



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER 2013

**INFORMATION PROCESSING
N6
(6020286)**

NOVEMBER 2013

QUESTION PAPER	TIME	MARKS
TYPING TECHNIQUE - Section A	2 hours	200
WORD PROCESSING - Section B	1 hour	100
TOTAL	3 hours	300

This memorandum consists of 49 pages.

TYPING TECHNIQUE

(SECTION A)

	TIME	MARKS
QUESTION 1: TIMED ACCURACY TEST	10 minutes	20
QUESTION 2: TABULAR STATEMENT	25 minutes	40
QUESTION 3: FLOW CHART	25 minutes	40
QUESTION 4: FINANCIAL STATEMENT	25 minutes	40
QUESTION 5: PAMPHLET	25 minutes	40
QUESTION 6: AFRICAN LANGUAGE	10 minutes	20
TOTAL	120 minutes	200

TYPING TECHNIQUE - SECTION A

THIS QUESTION PAPER IS OUT OF 200.

GENERAL REMARKS:

REMEMBER: THE CANDIDATE CANNOT FAIL BECAUSE HE/SHE COULD NOT COMPLETE OR PASS THE TIMED ACCURACY TEST.

- 1. THIS MARK FOR TYPING TECHNIQUE (200) TOGETHER WITH THE WORD PROCESSING MARK (100) IS ADDED TO OBTAIN A MARK OUT OF 300 WHICH IS PROCESSED TO A MARK OUT OF 100 (PERCENTAGE). THIS MARK MUST BE SENT TO THE CD: NATIONAL EXAMINATIONS AND ADMINISTRATION.**
- 2. ACCURACY ERRORS** must be indicated with a **RED /**. **REPETITIVE** accuracy errors must be indicated with a **RED CIRCLE**.
- 3. DISPLAY ERRORS** must be indicated with a **BLUE X**. **REPETITIVE** display errors must be indicated with a **BLUE CIRCLE**.

QUESTION 1 - MARKING SCHEDULE – TIMED ACCURACY TEST						
WPM	50	55		WPM	50	55
ERRORS				ERRORS		
1	19	19		28	7	8
2	19	19		29	6	7
3	19	19		30	6	7
4	18	18		31	5	6
5	18	18		32	5	6
6	17	17		33	4	6
7	17	17		34	4	5
8	16	17		35	3	5
9	16	16		36	3	4
10	15	16		37	2	4
11	15	15		38	2	3
12	14	15		39	1	3
13	14	14		40	1	3
14	13	14		41	0	2
15	13	13		42		2
16	12	13		43		1
17	12	13		44		1
18	11	12		45		0
19	11	12				
20	10	11				
21	10	11				
22	9	10				
23	9	10				
24	8	10				
25	8	9				
26	8	9				
27	7	8				

QUESTION 1: TIMED ACCURACY TEST**MARKS: 20****NOTE: / = RED ERRORS = ACCURACY**

BE SURE TO MARK THE SPEED WITH CARE, AS IT MAKES A DIFFERENCE TO THE RESULTS. REMEMBER THAT ONLY ACCURACY IS MARKED.

MARK ACCORDING TO THE ENCLOSED DEPARTMENTAL SCHEDULE.

MARK ACCURACY ERRORS ONLY.

Indicate accuracy errors with a red slash (/).

One or more incorrect characters in a word – 1 error.

Do not penalise incorrect margins.

Do not penalise incorrect line spacing.

Do not penalise incorrect hyphenation.

Do not penalise incorrect upper case/lower case.

Do not penalise incorrect letter spaces.

Do not penalise incorrect justification.

Do not penalise any incorrect display errors.

Do not penalise if a whole line or paragraph is left out and keyed in at another position.

When exactly the same word is repeatedly keyed in incorrectly, it is penalised once only per question. Thereafter it is encircled as a repetitive error.

QUESTION 1: TIMED ACCURACY TEST**CONTINUED**

Omission of words: count the first 5 strokes and thereafter every 10 strokes as 1 error each. If the last few strokes at the end are 5 or more, count as another error. If the last few strokes at the end are less than 5, ignore.

If 50 w.p.m. is not completed, count back as indicated in the memorandum.

The highest mark obtained, will be indicated. The highest speed passed, will be indicated.

Indicate the speed obtained with Pass 50 w.p.m./Pass 55 w.p.m./Fail, where applicable, in the following way:

INDICATE AT THE END OF THE SPEED TEST:

Pass 50 w.p.m./Pass 55 w.p.m./Fail; Errors; Mark

INDICATE ON THE OUTSIDE FRONT OF THE COVER, DIRECTLY NEXT TO THE MARK OBTAINED FOR QUESTION 1:

Pass 50 w.p.m./Pass 55 w.p.m./Fail

(If the candidate did not hand in Question 1, indicate by drawing a line through the block for the mark, next to Question 1, on the outside front of the cover and writing "Fail" at the appropriate positions.)

INDICATE ON THE FRONT PAGE OF THE COVER, JUST BELOW THE CIRCLE FOR THE MARKS OBTAINED:

Pass 50 w.p.m./Pass 55 w.p.m./Fail

Should a candidate fail the examination (less than 40 %) and pass the accuracy test, the word "Fail" will replace the "Pass 50 w.p.m./Pass 55 w.p.m.", as a candidate cannot fail the examination paper as a whole and get recognition for the w.p.m.

THIS MARK FOR TYPING TECHNIQUE (200) TOGETHER WITH THE WORD PROCESSING MARK (100) IS ADDED TO OBTAIN A MARK OUT OF 300 WHICH IS PROCESSED TO A MARK OUT OF 100 (PERCENTAGE). THIS MARK MUST BE SENT TO THE NATIONAL DEPARTMENT.

QUESTION 1 - TIMED ACCURACY TEST

Dance is a type of art that generally involves movement of the body, often rhythmic and to music. It is performed in many cultures as a form of emotional expression, social interaction or exercise in a spiritual or performance setting. It is sometimes used to express ideas or to tell a story. Dance can also be regarded as a form of non-verbal communication between humans or animals, as in bee dances and behaviour patterns such as a mating dance.

Definitions of what constitutes dance can depend on social and cultural norms and aesthetic, artistic and moral sensibilities. Definitions may range from functional movement such as folk dances to techniques such as ballet. Martial arts are often compared to dances and sports such as gymnastics, figure skating and synchronised swimming are generally incorporated in dance.

