



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

General Education and Training Certificate

Adult Basic Education and Training

NQF Level 1

CHIEF MARKER / INTERNAL MODERATOR'S
REPORT

LEARNING AREA:

DATE OF EXAMINATION: NOVEMBER 2011

NAME OF EXAMINING BODY:

S.M.M.E.



ASSESSMENT & EXAMINATIONS

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ABET L 4 CHIEF MARKER'S REPORT

INSTRUCTIONS

1. The Chief Markers are required to complete this report during the marking session. e report is to provide a feed back and to help subject advisors and educators to improve teaching and learning.
2. The report should be informed by discussions between the **chief marker, moderator, senior markers and markers** of the particular subject. **NB: There should be one report per Learning Area.**
3. The report must be detailed, informative and indicate question by question performance of the candidates and mark distribution of centres.
4. Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)
 - (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
 - (b) Why the question was poorly answered?
 - (c) Provide suggestion for improvement in relation to teaching and learning
 - (d) Describe any other specific observations relating to responses of learners
 - (e) Any other comments useful to teachers, subject advisors, teacher development the Examiner wishes to bring to the attention of the subject advisors and educators.
5. **The report must be submitted in hard copy and an electronic version to the centre manager at the marking centre.**
6. All markers reports must be handed in with the hard copy.
7. The electronic copy of the report should be emailed to Varkeychan.Joseph@edu.ecprov.gov.za
6. The centre managers then forward the reports to the Directorate of Assessment and Examination (Att: Mr. V A Joseph) in King William's Town.

LEARNING AREA	SMME4
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ABET	LEVEL 4
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DATE OF EXAMINATION:	18-11-2011	DURATION:	
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SECTION 1:

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

Learners did not perform very well in these examinations. Most of learners who wrote exams failed .In most cases learners fail to follow instructions.

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?
<ul style="list-style-type: none">The questions was answered very well most of the learners pass the questions very well and others obtain average marks
(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">The questions was well answered this is the question that make the learner performance good
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none">Educators should put more emphasis in this question because it might look easy but it is also tricky
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none">Learners has done very well in this questions
e) Any other comments useful to teachers, subject advisors, teacher development etc.

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QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> The question was poorly answered by 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.
<ul style="list-style-type: none"> Question 2.4.2 was poorly answered by the learners were calculating cash flow with the instruction that show all your calculations. Learners did not follow the instruction they just write the answer, as a results they loose nineteen marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Educators must use question papers every now and then so that the learners can familiars themselves with calculations. Regular workshops should be conducted to share knowledge and skills. - Relevant material should be provided.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Most learners have still do not understand the importance of reading and understanding clear Instructions and answer according to the instructions.

e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Subject advisor should organize trainings/workshops for educators. This section is the most important one in the SMME and most educators have never done it in their training colleges, therefore the subject advisors need to outsource people who understand the subject clearly.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> The question s was poorly answered by the learners most of them were below average.

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<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <ul style="list-style-type: none"> • Question 3.2.2 was poorly answered. • The question was not straight forward "It said identify two advantages for Angie of leaving her secure job "instead of saying Give advantages of a sole trade. • 3.3.2 Explain how you would use the following skills in presenting a business plan. The question was confusing to learners. Maybe if it was asked as follows. List four skills necessary for presenting business plan and how to use that skill.
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p> <ul style="list-style-type: none"> • This is the same as question two because not all educators have the opportunities of exposure to the business management skills so they need regular workshops
<p>(d) Describe any other specific observations relating to responses of learners</p> <ul style="list-style-type: none"> • Learners find it difficult to answer and express themselves on open and ended questions. • They cannot express themselves when the question need critical thinking and language is another barrier
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <ul style="list-style-type: none"> • Subject advisors should recommend the bursaries for educators to study these new learning areas which were not part of their syllabus at the colleges
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <ul style="list-style-type: none"> • There are few learners who attempted this question and they all failed it
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <ul style="list-style-type: none"> • There are some questions which were not realistic in this question i.e. question 4.1.1" Some parents are poor and cannot afford to send their children to university after passing grade 12; and the answer in the memo was Provide bursaries. The entrepreneur cannot afford to provide bursaries for the children who cannot afford university. The learners said in their response the entrepreneur can give them jobs, offer them loans. • - 4.2.1 The question asks "Copy this table into the answer Book and Compare Angie's business by filling in the empty space. In my view you cannot compare the Bank and an entrepreneur in terms of job created, and skills development. Learners write anything

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

Signature: 

Date: 09/12/11