education

Department:
Education
PROVINCE OF KWAZULU-NATAL

FET MATHEMATICS

GRADE 12

SBA ADMINISTRATION DOCUMENTS

2019

COMPILED BY KZN FET MATHEMATICS ADVISORS

KZN DEPARTMENT OF EDUCATION
MATHEMATICS ANNUAL TEACHING PLAN
GRADE 12 – 2019

NAME OF SCHOOL: ……..…….……

NAME OF TEACHER: ……..……

TERM 1								
DATES	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF**	**DATE STARTED**	**DATE COM-PLETED**	**HOD: SIGNATURE and DATE**	**% COM-PLETED**
09/1 – 14/1 (4 days)	**PATTERNS, SEQUENCES AND SERIES**	1. Number patterns, including arithmetic and geometric sequences and series.						4%
15/1 – 22/1 (6 days)	**PATTERNS, SEQUENCES AND SERIES**	2. Sigma notation. 3. Derivation and application of the formulae for the sum of arithmetic and geometric series: 3.1 $S_n = \frac{n}{2}[2a + (n-1)d = \frac{n}{2}(a + l)$; 3.2 $S_n = \frac{a(r^n-1)}{r-1}$ for $r \neq 1$; and 3.3 $S_\infty = \frac{a}{1-r}$ for $-1 < r < 1$.						9%
23/1 – 30/1 (6 days)	**EUCLIDEAN GEOMETRY**	1. Revise earlier work on the necessary and sufficient conditions for polygons to be similar. 2. Prove (accepting results established in earlier grades): that a line drawn parallel to one side of a triangle divides the other two sides proportionally (and the Midpoint Theorem as a special case of this theorem); 3. Solve proportionality problems and prove riders.						14%
31/1 – 08/2 (7 days)	**EUCLIDEAN GEOMETRY**	4. Prove (accepting results established in earlier grades): 4.1 that equiangular triangles are similar; 4.2 that triangles with sides in proportion are similar; and 4.3 the Pythagorean Theorem by similar triangles. 5. Solve similarity problems and prove riders.	**ASSIGNMENT SBA Weighting: 15**	**F**				21%

TERM 1 (continued)								
DATES	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF**	**DATE STARTED**	**DATE COM-PLETED**	**HOD: SIGNATURE and DATE**	**% COM-PLETED**
11/2 – 25/2 (12 days)	**TRIGONOMETRY: COMPOUND ANGLES**	Compound angle identities: 1. $\cos(\alpha \pm \beta) = cos\alpha cos\beta \mp sin\alpha sin\beta$ 2. $\sin(\alpha \pm \beta) = sin\alpha cos\beta \pm cos\alpha sin\beta$ 3. $sin2\alpha = 2sin\alpha cos\alpha$ 4. $cos2\alpha = cos^2\alpha - sin^2\alpha$ 5. $cos2\alpha = 2cos^2\alpha - 1$ 6. $cos2\alpha = 1 - 2sin^2\alpha$	**INVESTI-GATION SBA Weighting: 15 (to be completed by: 11/02)**	**F**				32%
26/2 – 4/3 (5 days)	**TRIGONOMETRY: 2D/3D**	Solve problems in two and three dimensions.						37%
05/3 – 15/3 (9 days)	**REVISION and MARCH TEST**	**MARCH TEST to cover all the work done in Term 1, also including the work done in Grade 11 on all these topics; BUT with the exception of 2D/3D Problems in Trigonometry.**	**MARCH TEST SBA Weighting: 10**	**F**				

TERM 2								
DATES	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF**	**DATE STARTED**	**DATE COM-PLETED**	**HOD: SIGNATURE and DATE**	**% COM-PLETED**
02/4 – 05/4 (4 days)	**ANALYTICAL GEOMETRY**	1. The equation $(x-a)^2+(y-b)^2=r^2$ defines a circle with radius r and centre $(a;b)$.						41%
08/4 – 10/4 (3 days)	**ANALYTICAL GEOMETRY**	2. Determination of the equation of a tangent to a given circle.						44%
11/4 (1 day)	**FUNCTIONS, INVERSES AND LOGARITHMS**	1. Definition of a function. 2. General concept of the inverse of a function. 3. Determine and sketch graphs of the inverse of the function defined by $y=ax+q$ 4. Focus on the following characteristics: domain and range, intercepts with the axes, shape and symmetry, gradient, whether the function increases/decreases.						45%
12/4 – 15/4 (2 days)	**FUNCTIONS, INVERSES AND LOGARITHMS**	5. Determine and sketch graphs of the inverse of the function defined by $y=ax^2$ 6. Determine how the domain of the function may need to be restricted (in order to obtain a one-to-one function) to ensure that the inverse is a function. 7. Focus on the following characteristics: domain and range, intercepts with the axes, turning points, minima, maxima, shape and symmetry, average gradient (average rate of change), intervals on which the function increases/decreases.						47%
16/4 – 18/4 (3 days)	**FUNCTIONS, INVERSES AND LOGARITHMS**	8. Determine and sketch graphs of the inverse of the function defined by $y=b^x$ for $b>0,\ b\neq 1$. 9. Focus on the following characteristics: domain and range, intercepts with the axes, asymptotes (horizontal and vertical), shape and symmetry, average gradient (average rate of change), intervals on which the function increases/decreases. 10. Understand the definition of a logarithm: $y=log_b x \iff x=b^y$, where $b>0$ and $b\neq 1$. 11. The graph of the function defined by $y=log_b x$ for both the cases $0<b<1$ and $b>1$.						50%
23/4 – 26/4 (4 days)	**FUNCTIONS, INVERSES AND LOGARITHMS**	12. Further sketching and interpretation of graphs of functions and their inverses.						54%