There are many styles and genres of dance. African dance is an example. Dance can be participatory, social or performed for an audience. It can also be ceremonial, competitive or erotic. Dance movements may also be without significance, as in ballet or European folk dances or have a symbolic meaning as in some Asian dances.


Choreography is the art of creating dances. The person who creates or choreographs a dance is known as the choreographer.


Dance does not leave behind clearly identifiable physical clues such as stone tools, hunting implements or cave paintings. It is not possible to say when dance became part of human culture.

QUESTION 1 - TIMED ACCURACY TEST**CONTINUED**

It is believed that dance, together with rhythmic music and body painting, was designed by the forces of natural selection at the early stage of evolution as a potent tool to put groups of human ancestors in a battle trance, a specific altered state of consciousness. In this state people lost their individual identity and acquired a collective identity.

Research shows that some military units use group singing and dancing in order to prepare themselves for dangerous combat missions. This trance-inducing ability of dance comes from the human evolutionary past and also includes a phenomenon of military drill which is also based on shared rhythmic and monotonous group activity.

Dance has been an important part of ceremonies, rituals, celebrations and entertainment since the birth of the earliest human civilisations. Archaeology delivers traces of dance from prehistoric times.  **50 w.p.m.**

One of the earliest structured uses of dances may have been in the performance and in the telling of myths. It was also sometimes used to show feelings for one of the opposite gender. Before the production of written languages, dance was one of the methods of passing these stories down from generation to generation. Many contemporary dance forms /  **55 w.p.m.**

QUESTION 1 - TIMED ACCURACY TEST - 50 W.P.M.**CONTINUED**

Research shows that some military units use group singing and

dancing in order to prepare themselves for dangerous combat

missions. This trance-inducing ability of dance comes/

from the human evolutionary past and also includes a

phenomenon of military drill which is also based on

shared rhythmic and monotonous group activity.

Dance has been an important part of ceremonies, rituals,

celebrations and entertainment since the birth of the

earliest human civilisations. Archaeology delivers

traces of dance from prehistoric times. → 50 w.p.m.

20	-	20

QUESTION 1 - TIMED ACCURACY TEST - 55 W.P.M.**CONTINUED**

Dance has been an important part of ceremonies, rituals,
 celebrations and entertainment since the birth of the earliest
 human/ civilisat/ions. Ar/chaeology /delivers t/races of
 d/ance from /prehistori/c tim/es.

/One of th/e earliest/ structure/d uses of /dances may/ have
 been/ in the pe/rformance /and in the/ telling o/f myths. /It
 was al/so sometime/s used to/ show feel/ings for o/ne of the
 /opposite g/ender. B/efore the /production/ of writte/n
 language/s, dance w/as one of /the method/s of passi/ng these
 s/tories dow/n from gen/eration to/ generatio/n. Many
 /contempora/ry dance f/forms /

55 w.p.m.

20	-	20
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TYPING TECHNIQUE			
SCHEDULE - ACCURACY – QUESTIONS 2-6			
-3 MARKS DEDUCTED PER ERROR – ACCURACY – RED			
MARKS	20	32	20
RED ERRORS	Q2	Q3, Q4, Q5	Q6
0	20	32	20
1	17	29	17
2	14	26	14
3	11	23	11
4	8	20	8
5	5	17	5
6	2	14	2
7	0	11	0
8		8	
9		5	
10		2	
11		0	
12			
13			
14			

TYPING TECHNIQUE		
SCHEDULE – DISPLAY – QUESTION 2-5		
-2 MARKS PER ERROR DEDUCTED – DISPLAY – BLUE		
MARKS	20	8
BLUE ERRORS	Q2	Q3, Q4, Q5
0	20	8
1	18	6
2	16	4
3	14	2
4	12	0
5	10	
6	8	
7	6	
8	4	
9	2	
10	0	

QUESTION 2: TABULAR STATEMENT	MARKS: 40
20 MARKS - ACCURACY - 3 marks per error	
- every keying in error	
20 MARKS - DISPLAY - 2 marks per error	
<ol style="list-style-type: none">1. margins (equal) incorrect and/or justification (left, centre, right, full) incorrect and/or line spacing (as indicated) incorrect2. paper size (as indicated) incorrect and/or tabular stops/indentation incorrect and/or hyphenation incorrect3. font/font size (CN12) incorrect and/or capital letters/small letters incorrect and/or letter spaces incorrect4. / - not changed to [the] and/or incorrect and/or del – not deleted and/or incorrect and/or insert – incorrect5. trs – not transposed and/or incorrect and/or stet – not retained and/or incorrect and/or sp – spelling incorrect6. bold – not changed and/or incorrect and/or italics – not changed and/or incorrect and/or underline – not changed and/or incorrect7. move – not moved and/or incorrect and/or sp caps – spaced capital letters incorrect and/or join together – not joined together	

QUESTION 2: TABULAR STATEMENT**CONTINUED**

8. [& NP – new line and new paragraph incorrect and/or runs on – incorrect and/or in full – not in full/in words and/or incorrect
9. main headings incorrect and/or column headings incorrect and/or columns incorrect
10. vertical lines omitted and/or incorrect
11. horizontal lines omitted and/or incorrect
12. figures incorrect and/or units, tens not underneath one another
13. footnote incorrect

INFORMATION PROCESSING

QUESTION 2 – TABULATION 1 marg, just, l/s 2 A4L, tab/indent, hyph 3 font, uc/lc, spaces 9 headings, columns 10 vertical lines 11 horizontal lines 12 figures 13 footnote

COMPARISON OF THE YEARS 2010-2012 – LEARNERS, EDUCATORS AND SCHOOLS 3 uc 4 the 6 u/line 8 in full 8 runs on

Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, 2010-2012
4 the 5 stet 5 sp 8 NP 8 runs on 8 runs on

P R O V I N C E 7 sp caps	LEARNERS 3 uc			EDUCATORS 3 uc			SCHOOLS 3 uc		
	6 ital 2010	6 ital 2011	6 ital 2012	6 ital 2010	6 ital 2011	6 ital 2012	6 ital 2010	6 ital 2011	6 ital 2012
Eastern Cape ¼	2136713	2079994	2076400	66163	66536	69620	5834	5825	5809
Free State	680777	670588	651785	23570	23383	23741	1744	1675	1595
Gauteng	1883538	1894027	1903838	63216	64307	66351	2397	2405	2390
KwaZulu-Natal	2848652	2771420	2827335	88042	86983	89377	6057	5938	6091
Limpopo ½	1816230	1764669	1707280	54769	57083	58563	4140	4122	4105
Mpumalanga	1054085	1051531	1035637	32276	33644	35221	1973	1959	1934
Northern Cape	265647	265866	267709	8580	9019	9115	613	617	617
North West	747248	779260	777285	25701	26620	26697	1780	1784	1768
Western Cape ¾	968327	962008	980694	31908	33378	34382	1527	1550	1597
South Africa 6 bold	12401217	12239363	12227963	394225	400953	413067	26065	25875	25906

