

***Chief Marker's Reports on Marking of  
2012 AET L4 Examination***

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## ABET L 4 CHIEF MARKER'S REPORT

LEARNING AREA	Applied Agric and Agric Technology		
ABET	LEVEL 4		
DATE OF EXAMINATION:	20-11-2012	DURATION:	

### SECTION 1:

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

The general performance in the question paper as a whole is very poor. The average mark in all questions is less than fifty percent. Their response to some of the questions are poorly performed. Only question 6 and 8 which is better answered with fair pass. Some of the learners did guess work as they write wrong answers in question 2 which indicate T/F statement. It seems as if they were not ready for the exams.

### SECTION 2:

Comment on candidates' performance in individual questions

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>This question is fairly answered with the mark of 2-4. Only few candidates managed to achieve. In Question 1, bulletin 1.2 "effective uses of water" the question was not clearly enough for them to understand it, like most of the learners answer D other questions were well performed well.</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 did not read the questions with full understanding. E.g term used in science also the style of answer sheet confused them not in the same order with question paper.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>Educators need to be trained and also train learners by giving them tasks with various options to choose. I suggest that the learners must be taught in English so that they get used to questions in English.</b>
(d) Describe any other specific observations relating to responses of learners
<b>Learners tried their best in answering this question but there was a mix up in terminology. They respond positively except for some few questions like 2.4 where they cannot differentiate between the inherited and the land of the chief.</b>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>Teachers should spend more time teaching the learners and practise the questions like these. Subject advisors must equip educators with relevant information and books for more knowledge.</b>
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Learners just guess here without fully reading the questions and understanding the question. They failed 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>In some instances the memorandum is not wide open for any answers relevant. They were not given scope. In bulletin 3.3 their response was consumable goods they associate the demand with consumable.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>Learners must be given guidance that will show them how the paper will be (scope). Revision of previous papers can be useful to adopt learners in various approaches.</b>
(d) Describe any other specific observations relating to responses of learners
<b>They just write without thinking.</b>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>Educators must cover the whole unit standard and use medium of instruction which is English</b>
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>It was poorly answered. It will be better if they given various answers in box to choose. Also the spelling is poor.</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>They sometimes know the relevant answer but the memorandum did allow them to do so.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>Practice and revision can play a role in improving their knowledge.</b>
(d) Describe any other specific observations relating to responses of learners
<b>They show their willingness to respond but the other learners did not try they just left spaces.</b>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>The learners must be provided with textbooks for them to read because they only rely on educators notes.</b>
<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>They did better. They are use in answering column questions. Most got 4.1 to 4.3 and then from 4.4 it was difficult.</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>The problem started in 4.4 and 4.5. It was confusion terminology.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>Learners must be given a chance to express themselves. Discussions can be helpful.</b>
(d) Describe any other specific observations relating to responses of learners
<b>They followed the instruction and answered correctly although there are mistakes.</b>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>Textbooks must be given to learners, short tasks can improve the learners progress.</b>

<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>It was well answered except few ones.</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 did well here. The picture was clear. The terms “feasibility” and “economically” confused them.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>Practical tasks must be done practically where learners will know how to do and what to do.</b>
(d) Describe any other specific observations relating to responses of learners
<b>They answered correctly and numbered correctly.</b>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>They need practical work like projects. The choice questions can help them.</b>
<b>QUESTION 6</b>
<b>It was fairly answered. Some seem to understand the question. It was easy for them to calculate. Most learners are above ten.</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 did not look the budget paper properly so that they will be used in numbers and counting.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>Teaching aids can help educators so that learners can have practical experience and conduct experiments.</b>
(d) Describe any other specific observations relating to responses of learners
<b>Learners showed interest in answering the paper.</b>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>Trainings should be considered. Proper planning for the programme where teaching will be given enough time.</b>
<b>QUESTION 7</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>Learners have not done well 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>They did not understand the tabulation form. Confusion in the question of veld and grazing</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>They must be taught clearly about the veld types.</b>
(d) Describe any other specific observations relating to responses of learners
<b>Learners have problems in sentence construction. The markers struggled to read and understand what they want to say.</b>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>The Department must provide textbooks and other relevant material that will help them.</b>

<b>LEARNING AREA</b>	<b>ARTS AND CULTURE</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>06 NOVEMBER 2012</b>	<b>DURATION:</b>	<b>3HOURS</b>

## **SECTION 1:**

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

<b>Question paper was not difficult for our learners. It has covered the Unit standard that was set for them this year.</b>
There were no vague questions. The only question that educators need to emphasise on is visual art. It seems as if our learners have no knowledge of visual art.
In question 1.3 learner could not distinguish between the number of songs and the number of languages in our Nation Anthem as a result most learners opted for D 4 instead of B 3

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Some learners performed very well where as others did not perform as well because they had to search for the names of the musical instruments in the grid and most of them did very well in this question but some just tried to guess the musical instruments. Some even wrote down the word as they discovered it in the grid for example ONAIP instead of PIANO and TEPMURT instead of TRUMPET. Well answered. 80% did well in this question. Just a few of them could not differentiate between marimba and tambura
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
They have not been exposed to grids before.
They misunderstand the difference between tambura and marimba.
(a) Provide suggestions for improvement in relation to Teaching and Learning
Learners need text books for them to read. Learners support material is needed and also textbooks for the educators.
(d) Describe any other specific observations relating to responses of learners
Some learners do use their mother tongue when answering questions. Educators to refrain from teaching learners in their mother tongue for example xhosa and advise their learners to use only English or Afrikaans when answering questions as the question paper is only in Afrikaans and English.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators to refrain from teaching learners in their mother tongue for example xhosa and advise their learners to use only English or Afrikaans when answering questions as the question paper is only in Afrikaans and English.
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

. It is also noticed that learners can not identify the different facial expressions. Well answered. In 3.2 learners could not read that facial expressions because they thought that a frog is angry for a person who was crying.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Not poorly answered at all. All learners did very well.
There is a great improvement as compared to the previous question papers
(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators to teach according the Unit standard.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teach and plan lessons according to Unit Standards and textbooks should be provided to educators and learners.
<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Text was given and they had to answer according to the passage given. They performed very well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Well answered
Not poorly answered at all. Educators need to teach them shapes meaning Maths teachers need to cover this with the learners.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Provide learners with learner support material and also educators with textbooks.
Take adult learners to various Art institution where they will be exposed and be able to see different types of arts.
Learners should also be taught the elements of visual arts.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teach the elements of visual art and expose learners to various art forms
<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners had to read through the case study and answer the questions that follow. Learners performed very well in this question the only thing that was picked up is that learners gave the advantages of television where they had to give the disadvantages
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question was well answered by the learners
(C) Provide suggestions for improvement in relation to Teaching and Learning
Educator has to emphasise that there is a difference between advantages and disadvantages
(d) Describe any other specific observations relating to responses of learners
Learners giving advantages instead of disadvantages and vice versa
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educational programmes about Arts and Culture is needed.
<b>QUESTION 6</b>
(a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?
Learners did well
Most people love dancing and soccer thus it has given them a chance to get more marks in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
They used waka waka as the dance instead of Diski dance
Learners did not answer as they should a lot of learners do not know what to do when matching columns.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Great improvement has been made as they were asked about what they know and are used to seeing on television and in their communities.
(d) Describe any other specific observations relating to responses of learners
No observations
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teach learners how to match columns
<b>QUESTION 7</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Not very well performed as our learners are coming from different areas eg rural and urban areas.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some couldn't differentiate between a carpenter and carpentry , also these words was new to them as they are not used and exposed to technology.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Educators must be motivated to do research and to teach the learners what they have learned.
(d) Describe any other specific observations relating to responses of learners
N/A
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Textbooks to be provided to both educators and learners in order for them to grow and learn a lot more in the learning area .Keep up the good work
<b>QUESTION 8</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners performed very well in this question. Most learners obtained a mark between 6 and 10 in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question was well answered.



<b>LEARNING AREA</b>	<b>EARLY CHILDHOOD DEVELOPMENT</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>		<b>DURATION:</b>	

## SECTION 1:

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

Learners did very well and it is so surprising because this is a new learning area. Learners write it for the first time but their performance in the question paper as a whole is very commendable. Learners' answers were good and interesting. Learners were expressing their views in the question but as they answered the questions, it was understood that they were really exposed to the environment of the learning area.

All sub questions were attempted in a good friendly manner and that was revealed by their positive responses. Very few learners in almost all the district failed the paper (those who registered the learning area) but there were learners who performed badly. Out of 1123 learners who wrote the paper the performance statistics are as follows

<b>Total Wrote</b>		1123
% Passed		96.3
<b>Levels</b>	<b>Total</b>	<b>Percent</b>
1	41	3.7
2	96	8.5
3	205	18.3
4	288	25.6
5	287	25.6
6	171	15.2
7	35	3.1
		100.0

## 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>
This question was highly achieved. The question was well answered because all learners did very well. The highest mark was 40/40 and the lowest was 8/40. They showed a good understanding of the question. This is a multiple choice question where a learner did not have to discuss, explain or describe but to choose one word given to answer.
<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>
The sub questions of this question were answered differently. The common errors were in questions 1.1.3 and 1.1.4 where learners could not fill in missing words and match the words. Learners found it very difficult to answer these questions, because although they were short



questions they were demanding questions.
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
The learning area specialist, lead educators, cluster co-ordinators and all those who are target stakeholders should work hand in hand ensuring that teaching and learning is taking place and educators are in class at all times. The centre managers should focus on daily monitoring and support where the SBA's will be used after intensive teaching and learning in our AET centres.
<b>(d) Describe any other specific observations relating to responses of learners</b>
One other observation relating to learners responses is the issue of language. It is not something easy for ABET learners to use language correctly when answering questions. This is one of our challenges because some of the learners have the knowledge of the content lack of language vocabulary can lead to poor performance.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development</b>
Training on the understanding of the unit standard should be done. Educators should be assisted in the understanding of the content of the learning area in order to close the gaps in bad performance and strengthen the well done sections. Also when setting the question papers, complex words and phrases should be avoided to help fight against the failure rate.
<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>
This question was answered by all learners. They tried to answer as required, but very few learners did poorly. This question was more practical. Learners who were not in the environment of this learning area failed to answer correctly due to lack of content. The performance of learners regarding this question was fair. Some learners managed to answer correctly in sub questions 2.6 to 2.8 but 2.1-2.5 very few did well.
<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 poorly answered. The sub questions stated above were answered differently with different understanding with common errors also. For example in question 2.2 learners were unable to tell the process of comforting a baby during warm days. That alone tells us that they were not engaged in the process of comforting and their general knowledge could not even assist them. This question was asked to allow every learner to have credits/marks regardless of having a day care centre or not.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The teaching of this learning area accommodated all types of learners whether or not they had babies. Educators therefore should ensure that they present the information completely during teaching and learning to assist all in the class. They should also bring babies to the class or take excursions to promote the love of the learning area and the understanding of the context.
<b>(d) Describe any other specific observations relating to responses of learners</b>
This reflects the same across all questions. The observation here is the challenge of language use which compelled the learners to answer the other way round.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development</b>
The educators should assist the learners with theory and practical work in the centre level during teaching and learning. This will also be of assistance to them (learners) when doing activities or tasks on their own. It is also emphasised that the SBA's should be done after

teaching and learning not before, because this is what confuses the learners and makes them unable to manage during exams.
<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>
This was a demanding question, learners spent too much of their time in answering this question. The performance was very well in most learners and very few did poorly. There are those who did well because of exposure. That showed that they are deeply engaged in the practical experience of this learning area. Those who perform poorly their focus was mainly on theory therefore to change their level of performance they should focus on both.
<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>
Yes, this question was poorly answered. The learners did not understand the text given in Question 3. Those who performed poorly have a lot of common errors, inability to understand and address what the question requires. Learners were unable to answer question 3.6 which required them to reflect more about their understanding of bringing up babies .
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Only learners who are ready and have been well prepared should register for level 4 examinations. Educators should expose their learners to examination set ups more often so that they can eventually be able to read, interpret and answer questions correctly. The use of past question papers and memo's will assist.
<b>(d) Describe any other specific observations relating to responses of learners</b>
The issue of language is challenging. That is one of our challenges because the learners have the knowledge and understanding of the content but lack of language vocabulary, which can lead to poor performance.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Workshops should be conducted at the beginning of the year so that teachers can understand the learning area and make an effort of researching about the learning area. This is essential because the content does not give the "How" part of the learning area. Educators should, beside teaching, expose their learners to lots of typical language used through giving them extracts from newspapers, storybooks etc.
Also the use of pictures is highly advisable for educators as this will develop learners skills in totality.

