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| **Mathematical Literacy (MLMS 4)**  **ERRATA (Revised)** |

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| **ASSIGNMENT** | | | |
| **TASK** | **Question** | **Findings** | **Recommendations** |
|  | 1.2.4 | Brackets omitted on the denominator |  |
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| **TOOL** |  |  |  |
|  | 1.7 | was used in the calculation and it gave | It should have been instead and the calculation would be a follows: |
|  | 3.1 | Incorrect value for used |  |

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| **TEST** | | | |
| **TASK** | **Question** | **Findings** | **Recommendations** |
|  | 2.2 | Incorrect statement:  “The pocket money reflects the pocket money in rands for 30 learners recorded on the 11 May 2018 at Piqué AET Centre.” | It should read:  “The table reflects the pocket money in rands for 30 learners recorded on the 11 May 2018 at Piqué AET Centre.” |
| **TOOL** |  |  |  |
|  | 1.1.5 | There is an omission of ticks  = or  = ✓  =  = ✓  =✓ | Marks should be given for as follows:   |  |  |  |  | | --- | --- | --- | --- | | = | ✓ method |  | ✓  method | | =  =  = | ✓  One mark for any one of the steps |  | ✓  One mark for any one of the steps | | = | ✓  simplification | = | ✓  simplification | |

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| **WORKSHEET** | | | |
| **TASK** | **Question** | **Findings** | **Recommendations** |
|  | 4.1 | The formula  *Area = length × breadth/width [A = l × b/w]*  may be misunderstood as if it meant to say | Better say,  and |
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| **TOOL** |  |  |  |
|  | 2.2.1 | “Prism” as the answer is incorrect | The answer is “Neither”  A cylinder can never be a prism or pyramid (not a polyhedra) since it has a curved surface. *Please refer to the description of Polygon and Polyhedra of Activity 1 of Worksheet and Activity 2 of Investigation.*  Visit: [*www.mathsisfun.com/geometry/prisms.html*](http://www.mathsisfun.com/geometry/prisms.html) |
| 2.3.2 | The learner may not be sure if all vertices are equal and there is no way of finding. | Also accept cuboid or rectangular prism.  This is a representation of a 3D object on a 2D page, which distorts the width of an object. As such, since there were no markings or value on edges, it cannot be said with certainty that all edges are equal. |
| 3.1.3 |  | Accept answers that give geometric shapes ONLY even if there are no numbers of faces. |
| 3.2.3 |  |
| 3.3.3 |  |
|  | 3.2.3 | 1 tick missing respectively | Insert a tick on hexagon. |
| 3.3.3 |
| 3.4.3 | The learner may not be sure if all vertices are equal and there is no way of finding. | Accept squares and / or rectangles as answers.  *See 2.3.2* |

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| **INVESTIGATION** | | | |
| **TASK** | **Question** | **Findings** | **Recommendations** |
| **TOOL** |  |  |  |
|  | 1.1.2 | A tick is omitted | Insert one tick so that it becomes two marks |
|  | 1.2.1 | Number of passengers on the table is incorrect   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Stop number | 1 | 2 | 3 | 4 | 5 | | Number of passengers | **1✓** | **2** | **3✓** | **4** | **5✓** | | It should rather be   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Stop number | 1 | 2 | 3 | 4 | 5 | | Number of passengers | **1✓** | **3** | **6✓** | **10** | **15✓** |   since the question states “Complete the table to show the **number of passengers in the taxi at each stop**”.  The number of passengers inside the taxi is cumulative. |
| 2. | 2.1, 2.2, 2.3, and 2,4 Numbering does not correspond to numbering of the task | Numbering of the tool should be 2and respectively |

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| **PROJECT** | | | |
| **TASK** | **Question** | **Findings** | **Recommendations** |
|  | Page | On INSTRUCTION AND INFORMATION | 3. Also include Pencil, Ruler, Protractor and compass (Mathematical Instruments) as requirements. |
| Activity 1 | “wwSubmit the list with your project” | Remove ww |
| Activity 1 | You must make a list of learners interviewed, class and their choice of fruit. wwSubmit the list with your project. See example below: | See **Annexure A: Project Data Collection Sheet** below is a data collection sheet. At least 3 copies of each will be needed for each learner. |
|  |  | A rubric was not provided for learners to see how their evidence is going to be assessed. | See **Annexure B: Project Rubric for learners** attached below. |
| **TOOL** |  |  |  |
|  |  | There is no rubric and checklist for learners to be able to see how they will be assessed | Provide a rubric and checklist to the learners when issuing the Project |
| 4.5 | Three marks for summary report of data.✓✓✓. Six marks for number of fruits to be ordered for 180 learners 6 X number of fruits for each type)✓✓✓✓✓✓. | Three marks for summary report of data.✓✓✓. Six marks for number of fruits to be ordered for 180 learners 3 X number of fruits for each type)✓✓✓✓✓✓.  This is because all the fruits must add up to 180 not 360. |

**Project ANNEXURE A: Data Collection Sheet**

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| **Learners’ Names** | **Class** | **Fruit**  **(Choose one Fruit ONLY)** |
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**Annexure B: Project Rubric for learners**

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| **Name of Learner** |  |
| **Name of Centre** |  |

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| **Activity** | **Criteria** | **Levels** | | | | | | | | | **Marks** |
| 1 | Collecting data. | 1-2 | 3-4 | | | 5-6 | 7-9 | | 10 | |  |
|  |  | | |  |  | |  | |  |
| Less than 25%  of the required  sample  interviewed with correct list of fruit. | About 25% of the required sample  interviewed with correct list of fruit. | | | 50% of the required sample  interviewed with correct list of fruit. | More than 50% but less than 100% of the required sampled  interviewed with correct list of fruit. | | A sample 100% interviewed with correct list of fruit. | | **[10]** |
| **Activity** | **Criteria** | **Levels** | | | | | | | | | Marks |
| 2 | Organizing data | 1-3 | | | 4-11 | | | 12 | | |  |
| Tallies and frequency incorrect. | | | Tallies correct but frequencies incorrect OR  tallies incorrect but  frequency correct. | | | Tallies and frequencies correct. | | | **[12]** |
|  |  |  | | | | | | | | |  |
| **Activity** | **Criteria** | **Levels** | | | | | | | | | Marks |
| 3 | Representing data in a pie graph. | 1-2 | | 3-4 | | 5-7 | 8-12 | | | 13 |  |
| All the slices on the pie graph are incorrectly drawn. Correct calculation of fractions into percentages as a portion of a circle not shown. Labels not done. | | Less than 50% of the slice of the pie graph labels correct. Labels correct, slice not correctly drawn. | | Most slice are correct as per calculations of correct proper fractions and percentage of the circle Labels correct. | Data is correctly displayed in terms of proper fractions and percentage of the circle.  Labels correct, slice not correctly drawn/spaced | | | Data is correctly displayed in terms of correct proper fractions and percentage of the circle. Labels correct, slice correctly drawn. | **[13]** |