8 runs on 7 move columns

1. Learners decreased by 0.5 % 4 del 7 join
2. Educators increased by 7.1 % 4 insert
3. Schools increased by 1.4 % 5 trs

¼

½

¾

5	5	10	40
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10	10	20	40
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15	15	30	40
----	----	----	----

Errors	Marks
0	20
1	17
2	14
3	11
4	8
5	5
6	2
7	0

20	20	40
----	----	----

QUESTION 3: FLOW CHART	MARKS: 40
32 MARKS - ACCURACY - 3 marks per error	
- every keying in error	
8 MARKS - DISPLAY - 2 marks per error	
<ol style="list-style-type: none">1. margins (equal) incorrect and/or justification (left, centre, right, full) incorrect and/or line spacing (as indicated) incorrect2. paper size (A4 Portrait) incorrect and/or tabular stops/indentation incorrect and/or hyphenation incorrect3. font/font size (CN10) incorrect (except flow chart) and/or capital letters/small letters incorrect and/or letter spaces incorrect4. / - not changed to [the] and/or incorrect and/or del – not deleted and/or incorrect and/or insert – incorrect5. trs – not transposed and/or incorrect and/or stet – not retained and/or incorrect and/or sp – spelling incorrect6. bold – not changed and or incorrect and/or italics – not changed and/or incorrect and/or underline – not changed and/or incorrect7. moved – not moved and/or incorrect and/or sp caps – spaced capital letters incorrect and/or join together – not joined together	

QUESTION 3: FLOW CHART**CONTINUED**

8. [& NP – new line and new paragraph incorrect and/or runs on – incorrect and/or in full – not in full/words and/or incorrect
9. main headings incorrect
10. vertical lines omitted and/or incorrect
11. horizontal lines omitted and/or incorrect

 $\frac{1}{4}$

8	2	10	40
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 $\frac{1}{2}$

16	4	20	40
----	---	----	----

 $\frac{3}{4}$

24	6	30	40
----	---	----	----

Errors	Marks
0	32
1	29
2	26
3	23
4	20
5	17
6	14
7	11
8	8
9	5
10	2
11	0

32	8	40
----	---	----

QUESTION 3 – FLOW CHART 1 marg, just, l/s 2 A4P, tab/indent, hyph 3 font, uc/lc, spaces 9 headings**THE BENEFITS OF DANCE FOR YOUNG CHILDREN** 3 uc 4 the 6 bold 6 u/line

Dance is a universal language and in an age where child obesity is increasing and exercising decreasing, it has never been more important to present dance to young children in a format that they will enjoy. In doing so it is more likely that in some form or other participation in dance as a form of exercise may continue into adult life. 5 stet 4 del 5 sp

It is generally agreed that movement to music is enjoyable for babies and young children irrespective of culture or ethnicity. 5 trs 8 NP

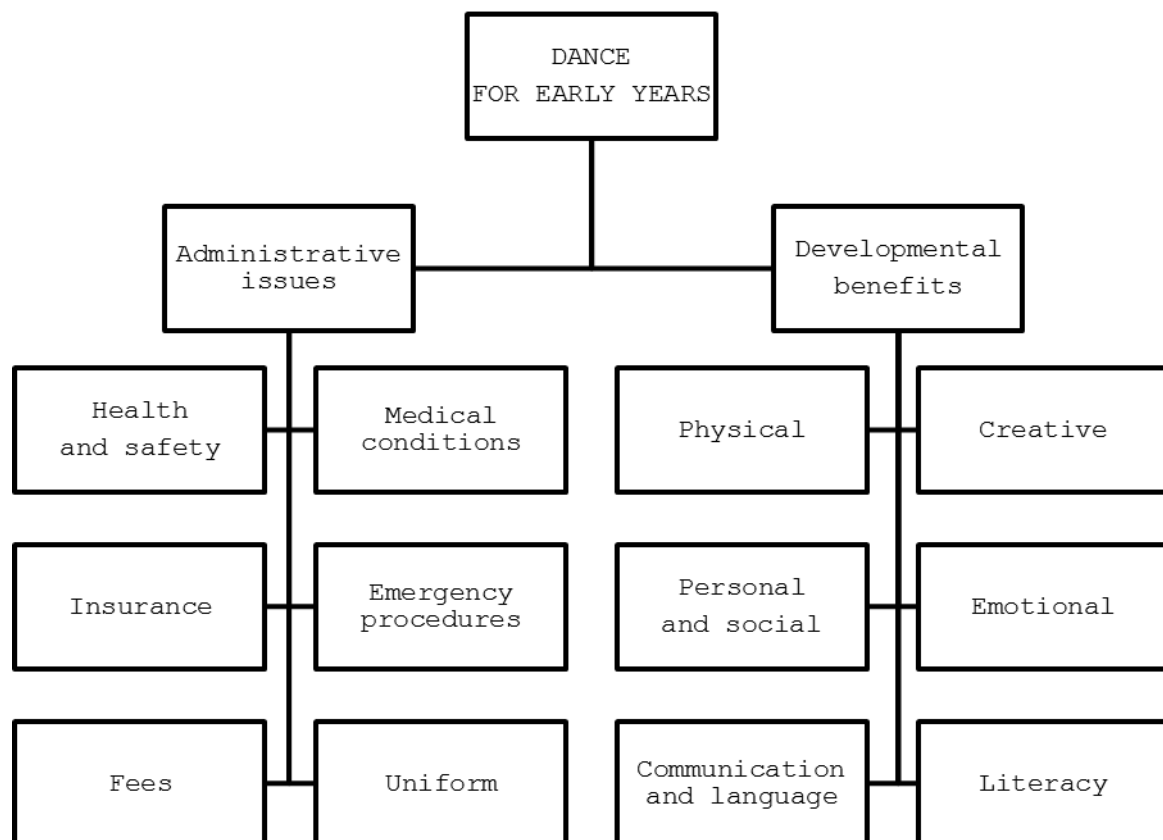
WHAT AGE TO START 3 uc 6 italics

4 the 4 insert 7 join 8 in full 8 runs on

The average age for a child to start attending a dance class is around the age of three years. As with most averages there are exceptions to the rule and some children are confident enough to begin at an earlier age while others may benefit from starting later than three years.