<b>LEARNING AREA</b>	<b>ECONOMIC AND MANAGEMENT SCIENCE</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>19-11-2012</b>	<b>DURATION:</b>	<b>3 HOURS</b>

## **SECTION 1:**

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

The performance of learners was good. Most learners passed the paper and few learners failed. The average mark obtained is between 40 and 78 marks. They performed well in Section A question 1 averaging between 18 and 28 out of 35 marks. The Question Paper was to the standard of level 4, as it covered all the unit standards prescribed in the guidelines for Summative Assessment.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<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. They scored between 18 and 28 in this question except Question 1.3 where they are required to fill in the missing words.
<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 not poorly answered except Question 1.3 where they are required to fill in the missing word. Learners want to be given possible answers to choose from. Some learners were not able to match column A and B. They did not read the question thoroughly.
<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> <li>• All kinds of question in Section A should be included when developing Site Based Assessment ( SBA) tasks.</li> <li>• SBA tasks, Development work and Informal Assessment tasks must be done at the Centers Continuously to prepare them for Summative Assessment.</li> <li>• Revise previous years Question Paper.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Some Learners could not match the terms given in column B with the description given in Column A.
<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>• Co-ordinators should conduct workshops on the unpacking of the Unit Standard.</li> <li>• Educators must attend Cluster meetings 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 scored high marks because they know what an Autocratic Manager and Democratic Managers are. They scored averagely 8 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 not poorly answered. Learners were able to understand the type of Management asked.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Educators should give learners Case Studies to develop learners for Summative Assessment.</li> <li>• Educators must use previous question paper for revision.</li> <li>• Educators should assess learners continuously to prepare learners for Summative Assessment.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
There were no other specific observations.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Learning Area Committees should be formed by educators.</li> <li>• Subject Advisors or Co-ordinators should conduct workshops regularly.</li> <li>• Educators must use Assessment Guidelines when assessing learners.</li> <li>• Learners must be assessed individually, in pairs and in small groups.</li> <li>• Educators must use Case Studies when assessing learners in preparation for Summative Assessment.</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>
<p>Learner did not finish this Question.</p> <p>They could not write out a cheque and its counterfoil.</p> <p>They could not understand clearly the Question or how to complete a cheque.</p> <p>Some did not attempt to answer 3.2 to 3.5.</p> <p>They scored between 3 and 6 out of 15 marks.</p>
<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>
<p>This Question was poorly answered by most learners.</p> <p>Learners were unable to complete a cheque</p> <p>They are not familiar with cheques.</p> <p>They could not differentiate between an account number and cheque number.</p> <p>They did not know the importance of a signature in a cheque and the importance of an Account number.</p>

<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Educators must develop learners in completing source documents i.e. filling of cheques, deposit slips, withdrawal slips, invoices and receipts.</li> <li>• Continuous Assessment must be done by educators.</li> <li>• Educators must be previous question papers.</li> <li>• Educators must use the Unit Standard when preparing lessons.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
There are no specific observation except theses mentioned in B. above
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Learning Area Committees and Clusters must be formed by educators.</li> <li>• Workshops must be conducted regularly.</li> <li>• Assessment Guidelines must be used to assess learners.</li> <li>• Learners must be assessed continuously in groups, individually and in pairs.</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>
<p>The performance of learners was good. They have improved in this Section i.e. Accounting.</p> <p>They have an understanding of the journals.</p> <p>They know how to plot the required information on the right column of the cash Payment journal.</p> <p>They scored between 12 and 15 marks out of 15 marks.</p>
<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>
Most learners answered this question very well.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Learners should be given daily exercises as accounting needs practice.</li> <li>• Revise previous years question paper.</li> <li>• Educators should teach learners how to draw columns for the journal.</li> <li>• Educators must use the Unit Standard when preparing lessons.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
There are no specific observation relating to learners in this question except those mentioned in B above.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Learning Area Committees should be formed by educators.</li> <li>• Workshops should be conducted regularly by co-ordinators.</li> <li>• Learners should be assessed continuously.</li> <li>• Assessment Guidelines must be used to assess learners.</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>

Some learners have done well, some did not understand where money can be borrowed. Few learners were able to answer question 5.3. They could not answer Question 5.4 because there are no characteristics for service business in the Unit Standard. They were awarded Marks for attempting to answer the 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>
This question was poorly answered. Learners were asked about the type of business they mentioned a form of ownership. Few learners managed to answer 5.3 and 5.4. They scored 3 marks out of 15 marks.
<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 of various types business and forms of ownership.</li> <li>• Case Studies are useful Assessment activities.</li> <li>• Revise previous question papers.</li> </ul> <p>Educators must use the Unit Standard when preparing lessons.</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
There are no specific observation expect those mentioned in B above.
<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.</li> <li>• Workshops and Road shows should be conducted regularly on unpacking of the Unit Standard.</li> <li>• Educators must use Assessment Guidelines when assessing learners.</li> </ul>
<b>QUESTION 6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners understood 6.1 as well as 6.2. In question 6.3 they struggled because they did not answer exactly things that must be in an employment contract. They answered components of a contract. They scored between 4 and 6 marks out of 10 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 struggled to answer 6.3. They could not differentiate between employment contract and other contracts. They answered the components of a contract.
<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>• They should teach learners components of a contract.</li> <li>• Case Studies are useful Assessment activities for this Unit Standard.</li> <li>• Educators must use the Unit Standard when preparing lessons.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
There are no specific observations except those mentioned in B above.

e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> <li>• Educators should have Learning Area Committees and Clusters.</li> <li>• Workshops must be conducted regularly on the unpacking of this Unit Standard.</li> <li>• Use Case Studies to familiarise and prepare learners for Summative Assessment.</li> <li>• Educators must develop learners before giving them SBA tasks.</li> </ul>



<b>LEARNING AREA</b>	<b>Human and Social Sciences</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>16 November 2012</b>	<b>DURATION:</b>	<b>3hrs</b>

## **SECTION 1:**

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

Learners performed well in section A and only had problem with the answer sheet provided too them. They struggled with section B and C. Most of the learners could not understand question 6 of section B as the questions was confusing for them. Question 8 was yet again a problem for the learners where they confused the questions with the content knowledge. got confused as to how to answer the questions. The lowest mark was 06 out 100 and the highest was 80 out of a 100

## **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>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>This question was answered very well by learners. They knew how to do multiple questions.</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>Question 1 was not poorly answered. No misconceptions or errors was found.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>As a chief marker of this subject, I could clearly note that teaching and learning was fairly at centres. Educators to give learners more multiple questions to complete as it will help them improve on how to answer these kinds of questions. Learners must be encouraged to watch TV especially the news hour, because every information can be easily gained by any form of media like TV, radio, newspapers and magazines.</b>
<b>Learners tend to not take note of instructions given in question paper, because instead of writing down the letter, they wrote the word.</b>
e) Any other comments useful to teachers, subject advisors, teacher development
<b>Make sure you familiarise learners with question papers during your teaching methods. Advise learners to read thoroughly through the questions before they answer them. Give learners an old question paper to go through at the time educator does revision work.</b>
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Question 2 was also answered good. It was 'true or false' questions and the learners could understand what was expected of them in this question. Most of the learners were guessing and others got 10 out of 10</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 not poorly answered but some learners had difficulty with the content. The questions was very straight forward and not that difficult.</b>
<b>Learners only got confused when using the answer sheet that was provided to them, where they was supposed to write question 3, they wrote down question 2 and where they was to write question 2, they wrote question 3.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>All content was took out of the Unit Standard IDs and it was a clear indication that the educator has taught everything.</b>
(d) Describe any other specific observations relating to responses of learners
<b>Learners showed that they do have the knowledge of the questions that was asked in this specific question. Learners was not familiar with the answer sheet provided.</b>
e) Any other comments useful to teachers, subject advisors, teacher development
<b>It is always good to make sure that you cover all the relevant IDs, in order for learners to perform well in the examinations. Show them how to read instructions and to answer accordingly.</b>
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>70% of learners did well in this question as it was paring methods. They knew that they had to read through the different columns and then answer as instructed by question paper.</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>Some learners was not familiarized with these kind of questions, that is the only reason for poor answering in this question. The instructions was clear enough for learners.</b>
(C) Provide suggestions for improvement in relation to Teaching and Learning
<b>Educators must teach all IDs in order for learners to understand content that is or will be in the external examinations.</b>
(d) Describe any other specific observations relating to responses of learners
<b>The learners response was good and we could see that they understood what was expected of them.</b>
e) Any other comments useful to teachers, subject advisors, teacher development
<b>It is a clear indication that teachers did indeed teach according to the US IDs in Unit Standard provided for teaching.</b>
<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>In this question the learners did perform well. Yes it was poorly answered in some centre's but most of them got 10 out 10 as well. The question related to democracy, equality, elections and everything regarding the new constitution.</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>Not all learners have the knowledge of this Unit Standard Id and therefore could not be able to obtain reasonable marks.</b>
(C) Provide suggestions for improvement in relation to Teaching and Learning
<b>There was nothing wrong with the teaching and learning. I suggest that questions should be fair and reasonable for the learners in order for them to perform at their best in the exams.</b>
(d) Describe any other specific observations relating to responses of learners
<b>The only other observation that was noticed is that learners had no knowledge of the content.</b>
e) Any other comments useful to teachers, subject advisors, teacher development
<b>The section A of this question paper was well structured and understandable for learners to answer.</b>
<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>Picture analysis: learners seemed to have NO knowledge of the volcano as they got confused with the different definitions pointed out on the picture. Some learners tried the answer this question to best of their ability.</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>Question 5.1 asks learner to name the “saucer-shaped” area at the summit of the volcano and learners immediately got confused because to them a saucer is round and they said it was a “magma chamber” instead of the ‘crater’. The fact that most of the learners did not well in this questions is because this was never taught to them.</b>
(C) Provide suggestions for improvement in relation to Teaching and Learning
<b>Educators should have covered this throughout the year because then learners would have understood the question better and answer it correctly.</b>
(d) Describe any other specific observations relating to responses of learners
<b>Learners could not answer the question well because they had no content knowledge of it. They could not identify the different definitions.</b>
e) Any other comments useful to teachers, subject advisors, teacher development
<b>To make sure that every Unit Standard Id is covered to prevent learners from failing in a certain question.</b>
<b>QUESTION 6</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>Source analysis: 80% of the learners answered this question wrong. They had the wrong idea of what the question expected of them. They confused the questions and therefore got the answers wrong. Even for me as the Chief marker the questions also seemed confusing.</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>Because the learners did not understand the questions correct that is why it was answered poorly.</b>

They got confused because the source analysis did not have all the answers they needed to answer the question. They could not answer 6.1 as the question was not set clear enough for them.
Educators have to give learners the meaning/ descriptions of words like renewable and what is meant by it. If learners knows the terms of the words then they won't have a problem in answering the question.
(C) Provide suggestions for improvement in relation to Teaching and Learning
To make sure that they teach all the US IDs and SOs in order to give the learners the chance to obtain good marks.
(d) Describe any other specific observations relating to responses of learners
Learners had no idea as to how to answer the question.
e) Any other comments useful to teachers, subject advisors, teacher development
Make sure learners have enough knowledge regarding all the US IDs.
<b>QUESTION 7</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Yes, it was answered very good. They were given a bar graph to look at and answer the questions related to the graph.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The learners understood how to do graphs and how to read them in order to answer the question.
(d) Describe any other specific observations relating to responses of learners
Learners are able to answer a question to the best of their ability.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
That they should make learners aware of the different graphs that there is
<b>QUESTION 8</b>
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Yes it was poorly answered. Learners got very confused with these questions.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by in this question, and any misconceptions.
Learners mostly chose 8.2 in this question. It was challenging for the learners to answer as they got confused with the definition of public protector and the human rights commission. Regarding the public protector ,the learners confused it with public services eg. Police, ambulance. In the case of the human rights commission, they gave their human rights. The scoring was very low in this question. Learners that chose 8.2 also got confused with the terminology off measures of veld fires with the causes of veld fires.
c) Provide suggestions for improvement in relation to Teaching and Learning.
To make sure that learners are well aware of the differences between the public protector and the public services, human rights commission and human rights. As well as the confusion with veld fires and the measures and the causes of veld fires.
d) Describe any other specific observations relating to response of learners.
That learners are so used to getting the same question about veld fires that they responded without reading the statement first.

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

**That educators/teachers should teach all these relevant topics to the learners throughout the year. That way they would have a braude knowledge of these type of information as it is important and learners should be able to answer these questions without any mistakes.**

LEARNING AREA	INFORMATION & COMMUNICATION TECHNOLOGY		
ABET	LEVEL 4		
DATE OF EXAMINATION:	DECEMBER 2012	DURATION:	3 HOURS

## **SECTION 1:**

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

The learners performance for the Eastern Cape INCT4 is above average (68,3%) excluding the irregularities of 57 scripts.

Though it is a new learning area only introduced this year and taking into account all the challenges (using schools computers, outdated software etc) the learners performed very well. All the Unit Standards with its relevant SO's, AC's, RS's has been covered.

The question paper met the required standard and quality for AET Level 4 learners.

The exemplar provided by the National Office in the Learning Area Guidelines for ICNT4 differs considerably from the question paper set for the final exams.

One Centre in particular, Centre E103053, performed very badly because only 2 candidates managed to score 40% and above.

Out of the 3 sections (A, B, C) the candidates performed the best in section A (40 marks); taking into account that candidates performed badly in question 1.3 and 1.4 (10 marks each).

Section B (question 2 + 3 for 30 marks) was answered well by the candidates though they experienced problems with saving the documents separately as question 2 and question 3.

In section C (question 4 for 20 marks) the candidates could not put content to the 5 x slides for question 4.1.1. (10 marks) which they were suppose to fill e.g. 'heading', 'history of centre', 'what makes centre special', 'learning areas offered', 'academic and sport achievement'.

In many instances candidates did not attempt for whatever reason to answer question 4.1 and/or question 4.2.

The mark allocation for 4.1.2 – 4.1.6 (1 mark each) is incorrect, it should be 2 marks each.

