



ASSESSMENT & EXAMINATIONS

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ABET L 4 CHIEF MARKER'S REPORT

LEARNING AREA	Mathematical Literacy
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ABET	LEVEL 4
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DATE OF EXAMINATION:	02/11/2011	DURATION:	3hours
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SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

This was in general a very easy paper and is hoping for learners

- The general overview of the question paper is: many of the learners fared relatively well in this question paper. Indicators show that there might be an increase in the pass rate of the learners and this is largely due to the relative ease and practicality of the paper. This can be identified through the learners completing the question paper. The majority of learners were able to complete the question paper and a large amount scored relatively well in various sections of the paper. From the look of things many of the learners were able to pass if question 1, 2, and 3 were completed well.
- Learners fared well in Question 1 AND 3, with the greater majority doing well in these questions. Scoring high marks except in a few sections within these questions that were problematic for some of the learners.
- Question 2 and 5 were performed fairly with a great majority of the learners scoring average marks and needs further development in that department for the growth of the learning area.
- Question 4- which largely focuses on measurement and the substitution into formulae remain the problematic question with a greater amount of learners not faring well at all in this section and scoring marks far below the average marks.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was fairly well answered by the learners with many scoring marks above the average for this question, although there were clear problematic sections that need to be addressed by the educators for the learning area.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none">• Question 1.1.1 based on The Order of Operations, learners cannot use signs accurately and are not clear on when to change the sign or not change the sign.• Fractions remain problematic for many learners and this was clear throughout the marking process as very few learners scored marks for this question.• Another element of changing from decimal to common fraction and the arrangement.• Many of the learners are unable to change minutes to hours or ml to l.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none">• Educators need to improve their standards of setting questions. Many of the educators give learners work such as class-work or homework out of 10 which does not sufficiently test the knowledge of the learner. Let us make use of our old question papers and SBA tasks as guides to assisting the educator with the standard of work required for the development of the learners for examinations.• Units should be emphasized throughout your teaching. We educators need to start punishing learners in all forms of assessment for the use of units. We need to become strict in the use of units; that learners should have marks deducted from their tests, homework or class room task for the use of wrong units.• SI UNITS. The changing of ml into l and m, mm, cm, km should be highly emphasized among the educators. Educators should make use of everyday examples to teach learners these. Examples from building the environmental sector could be of use as many of the learners engage with these on a daily basis. In the building sector they make use of these on a daily basis.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
We want to emphasize the importance of giving the learners a trial examination for the development of the learner for their final examination and for educators to be able to notice the sections that they need to go over.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The majority of learners scored above average marks for this question as many of the examples used in this question relates to the daily examples the learners engage in during the course of their day. There were some rather problematic questions in which many learners did not fare well, and tested both the cognitive and intellectual ability of the learners. In light of this the question was answered fairly well among the learners.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Question 2.1.1 Indicates a picture of two coke bottles of different measurement in the form of a ratio in which many learners has to simplify the ratio. The answer to the question was 1:4 however many of the learners simply indicated 4 which is wrong. From my observation and understanding we believe that many of the learners simply asked themselves for the amount of 500ml there are in a 2l bottle.
- Question 2.4. That compromise of 5 marks is one of the questions that were overly poorly answered. The question based on Ratio's was fairly poorly performed, here learners are presented with a certain bottle of cordial drink indicating the diluted ration of 1:3 this means that for every one part of cordial syrup three parts of water should be added. Many of the learners were unable to complete this question and those that did were not able to answer the question fully. From analysis and discussion it has been concluded that the level of language and terminology were far acceding the expectations of the learners. Many of the learners are not familiar with the terminology of cordial drinks and dilutes.
- Not many of the learners are able to differentiate between a ratio 1:3 and decimal 0,33.
- When working with money many of the learners fail to use comma's or inserts the unit for rand. (R1,23)
- Wrong numbering cost many of the learner's marks. What we have observed is that many learners have the correct sum but has placed it in the wrong numbering and as such loose marks for that question.
- Differentiate when recording time.
- Many of the learners are unable to change minutes to hours or ml to l.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Educators need to improve their standards of setting questions. Many the educators give learners work such as classwork, homework out of 10 which does not sufficiently test the knowledge of the learner let us make use of our old question papers, SBA tasks as guides to assisting the educator with the standard of work required for the development of the learners for examinations.
- Units should emphasized throughout your teaching. That we he educators need to start punishing learners in all forms of assessment for the use of units. We need to become strict in the use of units, that learners should have marks deducted from their their tests, homework or class room task for the use of wrong units.
- SI UNITS. The changing of ml into l and m, mm, cm,km should be highly emphasized among the educators. Educators should make use of everyday examples to teach learners these. Examples from the building the environmental sector could be of use as many of the learners engage with these on a daily basis. In the building sector their make use of these on a daily basis.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