F L O W C H A R T

7 sp caps 8 NP 10 vertical lines 11 horizontal lines



QUESTION 4: FINANCIAL STATEMENT	MARKS: 40
32 MARKS - ACCURACY - 3 marks per error	
- every keying in error	
08 MARKS - DISPLAY - 2 marks per error	
<ol style="list-style-type: none">1. margins (equal) incorrect and/or justification (left, centre, right, full) incorrect and/or line spacing (as indicated) incorrect2. paper size (A4 Landscape) incorrect and/or tabular stops/indentation incorrect and/or hyphenation incorrect3. font/font size incorrect and/or capital letters/small letters incorrect and/or letter spaces incorrect4. / - not changed to [the] and/or incorrect and/or del – not deleted and/or incorrect and/or insert – incorrect5. trs – not transposed and/or incorrect and/or stet – not retained and/or incorrect and/or sp – spelling incorrect6. bold – not changed and/or incorrect and/or italics – not changed and/or incorrect and/or underline – not changed and/or incorrect7. move – not moved and/or incorrect and/or sp caps – spaced capital letters incorrect and/or join together – not joined together	

QUESTION 4: FINANCIAL STATEMENT**CONTINUED**

8. [& NP – new line and new paragraph incorrect and/or runs on – incorrect and/or in full – not in full/words and/or incorrect
9. main headings incorrect and/or column headings incorrect and/or columns incorrect
10. vertical lines omitted and/or incorrect
11. horizontal lines omitted and/or incorrect
12. figures incorrect and/or units, tens not underneath one another and/or incorrect

 $\frac{1}{4}$

8	2	10	40

 $\frac{1}{2}$

16	4	20	40

 $\frac{3}{4}$

24	6	30	40

Errors	Marks
0	32
1	29
2	26
3	23
4	20
5	17
6	14
7	11
8	8
9	5
10	2
11	0

32	8	40

QUESTION 4 – FINANCIAL STATEMENT 1 marg, just, l/s 2 A4L, tab/indent, hyph 3 font, uc/lc, spaces 9 headings, columns 10 vertical lines 11 horizontal lines 12 figures

CONDENSED GROUP STATEMENT OF CASH FLOW 3 uc 5 trs 6 u/line

1 just	8 NL	1 just	8 NL
<i>Unaudited</i>		Audited	
<i>six months</i>		year	
<i>ended</i>		ended	
<i>31 March</i>		30 Sep	
2012	2011	2011	
R'000	R'000	R'000	

Cash flow from operating activities 6 bold			
Operating profit before abnormal items ¼	212648	191779	484474
Adjustment for non-cash and other items 8 runs on	42825	41193	101092
Cash operating profit before working capital changes 6 bold	255473	232972	585566
Working capital changes	79905	-168028	-168970
Cash generated from operations	335378	64944	416596
Interest and dividends received 4 insert	25532	3826	6639
Interest paid 5 sp	-1885	-2611	-5497
Taxation paid 4 del ½	-63375	-50340	-166234
Dividends paid	-180719	-160953	-193840
Cash inflow/(outflow) from operating activities 6 bold 8 runs on	114931	-145134	57664
Cash outflow from investing activities 6 bold 8 runs on	-57709	-27299	-87937
Capital expenditure 6 bold	-59601	-27765	-91852
Proceeds on disposal of property, plant and equipment 8 runs on 8 in full	43	1304	2590
Net movement on loans	1849	-838	1534
Acquisition of investment ¾		7 move	-209
	6 bold	6 italics	

N O T E S 7 sp caps

1. BASIS OF PREPARATION 3 uc

The condensed financial information has been prepared in accordance with the framework concepts and the measurement and recognition requirements. 4 the 5 stet 7 join

QUESTION 5: PAMPHLET	MARKS: 40
32 MARKS - ACCURACY - 3 marks per error	
- every keying in error	
8 MARKS - DISPLAY - 2 marks per error	
<ol style="list-style-type: none">1. margins (equal) incorrect and/or justification (left, centre, right, full) incorrect and/or line spacing (as indicated) incorrect2. paper size (A4 Portrait) incorrect and/or tabular stops/indentation incorrect and/or hyphenation incorrect3. font/font size (CN12) incorrect and/or capital letters/small letters incorrect and/or letter spaces incorrect4. / - not changed to [the] and/or incorrect and/or del – not deleted and/or incorrect and/or insert – incorrect5. trs – not transposed and/or incorrect and/or stet – not retained and/or incorrect and/or sp – spelling incorrect6. bold – not changed and/or incorrect and/or italics – not changed and/or incorrect and/or underline – not changed and/or incorrect7. move – not moved and/or incorrect and/or sp caps – spaced capital letters incorrect and/or join together – not joined together	

QUESTION 5: PAMPHLET**CONTINUED**

8. [& NP – new line and new paragraph incorrect and/or
runs on – incorrect and/or
in full – not in full/words and/or incorrect
9. columns incorrect
10. horizontal lines omitted and/or incorrect

 $\frac{1}{4}$

8	2	10	40
---	---	----	----

 $\frac{1}{2}$

16	4	20	40
----	---	----	----

 $\frac{3}{4}$

26	4	30	40
----	---	----	----

Errors	Marks
0	32
1	29
2	26
3	23
4	20
5	17
6	14
7	11
8	8
9	5
10	2
11	0

32	8	40
----	---	----

QUESTION 5 – PAMPHLET 1 marg, just, l/s 2 A4P, tab/indent, hyph 3 font, uc/lc, spaces 9 columns**Y O U R M O N E Y** 7 sp caps 6 bold

Find comfort in these money-saving tips: 8 NP

LIVE WITHIN YOUR MEANS 3 uc 6 u/line*It is necessary to live within your means and having a budget* 6 italics

Below are tips to help you address your financial issues. 8 runs on

1. ELECTRICITY 3 uc

Electricity has always been expensive. Heaters use the most electricity. Ensure that doors, windows and the roof are sealed. 4 the 7 join

2. WATER 3 uc

The key to conserving water is to reduce, re-use and recycle.