Question 4.2.3 is unfair as learners must do 3 tasks (centre, bold, underline) for 1 mark.

Centre 102240 had 57 scripts and only 10 cds accompanying them. This irregularity was then reported and their backup work was requested of which could not be retrieved as invigilators were not able to save their work. It was then suggested that the Chief Marker and Moderator go to Mt Frere to mark the remaining scripts of which 6 were marked there because the FET College had deleted the information already.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<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>
<p>Question 1 (40 marks in total) was not well answered because candidates could not answer question 1.3 and 1.4 to the best of their ability. Learners had no preparation in terms of the the exemplar provided in the learning area guidelines.</p> <p>Question 1.1.1 – 1.1.10 (Multiple choice) was well answered for 10 marks and the same with question 1.2.1 – 1.2.10 (Match Column A with ....) for 10 marks.</p>
<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>



<p>The picture in question 1.3 (10 marks) confused some learners as they thought that they have to list the names of the keys the arrows is pointing to instead of listing the function of each key. Other learners thought question 1.3 was a true or false question.</p> <p>Some AET Centres use Windows XP which does not have 'Hibernate' and it only have 'Standby', 'Restart' and "Turn-off".</p> <p>The reason why most candidates could not answer question 1.3 and 1.4 is possibly due to a lot of theoretical knowledge that was required which candidates were not prepared for,</p>
<p><b>(d) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<p>Cover all Unit Standards, Specific Outcomes, Assessment Criteria and Range Statements as tabulated in the Learning Area.</p> <p>Make use of the Learning Area Guidelines provided including the Exemplar for the question paper for ICNT4.</p> <p>Form Learning Area Committees in each district and elect leaders to plan ahead.</p> <p>Draw up a Learning Area Year Plan/Tuition Plan with set dates for exams and SBA task submissions</p> <p>Stick to dates for completion of tasks.</p> <p>Make sure enough time is allocated for revision for summative assessment.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<p>In question 1.4 (10 marks) the candidates were totally lost especially question 1.4.1 A (2 marks) and 1.4.1 B (2 marks).</p> <p>Some candidates manage to answer question 1.4.1 C (2 marks) and 1.4.2 (4 marks).</p> <p>Some candidates did manage to score marks for question 1.3 by guessing the correct answer.</p> <p>Maybe it would be better for the examiner to ask TRUE or FALSE questions and/or FILL THE MISSING WORD instead of phrasing the question the way question 1.3 and 1.4 has been phrased.</p>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Make sure developmental work is done in preparation of SBA;s.</p> <p>Educators must attend all Learning Area Related Workshops and Meetings.</p> <p>Unqualified and under-qualified educators must enrol at Higher Institutions of Learning to further their education, specifically for the learning areas they teach.</p> <p>Teach and stick to dates on your learning area tuition plans.</p> <p>Plan thoroughly for daily lessons using the daily lesson plan format.</p> <p>Mark learners work regularly and give positive, constructive feedback.</p> <p>Educators must give notes to learners on the theory of the learning area.</p>
<p><b>QUESTION 2</b></p>
<p><b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<p>According to our statistical analysis question 2 was the best answered question.</p> <p>The top mark scored was 10 out of 14 and the average mark 7.4 out of 14 and a very candidates scored zero marks.</p> <p>No where in the question paper is it stated that candidates will lose marks for errors or that marks will be allocated for accuracy yet the memorandum allows for 8 marks on accuracy.</p>
<p><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></p>



The mark allocation for question 2.1 – 2.4 is not indicated thus leaving the learners to wonder how the total of 14 marks for question 2 would be marked and allocated.  
For most learners the passage to be retyped was too long with the result that they lost a lot of time doing the typing instead of answering the questions.  
Most candidates could not do question 2.3 'header' for 2 marks.

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

Candidates need to get more typing exercises to familiarize themselves with the keyboard and also to improve their typing speed.  
Candidates need to be taught how to use Spell Check after completing their typing.  
Candidates should be given more exercises on how to save documents, do headers and footers, how to change fonts and font sizes and how to save in MS Word.

**(d) Describe any other specific observations relating to responses of learners**

Most learners knew how to save their work in MS Word.  
Most learners struggled typing the long passage as they are not typists or exposed to typing documents of any kind.  
It is clear that most learners did not know how to insert question 2 and their exam numbers as the header in question 2.3.  
Most learners were able to save the document in question 2.4 in the folder they created.

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

As this question contains the practical part of the question paper it is advisable that educators should draw up tuition plans in such a way that the learners get enough time for practice i.e. typing and doing more practical exercises.

**QUESTION 3**

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

According to our statistical analysis question 3 was the second best answered question. Though the total marks (16) is indicated at the bottom of question 3 no mark allocation has been indicated for questions 3.1 -3.9 which could have assisted the learners to judge how to answer question 3.1 – 3.9 (16 marks).  
The instruction 'use the document you saved as question 2 and make changes according to the instructions below' confused the learners in the sense that learners thought that they should discard question 2 and make changes according to question 3.  
A very few candidates could answer the following questions correctly: Question 3.2 'left margin' (1 mark); 3.4 'justify' (1 mark); and question 3.5 "1.5 line spacing" (1 mark).  
Question 3.6 (3 marks) for "capital letter, italics, underline" was answered well.  
Most candidates did not know how to highlight (question 3.7); instead they changed the font type (1 mark)  
Candidates did not experience any problems with question 3.8 "bullets" (1 mark) and question 3.9 "changing font colour" (1 mark)

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

Candidates who struggled with 'Header' in question 2.3 could not answer question 3.1 maybe due to the fact that they did not get any exercise on 'headers and footers'.  
Also, Question 3.2 'left margin' (1 mark); 3.4 'justify' (1 mark); and question 3.5 "1.5 line spacing" (1 mark) was answered poorly due to a lack of practice from the learners.  
The reason candidates answered poorly in question 3.7 'highlighting' (1 mark) might be due to the fact that they did not get enough exercise or were never taught by the educator.  
In question 3.10 'copy and paste' (2 marks) some candidates did not even attempt to answer as they either did not know how to copy and paste or were never taught how.

<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>More exercises and practical work for learners is needed.</p> <p>Educators should allow enough time for practical work and exercises in order to build confidence in the learners to deal with this section in exams.</p> <p>Learners should be advised to work on their own at home with their peers.</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>The learners were confused with the instruction 'use the document you saved as question 2 and make changes accordingly to the instructions below'.</p> <p>There are no clear mark allocation per question 3.1 – 3.11, only the total mark for question 3 which is 16 marks.</p> <p>Learners struggled with the following questions: question 3.1 'header' (1 mark); question 3.2 'left margin' (1 mark); question 3.4 'justify' (1 mark); question 3.5 '1,5 line spacing' (1 mark); question 3.7 'highlight' (1 mark) and 3.10 'copy and paste' (2 marks)</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development</b>
<p>Allocate more time for practical work and exercises as the practical part of this question paper is worth 60% out of the 100 marks.</p> <p>Establish learning area committees and elect a leader(s); draw up a tuition plan and have regular monthly meetings where progress reports can be tabled; challenges shared and addressed by colleagues.</p>
<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>
<p>According to our statistical analysis question 4 was the worst answered question, especially question 4.1.1 'create 5 slides' where learners had to put own content to the slides. (10 marks)</p> <p>Question 4.1.5 'add any frame' (1 mark) confused learners.</p>
<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>
<p>In question 4.1.1 candidates were expected to fill own content which they surely did not expect in a practical examination as writing skills should not be examined in INCT.</p> <p>Question 4.1.4 'animation' (2 marks) and question 4.1.5 'adding frame' and question 4.2.4 'slide background (1 mark) were poorly answered because learners were not prepared (exercises or taught) how to do this.</p>
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>More exercises and practical work should be given to learners on Power point.</p> <p>Learners should be advised to work and practice on their own where possible.</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>Many learners did not even attempt question 4.1 or 4.2 (or both) with the result that those learners lost out on either 10 or 20 marks.</p> <p>It would be advisable to give the content for 4.1.1 'create 5 slides' (10 marks) instead of asking learners put their own content to each slide as most learners were unable to put their own content to each slide.</p> <p>In question 4.2 the information for each slide was given, but some learners did not attempt to answer this question and thereby losing 4 marks.</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development</b>
<p>Educators must make sure that learners get more exercise on Power point as some learners try to create these slides in MS Word though they were given the information.</p> <p>Question 4.1.4 'animation' (1 mark) was skipped by most learners.</p> <p>Question 4.2 was not answered by some learners, maybe due to time constraints or other.</p> <p>Question 4.2.4 'insert any slide background to each slide' (1 mark) was answered by a very few learners</p>

<b>LEARNING AREA</b>	<b>LLC:AFRIKAANS</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>09/11/2012</b>	<b>DURATION:</b>	<b>3 HOURS</b>

## **SECTION 1:**

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

The performance of the learners in this questions paper was good overall. Learners performed best in question 1. A few small mistakes caused them to lose marks and not obtain the full mark. In Question 2 learners performed fairly. They could have performed better, but lost marks because of poor spelling and misinterpreting the question. Most learners answered Question 3 very poorly. It appears that learners do not understand the different terms and definitions used in language study. In Question 4, there were learners who did exceptionally well in their essays and there were some learners who showed no writing skills at all. In Question 5, learners were asked to write a letter. Some of the learners had impressive creative writing skills and there were those learners who did not write the letter in the correct format.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 1 was answered very well by most learners. Learners were guided throughout the question, with clear instructions. This question was based on comprehension (begripstoets). There were indications that some of the learners did not know how to answer the comprehension. The learners who performed badly did not follow the instructions closely and quoted paragraphs directly from the text, without underlining the answers expected of them.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Most of the learners (including learners who did well) did not know the answer to question 1.2. They did not know the meaning of idiom "hotagterkry". Some of the learners' answers were too long and they did not underline the key words. This made them lose more marks. In question 1.4 most of the learners misunderstood the question, they opted to quote directly from the text without underlining the facts, therefore they were not awarded marks. In question 1.11, most of the learners chose 1.11.1, which is the wrong answer. They misinterpreted "ons springbok op die verhoog". Most learners related an artist's performance on the stage to the jumping around of the Springbok. If they read line 44 closely they would have noticed the word "volsbesit" and would have known that this was a comparison to the national rugby team. In question 1.14, learners were supposed to state whether they agree or disagree. They gave a reason without stating whether agree or disagree and some of the reasons did not support Their stance. Therefore they lost marks in this question.
(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must emphasize the techniques on how to answer a comprehension. Learners should avoid writing out paragraphs directly from the text. Teachers should show learners how to underline key words in the question so that they can be sure what answer is expected of them. Teachers should alert learners of the fact that they will not be awarded marks if they numbered the answer incorrectly.
(d) Describe any other specific observations relating to responses of learners
Learners still spelled words wrong, even directly out of the text. Where learners numbered incorrectly, they could not be awarded a mark.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Learners lack good reading skills. In order to develop these skills they must be given more reading activities. Completing comprehension exercises in class will enable them to acquire this skill. Most learners do not have the vocabulary to express themselves effectively. Therefore learners should be given more language study exercises. Learners' spelling skills are still very poor, therefore they should be given weekly spelling exercises. This will build their confidence.
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 2 is based on language skills. This question was answered fairly by most learners. Marks lost in this question was due to spelling and language errors.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some of the learners lost marks due to spelling and grammar mistakes. In question 2.2 learners were asked to give the correct Afrikaans words for English words, but they failed to spell the words correctly. They also did not write the words as combinations but as two separate words. Those spelling and grammar mistakes caused them to lose marks. Instead of writing "stokkielekker" they wrote stokkielekker". In question 2.3 it seemed as though the learners did not know what a comparison (vergelyking) is. Instead of writing a sentence that starts with "nes", most of them wrote "koppie" or "jokkie".
In question 2.5.1 learners wrote the wrong form of the word -"singer" instead of "sanger". In question 2.6 learners changed the word order of the sentence, and lost marks. This indicates that they did not understand the four aspects of language tested in this section. More specifically that of "Lydende en Bedrywendevorm, Teenwoordigetyd en Verledetyd, Ontkennendevorm en Direkte en Indirekterede". The reason for this could be that they were not thought on these four aspects of language. Question 2.9 is another example where learners spelled incorrectly. Instead of writing "hoedjie" <b>without</b> the <b>t</b> , they wrote hoedtjie", with the t, which is a spelling and grammar mistake. Therefore they lost the mark.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators should do more exercises based on language and explain the rules of language. They should encourage learners to read more often and use correct language in their daily writing activities. It would also be beneficial for them to also use dictionaries more often. This will help them learn new words and expand their vocabulary and improve their spelling.
(d) Describe any other specific observations relating to responses of learners
Learners responded very well to question 2.1 and 2.4.2. In 2.4.1 learners just wrote <b>hen</b> instead of <b>hoenderhen</b> , or indication that "hoender" was left out by writing <b>-hen</b> .
e) Any other comments useful to teachers, subject advisors, teacher development etc.

Educators should incorporate more reading activities into their lessons. They must also give learners more activities where they have to interpret words and phrases. For example- Watbeteken 'uniek'? Then learners can get more exposure to giving their own interpretation.

### QUESTION 3

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

Most of the learners answered this question poorly. They struggled from question 3.1 to 3.7. Learners again lost marks because of poor spelling and grammar.

