



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

COMPUTER APPLICATIONS TECHNOLOGY

OPTIONAL SPEED/ACCURACY PAPER

FEBRUARY/MARCH 2012

MARKS: Not applicable

TIME: 5 minutes reading time PLUS 10 minutes keying-in time PLUS printing time

This question paper consists of 4 pages.

INSTRUCTIONS AND INFORMATION

1. Time: FIVE MINUTES will be allowed for READING the speed/accuracy text.

TEN MINUTES will be allowed for the KEYING IN of the text.

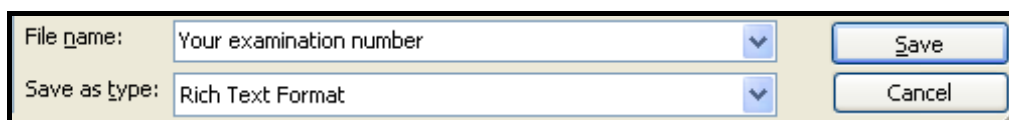
2. Default settings:

LANGUAGE	SA English or UK English
UNITS OF MEASUREMENT	Centimetres (cm) or inches (")
JUSTIFICATION	Left
FONT TYPE AND SIZE	Courier New 12 or Courier 12
MARGINS	2.54 cm or 1"
HEADER/FOOTER	1.27 cm or 0.5"
LINE SPACING	1½ (1.5 lines) or double-line spacing

3. Insert a header containing the following:

Speed February/March 2012	(Left aligned)
Examination number	(Right aligned)

4. Provision has been made for speeds up to 70 words per minute.
5. Insert an extra line space before the start of a new paragraph.
6. You may not edit your answer after the 10-minute keying-in time has elapsed.
7. Use your **examination number** as the file name to save your document. Save the file in Rich Text Format, as shown below. Make a printout of your answer and submit it to the invigilator. You may submit **only ONE printout of this question**.



File name:	Your examination number	Save
Save as type:	Rich Text Format	Cancel

NOTE: Invigilators must ensure that all candidates' optional speed answers are saved to CD for the purpose of marking. Printouts must be handed in with the electronic copies on the CD.

Key in the paragraphs below as fast and as accurately as you can.

[Adapted from:

<http://www.petfinder.com>: 'Teaching Children Critical Thinking' by Bill Samuels, Ph.D., ASPCA Director Humane Education]

I have always had a zoo in my head. Ever since I was five years old, I wanted to be a zookeeper. As a little boy, my imagination ran wild. I thought about the kinds of homes I would need to build for my pet dragon, giant panda and green gorilla.

When I was eight, we moved into a house at the top of a steep hill, overlooking a small river. A forest encroached on our backyard. In that forest I discovered a menagerie more awesome than anything my imagination had conceived. I searched for mole holes and discovered lizards. I learned that fireflies glow at night. I listened to the whisper of bats cleaning the air. As my world of animals gained realism, it also gained depth. For example, my explorations filled me with questions about our own cats. There was the respected Ginny, graceful Tippy Toes and big Bandit. I watched them with new wonder and tried to understand their actions. With understanding, my love for them matured and deepened. They changed, from being animated teddy bears to

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responsive companions. My early wonder for fantastic creatures grew into a love for real animals. I saw their world as greater and richer than any I had invented in my head. I came to understand that it was I who was housed in a mammoth zoo.

Not so long ago, I realised that as a child I had engaged in primitive self-directed inquiry. This is not different to that sanctioned by many science and other teachers. My observations of animals generated questions. These questions led me to look for answers. By guiding myself, my investigations were unstructured. If these queries had been voiced in class, an experienced science teacher might have suggested that I form a hypothesis. This is a question that can be answered by observation. Then the teacher

might have helped me think about how I could go about collecting information. We would look ahead and figure out ways of ruling out different interpretations. Then we could be sure we understood what was happening. Afterwards, we would interpret this information together and present the conclusions clearly. We would have conducted an experiment.

You may think that no eight-year-old could endure that. They can. When children explore their world, they continually hypothesize and experiment. The difference is whether they are given guidance to think critically about their observations.

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.

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. 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.

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 parents and books answered what questions they could. The more I learned, the more I wanted to know. The more I understood animals, the more I appreciated and loved them. The more I saw how some people mistreat animals, help

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