Save water at home with these helpful hints: 4 the 8 NP

- Prevent leaking taps 5 trs
- Replace burst and illegal connections 5 sp
- Use a bucket when washing a vehicle 7 move
- Close the tap when brushing your teeth 4 the

3. GROCERIES 3 uc

Food is expensive and you can spend a lot of money on it. Make a list and stick to it. It will help you being tempted to buy something you do not need. 8 in full

4. CLOTHING 3 uc

Save and buy what you need. You will avoid impulse shopping or having to borrow money. 4 insert

5. BANKING SERVICES 3 uc

Use the internet or cell phone to pay your accounts. 4 the 4 del

Complete the form and forward it to FINANCIAL ADVISERS: 4 the 5 stet
finad@finad.co.za

Name: _____

Cell phone: _____

E-mail: _____

Comment: _____

10 lines

QUESTION 6: AFRICAN LANGUAGE**MARKS: 20****20 MARKS - ACCURACY - 3 marks per error**

- every keying in error

00 MARKS - DISPLAY - no marks**NO MARKS WILL BE DEDUCTED FOR DISPLAY ERRORS**

1. Do not penalise incorrect margins.
2. Do not penalise incorrect line spacing.
3. Do not penalise incorrect hyphenation.
4. Do not penalise incorrect upper case/lower case.
5. Do not penalise incorrect letter spaces.
6. Do not penalise incorrect justification.
7. Do not penalise any incorrect display errors.
8. Do not penalise if a whole line or paragraph is left out and keyed in at another position.
9. When exactly the same word is repeatedly keyed in incorrectly, it is penalised once only per question. Thereafter it is encircled as a repetitive error.
10. Omission of words: count the first 5 strokes and thereafter every 10 strokes as 1 error each. If the last few strokes at the end are 5 or more, count as another error. If the last few strokes at the end are less than 5, ignore.

 $\frac{1}{4}$

5	-	5	20
---	---	---	----

 $\frac{1}{2}$

10	-	10	20
----	---	----	----

 $\frac{3}{4}$

15	-	15	20
----	---	----	----

Errors	Marks
0	20
1	17
2	14
3	11
4	8
5	5
6	2
7	0

20	-	20
----	---	----

QUESTION 6 – AFRICAN LANGUAGE

HA NGWANA WA HAO A THIBANE DITSEBE

Ela hloko: Se dumelle wena le ba bang ho tlwaela ho etseletsa
ngwana ntle le bopaki. Ho dula o tshwaya ngwana phoso, ho ka
mo etsa a se itshepe, a se tshepe le batho. ¼

Tshebedisanommoho: Ha sekolo se tlaleha hore boitshwaro ba
ngwana bao bo tswile taolong, ema ka maoto hape o dumele ½
hore ngwana a kgalengwe sekolong. Ho tshwara thipa ka
bohaleng maamong a jwalo ho ka mo feteletsa le ho feta.

¾

Mo kgothatse: Batla seo ngwana a ka se etsang ka nako ya hae,
jwalo ka ho mo ngodiso dithutong tsa mmimo kappa sehlopheng sa
bolo.

WORD PROCESSING

(SECTION B)

MEMORANDUM

		TIME		MARKS
QUESTION 1:	AFRICAN LANGUAGE	A	09 minutes	15
		B	12 minutes	20
QUESTION 2:	DISPLAY	A	09 minutes	15
		B	12 minutes	20
QUESTION 3:	MAIL MERGE	A	06 minutes	10
		B	12 minutes	20
TOTAL		60 minutes		100

WORD PROCESSING - SECTION B**TOTAL: 100 MARKS**

1. The total of the question paper is **100 MARKS**. **80 %** of the marks of the **A PART** is allocated for **ACCURACY** and **20 %** of the marks for **DISPLAY**. **80 %** of the marks of the **B PART** is allocated for **PROCESSING** and **20 %** of the marks for **ACCURACY**.
2. The **A QUESTIONS** have to be keyed in **CORRECTLY**.
3. The **B QUESTIONS** must be **PROCESSED** according to the **INSTRUCTIONS**.
4. **ONE MARK** is deducted per error - **ACCURACY** as well as **DISPLAY** and **PROCESSING**.

ACCURACY ERRORS = All keying in errors
DISPLAY ERRORS = All display errors
PROCESSING ERRORS = All processing instructions

5. Questions in the A section not completed will be marked accordingly.

If only $\frac{1}{4}$ of a question is completed, only $\frac{1}{4}$ of the original mark will be used for the marking of the question. If only $\frac{1}{2}$ of a question is completed, only $\frac{1}{2}$ of the original mark will be used. If only $\frac{3}{4}$ of a question is completed, only $\frac{3}{4}$ of the original mark will be used.

NOTE: EXAMPLE

TOTAL MARKS = 20
ACCURACY = 16
DISPLAY = 04

$\frac{1}{2}$ OF THE QUESTION IS COMPLETED, MARK AS FOLLOWS:

$\frac{1}{2}$ OUT OF 16 = 8 MARKS
 $\frac{1}{2}$ OUT OF 04 = 2 MARKS

THE QUESTION WILL BE MARKED OUT OF 10, BUT THE MARK WILL BE ALLOCATED OUT OF 20:

7	1	=	8	=	8
8	2	=	10	=	20
1e	1e	=	2e		

6. **A KEYING IN ERROR** occurring **REPEATEDLY**, must be penalized as **ONE ACCURACY ERROR** only; **REPETITIVE ERRORS** will be **ENCIRCLED** only.
7. **REMEMBER: ONE MARK IS DEDUCTED PER ERROR - ACCURACY AS WELL AS DISPLAY AND PROCESSING.**

WORD PROCESSING							
SCHEDULE – QUESTIONS 1A, 1B, 2A, 2B, 3A, 3B & 3C							
-1 MARK PER ERROR DEDUCTED – ACCURACY – RED -1 MARK PER ERROR DEDUCTED – DISPLAY – BLUE -1 MARK PER ERROR DEDUCTED – PROCESSING – BLUE							
MARKS:	16	13	12	8	4	3	2
QUESTION: ERRORS:	Q1B Q2B	Q3B	Q1A Q2A	Q3A	Q1B Q2B Q3B	Q1A Q2A Q3C	Q3A
0	16	13	12	8	4	3	2
1	15	12	11	7	3	2	1
2	14	11	10	6	2	1	0
3	13	10	9	5	1	0	
4	12	9	8	4	0		
5	11	8	7	3			
6	10	7	6	2			
7	9	6	5	1			
8	8	5	4	0			
9	7	4	3				
10	6	3	2				
11	5	2	1				
12	4	1	0				
13	3	0					
14	2						
15	1						
16	0						

QUESTION 1A: AFRICAN LANGUAGE	MARKS: 15
12 MARKS – ACCURACY	
- every keying in error	
03 MARKS – DISPLAY	
<ol style="list-style-type: none">1. Margins incorrect, justification (left, centre, right, full) incorrect and/or line spacing incorrect2. Paper size (A4 Portrait) incorrect, tabular stops/indentation incorrect and/or hyphenation incorrect3. Font/font size (CN12) incorrect, capital/small letters incorrect and/or letter spaces incorrect4. Text not keyed in exactly as it is and/or incorrect	

QUESTION 1A – AFRICAN LANGUAGE

1 marg, just, l/s 2 A4P, tab/indent, hyph 3 font, uc/lc, spaces 4 text not keyed in exactly as it is

Na ho hobe ho feta ho bona ha hao?