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

In question 3.1 "vyfduisend" was written as vyfduisent. In 3.2.3 'daaglik' was written as daglik. In 3.6 "doodmoeg" was written as doodmoeg", they were not awarded the mark because it should have been one word (combination). In 3.7 learners gave intensive forms of words instead of synonyms and antonyms.

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

Educators should do more exercises based on language and explain the rules of language. Completely cover the language unit standards. Focus on words often misspelled and confused.

For example: Homonieme en Homofone  
spuit en spyt  
reik en ruik  
waardeer en waardeur

(d) Describe any other specific observations relating to responses of learners

As mentioned in (b) learners wrote words in the wrong form and often misspelled word. This lead to them losing marks unnecessarily.

### QUESTION 4

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

Learner performance was fair in this question. The most popular topics were 4.3 and 4.4. Learners who performed poorly in this question made a lot of spelling, grammar and Punctuation mistakes. Learners who did not write the correct format for the writing style lost marks, but they were still awarded for content. Some learners wrote the essay in the present tense, instead of the past tense.

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

Learners who performed poorly in this question, did so because of their lack of critical language awareness. Spelling, grammar and punctuation mistakes caused the learners to lose marks. Most of the essays were not written in paragraphs, and sentences were too long. A lot of essays were also written in the present tense instead of the past tense.

Learners misinterpreted the topic in 4.3. Instead of writing about a dream (future goal), they wrote about a dream you would have while you were sleeping. In 4.1 learners did not argue the point of why sport is better than music or why music is better than sport. Instead they chose sport/ music as their favorite and only wrote about the advantages of their choice, and not the disadvantages of the other.



(C) Provide suggestions for improvement in relation to Teaching and Learning
Learners should be encouraged to read more books or newspapers to develop their vocabulary and writing skills. Educators must use the mind-map technique to teach learners how to plan their essay, that will result in correct body and good content. Educators must emphasise the need for paragraphs and that each paragraph represents a new thought.
Teachers should regularly give the learners small spelling tests. This will develop their spelling ability. Reading and writing competitions will encourage the learners to participate and will build their writing ability and confidence.
(d) Describe any other specific observations relating to responses of learners
There were a few learners who wrote excellent essays. These were a pleasure to read and mark. The most popular topic 4.3.( Mydroom).
e) Any other comments useful to teachers, subject advisors, teacher development etc. Educators should ensure that their learners are enrolled at the nearest library. Establishing debate teams will also help learners acquire good reasoning skills.
<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The learners performed fairly in this question. The question was based on writing a letter. Some of the learners adhered to the format, while others showed no awareness of the format of a letter at all. The most popular topic was 5.2 (Bestuurderslisensie). Most of the learners misinterpreted this topic. Some learners wrote their addresses and greeting in English. Limited vocabulary, grammar and spelling mistakes again caused the learners to lose marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners did not adhere to the format required of them. Most of them wrote their addresses in English. Some who wrote the formal, letter failed to include the address of the school from which they were requesting the hall or the sports field. Learners misinterpreted the topic about the driver's license. Instead of writing about how they obtained the right to drive, they wrote about the learner's test.
Spelling and grammar mistakes caused the learners to lose a lot of marks. Learners confused words which sound the same and consequently spelled them wrong. For example- waardeer and waardeur, also spyt and spuit.
As suggested in question 4, we encourage educators to assist their learners in enrolling at their nearest library. Learners' creative ability should be developed through activities like role-play and oral presentations. Mind-maps is a very helpful tool to keep track of the learner's trail of thought. Educators should use this tool to help the learners enhance their writing abilities.
(d) Describe any other specific observations relating to responses of learners
Some learners wrote too little content and therefore were not awarded the maximum mark. Learners were making use of slang in their writing and marks were deducted. Some learners Very few learners discussed the topics in its fullness. Learners should underline key words in the topic and then start designing their mind-map. Only after all that is done should the learner attempt writing.

<b>LEARNING AREA</b>	<b>ISIXHOSA</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>5-11-2012</b>	<b>DURATION:</b>	<b>3hours</b>

## **SECTION 1:**

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

**Level 4 and the questions confirm the right level. The learners were able to answer the questions and they performed very well, as a result there were those who obtained 80% and above.**

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>Learners have answered this question satisfactorily and most of them got the average between 10- 18.</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>It was not poorly answered, it is just only the challenges in some questions may be a result of a misunderstanding of the questions or unable to express themselves e.g. Question 1.6 they have to support their answer and not just say yes/no.</b>
(e) Provide suggestions for improvement in relation to Teaching and Learning
<b>Usage of books with idioms and books with phrases must be used. Orals and activities based on their basic language must be done in each and every lesson so that they can build their vocabulary.</b>
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>Those who answered this question answered it very well but some had a bit of difficulty in answering this question. They had a challenge of writing nouns.</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>Firstly it is very disappointing to find that there are a lot of learners who were unable to answer this question at all because nouns are basics of grammar. As an ABET Level4 to be unable to answer shows that they were not thoroughly taught.</b>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<b>Teachers must do their work properly. Thorough planning must be used as well as unit and assessment guidelines.</b>
<b>Teachers must deliver in the classroom so that there will be a good production.</b>



<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>They answered this question very well and there are a very few who did not know.</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>They don't know the language phrases, they were supposed to get all of them, those were the bonus marks for them as their language because they had only to choose and fill in the correct one. It is difficult to know that if you have no knowledge of the phrases.</b>
(C) Provide suggestions for improvement in relation to Teaching and Learning
<b>It is very important to consider all sections of the language and teach them.</b>
<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>They did very well, there were no problems at all.</b>
<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>Many learners answered well to this question and as a result got 5-10 marks. It was only question 5.3 where they did not state clearly how heat links up with lungs. Almost all of them did not state oxygen.</b>
<b>QUESTION 6</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>They answered question 6.2 and 6.3 very well. They know how to write an essay. They follow instructions very well. Challenge was on question 6.1 because no one chose that question because it was idiomatic.</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>A few did not answer it well; they did not know how to answer it.</b>
<b>QUESTION 7</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>They responded to question 7.1 and 7.3. they knew exactly how to write a business letter. They also know how to write a dialogue in question 7.3. only a few learners did not answer question 7.</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>It was only question 7.2 that was answered poorly. They could not differentiate between an invitation and a memorandum. They did not understand the question.</b>

<b>LEARNING AREA</b>	<b>SESOTHO- LCS04</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>05/11/2012</b>	<b>DURATION:</b>	<b>3 Hours</b>

## **SECTION 1:**

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

Generally the paper was fair and all the candidates attempted the question paper and finished writing. All the same, Question 3- the picture was tricky and confusing for the majority of candidates. Their performance was therefore not good. 40% of the candidates scored below pass percentage despite the resolution reached during memo discussions. This question did not even have instructions. The picture depiction was normal. There was nothing of abuse, hence some candidates gave normal responses which also confused them in the long run, e.g. a candidate (4213061429059) talks of education and job levels in Q3.1 but in Q3.3 she talks about 'unfairness' where one person is cleaning while another is resting. Otherwise, the performance in other questions has been fair, though some have done badly generally, due to inability to comprehend and/or express themselves. All in all 43 candidates have scored below 40%.

The overall performance stands as follows:

0-29= 31  
30-39= 19  
40-49= 42  
50-59= 31  
60-69= 20  
70-79= 67  
80-100= 0

## **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>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The general performance of the candidates was fair on this question. However, no-one scored between 70-100% and 10% of them scored below pass percentage. Even though this question was fair, there were candidates who failed due to their incapability and not being prepared for the examination L4. They were below L4.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
There were candidates who clearly seemed to be below level 4. They appeared to be suitable for level 1 or 2 and therefore scored very low marks here. Secondly, the question tended to want to know the candidates feelings and was in some cases 'two-fold' and in this case it became challenging and tricky for level 4 candidates.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators need to train their learners in thought-provoking scenarios and questions. They

should also train them in 'two-fold' questions where a learner would give a 'yes/no' response and then support.
(d) Describe any other specific observations relating to responses of learners
They are unable to realize a double response question in order to respond accordingly, e.g. Q 1.7.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should not allow learners to sit for examinations without having prepared them thoroughly. Placements tests should also be done for all levels, especially level 4.
<b>QUESTION 2</b>
Question 2 was generally well set and the general performance was good the highest scorers got 90% and none got a 0% as in Q 1.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The performance was good except for those candidates who did not seem to be suitable for L4 in all respects.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Candidates should be prepared for L4 examinations and should only register when they are ready.
(d) Describe any other specific observations relating to responses of learners
Some candidates tended to be careless. For instance in Q 2.5 and 2.6 they were given words out of which they were to formulate sentences, e.g. 2.5. use 'mme' in 2 different sentences and 2.6. use 'le ha' and 'athe' in own sentences. Some of them could not make it.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should, besides teaching exposed their learners to lots of grammar, tenses, figures of speech and lots of typical language through giving them extracts from newspapers, story books, etc, which will assist them to enrich their language, punctuation, etc.
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 3, the picture was tricky and confusing the majority of the candidates. Their performance was therefore not good at all, 40% of the candidates scored below the pass percentage. Despite the resolution reached during memo discussion. This question did not even have instructions. The picture description was normal. Question has been fairly though some have done basically generally.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This question was badly done by those candidates who failed to interpret the picture due to their low level of understanding and lack of legibility in writing.
(C) Provide suggestions for improvement in relation to Teaching and Learning
More use of pictures should be done in classroom set up during learning and teaching.
(d) Describe any other specific observations relating to responses of learners
Some candidates were unable to identify what was taking place in the picture. Consequently they gave completely irrelevant responses, e.g. they could not give a related title.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Use of pictures or illustrations and the educator. Therefore it would be highly advisable for educators to use pictures to teach. This helps develop learners skills in totality.

<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This is composition and it requires a clear understanding of the topics in order to make appropriate choices. But apparently some candidates failed to choose properly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Those who did not do well can be categorized into two b (1). There are those who apparently could not concentrate and hence misread the question and sub-question for they either gave incomplete or confused responses, e.g. 1.1 required them to give a title based on the extract. They gave lengthy sentences or explanations instead of a little.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Only the learners who are ready and have been well prepared showed register for level 4 examinations setup more and more so that they are finally able to read, interpret and answer question correctly. The use of the past question papers will always assist in this.
(d) Describe any other specific observations relating to responses of learners
Some learners performed well in this question, e.g. between 40-80 in the question.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators need training on both essay and letter writing.
<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered because the choice for the candidates was very broad. Even the composition topics were generally within their experiences.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
All the candidates but 09 were able to pass this question. For instance the following candidates were not poor in language expression, structure and handwriting: 42130604090437 4213060449050 4211242639007 4213060409049 4213060409063
(C) Provide suggestions for improvement in relation to Teaching and Learning
Educators need training in better training writing in order for them to be able to assist learners. The poor performance by some candidates reflects upon their educators.
(d) Describe any other specific observations relating to responses of learners
They need more exercises to train them (learners).
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should take their time to assist learners in acquiring necessary skills. More time on grammar is also necessary.

<b>LEARNING AREA</b>	<b>LIFE ORIENTATION</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>		<b>DURATION:</b>	

## **SECTION 1:**

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

The question paper is in a good standard as it addresses the unit standards. It also has questions of high order and low order where learner manage to answer easily.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
(a) <u>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</u>
In question 1 section A, some learners did not perform well in the section because they did not understand the subject content.
(b) <u>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</u>
Because the learners are not used in the way of answering multiple choice questions errors were committed by learners in this question and also misconceptions.
Learners didn't read the instructions and as a result they just wrote what they thought is correct/ what they know. Words for answers were provided but they wrote words that do not appear in the list for example 1.3.
(f) <u>Provide suggestions for improvement in relation to Teaching and Learning</u>
Educators when doing tasks, there should be questions of multiple choices, and also S.B.A tasks must contain questions on multiple choice.
(d) <u>Describe any other specific observations relating to responses of learners</u>
Although there is a problem but at least they manage to attempt and score better marks.
e) <u>Any other comments useful to teachers, subject advisors, teacher development etc.</u>
Teachers must have subject knowledge of the L.A.
Subject Advisor - Provide the teacher with all relevant materials and workshops must be conducted.
<b>QUESTION 2</b>
(a) <u>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</u>
Was clear and understandable whereas other learners did not understand the content of the passage given, but the majority scored higher marks.
(b) <u>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</u>
Most of the learners provided us with all the bad habits of Nokuthula in terms rather than giving us the problems that will be caused by her style of living, e.g. Obesity, diabetic, high blood pressure.
(c) <u>Provide suggestions for improvement in relation to Teaching and Learning</u>
Teachers must be used in using the question based in passage system.

