



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

COMPUTER APPLICATIONS TECHNOLOGY

OPTIONAL SPEED/ACCURACY PAPER

FEBRUARY/MARCH 2012

MEMORANDUM AND SPEED COUNT

MARKS: Not applicable

This memorandum consists of 5 pages.

OPTIONAL QUESTION: SPEED/ACCURACY

The maximum key depressions for this question = 3 500 depressions for 70 wpm in 10 minutes.

It is strongly recommended that the Edutrap Speed Marking Software be used to mark the speed/accuracy question.

Where the Edutrap Speed Marking Software is not used, use the information below.

To determine a speed, mark according to the following marking schedule:

The same example is on page 36 of the Subject Assessment Guidelines (January 2008):

Number of depressions keyed in in ten minutes	= 2 125
Gross words (number of depressions keyed in, divided by 5) (5 depressions = one word)	= 2 125 ÷ 5 = 425
Less number of words with errors (i.e. 7 words with errors)	= -7 from 425
Equals net number of words without errors	= 418
Divided by the time (ten minutes)	= ÷ 10
Equals net correct words per minute	= 41,8 wpm

Additional notes:

If any words are omitted or inserted, then every 5 depressions of the omission or insertion counts as one word, e.g. if the following words were omitted it would be counted as:

The |quick| brow|n fox| jump|s
1 | 2 | 3 | 4 | 5 |words

A capital letter counts as two depressions.

NOTE: The optional speed/accuracy question should only be marked in cases where the candidate could reach 20 wpm or more (1 000 depressions or more).

CONTENT				Upper case/ line spaces	Depressions	Total depressions
I	have	always	had a zoo in my head. Ever since I was five	3	59	62
years	old,	I	wanted to be a zookeeper. As a little boy, my	2	60	124
imagination	ran	wild.	I thought about the kinds of homes I	2	60	186
would	need	to	build for my pet dragon, giant panda and green	0	61	247
gorilla.				0	8	255
				2	0	257
When	I	was	eight, we moved into a house at the top of a steep	2	62	321
hill,	overlooking	a	small river. A forest encroached on our	1	61	383
backyard.	In	that	forest I discovered a menagerie more	2	56	441
awesome	than	anything	my imagination had conceived. I	1	55	497
searched	for	mole	holes and discovered lizards. I learned	1	59	557
that	fireflies	glow	at night. I listened to the whisper of	1	60	618
bats	cleaning	the	air. As my world of animals gained realism,	1	63	682
it	also	gained	depth. For example, my explorations filled me	1	62	745
with	questions	about	our own cats. There was the respected	1	60	806
Ginny,	graceful	Tippy	Toes and big Bandit. I watched them	5	59	870
with	new	wonder	and tried to understand their actions. With	1	61	932
understanding,	my	love	for them matured and deepened. They	1	60	993
changed	from	being	animated teddy bears to responsive	0	54	1047
companions.	My	early	wonder for fantastic creatures grew into	1	63	1111
a	love	for	real animals. I saw their world as greater and	1	59	1171
richer	than	any	I had invented in my head. I came to	2	54	1227
understand	that	it	was I who was housed in a mammoth zoo.	1	57	1285
				2	0	1287
Not	so	long	ago, I realised that as a child I had engaged in	3	61	1351
primitive	self-directed	inquiry.	This is not different to	1	59	1411
that	sanctioned	by	many science and other teachers. My	1	56	1468
observations	of	animals	generated questions. These questions	1	62	1531
led	me	to	look for answers. By guiding myself, my	1	51	1583
investigations	were	unstructured.	If these queries had been	1	61	1645
voiced	in	class,	an experienced science teacher might have	0	59	1704

20 wpm

CONTENT							Upper case/ line spaces	Depressions	Total depressions
suggested	that I form	a hypothesis.	This is a question that				2	61	1767
can be answered	by observation.	Then the teacher might have	helped me think about how I could go about collecting				1	61	1829
information.	We would look ahead and figure out ways of	ruling out different interpretations.	Then we could be sure				1	54	1884
we understood what was happening.	Afterwards, we would	interpret this information together and present the	conclusions clearly.	We would have conducted an experiment.			1	57	1942
							1	61	2004
							1	56	2061
							0	52	2113
							1	60	2174
							2	0	2176
You may think that no eight-year-old could endure that.	They	can.	When children explore their world, they continually	hypothesise and experiment.	The difference is whether they	are given guidance to think critically about their	2	62	2240
observations.							1	58	2299
							1	60	2360
							0	51	2411
							0	13	2424
							2	0	2426
Of course the experiment must be simple and the interpretation	should be straightforward and concrete.	Although the child	will need supervision, he or she should be allowed to do as	much as possible.	The more in control the child feels, the	more he or she will be interested and be empowered.	1	63	2490
							1	60	2551
							0	60	2611
							1	60	2672
							0	51	2723
							2	0	2725
I was in college before I learned to think critically.	It was	only at graduate school when I truly learned to conduct	experiments.	This was so late.	Fortunately none of my	classmates had learned any earlier.	3	63	2791
How easily I would have	been left in the dust if they had been taught these inquiry	skills when they were first ready and so willing to learn	them.				1	56	2848
							2	56	2906
							2	61	2964
							0	60	3085
							0	58	3090
							0	5	3088
							2	0	3090
Although I would not learn these skills until after high	school, I was fortunate that my childhood adventures and	discoveries had taught me to love animals and nature.	My				2	57	3151
							1	57	3209
							1	58	3268

CONTENT						Upper case/ line spaces	Depressions	Total depressions
parents and books answered what questions they could. The						1	59	3328
more I learned, the more I wanted to know. The more I						4	55	3387
understood animals, the more I appreciated and loved them.						1	60	3448
The more I saw how some people mistreat animals, help						2	53	3503