Lesea la hao le ke se o bolelle moo ho leng bohloko, ho thata ho tseba haeba le tefa kapa le kula. Ke ena tataiso ya rona.

 $\frac{1}{4}$

Sheba matshwao a latelang ho bona hore na lesea la hao le hloka thuso ya tshohanyetso kapa tjhe:

 $\frac{1}{2}$

LEFU LA HO WA: Haeba lesea la hao le bontsha ho se kgone ho tsepamisa kelello leha e le ho eng feela, lebaka la seo e ka $\frac{3}{4}$ nna ya ba hore le na le lefu la ho wa. Le ka nna la ferekana nakwana ha le ntse le meneka le ya kwana le kwana.

 $\frac{1}{4}$

3	1	4	15
---	---	---	----

 $\frac{1}{2}$

6	2	8	15
---	---	---	----

 $\frac{3}{4}$

9	2	11	15
---	---	----	----

12	3	15
----	---	----

QUESTION 1B: AFRICAN LANGUAGE	MARKS: 20
04 MARKS – ACCURACY	
- Every keying in error	
16 MARKS – PROCESSING	
<ol style="list-style-type: none">1. Margins incorrect, justification (left, centre, right, full) incorrect and/or line spacing (as indicated) incorrect2. Paper size (A4 portrait) incorrect, tabular stops/indentation incorrect and/or hyphenation incorrect3. Font/font size (additional) incorrect, capital/small letters incorrect and/or letter spaces incorrect4. [MAEMO A TSHOHANYETSO] not inserted as a header in CN10, not centred horizontally and/or incorrect plus one accuracy error5. [Ho molemo ho batla thuso e sa le nako ho thibela mathata ana ho mpefala] not inserted as a footer in CN10, not centred horizontally and/or incorrect plus one accuracy error6. Page numbers 1 and 2 not inserted at bottom, horizontally centred and/or incorrect7. A frame not created around [Na ho hobe ho feta ho bona ha hao?], [Lesea la hao le ke se o bolelle moo ho leng bohloko, ho thata ho tseba haeba le tefa kapa le kula.] and [Ke ena tataiso ya rona.] and/or incorrect8. [Na ho hobe ho feta ho bona ha hao?] not changed to CN20 and/or incorrect9. [Lesea la hao le ke se o bolelle moo ho leng bohloko, ho thata ho tseba haeba le tefa kapa le kula.] not changed to CN16 and/or incorrect10. New paragraph not created at [Ke ena tataiso ya rona.] and not changed to CN24 and/or incorrect	

QUESTION 1B – AFRICAN LANGUAGE**CONTINUED**

11. Bullets not inserted and/or incorrect
12. Paragraphs not indented and/or incorrect
13. [HO TSITSIPANA HLOOHO:] not inserted and/or incorrect plus one accuracy error
14. [Ka mora kotsi kappa how a, sheba hore ha le a lemala hloohong ka ho sheba hore na mahlo a kgona ho sheba hantle kapa a a pelekana.] not inserted and/or incorrect plus one accuracy error
15. Page break not inserted and/or incorrect
16. Frame, contents and paragraphs not copied from page 1 to page 2 and/or incorrect
17. [MATHATA A HO HEMA:] not inserted and/or incorrect plus one accuracy error
18. [Ho tjhentjha lebala haufi le dipounama le be bolou, ho ka bontsha ho se fumane moya o anetseng wa ho hema.] not inserted and/or incorrect plus one accuracy error
19. [HO TJHA:] not inserted and/or incorrect plus one accuracy error
20. [Qoba kotsi yah o tjha ha lese aka ho le behella hole le ditofa le disebediswa tsa motlakase tse kang hitara le ketlele ya metsi a belang.] not inserted and/or incorrect plus one accuracy error

QUESTON 1B – AFRICAN LANGUAGE 1 marg, just, l/s 2 A4P, ta/indent, hyph 3 font, uc/lc, spaces

MAEMO A TSHOHANYETSO

4 insert header, CN10, centred

7 create frame

Na ho hobe ho feta ho bona ha hao? 8 CN20

Lesea la hao le ke se o bolelle moo ho leng
bohloko, ho thata ho tseba haeba le tefa kapa
le kula. 9 CN16

Ke ena tataiso ya rona. 10 NP, CN24

Sheba matshwao a latelang ho bona hore na lesea la hao le
hloka thuso ya tshohanyetso kapa tjhe:

- LEFU LA HO WA: 11 insert bullets, NP

Haeba lesea la hao le bontsha ho se kgone ho tsepamisa
kelello leha e le ho eng feela, lebaka la seo e ka nna ya ba
hore le na le lefu la ho wa. Le ka nna la ferekana nakwana
ha le ntse le meneka le ya kwana le kwana. 12 indent, NP

- HO TSITSIPANA HLOOHO: 11 insert bullets 13 insert, NP

Ka mora kotsi kappa how a, sheba hore ha le a lemala
hloohong ka ho sheba hore na mahlo a kgona ho sheba hantle
kapa a a pelekana. 14 insert, NP 12 indent

15 page break

5 insert footer, CN10, centred

Ho molemo ho batla thuso e sa le nako ho thibela mathata ana ho mpefala

1

6 insert page number, centred

QUESTON 1B – AFRICAN LANGUAGE 1 marg, just, l/s 2 A4P, ta/indent, hyph 3 font, uc/lc, spaces

MAEMO A TSHOHANYETSO

4 insert header, CN10, centred horizontally

16 copy from page 1 and paste on page 2

Na ho hobe ho feta ho bona ha hao?

Lesea la hao le ke se o bolelle moo ho leng
bohloko, ho thata ho tseba haeba le tefa kapa
le kula.