(d) <u>Describe any other specific observations relating to responses of learners</u>
We observe that the majority did well in this question.
e) <u>Any other comments useful to teachers, subject advisors, teacher development etc.</u>
Teachers must have subject content and use previous questions for revision in preparation of examination.
Subject advisor must provide all the necessary relevant material.
<b>QUESTION 3</b>
(a) <u>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</u>
The questioning was simple and straight forward. Learners in question 3.2 did not understand their rights in order to come up with good answers.
(b) <u>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</u>
They did not understand the rights of workers and they failed to understand channels of communication in a work place.
For example, reporting of workers' problems in relevant places like the police station, etc.
(C) <u>Provide suggestions for improvement in relation to Teaching and Learning</u>
Learners must be equipped with workers' rights and how to behave in a work environment.
The following need to be done:
<ul style="list-style-type: none"> <li>• May be observed and education about work related issues should be discussed.</li> <li>• Awareness campaigns should be done. Posters should be made available.</li> </ul>
(d) <u>Describe any other specific observations relating to responses of learners</u>
Vocabulary needs to be improved: Most learners are from rural areas and they are female. They were never employed.
e) <u>Any other comments useful to teachers, subject advisors, teacher development etc.</u>
Teachers must organise workshops with the members of different unions to educate their learners. Subject advisor should provide centre with constitution and pamphlets related to workers' rights. They must bring newspapers with articles that talked about workers' rights, strikes grievances. They must also encourage learners to follow cases that include workers, for example listening to the radio.
<b>QUESTION 4</b>
(a) <u>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</u>
The learner did well in the question but in question 4.2 they misunderstood the question and responded in a positive way.
(b) <u>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</u>
They ignored the key word, "weaken", in the question and concentrated on friendship. This shows that the educators concentrated on things that strengthen friendship.
(C) <u>Provide suggestions for improvement in relation to Teaching and Learning</u>
Learners must fully participate in their learning. Teaching and learning must be done effectively by educators.
(d) <u>Describe any other specific observations relating to responses of learners</u>
Learners must understand the stages of piece making.
e) <u>Any other comments useful to teachers, subject advisors, teacher development etc.</u>
Teachers must provide workshop whereby learners must know about anger management and engage learners with necessary information about conflict resolution and how to deal with challenges. Educators must cover the whole syllabus.



<b>QUESTION 5</b>
(a) <u>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</u>
The majority of learners did not choose question 5, but those who chose question 5 did not do well, especially in question 5.2.
(b) <u>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</u>
They are not involved in community projects. Project management is a new concept for most women in rural areas.
(C) <u>Provide suggestions for improvement in relation to Teaching and Learning</u>
Teachers must empower learners with relevant information about the projects and allow learners to visit other projects in various communities and each Centre must have a sustainable project that should be monitored by the government.
(d) <u>Describe any other specific observations relating to responses of learners</u>
They are not involved in projects and they lack information about building the project.
e) <u>Any other comments useful to teachers, subject advisors, teacher development etc.</u>
Centres must develop projects and workshops to teach the learners. They must initiate projects in their Centres so that the learners can be actively involved. Involvement is a guarantee in acquiring knowledge and skills.
<b>QUESTION 6</b>
(a) <u>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</u>
Question was poorly answered because learners did not understand it, even though the question itself was good. Learners focused on the positive side instead of the negative side.
(b) <u>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</u>
It was poorly answered because learners did not understand the word "Consequence". For example they concentrated on the living style of HIV positive persons such as eating healthy food, etc.
(C) <u>Provide suggestions for improvement in relation to Teaching and Learning</u>
Educators must use Xhosa when they are explaining difficult concepts and words not to teach learners in their mother tongue because examination is in English.
(d) <u>Describe any other specific observations relating to responses of learners</u>
Learners must be trained in language usage. Oral work should be done, reading should also be done and debate be part of our instructions.
e) <u>Any other comments useful to teachers, subject advisors, teacher development etc.</u>
Teachers must encourage the learners to improve their learning and listening skills. Subject advisors must provide resources. They must also do demonstrations in terms of teaching.
<b>QUESTION 7</b>
(a) <u>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</u>
Learners did well in this question, although some did not understand question 7.2. They focused on smoking and not on other substances as the picture shows a person smoking.
(b) <u>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</u>
The learners never thought of a person appearing in the picture might be someone smoking dagga (drug). They therefore confined themselves to cigarette smoking.



(c) <u>Provide suggestions for improvement in relation to Teaching and Learning</u>
Learners must get used to picture questions and cartoons. Learners must learn to think in a critical manner.
(d) <u>Describe any other specific observations relating to responses of learners</u>
Response of learners was directed by the picture itself. The hand on the chest is an indication of chest problems that will lead to lung problems and asthma.
e) <u>Any other comments useful to teachers, subject advisors, teacher development etc.</u>
Tasks with pictures should use the correct pictures. Picture that are ambiguous, that send many messages
<b>QUESTION 8</b>
The question was good and understandable.
<b>QUESTION 9</b>
Learners did well in this question. The problem is that the learners are not familiar with time management. Teachers should teach the learners how to manage their time effectively and should stress the importance of time.

LEARNING AREA	MATHEMATICAL LITERACY L4		
ABET	LEVEL 4		
DATE OF EXAMINATION:	12/11/2012	DURATION:	3HOURS

## SECTION 1:

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

**The question paper was set very well.** Learners performed satisfactory in this question paper.

- Question 1. Which focuses largely on the unit standard title- working with numbers in operation, have seen many learners scoring above average in this question and this is largely due to the examiners introduction of a multiple question for a few of the questions.
- Question 2- Somewhat still remains problematic and many of the learners still experience difficulty with the unit standard title focussing on shapes, formulae and measurement. Many of the learners did not score that high in this section although they were provided with the formulae to determine the answer for the question.
- Question 3- on data and information still remain the favourite question among the learners with a great percentage of the learners scoring far above the average mark for the question. However there remains some problematic area within the question that is still challenging too many of the learners.
- Question 4- Which focuses on distance and calculations of distance has seen many learners perform above average for the question.
- Question 5- is based on direction and travelling remain problematic areas for the learners. Many of the learners would score below the average mark for the question and although it was one of easiest questions in the question paper.

## SECTION 2:

**Comment on candidates' performance in individual questions**

### **QUESTION 1**

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

- Question 1. Which focuses largely on the unit standard title- working with numbers in operation, have seen many learners scoring above average in this question and this is largely due to the examiners introduction of a multiple question for a few of the questions.

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

Many of the learners lost marks through not paying attention to the instructions in the Question paper.

It was instructed that learners needed to leave their answers in the simplest form. Many of the learners failed to leave their answers in the simplest form and as a result lost marks in this question. Another aspect is that of rounding off their answer to two decimal places, many of the learners failed to adhere to this instruction and as a result lost marks in this question. Eg 1.666666 learners leave the answer the same or simply do the wrong rounding off for the solutions.

Fractions remain problematic with many of the learners not able to answer the question

based on fractions. This year the question paper based on the multiplication of fractions and the as such many of the learners calculated the sum the same as the addition of fractions. Percentages are one of the areas where learners have lost marks in these examinations. The question required of many of the learners to calculate the discounted value of a pair of shoes many of the learners were able to determine the percentage price however did not subtract this price from the original price and as such lost those marks. This was evident in:

- Question 1.3
- Question 1.64

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

Educators should focus more on teaching of common fractions especially the calculations of fractions. They should use practical examples such as a loaf of bread, to teaching the conversion of mixed fractions to proper fractions and finding the lowest common denominator.

Educators need to become familiar with the function and uses of calculators and need to teach these to the learners so as to see an improvement in the understanding of some of the problems in the learning area.

The numbering system of the learners are still problematic, as many of the learners fail to number the questions correctly and as such loose marks for work that on many occasions are correct.

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

Educators should learn to make use of old SBA task and question papers to guide the learner as preparation for the examination. It has been noticed that over the last few years the paper has not changed much with regard to this question, yet there is still not a great improvement in this question.

## QUESTION 2

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

Many of the learners performed poorly in this question as it focused on ratios, distance, speed and cost. Question 2- Somewhat still remains problematic and many of the learners still experience difficulty with the unit standard title focussing on shapes, formulae and measurement. Many of the learners did not score that high in this section although they were provided with the formulae to determine the answer for the question. Many of the learners failed to perform above average for this question. The focus of this question was based on geometric shapes, measurement and calculation using formula. Many of the struggle with this section as it tests both the learners cognitive and analytical intelligence.

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

Many of the learners were not able to simplify ratio's. Many of the learners were unable to Interpret a ratio into practical examples. Such as, **if the ratio of boys and girls in an AET class is 3:2**. If there are 18 girls in the how many boys are there in the class? Many of the Learners failed to answer these types of questions and as such lost marks in the question. Another problematic area in this question is in relation to speed, speed, distance and time. For example, Mr. Mthembu travelled from on a business trip from Mossel Bay to Cape Town. He left at 7:00 AM and arrived at 11:00am. Many of the learners were unable to answer questions relating to the above-mentioned scenario. Focusing on, time, determine actual time calculation of speed using the given the formula, calculating the liter's of petrol used and the cost of the trip.

Another point is that of formulae's. Many of the learners are unable to substitute into the formulae's provided. They fail to convert 800cm to 8m and as such loose marks in this section. Shapes remain problematic, many of the learners are unable to recognize simple

shapes such as rectangles, oval and triangles.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
It is not the first time that this question is presented in the question paper and however learners continue to fail this question. This is largely due to many of the educators not exposing the learners to these type of questions and not making use of questions papers To assist the learners in answering the question paper. There are many examples throughout the years of examination that similar questions have been asked yet learners still fail to respond positively to this questions. Educators need to become creative in the teaching the subject matter and make use of practical examples in the teaching of the subject matter.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Single answer questions, where learners are required to show calculations remain problematic. Learners continue to simply give answers when required to make use of calculation to determine the answer and as such loose marks in this regard.
<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>
Question 3- on data and information still remain the favourite question among the learners with a great percentage of the learners scoring far above the average mark for the question. However there remains some problematic area within the question that is still challenging too many of the learners.
<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>
Some of the learners are still not able to distribute data into a stem-leaf diagram. Other learners lost marks in relation to tally and indicating the tally in the data. Others were not clear in the drawing of their bar graphs and could not differentiate between A bar graph and a histogram. One the aspects of the question that remains problematic for learners and that makes learners loose marks in this question focus on PROBABILITY. I estimate that 10% of the learners the learners that wrote the examination got received the full 6 marks for the part of the question. Although an entire SBA task was based on this problematic area in 2012.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Probability continues to be a problematic area for both the educators and learners in the in the province and we are eternally grateful for the focus on this problem for this year through focusing on this as an SBA task. Educators need to focus on this section in the class, making use of practical examples such as the use of cards, dice, and a spinning device to make learners aware of the simplicity and determination of the probability. Educators need to touch up on the aspects of data distribution and making use of old question papers and SBA tasks to help learners touch up on the areas that needs further attention by the learners.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Some of the learners do not follow the instruction of question such as redraw the graph in Your answer book. This requires time and many of the learners fail to redraw the graph in the answer book. I suggest that every question paper should be accompanied with a graph paper to assist the learners.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers should try by all means to cover the syllabus so that our learners won't get any Challenges in the exam room, meaning they will be able to answer all questions.

<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This s one of the problematic areas for many of the learners. Based on distance and calculations of distances, money and speed. Many of the learners scored an average mark of 7 for this question out of a possible 15 marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Problematic area are the calculation of distances travelled, the amount of money calculations and calculation of speed .</p> <p>Many of the learners failed to respond to calculating the amount of money for an event with a large amount of individuals especially when there are different prices for adults and teens. In this question many of the learners were further not able to calculate the percentage of goods bought and the value of the amount being 50% down.</p> <p>Another problematic area in this question is in relation to speed, speed, distance and time. For example, MrMthembu travelled from on a business trip from Mossel Bay to Cape Town. He left at 7:00 AM and arrived at 11:00am. Many of the learners were unable to answer questions relating to the above-mentioned scenario. Focusing on, time, determine actual time calculation of speed using the given the formula, calculating the liter's of petrol used and the cost of the trip.</p>
(C) Provide suggestions for improvement in relation to Teaching and Learning
It is not the first time that this question is presented in the question paper and however Learners continue to fail this question. This is largely due to many of the educators not Exposing the learners to these type of questions and not making use of questions papers To assist the learners in answering the question paper. There are many examples throughout the years of examination that similar questions have been asked yet learners still fail to respond positively to this questions. Educators need to become creative in the teaching the subject matter and make use of practical examples in the teaching of the subject matter.
(d) Describe any other specific observations relating to responses of learners
<p>Single answer questions, where learners are required to show calculations remain problematic.</p> <p>Learners continue to simply give answers when required to make use of calculation to determine the answer and as such loose marks in this regard.</p>
<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was largely based on direction, measurement and distances. This question was performed satisfactory by many of the learners. Many of the learners were able to score an satisfactory mark of 6 or 7 for this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Direction- many of the learners were not able to recognize directions of the compass. Many of the learners either write the opposite direction and the fail to recognize the directions through the questions.</p> <p>Time- that is one problematic areas, many of the learners failed convert time or determine time using the questions.</p>

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

Learners at times fail to understand what the question requires of them and as such dwell on the unnecessary and as a result lose marks and time in responding to the questions. Further training and development of the educators regarding the subject material is essential. The teaching of mathematics literacy should be done by people who are qualified and passionate of the subject matter for the improvement of the marks in the learning area.



LEARNING AREA	MATHEMATICAL SCIENCE		
ABET	LEVEL 4		
DATE OF EXAMINATION:		DURATION:	

## **SECTION 1:**

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

Most learners showed good performance in all five questions. They understood what was required of them and displayed excellent performance. Few learners did not complete the paper but majority wrote all and completed all the five questions. In question 1 the learners performed very well. In question 2 they showed average performance only the graph, question 2.2.2 and 2.2.3 challenged them. Most learners lost 6 marks for the graph. In question 3 and question 4 learners performed very well, the only part that imposed a problem was the algebra. Some learners cannot factorise and cannot solve for  $x$  in question 3.6.3. Some learners had difficulty in answering questions, Geometric shapes, transformations and lack knowledge of kinds of transformations, e.g. reflections and lines of symmetry.

