



**ASSESSMENT & EXAMINATIONS**

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## **ABET L 4 CHIEF MARKER'S REPORT**

<b>LEARNING AREA</b>	<b>Economics And Management Science</b>
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<b>ABET</b>	<b>LEVEL 4</b>
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<b>DATE OF EXAMINATION:</b>	<b>15 November 2011</b>	<b>DURATION:</b>	<b>3 Hours</b>
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### **SECTION 1:**

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

The performance of the learners was good. Most learners passed the paper and few learners failed the paper. The average mark that the learners scored was between 40 and 60 marks. They performed well in section A question 1. Most learners scored 20 out of 35 marks.

The question paper was to the standard of level 4 learners. There were questions that the learners performed poorly i.e. question 1.3 where they were required to fill in missing words. Also question 2 learners could not differentiate between a political leader and a business manager.

### **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).**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners performed well in this question except question 1.3 where they required to fill in missing words. Learners scored 1 or 2 out of 5 marks.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners do not understand EMS terminology. They performed poorly in question 1.3. as this question required to fill missing words using EMS terminology. They also answered question 1.5 poorly where they were supposed to match the terms with the terms in column B with the description in column A.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Educators must teach all the work covered by the unit standard.</li> </ul>
<ul style="list-style-type: none"> <li>All kinds of questions in section A should be included when developing sited based assessment (SBA) tasks.</li> </ul>
<ul style="list-style-type: none"> <li>SBA tasks, developmental work and informal assessment tasks must be done at centers continuously to prepare learners for summative assessment</li> </ul>
<ul style="list-style-type: none"> <li>Revise previous year question paper.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Question 1.5 candidate could not match the terms given in column B with the description given in column A. In question 1.5 learners scored 4 to 5 out of 10 marks.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Educators should have learning area committees and clusters.</li> </ul>
<ul style="list-style-type: none"> <li>Subject advisers or co-ordinators should conduct workshops on unpacking of the unit standards.</li> </ul>
<ul style="list-style-type: none"> <li>Educators must attend cluster meeting regularly.</li> </ul>
<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners performed poorly in this question, they interpreted question 2.2 and 2.4 politically and not in the business sense.
Learners were not able to differentiate between a leader and a business manager. Learners talked about democratic and autocratic in a political manner.
Learners scored between 2 and 4 out of 15 marks in this question.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners were not able to answer question 2.2 and 2.4. They did not understand the question. Some learners did not understand the unit standard on management. They were unable to read the information on the graph.
They could not differentiate between a political democratic and autocratic leader and democratic and autocratic business manager.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must give learners case studies written reports, projects and graphs on management styles.
Educators must use previous question papers for revision.
Educators should assess learners continuously to prepare learners for summative assessment.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners were not able to answer this question because they lack understanding of EMS terminology.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Learning areas should be formed by educators.</li> </ul>
<ul style="list-style-type: none"> <li>Subject advisers or coordinators should conduct workshops regularly.</li> </ul>
<ul style="list-style-type: none"> <li>Educators should use assessment guidelines to assess learners.</li> </ul>
<ul style="list-style-type: none"> <li>Learners should be assessed individually, in pairs and smalls groups.</li> </ul>
<ul style="list-style-type: none"> <li>Case studies and written reports on management styles is a useful assessment activity.</li> </ul>

<b>QUESTION 3</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners performed well in this question. They understood the case study and answered the questions well. Learners scored between 9 and 12 out of 15 marks.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
This question was well answered.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Educators should give learners projects and let them research different types and kinds of businesses in their local areas.</li> <li>• They must give learners characteristics, advantages and disadvantages of forms of ownership.</li> <li>• Educators should teach learners to differentiate between kinds and forms of ownerships.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Although learners performed well in this question they are not able to differentiate between forms of ownership and kinds of businesses.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Educators must have learning area committees and clusters.</li> <li>• Subject advisors or co-ordinators to conduct workshops regularly.</li> <li>• Educators must use assessment guidelines to guide them when assessing learners.</li> <li>• Learners should be assessed individually, in pairs and in small groups.</li> <li>• Case study, research projects, forms of ownership on kinds of businesses is useful assessment activities.</li> </ul>
<b>QUESTION 4</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners performed well in this question. There is an improvement in the answering of this question. Learners scored between 8 and 14 out of 15 marks. Most of learners understand the journal.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
This question was well answered.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Learners need to be taught how to plot information in the right column.</li> <li>• Learners should be taught how to draw columns for journals.</li> <li>• Learners should be given exercises on a daily basis as accounting needs practice.</li> <li>• They need to be able to analyse and understand the transactions given to them.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners were confused by the sundry accounts column although they performed well.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Learning area committees must be formed by educators.</li> <li>• Subject advisors or co-ordinators must conduct workshops.</li> </ul>

<b>QUESTION 5</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The learners performed well in this question. They showed understanding of the various kinds of contracts that enter into their daily lives. Learners scored between 15 and 18 out of 20 marks.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
This question was well answered
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Educators must give learners research projects on various kinds of contracts.</li> <li>• Educators must teach the components of contracts.</li> <li>• Case studies are useful assessment activity for this unit standard.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
In this question some learners confused terms of the contract and advantages of having a contract.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Educators should have learning area committees and clusters.</li> <li>• Subject advisors and co-ordinators should conduct workshops on unpacking of this the unit standard.</li> <li>• Educators should use assessment guidelines to guide them in assessing learners.</li> <li>• Educators should use different case studies to familiarise and prepare learners summative assessment.</li> </ul>

**SIGNATURE OF EXAMINER/MODERATOR:** \_\_\_\_\_

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