Ke ena tataiso ya rona.

Sheba matshwao a latelang ho bona hore na lesea la hao le
hloka thuso ya tshohanyetso kapa tjhe:

- MATHATA A HO HEMA: 17 insert, NP 11 insert bullet

Ho tjhentjha lebala haufi le dipounama le be bolou, ho ka
bontsha ho se fumane moya o anetseng wa ho hema . 18 insert, NP 12 indent

- HO TJHA: 19 insert, NP 11 insert bullet

Qoba kotsi yah o tjha ha lese aka ho le behella hole le
ditofa le disebediswa tsa motlakase tse kang hitara le
kettlele ya metsi a belang. 20 insert, NP 12 indent

5 insert footer, CN10, centred

Ho molemo ho batla thuso e sa le nako ho thibela mathata ana ho mpefala

2

6 insert page number, centred

QUESTION 2A: DISPLAY	MARKS: 15
12 MARKS – ACCURACY	
- every keying in error	
03 MARKS – DISPLAY	
<ol style="list-style-type: none"> 1. Margins incorrect, justification (left, centre, right, full) incorrect and/or line spacing (2) incorrect 2. Paper size (A4 Portrait) incorrect, tabular stops/indentation incorrect and/or hyphenation incorrect 3. Font/font size (CN12) incorrect, capital/small letters incorrect and/or letter spaces incorrect 	

 $\frac{1}{4}$

3	1	4	15

 $\frac{1}{2}$

6	2	8	15

 $\frac{3}{4}$

9	2	11	15

12	3	15

QUESTION 2A – DISPLAY

1 marg, just, l/s 2 A4P, tab/indent, hyph 3 font, uc/lc, spaces

It is common for babies to get a mild fever. This is generally not dangerous and can be kept under control by ¹/₄ keeping the baby hydrated. However, consult a doctor for any fever if the baby is younger than three months.

¹/₂

The normal cough and runny nose are part of your baby growing up. But it is dangerous if the cold does not get better ³/₄ within three to five days and interferes with the baby's breathing. Take your baby to the doctor when this happens.

QUESTION 2B: DISPLAY	MARKS: 20
04 MARKS – ACCURACY	
- every keying in error	
16 MARKS – PROCESSING	
<ol style="list-style-type: none"> 1. Margins incorrect, justification (left, centre, right, full) incorrect and/or line spacing (as indicated) incorrect 2. Paper size (A5 Landscape) incorrect, tabular stops/indentation incorrect and/or hyphenation incorrect 3. Font/font size (additional) incorrect, capital/small letters incorrect and/or letter spaces incorrect 4. Pages not numbered at the bottom, right as page 1 and 2 and/or incorrect 5. Endnote 1 not inserted with the words [Seizures, head trauma, neck stiffness, breathing problems and burns are emergencies] after [IS IT MORE SERIOUS THAN IT LOOKS?] and/or incorrect plus one accuracy error 6. [IS IT MORE SERIOUS THAN IT LOOKS?] not inserted in CN20 and bold and/or incorrect plus one accuracy error 7. [Your baby cannot tell you where it hurts, so it is difficult to know when they are really sick.] not inserted and/or incorrect plus one accuracy error 8. Footnote 1 not inserted with the words [It is important to get help to prevent problems from becoming serious] after [Your baby cannot tell you where it hurts, so it is difficult to know when they are really sick.] and/or incorrect plus one accuracy error 9. [VOMITING:] not inserted in CN16 and/or incorrect plus one accuracy error 	

QUESTION 2B: DISPLAY**CONTINUED**

10. [Babies spit occasionally. However, if your baby spits large portions of multiple feedings or vomits after every feeding, you should take your baby to the nearest clinic or doctor.] not inserted and/or incorrect plus one accuracy error
11. [CHANGES IN MOOD:] not inserted in CN16 and/or incorrect plus one accuracy error
12. [Consult a doctor if you notice that your baby is less active than usual or is too fussy and does not stop crying. If your baby is easily irritable or has been crying non-stop, you must consult your doctor.] not inserted and/or incorrect plus one accuracy error
13. A page break not inserted and/or incorrect
14. [FEVER:] not inserted in CN16 and/or incorrect plus one accuracy error
15. Endnote 2 not inserted with the words [Above the normal 36.5–37.5 °C (97.7–99.5 °F)] after [FEVER:] and/or incorrect plus one accuracy error
16. [COLDS:] not inserted in CN16 and/or incorrect plus one accuracy error
17. [Footnote 2 not inserted with the words [Continues for seven to ten days] after [COLDS:] and/or incorrect plus one accuracy error

QUESTION 2B – DISPLAY 1 marg, just, l/s 2 A5L, tab/indent, hyph 3 font, uc/lc,

5 endnote 6 heading, CN20, bold

IS IT MORE SERIOUS THAN IT LOOKS¹?

Your baby cannot tell you where it hurts, so it is difficult to know when they are really sick¹. 7 insert 8 footnote

VOMITING: 9 insert, CN16

Babies spit occasionally. However, if your baby spits large portions of multiple feedings or vomits after every feeding, you should take your baby to the nearest clinic or doctor. 10 insert

CHANGES IN MOOD: 11 insert, CN16

Consult a doctor if you notice that your baby is less active than usual or is too fussy and does not stop crying. If your baby is easily irritable or has been crying non-stop, you must consult your doctor. 12 insert

13 page break

8 footnote, insert

¹ It is important to get help to prevent problems from becoming serious

1
4 page number

QUESTION 2B – DISPLAY 1 marg, just, l/s 2 A5L, tab/indent, hyph 3 font, uc/lc, spaces**FEVERⁱⁱ:** 14 endnote 15 insert, CN16

It is common for babies to get a mild fever. This is generally not dangerous and can be kept under control by keeping the baby hydrated. However, consult a doctor for any fever if your baby is younger than three months.

COLDS²: 16 footnote 17 insert, CN16

The normal cough and runny nose are part of your baby growing up. But it is dangerous if the cold does not get better within three to five days and interferes with your baby's breathing. Take your baby to the doctor when this happens.