## **SECTION 2:**

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
USID 7448: The question was well answered, even though the layout of the question is different from the previous question papers. Learners managed to substitute for $A$ to get the required pattern and sequence. They recognised the gradient of the lines in the graphs and could associate the correct graph with the numeric pattern formed in question 1.1.1. They were able to extend the diagrammatic pattern in sub-question 1.2.1 and can apply the given rule to prove the growth pattern of the diagram. They were able to substitute and get a correct answer using the general rule. They could copy and complete tables. Learners showed excellent performance and some got 20/25.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The only challenge in this question was the integration of graphs with series and sequences. Choose one graph that best represent the general rule $y = -3a$ in question 1.1. Some also cannot draw the third stage of the growing pattern of white and black tiles, meaning that they do not realize or cannot identify the constant numbers of the growth pattern, five white and one black tile added each time to get the next stage. This affected their performance in all the sub-questions since they are a building-up or depend on what the learner got in question 1.2.1
(h) Provide suggestions for improvement in relation to Teaching and Learning
Educators must give activities such as:-

<ol style="list-style-type: none"> <li>1. Investigate patterns in Physical / Numeric or diagrammatic form.</li> <li>2. Working with patterns that do not have a constant term.</li> <li>3. Create and extend patterns based on nature and culture of the pattern.</li> <li>4. Work with tables.</li> </ol> <p>All these activities will develop learners and they can achieve this unit standard.</p>
(d) Describe any other specific observations relating to responses of learners
Learners respond very well to instructions in this question and their performance was satisfactory.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers must improve their present skills. They must collect previous years question papers and select questions for developmental task throughout the year and during sit based assessment. After analysis of all papers they can have a qualitative approach to all questions.
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 2 addressed UID 7452 SO 1, 3, 6 (work with input and output values, follow diagrams), tables and drawings of graphs to display data. Good performance by most of the learners though often did not adhere to instruction in question 2.2.2 to use the grid for the graph and to plot the points correctly, labelling of the graph and correct mapping of the ages. This is the only sub-question that was poorly answered by most learners. They lost 6 marks, five for 2.2.2 and 1 mark for 2.2.3
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The learners that poorly answered this question seem to lack knowledge on graphs starting with the Cartesian plane, the x and y axes, the plotting of points, the gradient of a line, mapping of table. Some learners had a problem with INPUT and OUTPUT VALUES – interpretation of the flow chart, how to apply the rule to get the end-results. They forget that graphs represent statements, information or data in tables. We think educators failed to make learners understand the uses of graphs in our daily lives for example; histograms for population growth in our areas or community help us to plan our local economic development correctly.
(c) Provide suggestions for improvement in relation to Teaching and Learning
I advise educators who teach maths science to design relevant developmental tasks using the correct range of activities like working with graphs (bar graphs, double bar graphs, pie charts, histograms to interpret or represent given information or data. They must also give learners tasks that enable them to create tables from data in graphs and also activities to use a given formula to prove relation steps in graph for example question 2.2 the statement 'my brother Lesiba is 5 years younger than I am "say Thandie". Completion of the table of ages and representation in the graph.

(d) Describe any other specific observations relating to responses of learners
Learners respond well to input and output flow diagram and all those who got correct for question 2.1.1 also got the succeeding sub-questions correct. The problematic sub-question is 2.2.2 and they ignored the instruction (show thandi's age on the x-axis and lesiba's age on the y-axis). The wrong labeling of the axes affected their plotting of points, incorrect mapping of the ages. Few learners did achieve this question but there was average performance due to the way they responded to the question which had a total mark of 16.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
IF POSSIBLE I would like to be allowed to run or conduct a maths and maths science workshop on the specific problematic areas because of suspects that some educators do lack mathematical skills and knowledge to offer to our learners. For example shows that teachers do not teach graphs or do not have necessary knowledge on the specific outcomes to be taught on graphs. Teachers need to be developed in the way they teach maths to adults using the prescribed standard and the assessment guideline which guides the educator on the range of topics to be taught per specific outcome of this USID.
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 3; USID 7453 501, 2, 3 – Algebraic expression, equalities and inequalities to represent and solve problems. Learners showed good performance in this question. They can open brackets, expand, add like terms and can recognise factors or common factors, multiplying binomial by a binomial. A few though showed total ignorance of all the operations in algebra. They were careless; ignore law of integers which also apply to algebra when adding or subtracting terms in an expansion.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners do not realize that all the operations that are performed in numbers also apply to algebra. The learners were required to expand and supply to add, to solve and factorise but some failed to do so. They cannot solve the inequality and show the solution on a number line. When they factorised they did not put $x-2y$ in brackets but only the common factor $(a+b)$ . In the inequality they do not change the sign to greater them. They changed to the equal sign. Sub-question 3.6 lost due to wrong interpretation.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Educators must use the assessment guideline and make topics to teach per unit stand of this standard ID 7453. The assessment guideline has a unit standard range and an outcome range. This means that teachers are guided on what to teach and how to each and when to assess. More development work must be given to learners to prepare them for any kind of question that might come up during assessment. Educators must also give learners more developmental activities on the use of algebraic equations to calculate actual values of things e.g. buildings, estates and other social related contexts.
(d) Describe any other specific observations relating to responses of learners
Learners do have some knowledge on removal of brackets but some make wrong expansions or can leave their work halfway without getting to the required answer. Some do not adhere to the verb used in the instruction e.g. Simplify, factorise, add or calculate and this hindered

them. They commit simple mistakes like leaving brackets where they are needed and also the signs when adding or subtracting like terms with different signs. These little mistakes cost them marks, because if the answer for 3.1.2 is  $6m + 12$  the learner is penalized whereas if she wrote  $-6m+2$  she gets a mark.

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

The maths and maths science that standard is a very effective teaching document and is easy to understand and to unpack and derive quality topics for quality teaching. My advice to educators is that they must research and consult books e.g. grade 9 and 10 caps for instant. The must also be creative since, mathematics is all around us and can be used indifferent social context. Assessment is an ongoing process and educators must know when, what and how to assess maths learners using examples of real life situations some of which are relevant to the learner's lives. More revision exercises must be given to learners and a maths science trial question be set.

#### QUESTION 4

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

Good performance in question 4 which addresses US 7452 504: describes and represent relationships in a variety of contexts. The learners applied the theorem of Pythagoras very well only a few performed badly in this question. It was forward and they calculated very well.

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

The learners that performed badly made mistakes in the following: the writing down of the formula using the letters of the triangle. It seems that learners are used to triangle ABC and must be told that all letters of the alphabet can be used in right angled triangle. Those who failed to write the theorem of Pythagoras failed to calculate the side LN or NL. The overall performance in this question was good.

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

The theorem of Pythagoras is found in USID7452 specific outcome 4. I advise educators to give learners the following activities: Activity1- work with right- angled triangles (basic understanding of right angled triangles and their origin) Activity 2- APPLY THE THEOREM OF PYTHAGORUS ( first teaching the statement of the theorem itself and teaching how to apply the theorem in right angled triangle) and Activity3- Work with Pythagorean triplets ( What is meant by Pythagorean triplets or definition of them) these can make learners competent in this specific outcome.

(d) Describe any other specific observations relating to responses of learners

What I observed is that they have a tendency of leaving behind the units and just continue with number for example in 4.3 they were required to calculate side NL using the formula  $NL^2 = MN^2 - ML^2$ . Some ended giving the answer as  $LN = 12$  instead of  $12m$ .

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

Teachers must also emphasise to learners how important it is to learn theorems and keep them in mind because they cannot be interpreted otherwise and if learners are given more developmental exercises and correct definitions of theorems they can cope with every question that they come across.

<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was an easy question taken from USID 7464 SO 1,2,3 which deals with analysis of cultural products and processes as representation of shapes, space and lines, analysis of similarities and differences in shape and patterns and the effect of colour used by cultures e.g. sub-question 5.2.3 and 5.3 respectively. Most learners performed well in this question. Only those who lack knowledge on transformation and geometric shapes performed badly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners were required to study the necklace and identify at least three geometric shapes which some did not identify. They could not draw a reflection of the part of beads given AB as the true reflection. This proves that they little or no knowledge at all about levels of transformation i.e. rotations, translations, and reflections and what happens when an object is rotated, translated or reflected. The last point of the question was open culturally and all possible answers were accommodated.
(C) Provide suggestions for improvement in relation to Teaching and Learning
I advise educators to give learners developmental work using the following topics:- Activity1:- Identify shapes as it is asked in question 5.1. Activity 2:- Transformation- definition of each kind of transformation and what happens to the Object in each case Activity 3:- Analysis and explanation of the way shapes and space are used in different EPOCHS and cultures and the effects of colour as is the case in question 5.2.3
(d) Describe any other specific observations relating to responses of learners
The learner's response to this question was average. Some responded well to transformations and were able to identify shape, but when they came to question 5.2.3 and 5.3 they responded according to different backgrounds and different belief system and different cultures and the memo accommodated diversity.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Practise makes perfect. Learners must be given practical work or demonstrations of how geometric shapes are used to decorate houses e.g. Ndebele homes and our different traditional colours which define certain cultural groups. This unit standard ID is very clear and previous years question papers address this outcome. The learning area assessment guidelines outline clearly the range of topics to be taught and how they must be assessed and the tools to be used when assessing development task.

<b>LEARNING AREA</b>	<b>NATURAL SCIENCES</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>15-11-2012</b>	<b>DURATION:</b>	<b>3 HOURS</b>

## **SECTION 1:**

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

The learners are underperforming, as it seems that they lack the ability to fully understand the given questions and struggle with answering these questions. It seems as though others do not know the work at all or the basics of the subject itself. Some of the learners are unable to answer the questions that cater for all kinds of academic learners. The learners are not sure about their answers ( i.e guessing answers from the multiple choice section). They also don't know what is required of them as they are not reading and following the instructions that they are given. They answers are not strong because of poor spelling and poor sentence structure. Some of the students experience great difficulty with the calculations and do not know how and which formulas to apply. The learners' numbering is a matter of concern, they number inaccurately and skip some questions answering them later, which disrupts the question sequencing.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<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>
The question was poorly answered, the question was not read properly by the learners and they just randomly selected answers.
<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 did not read and follow the instructions, it appears that the learners did not understand the questions and just guessed answers that seemed appropriate to them. e.g 1.2.4 It takes the earth 24hrs to revolve around the sun. It is known that this is true but the learners are unsure about this answer.
<b>(C ) Provide suggestions for improvement in relation to Teaching and Learning</b>
Vocabulary should be improved in terms of teaching learners the specific grammar and spelling and the requirements of the learning area. The teacher-learner environment must be one where learners are able to ask questions when they do not understand and educators making sure their learners understand. This could be done through tasks given in class, homework, projects, experiments and tests and thereafter giving the learners feedback and showing them different approaches to learning the study material of the subject.
<b>(d) Describe any other specific observations relating to responses of learners</b>
When answering the learners are guessing the answers as they do not know them.  1.1.1 and 1.1.2 the learners feel intimidated by the scientific terms used as they are not familiar with Botany and Biodegradable.
<b>e) Any other comments useful to teachers, subject advisors, teacher development</b>
When educating, teachers should use scientific words as to empower the learners and to familiarise them with the scientific terminology.



Workshops for scientific educators should be conducted.

## **QUESTION 2**

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

The question was poorly answered.

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

The learners did not know what was expected of them in the question. Question 2.3.2 learners did not express themselves hence they didn't know where the energy in the food chain comes from although it was in the picture.

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

Learners need to be guided thoroughly and make sure the work is understood by all. Teachers can make use of practical teaching methods.

**(d) Describe any other specific observations relating to responses of learners**

Learners cannot articulate the food chain properly as they might not be prone to different ways of reading the food chain as it varies.

Learners cannot differentiate between animals in the food chain  
e.g. knowing a lion from a bear, tiger, etc

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

Educators must use previous question papers especially those that have the food chain.

Educators must use scientific words and proper spelling with learners so that they know the difference between cow dung, manure and compost not composed, animal shit or faeces and manyora.

## **QUESTION 3**

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

The question was poorly answered.

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

The learners find it difficult to read the information of the table/graph. They lack the skill of interpreting the information. They are unable to convert units and they experience difficulty in calculations.

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

Educators can make use of practical examples that learners can relate and remember, also provide them with different learning methods that they can use so that they use the one that will work for them. Educators should also let learners be hands on with experiments, it improves their understanding and they will remember the experiments better, however, educators cannot perform practical experiments as they do not have the equipment to do these experiments.

**(d) Describe any other specific observations relating to responses of learners**

Learners cannot interpret the information on the graph/table in question 3.2.1  
They battle to get the aim of the experiment in question 3.2.2 as though they were not taught.  
The learners cannot differentiate between conductors and insulators, hence they wrote glass as a material that conducts heat and they lost marks.