We want to emphasis the importance of giving the learners a trail examination for the development of the learner for examination and for educators to be able to notice the sections that their need to go over.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Many of the learners that were aware taught well scored many marks in this question as this question contained tallies, graphs and interpretation of graphs. However the some learners lost many marks in this question that have greatly influenced their overall performance.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Tallies remain a problem for many of the learners. Many of the learners are able to complete the frequency of the tally table but are not able to do the tallies correctly. Many of the learners loose marks in this regard as there are marks indicated for correct tally and frequency.
- Many of the learners are able to complete bar graphs, however lost a great deal of marks due to the incorrect scale that they use. A large amount of learners fail to draw a proper bar graph ad differentiate between a bar graph, histogram and line graph.
- Question 3.3 dealing with Probabilities, still remains a problem to many learners. In this section of the question compromising of 4 marks, 98% of the learners were unable to score marks on the section.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Educators must teach learners how to draw graphs using the correct scale and the different types of graphs.
- Educators further needs to teach learners the interpretation of graphs eg. Which one is the most popular and what it means. This is not only for mathematics but for every learning area.
- Probabilities are very important and educators can make use of everyday examples such as the use of dice, cards and coins in order to explain the concepts of probabilities.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Proper planning for educators can go a long way. Educators should plan ahead for each section of the Unit Standard in advance. Educators should make use of all the old question papers and SBA tasks to make use of empowering the learners and getting them equip for the type of examination question.
- Educators should plan together and have a year plan to give them efficient time to plan for the learning area.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- This was one of the lowest scoring questions with many of the learners averaging a score of 10 for a total score of 21. This is largely due to the amount of calculations and the level of challenge of the question. The entire question focuses on the element of Measurement which has been problematic for learners over the last for years.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Question 4.1 requires learners to identify shapes using the example of the roads signs. Many learners instead of identifying the shape of the road sign gave rather described the road sign. This is an indication of the ambiguity of the question. Learners failed to understand what is required of them and as a result did not fare well in the question.
- A greater percentage of the learners here are unable to substitute into the formula and as a result are not able to score any marks for the question they answer. This question determines the intellectual ability of the learners and requires that many of the learners make use of their intellectual as well as learnt ability to solve questions.
- Many learners cannot differentiate between the diameter and radius, and questions dealing with calculations and measurement together are very problematic to learners.

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Educators should make use of words problems from previous question papers in order to develop the learners to its full potential. This can be achieved using a variety of methods that are practical to the learners. For example, the building of a house, the buying of material and other resources that can expose the learner to the element of measurement in our daily lives. • Educators should please emphasize the importance of units in the determination of a problem. They should be aware that when multiplying cm with another cm that the end result would be cm squared.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was one of the shortest questions, with it totalling only 6 marks. Many of the learners in this question scored an average of 3marks and many learners lost marks in the question that required of them to determine the direction and the Pythagoras theorem.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Many of the learners were not able to pinpoint the direction that the ball was being kicked to and as a result lost those marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Educators should teach learners the directions of the compass, especially on how to determine the direction. Educators should know that when determining the direction one should focus on the central point and determine the direction from there. • Make use of maps and practical examples from old question papers and the SBA tasks.

SIGNATURE OF EXAMINER/MODERATOR: _____