5 endnote, insert

ⁱ Seizures, head trauma, neck stiffness, breathing problems and burns are emergencies

ⁱⁱ Above the normal 36.5–37.5 °C (97.7–99.5 °F) 14 endnote, insert

² Continues for seven to ten days 16 endnote, insert

QUESTION 3A: MAIL MERGE	MARKS: 10
8 MARKS – ACCURACY	
- every keying in error	
2 MARKS – DISPLAY/MANIPULATION	
<ol style="list-style-type: none">1. Line spacing incorrect2. Paper size (A4 Landscape), word wrap and/or columns incorrect3. Font/font size, capital/small letters and/or letter spaces incorrect4. Fields/field names incorrect	

QUESTION 3A – MAIL MERGE

1 l/s 2 A4L, word wrap, columns 3 font, uc/lc, spaces 4 fields/field names

Day	Date	Month	Time	Age	Name	Contact	Cell	Fees
Monday	4, 11, 18, 25	November 2013	10:00-11:00	0-2	Dance Junction	Lydia	0846110338	R150.00
Tuesday	3, 10, 17, 24	December 2013	09:00-11:00	2-4	Mini Champs	Elize	0857221449	R200.00
Wednesday	8, 15, 22, 29	January 2014	15:00-17:00	5-7	Dance Masters	Princess	0863325500	R250.00

 $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{4}$

2	1	3	10
---	---	---	----

 $\frac{1}{2}$

4	1	5	10
---	---	---	----

 $\frac{3}{4}$

6	2	8	10
---	---	---	----

8	2	10
---	---	----

QUESTION 3B: MAIL MERGE	MARKS: 20
4 MARKS – ACCURACY	
- Every keying in error	
13 MARKS – PROCESSING	
<ol style="list-style-type: none"> 1. Margins incorrect, justification (left, centre, right, full) incorrect and/or line spacing (as indicated) incorrect 2. Paper size (A4 Portrait) incorrect, tabular stops/indentation incorrect and/or hyphenation incorrect 3. Font/font size (additional) incorrect, capital/small letters incorrect and/or letter spaces incorrect 4. Fields/field names not inserted and/or incorrect 5. [DANCING FOR ALL] not inserted in CN24, capital letters and bold and/or incorrect plus one accuracy error 6. [BLOEMFONTEIN] not inserted in CN20, capital letters and bold and/or incorrect plus one accuracy error 7. Frames not created and/or incorrect 8. [Dancing is a wonderful activity for children.] not inserted and/or incorrect plus one accuracy error 9. [Dance lessons can teach a child self-confidence, self-discipline, poise and grace.] not inserted and/or incorrect plus one accuracy error 10. [A child introduced to dance at an early age will likely develop a love of the arts and a passion for rhythm and movement.] not inserted and/or incorrect plus one accuracy error 11. [Dancing is lots of fun!] not inserted and underlined and/or incorrect plus one accuracy error 	

QUESTION 3B – MAIL MERGE**CONTINUED**

12. [DANCE SCHEDULE:] not inserted in CN16, capital letters and bold and/or incorrect plus one accuracy error
13. [Dance classes will be available as follows:] not inserted in italics and/or incorrect plus one accuracy error
14. [Every «Day» on the following dates:] not inserted and/or incorrect plus one accuracy error
15. [«Date» «Month» at «Time» for the age group «Age» years at «Name».] not inserted and/or incorrect plus one accuracy error
16. [Should you need any further information, contact «Contact» on «Cell».] not inserted and/or incorrect plus one accuracy error
17. [The fees will be «Fees».] not inserted and/or incorrect plus one accuracy error
18. [Dance classes are available for children of all ages.] not inserted in bold and/or incorrect plus one accuracy error

QUESTION 3C – MAIL MERGE**CONTINUED****03 MARKS – PROCESSING – MERGED DOCUMENT****(-1 PER PRINTOUT NOT HANDED IN)**

QUESTION 3B – MAIL MERGE

1 marg, just, l/s 2 A4P, tab/indent, hyph 3 font, uc/lc, spaces 4 fields/field names

5 insert, CN24, uc, bold

DANCING FOR ALL

6 insert, CN20, uc, bold

BLOEMFONTEIN

7 frame

Dancing is a wonderful activity for children.

8 insert

Dance lessons can teach a child self-confidence, self-discipline, poise and grace.

9 insert

A child introduced to dance at an early age will likely develop a love of the arts and a passion for rhythm and movement.

10 insert

Dancing is lots of fun!

11 insert, u/line

DANCE SCHEDULE:

12 insert, CN16, uc, bold

Dance classes will be available as follows:

13 insert, italics 17 frame

Every «Day» on the following dates:

15 insert

«Date» «Month» at «Time» for the age group «Age» years at «Name».

16 insert

Should you need any further information, contact

«Contact» on «Cell».

17 insert

The fees will be «Fees».

Dance classes are available for children of all ages.

18 insert, bold

QUESTION 3C – MAIL MERGE**DANCING FOR ALL****BLOEMFONTEIN**

Dancing is a wonderful activity for children.

Dance lessons can teach a child self-confidence, self-discipline, poise and grace.

A child introduced to dance at an early age will likely develop a love of the arts and a passion for rhythm and movement.

Dancing is lots of fun!

DANCE SCHEDULE:

Dance classes will be available as follows:

Every Monday on the following dates:

4, 11, 18, 25 November 2013 at 10:00-11:00 for the age group
0-2 years at Dance Junction.

Should you need any further information, contact
Lydia on 0846110338.

The fees will be R150.00.

Dance classes are available for children of all ages.



QUESTION 3C – MAIL MERGE**DANCING FOR ALL****BLOEMFONTEIN**

Dancing is a wonderful activity for children.

Dance lessons can teach a child self-confidence, self-discipline, poise and grace.

A child introduced to dance at an early age will likely develop a love of the arts and a passion for rhythm and movement.

Dancing is lots of fun!

DANCE SCHEDULE:

Dance classes will be available as follows:

Every Tuesday on the following dates:

3, 10, 17, 24 December 2013 at 09:00-11:00 for the age group
2-4 years at Mini Champs.

Should you need any further information, contact
Elize on 0857221449.

The fees will be R200.00.

Dance classes are available for children of all ages.



QUESTION 3C – MAIL MERGE

DANCING FOR ALL

BLOEMFONTEIN

Dancing is a wonderful activity for children.

Dance lessons can teach a child self-confidence, self-discipline, poise and grace.

A child introduced to dance at an early age will likely develop a love of the arts and a passion for rhythm and movement.

Dancing is lots of fun!

DANCE SCHEDULE:

Dance classes will be available as follows:

Every Wednesday on the following dates:

8, 15, 22, 29 January 2014 at 15:00-17:00 for the age group 5-7 years at Dance Masters.

Should you need any further information, contact Princess on 0863325500.

The fees will be R250.00.

Dance classes are available for children of all ages.