Learners don't know how to convert units e.g. 3.4.1; 3.4.2 and 3.4.3

<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators must get used to training learners especially for experiments.
Educators must give learners questions where they will have to show their calculations accordingly.
Use different teaching methods.
<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>
The question was poorly answered, as a result marks were lost 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>
In question 4.1 the learners do not know the scientific fields of natural sciences, where the question asked about the divisions of the natural sciences does a person have to study in order to become a metallurgist their response was based on metal and most of them left blank spaces.
The learners cannot differentiate between professions and people doing them.
Only a few learners were able to answer the three phases of matter even though it is a question that should be known by every learner as it was clear.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must know what they must study in order to enter a specific career field.
Learners must learn to think for themselves. When learners answer questions, they must be relaxed and be focused.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners do not know the different career fields.
It seems that matter and material was not taught in some centers as a majority of the learners did not answer this question.
Question 4.2 where the question wanted information that the doctors read on the thermometer to diagnose patients with fever. What information do they read on the thermometer? Their response was to repeat the question others wrote 'Degrees Celsius' in a scientific form.
In question 4.4 they were unable to differentiate between the liquids and their densities where the question asked to name one liquid from the table that will sink to the bottom of the beaker when mixed with water. Explain why. Their answers were water or petrol that have less densities.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners must be taught the four themes of natural sciences.
Question 4.3 educators must teach their learners the basics, and not to think that learners know all.
<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>
Some learners answered the question well and some were poorly answered. Those that had

answered well, got marks from 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>
5.1.1 Learners are unable to name the equator line that was in the globe
5.1.2 Learners refer to the North and the South poles as the 'top' and 'bottom' poles.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Make use of scientific charts and make use of libraries to get information that will be useful in the learning area will be most helpful in the Teaching and Learning environment.
<b>(d) Describe any other specific observations relating to responses of learner</b>
Learners are not familiar with the globe hence question 5.1.1 and 5.1.2 weren't answered. Learners cannot read and interpret the pie charts in question 5.3
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators must have relationships with Natural Science subject advisors at all times to equip them with material for the learning area.  Subject advisors must send people who teach the relevant learning area to workshops or must workshop the relevant learning area educators.

<b>LEARNING AREA</b>	<b>Small, Medium and Macro Enterprises</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>15-11-2012</b>	<b>DURATION:</b>	<b>3hrs</b>

## **SECTION 1:**

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

The overall pass percentage in this learning area was below average. Only 28.4 % managed to pass.
The only question in which the learners obtained higher marks is section A question 1.
The breakdown according to questions is as follows:
Question 1 = 85%. In this question learners received an outstanding performance; they responded very well, especially in question 1.1.1-1.1.10.
Question 2= 20%, in this question only few managed to obtain a moderate achievement.
Question 3=only 15% managed to obtain a pass percentage.
Though the question paper was pegged at the right level it posed certain challenges to the learners especially section B and C. For example question 2 and 3 had confusing questions in which the learners were not sure whether to derive their responses from the case study or from the general content knowledge. The phrasing of the questions in section B and C was too tricky to an extent that learners were mostly provided wrong similar answers.
The second contributory factor in the performance of learners is the issue of second language learning as well as the placement of learners in inappropriate levels of ability. This is caused by lack of standardised placement tests.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners did very well in this question. They demonstrated an outstanding performance which boosted them a lot in their overall performance especially those learners who were competent in the overall unit standard. The overall pass percentage was 85%, all sub-questions were understandable to the learners especially 1.1.1-1.1.10.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The above question was not poorly answered instead it boosted the learners in their overall performance especially the competent learners. No common errors were observed and no misconceptions identified. In the scale of 1-10 the learners obtained 8 in this question.
(i) Provide suggestions for improvement in relation to Teaching and Learning
Educators should keep up the good work in teaching this area of the unit standard. The performance demonstrated by learners indicated that learners were prepared adequately in this area of the unit standard. In order to sustain this level of performance educators should share experiences with the newly appointed educators.

(d) Describe any other specific observations relating to responses of learners
The positive responses of the learners in this area of the unit standard indicated that the approach used should be shared amongst the few educators who performed badly in this section.
The bad performance of some learners, which is around 15% can be attributed to wrong placement which resulted to learners experiencing difficulties in dealing with the content of this learning area.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should conduct placement test to avoid placing learners to wrong levels.
Allocation of subject advisors and professional development of educators can play an important role in the understanding of content in this learning area and unit standard.
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was poorly answered by the learners. Most of them were below average, very few of them managed to obtain average performance. 80.5% of learners did not manage to obtain a pass percentage in this SECTION, only 15.5 % managed to pass. Most of the learners were misunderstanding the question and most of the time they based their responses on what they presumed as correct answers. This can be attributed to the fact that some questions were tricky though pegged at the right level, for example question 2.9 should have been asked in this way "why it is important to choose a good name for your business? This question was asking certain requirements that should be met when choosing the business and at the same time referring to the business motioned in the case study. This style of questioning confused the learners and most of them provided wrong answers, even the higher performing learners.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The style of questioning was confusing. For example question 2.2, this question required the learners to provide information on the advantages and disadvantages of "partnership of Greatest Gardens". The challenge posed to the learners was that the case study did not mention any advantages or disadvantages of the said business, especially with reference to the case study.
In question 2.8, learners lost marks because the question did not specify that the learners should discuss the method from the case study. Questions should be phrased in a clear and straight forward manner.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators should be provided with teaching and learning support material in the beginning of the academic year in order to plan for curriculum in good time. Training/ workshops should be organized in time especially for newly appointed educators. These workshops should concentrate deeply on the content of the learning area. Subject advisors should be appointed and work closely with the educators in order to deal with teaching problems immediately.
Standardized placement test must be used to place learners according to their levels of ability.
(d) Describe any other specific observations relating to responses of learners
In question 2 learners demonstrated lack of insight of what is being asked, especially with reference to question 2.7 and 2.8, learners lost marks because of the question that did not specify what is required from the learners. Learners simple presumed and provided responses based on their presumptions. In both questions they were lost whether to base their responses from the case study or to provide any related answer. For example in the question where learners were requested to provide marketing strategies, they were not clear whether to base it from the case study or provide answers based on their general knowledge of marketing

strategies.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should plan their lessons appropriately and base them on the prescribed unit standard. This will be useful in the sense that it will provide general information that will equip the learners and prepare them in the event of the questions being too general. Content training for educators should be provided during the beginning of the academic year in order to boost performance. The site based assessment should be monitored in order to ensure credibility as well as validity.
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners performed below average in this question, this was partly because of the question that were too open ended like question 3.3, the openness of this question resulted in the lost of meaning in the part of the learners. Questions of this nature should be asked base on a source document in order for the learners to understand. The nature of the question was based on the understanding of the business plan but the form of questioning was to open and was not based from any source that will assist the learners, the learners simple lost the meaning of the question and provided wrong similar answer.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This was because of the nature or the style of questioning which was confusing and resulted to the lost of meaning. The question indicated above that is 3.3 was confusing to the learners as noted from their responses. As indicated this was mostly related to the style of questioning which was confusing the learners.
(C) Provide suggestions for improvement in relation to Teaching and Learning
The approach to teaching must be general and informative; learners should be equipped with as much information as possible in order to prepare the learners fro examinations. An integrated teaching approach should be used to cover certain areas of second language communication in order to assist those learners who are struggling with second language learning.
A use of variety of teaching and learning material is impotent in order to broaden the knowledge of the learners in the learning area.
(d) Describe any other specific observations relating to responses of learners
Learners mostly responded using the case study and were not realistic to their responses and as such they lost marks in the question. They simple thought the question requested them to list information based on the case study which was not the case. The question required them to respond using their general knowledge of the business plan.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should be provided with adequate teaching material to assist them on the content of the learning area. Teacher development workshops should be encouraged in order to deal with issues of content gap and enhance performance.



LEARNING AREA	TECHNOLOGY		
ABET	LEVEL 4		
DATE OF EXAMINATION:	08 NOVEMBER 2012	DURATION:	3 HOURS

## **SECTION 1:**

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

The general overview of the learner performance in this question paper as a whole was conducive to such an extent that most of the candidates have performed well and to the best of their efforts and knowledge showing understanding and thorough studying for the examination. Almost all of us Ids, Unit Standard titles and also the specific outcomes were covered. There were no unfair questions, all questions were phrased in a clear manner and the language used was in the level of the learners. Learners were able to interact at all questions.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Section A, Question 1 was well answered by the candidates who has got broad information about the learning area and it was a multiple choice question. The most learners scored 6,8 and there are those who didn't do well.
Section B, they did their best showing just understanding and capability of answering.
Section C, Question 5, was problematic. They lack the knowledge. A lot has to be done by the facilitator to equip the learners with the information required.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
They were unable to give powers of hydraulics systems as well as pneumatic systems.
Even gear diagrams they performed poorly showing lack of knowledge and ability to answer effectively as required.
(j) Provide suggestions for improvement in relation to Teaching and Learning
Learning Area facilitators need to start teaching learners deeply about hydraulic systems, pneumatic systems and powers, as well as the gear diagrams and a concise revision of the previous question papers for sustainable growth and development
(d) Describe any other specific observations relating to responses of learners
Negative response towards section C question 5 as a whole, more concentration need to be stressed as to accelerate learners to be familiar with answering such questions. And to have the capability of understanding and knowledge.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
All the Unit Standards titles must be attended more especially those with three key questions and those who are likely to come up with problems to learners, they must come first and taught by the teachers and a broad spectrum for the learning area.
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 2 was a matching column question of which they respond effectively showing

participation and understanding
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
There are those who just guess not going straight to the question or not following the instruction properly
(c) Provide suggestions for improvement in relation to Teaching and Learning
The use of unit standard and also guidelines and relevant textbooks should help as well as ongoing assessment must take place .
(d) Describe any other specific observations relating to responses of learners
Most candidates performed well showing expertise of knowledge and understanding
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should pay more attention to the side based assessment task as well as unit standard relevant to the title as to make their learners familiar of answering matching column question
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
True or False question was answerable well by almost all learners and that they give impression that they have a clear knowledge about 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.
This question was not poorly answered they performed very well 40% did well showing responsibility and dedication
(C) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should do revision after they finish teaching as to familiarize learners with questions for sustainable growth and development
(d) Describe any other specific observations relating to responses of learners
Learners showed an expertise of answering true and false question with meaningful thoughts being relevant and coherent to their behavior as well as flexible knowledge
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Effective teaching and learning must be laid to learners as to deepen their thinking and reasoning capabilities and be able to respond with understanding and motivation on top
<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered ,the majority of learners scored high marks although there are those who did not give a required response
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners have insufficient knowledge about this question and it seems that they started to see during the exam
(C) Provide suggestions for improvement in relation to Teaching and Learning
More focus must be given by both educators ,learners responsible and revision of previous question papers must be followed
(d) Describe any other specific observations relating to responses of learners
The learners knowledge about this question is not enough and this has been showed by the way they answer ,more determination must be given as to accelerate learners with more information

e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should take this into effective consideration when teaching with use of learning and teaching support material relevant to the learning area as to boost their learners with information background necessary
<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learner performance was average to this question and other did and others not ,they lack the knowledge ,alot has to be done by the facilitator to equip learners with the information required
They were unable to give powers of hydraulics systems as well as pneumatic systems
Even gear diagrams they performed poorly showing lack of knowledge and ability to answer effectively as required
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
There is a lack of information from the learners so they need to be given it
(C) Provide suggestions for improvement in relation to Teaching and Learning
Teachers must not ignore these questions because it seems as if they didn't give learners enough knowledge and information on this questions , especially section C question 5 ,
These question like to be a problem thus why I suggest that educators should take note of it
(d) Describe any other specific observations relating to responses of learners
They have difficulty in answering the question especially 5.6 they all performed badly to this question ,where they were required to answer question related to gear diagram
e) Any other comments useful to teachers, subject advisors, teacher development etc.
The use of previous question papers memorandum and local newspaper is vital to keep the learner updated with information and teachers must make it a point to assist learners encountering problems related for sustainable growth and development and ongoing learning for life long learners

<b>LEARNING AREA</b>	<b>TRAVEL AND TOURISM</b>		
<b>ABET</b>	<b>LEVEL 4</b>		
<b>DATE OF EXAMINATION:</b>	<b>14 NOVEMBER 2012</b>	<b>DURATION:</b>	<b>3HRS</b>

## **SECTION 1:**

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

A good overall performance of the learners. Most learners performed well in this question paper. There is a slight improvement in the responding to various types of questions eg. map work and discussion questions.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

<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>	
The overall performance in this question was good, meaning that questions was well answered except Q1.1. Most of the learners could not identify the self-catering facility as one of the places where you can prepare your own food. A lot of them chose a guesthouse which was not the correct answer.	
<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>	
Accommodation types were not clearly explained to learners eg. how each one function e.g at a self catering facility, you prepare your own food. The learners could not distinguish between a guesthouse and a self- catering facility. It is also evident that learners were confused by the name facility.	
<b>(k) Provide suggestions for improvement in relation to Teaching and Learning</b>	
LSTM must be made available to all districts so that all educators can have the same understanding regarding tourism information about the learning area. Educators can empower each in their respective cluster meetings in their districts.	
<b>(d) Describe any other observations relating to responses of learners</b>	
In 1.2 the learners cannot relate a career opportunity to the transport sector. The word career was very strange to some of the learners, they did not know the meaning of it.	
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
A trial examination must be written in the respective districts to ensure that learners are thoroughly prepared for the final exams. This can also assist the learners to decrease their emotional fear and changing their mind set regarding final exams.	
<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>	
Question was well performed except in 2.3. where learners confuse a travel agent with a tour guide.	
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconception</b>	

