grade	10	**Year**	2025
Learner name			
Teacher name			

For the Learner to complete: Did you receive any help/information from anyone to complete this project?

☐ No ☐ Yes (provide details below)

For Phase 1 and 2

Help/Information received from (person):	**Nature of the help/information (provide evidence):**

AI tool used	**Purpose**	**Prompts used**

I hereby declare that the contents of this assessment task are my own original work (except where there is 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. I have clearly indicated in the task any sections of work generated or assisted by AI, by citing all sources of information. I acknowledge that I may have to verbally explain my answers/solutions presented in this PAT to my educator.

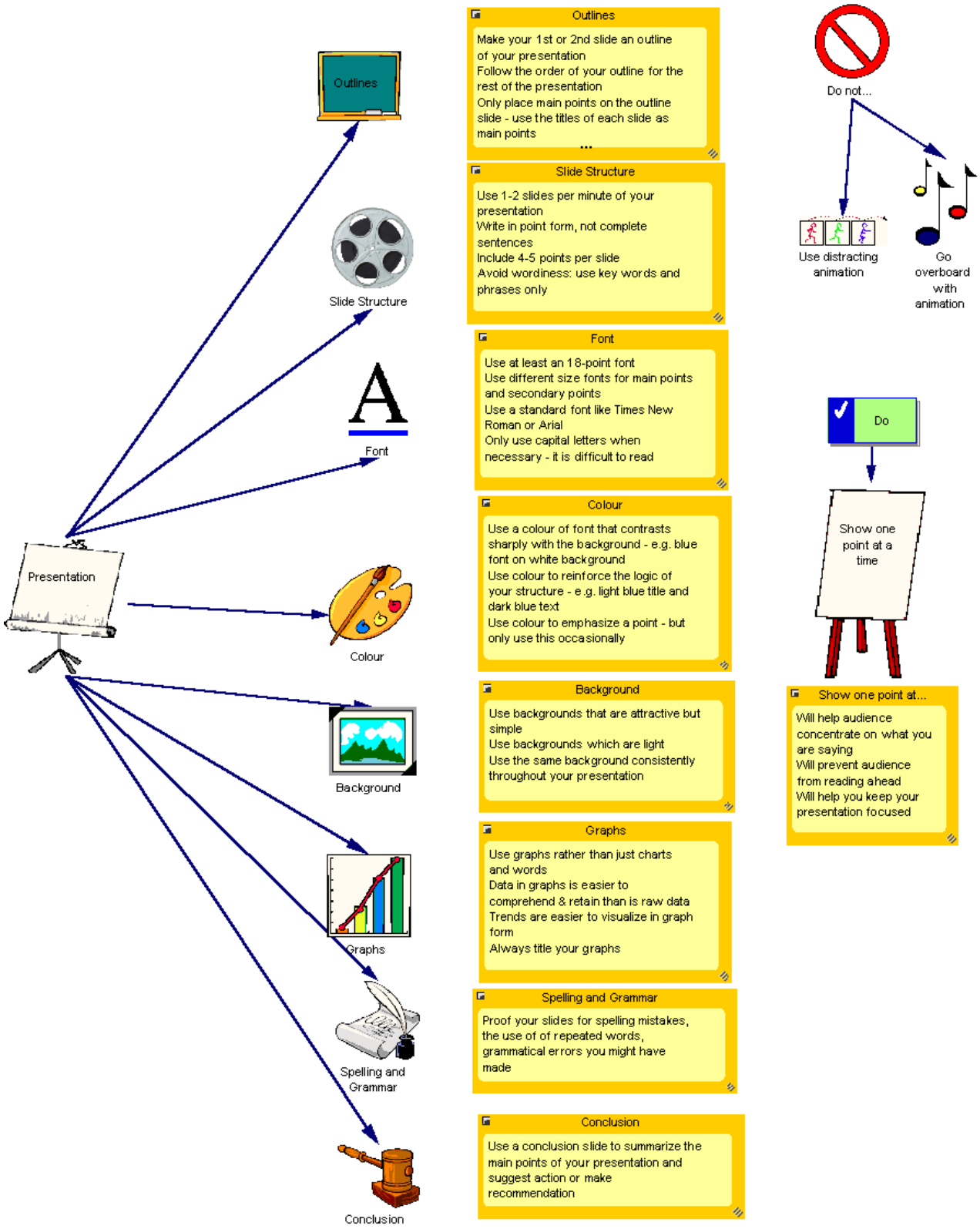
Learner Signature	**Date**

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 that the work was conducted under supervised/controlled conditions to ensure that it has not been plagiarised, copied from someone else or previously submitted for assessment by anyone else.

Teacher Signature	**Date**

Annexure C

Framework of the presentation



TITLE

Name & Surname

Name of School

PAT topic

Focus question

Presented on (date of completion)

CONTENTS

Introduction…..…… slide 3

Overview of findings..…… slide 4

Overview of findings..…… slide 5

Conclusion……... slide 6

References……..…… slide 7

INTRODUCTION

(Use info from the task definition)

Maximum of 4 sentences

- What is the problem?
- Purpose of the investigation?
- What was the focus?
- What did you investigate?

OVERVIEW OF FINDINGS

Short points about focus area and what the findings were

Add images

Can be up to 5 slides

OVERVIEW OF FINDINGS

Short points about focus area and what the findings were

Add images

Can be up to 5 slides

CONCLUSION

Pictures, videos, discussion point etc.

REFERENCES

Add a screenshot of your references in Phase 1

Free past papers and study resources: studypapers.co.za