Learners are confusing a travel agent with a tour guide in question 2.3.and that can be because of wrong information that is transferred by the educator to the learner.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Excursions can be organised in the respective districts to for the learners to see how things are functioning in the real world of work and for them not just to here this information but also to see how it works.
<b>(d) Describe any other specific observations relating to responses of learners</b>
We have observed that learners could not master Q2.5 –“insurance is a service used by tourists” Many responded FALSE instead of TRUE.
<b>e) Any other comments useful to teachers, subject advisors, teacher development</b>
Educators who were part of the marking process must use their experience gained In the marking centre to empower the other educators in their clusters. Marking memos must be distributed amongst the educators in the different districts.
<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>
The overall question was well performed except for Q.3.10.where learners had to name the positive social impacts of tourism. There were general knowledge questions eg 3.1.” national flower in South Africa”, 3.6 “intense dislike of foreigners” which learners performed well.
<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 have a lack in answering general knowledge questions. Educators does not engage learners in the daily happenings and changes in the country. Educators must make an effort to have general conversations with learners about daily happenings before engaging in their lessons.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must engage themselves in reading new papers and listening to the news channels so that they can be familiar with latest happenings in the country.
<b>(d) Describe any other specific observations relating to responses of learners</b>
It is clear that some learners are not familiar with the content. Educators are the cause of that. New educators are brought into the system and training is not provided to them on how to teach from a unit standards.
<b>e) Any other comments useful to teachers, subject advisors, teacher development</b>
Educators staying in rural areas must bring the necessary resources to the classroom because of the unavailability of it in their communities. They can even use their camera phones to take pictures of these places eg. hotels, travel agency, etc to show to the learners. Educators must do thorough research before teaching especially when they do not know the topic. Those who are staying in places where this information is readily available can send their learners to these places to get the information.
<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>
The overall performance in this was average .There is still a great lack of knowledge when it comes to analysing maps from both educators and learners.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common</b>

errors committed by learners in this question, and any misconceptions.
It is evident that learners cannot differentiate between capital cities and names of provinces in Q4.2..
In Q4.4 learners cannot differentiate between our neighboring countries and the names of the provinces in our country. Learners are not able to identify the location of the provinces on the map which is very disturbing because a typical question was asked in the SITE BASED ASSESMENT. It clearly shows that learners are not prepared thoroughly before they write exams or no feedback is given to them after completing an SBA.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must get hold of different maps and bring it to the class room so that learners can see the different places that they have to identify.
Experienced educators must assist learning area educators in their respective cluster meeting.
<b>(d) Describe any other specific observations relating to responses of learners</b>
In Q.4.3 most of the learners responded that the capital city of Kwa- Zulu Natal is Durban instead of Pietermaritzburg. Spelling is not penalized but when it comes to names of cities and learners must be encouraged to write the names of the towns and cities exactly as expected. Neighboring countries must be taught to the learners because we picked up that learners don't have a clue about the countries that are neighboring our countries.
<b>e) Any other comments useful to teachers, subject advisors, teacher development</b>
Educators must train and teach learners to gradually understand and learn the instructions of previous question papers because it almost the same every year. It is advised that learners answer question 4 on the answer sheet unless otherwise instructed In the instructions.
<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>
Question was poorly answered.
<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>
Q5.1 was not well answered because educators did not introduce the national symbols to the Learners. It can be because they themselves do not know. Q5.2 learners responded well in writing the national anthem but does not write the full name of it eg. Nkosi Sikelel iAfrica and that make them not to be credited. They also give responses like "God bless Africa ", "Die stem" which will make them not to be credited with marks. Q.5.5 Learners gave general safety tips instead of giving safety tips in the hotel room. Some of the learners compile a code of conduct but was not credited based on their responses.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Safety tips of tourists in hotel room, in the street and in the car must thoroughly be differentiated for the learners so that they can easily see which information is required when they asked these safety tip.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Q.5.4 A- learners do not tell the meaning of the sign but rather reflect what is written on the sign.
Q5.4 B – was very well answered. Almost all the learners could master this questions.



<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Symbols and signs must be introduced to them to be able to know them. Signs are vital when it comes to tourists visiting a foreign country because not all of the tourists understand that specific language used.
<b>QUESTION 6</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Well answered question except Q6.9 and 6.10
<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>
Q.6.9 was poorly answered because the overall learners did not manage to answer the question as expected.
Learners totally had a misconception about the question. Some did write careers but wrong and some wrote responses totally out of context.
When educators teach the learners they must try and use synonyms eg .job/careers so that learners can be familiar with words used in the unit standard. All questions in final papers are set out of unit standard.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must use previous question papers and memo to empower themselves.
(d) Describe any other specific observations relating to responses of learners
Most of the learners ignore Q6.10 because of not knowing / understanding the sectors of tourism
In Q6.9 most learners did not understand the word career in the questions because their responses were not based on careers.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Attending cluster meeting for educators to empower each other.
Educators to prepare themselves thoroughly by doing proper research on unfamiliar topics.
<b>QUESTION 7</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Well answered except 7.1.
It is observant that learners does not know the types of tourist and they also cannot link a type of tourist to information given.
<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>
When tourists travel there are different reasons. In Q7.1 learners were expected to relate a type of tourist to the case study given and not just any type that they can think about.
Some learners fail to relate the type of tourist to the case study.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Case study type of questions are mostly depending on the learner's understanding therefore educators must use old question paper to make learners familiar with case study type of questions.
Learners lose unnecessary marks in Q7.4, instead of writing Piet Retief Grave they only wrote Piet Retief which is a wrong response according to the requirements of the question.

e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators must use English as a medium of instruction so that learners can be clear when questions are asked in the examinations.
<b>QUESTION 8</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Q8.1.3; 8.1.4; 8.2; 8.3 was well answered except for Q8.1.1; 8.1.2 and 8.4
<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 could not associate the sector of the tourism industry with the case study. It shows that there is a lack in teaching this content to the learner. 8.1.3. Learners did not understand the question properly which resulted in the dropping of a lot of marks. They were unable to identify the type accommodation. By not identifying the correct type, a lot of marks are dropping. In Q8.4 learners gave reasons for promoting the environment rather for promoting tourism.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must emphasize the importance of reading the instructions carefully to avoid Misunderstanding. The lack of content that some learners portray show that educators does not use the Prescribed standards and also fail to prepare learners with the following term "explain", "discuss" and define.
<b>(a) Describe any other specific observations relating to responses of learners</b>
There was an improvement in answering Q8.3(economic benefits in tourism ) in compared to previous years. Q8.4 lack in the understanding of the word disadvantages made them to write responses that are not relevant to the question.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers must develop their learners b y using old question paper together with the memo To prepare learners for essay type of questions. Trial exams must be written in all AET level 4 centre to familiarize them with these long type of questions.
<b>QUESTION 9</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Very few learners attempt to answer this question. Q9.1.1; 9.1.2 and 9.2 were challenging questions The other questions were well answered.
<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>
In Q9.1.1 and 9.1.2 learners lack the knowledge of linking the sectors with each other as required. .In Q9.2 learners could not give the functions of a travel agent because they have a lack of understanding the careers in the tourism industry.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must teach the sectors of tourism and describe to them the link between these sectors. They must try and create a scenario where each sector is being portrayed and role played.

**(d) Describe any other specific observations relating to responses of learners**

Q9.3 Most learners understood the infrastructure and they collected marks in that question.

Q9.2 Learners confuse the travel agent with a tourist guide and it made them to lose marks unnecessary.

e) Any other comments useful to teachers, subject advisors, teacher development etc. Educators must use English as a medium of instruction so that learners can be clear when questions are asked in the examinations.

Learners must always follow instructions when answering the questions paper. No one word answers must be given when learners had to discuss and explain.

LEARNING AREA	WHOLESALE AND RETAIL		
ABET	LEVEL 4		
DATE OF EXAMINATION:	23 NOVEMBER 2012	DURATION:	3HOURS

## **SECTION 1:**

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

Learners had to answer all the questions in section A. They could choose from section B only three questions. Personally I think that giving learners the choice to answer only three questions in section B gives them the confidence to answer the question paper to the best of their ability because that one question might contain the content and information that the learners specifically studied. However, it might also contain the content that might not have studied well or the content that the learners are not comfortable with or it also might be that the content was never discussed and presented in a lesson or the learners might remember what was studied.

In section A learners should have identified a key word in most instances that should have led them to the correct answer. Key word meaning each question had that word or statement that identified what the answer was.

In section B the calculations were straight forward and restively simple, but we found that most learners did not understand clearly what the question was and how they were suppose to answer. Maybe the numbering for calculation amount and profit/ loss should have been left out.

In the organogram they had the freedom to draw their own ideas that was discussed in a lesson presentation or the example was given to them by the educator. This made it simple. It might have been more difficult if they were given the organogram and asked to answer the questions. The picture in question 4 does not have any relation to the questions that follows because the questions relate to marketing research. The picture could have been more relevant.

## **SECTION 2:**

**Comment on candidates' performance in individual questions**

### **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 well answered as it addressed general Learning Area Concepts. Learners were given items to choose the correct answers. Most learners did well in this question because this is what was covered in class with educators as they followed the unit standards together with different sources(learner support material)

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

I think learners whom poorly answered this question were either never present in class when the lessons was presented and what was needed at this time was their full attention. It might also be that learners never committed to writing from the board for further study or learners might simply not have been up to date with terminology of the commerce industry.

(l) Provide suggestions for improvement in relation to Teaching and Learning. Wholesale and Retail covers a wide range of topics and is very broad. Educators should make learners aware of the fact that Wholesale and Retail is all around us and that it is a social science and that it does not necessarily concern with rational thinking.
(d) Describe any other specific observations relating to responses of learners. Many learners were very nervous because they did not know what to expect. This even implies for educators but learners were motivated and encouraged because educators were provided with unit standards.
e) Any other comments useful to teachers, subject advisors, teacher development etc. educators should be sent for workshop for this subject. This will broaden their knowledge and also boost their confidence in teaching the subject. Educators should attempt to find more relating to the subject because that is what learning is all about, to find out more information.
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? The question was poorly answered. Learners were unable to perform simple Profit and Loss calculations. Those who attempted were unable to put their answers on the respective sections of the question. Learners did not put the correct sign next to the number and lost unnecessary marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. The phrasing of the question was a little bit confusing to the learners. Learners did not know what was expected of them on the Calculation and Amount Columns. Learners did not know how to operate with different sets of data variables i.e. where more than one cost items had to be added and subtracted from the Gross Income received. Learners were unable to apply knowledge of mathematical symbols / signs i.e addition and subtraction to arrive at the required answer. Some learners did not attempt to do the calculations and just answered either profit / loss.
(c) Provide suggestions for improvement in relation to Teaching and Learning The US ID on calculation of Profit and Loss should be thoroughly covered including the sections on calculating Business Start Up Capital covered in the SMME Unit Standards. This section should be integrated with Maths Literacy US ID on working and operations with numbers. Teachers can give learners basic calculations to do. Some exercises similar to that of the question paper and learners can be drilled on this for the sake of getting more comfortable with scenarios.
(d) Describe any other specific observations relating to responses of learners Learners came up with different approaches to solving the problem with wrong data but managed to write or arrive to correct answers. Learners also made use of many unnecessary calculations to get to answers.
e) Any other comments useful to teachers, subject advisors, teacher development etc. Teachers should give learners exercises with different scenarios.
<b>QUESTION 3</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b> Learners were unable to draw the organogram. Learners were unable to identify specific jobs/careers in the organogram. They were confused to identify career

pathways and training opportunities available within each organisation.
They did not know how to identify promotion opportunities in the specific organogram.
<b>(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The learners did not have a clue of what organogram looks like. Learners who attempted this question drew a mind map instead of an organogram. Those who managed to draw the organogram couldn't identify different departments within an organization.
Learners were unable to name specific job positions on an organogram and the specific requirements for each job .They were unable to list promotional opportunities within an organisation.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
US ID 259937: Identify career opportunities in the Wholesale and retail Sector, should be thoroughly covered and learners be exposed to different organograms of different organisations and institutions.
Educators should be conversant with different career pathways within the Wholesale and Retail industry.
Educators should also encourage learners to read career magazines or even the classified sections in newspapers. So that learners can be up to date with latest developments regarding careers and jobs in a specific field.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners had little clue of entry careers in Wholesale and Retail and could not express themselves well on promotional opportunities within organisation. They only mentioned Learnerships as the only training opportunity available within an organisation.
Some learners mentioned matriculation which is a good starting point but not good enough for exercise purposes. in other words they should be able to identify more promotional opportunities.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators should be sent on workshops for their own development.
<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>
This question was poorly answered – Learners failed to mention the reasons for doing a market research. They confused the market research with advertising.
<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>
The illustration provided was not relevant to the task in question. Learners who attempted this question confused market research with advertising and promotions. Learners did not have a clue of methods to do market research and again confused this with Promotional strategies.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners should be told that market research has to do with making the business or product or service better and that the research is done for improvement.
<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>
This question was well answered. Most learners who attempted this question scored good marks.



Learners were able to match the reading of maps with the reading of the Business Plan.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Educators should cover the US ID on the components and importance of business plan thoroughly . Although the learners were able to score good marks on this section they were still lacking facts to substantiate the importance of the Business Plan.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should be trained or work shopped on using the Learning Area Guidelines and Unpacking of the Unit Standards while designing their Lesson Plans.