TERM 2 (continued)								
DATES	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF**	**DATE STARTED**	**DATE COM-PLETED**	**HOD: SIGNATURE and DATE**	**% COM-PLETED**
29/4 (1 day)	**CALCULUS**	1. An intuitive understanding of the limit concept. 2. Use limits to define the derivative of a function f at any x: $f'(x) = \lim_{h\to 0} \frac{f(x+h)-f(x)}{h}$. Generalise to find the derivative of f at any point x in the domain of f, i.e., define the derivative function $f'(x)$ of the function $f(x)$. Understand intuitively that $f'(a)$ is the gradient of the tangent to the graph of f at the point with x-coordinate a.						55%
30/4 – 02/5 (2 days)	**CALCULUS**	3. Using the definition (first principles), find the derivative, $f'(x)$, for a. $f(x) = ax^2 + bx + c$; b. $f(x) = ax^3$; c. $f(x) = \frac{a}{x}$; and d. $f(x) = c$ (a, b and c are constants).						57%
03/5 – 08/5 (4 days)	**CALCULUS**	4. Use the formula $\frac{d}{dx}(ax^n) = anx^{n-1}$, for any real number n, together with the rules a. $\frac{d}{dx}[f(x) \pm g(x)] = \frac{d}{dx}[f(x)] \pm \frac{d}{dx}[g(x)]$; and b. $\frac{d}{dx}[kf(x)] = k\frac{d}{dx}[f(x)]$ (k a constant).	**TERM 2 TEST SBA Weighting: 10**					61%
09/5 (1 day)	**CALCULUS**	5. Find equations of tangents to graphs of functions.						62%
10/5 (1 day)	**CALCULUS**	6. Apply the Remainder and Factor Theorems to polynomials of degree at most 3. 7. Factorise third degree polynomials.						63%

TERM 2 (continued)								
DATES	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF**	**DATE STARTED**	**DATE COM-PLETED**	**HOD: SIGNATURE and DATE**	**% COM-PLETED**
13/5 – 20/5 (6 days)	**CALCULUS**	8. Introduce the second derivative $f''(x) = \frac{d}{dx}[f'(x)]$ of $f(x)$, and how it determines the concavity of a function. 9. Sketch graphs of polynomial functions using differentiation to determine the coordinates of stationary points, and points of inflection (where concavity changes). Also determine the x-intercepts of the graph, using the factor theorem and other techniques.						69%
21/5 – 27/5 (5 days)	**CALCULUS**	10. Solve practical problems concerning optimisation and rate of change, including calculus of motion.						74%
28/5 – 14/6 (14 days)	**REVISION and JUNE EXAMINATIONS**	**JUNE EXAMINATION to cover** • **The work done in Terms 1 and 2, including the work done in Grade 11 on all these topics. Also:** • **Algebra, Equations and Inequalities** • **Gr. 11 Finance, Growth and Decay; and** • **Gr. 11 Probability.**	**JUNE EXAM SBA Weighting: 15**	**F**				

TERM 3								
DATES	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF**	**DATE STARTED**	**DATE COM-PLETED**	**HOD: SIGNATURE and DATE**	**% COM-PLETED**
09/7 – 10/7 (2 days)	**FINANCE, GROWTH AND DECAY**	1. Make use of logarithms to calculate the value of n, the time period, in the equations $A = P(1+i)^n$ or $A = P(1-i)^n$.						76%
11/7– 22/7 (8 days)	**FINANCE, GROWTH AND DECAY**	2. Solve problems involving present value and future value annuities. 3. Critically analyse investment and loan options and make informed decisions as to best option(s), including pyramid schemes.						84%
23/7– 29/7 (5 days)	**COUNTING AND PROBABILITY**	1. Apply the fundamental counting principle to solve probability problems.						89%
30/7 – 05/8 (5 days)	**COUNTING AND PROBABILITY**	2. Revise a. dependent and independent events; b. the product rule for independent events: $P(A \text{ and } B) = P(A) \times P(B)$ c. the sum rule for mutually exclusive events: $P(A \text{ or } B) = P(A) + P(B)$; d the identity: $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$; e. the complementary rule: $P(\text{not } A) = 1 - P(A)$. f. solving of probability problems (where events are not necessarily independent) by using Venn-diagrams, tree diagrams, two-way contingency tables and other techniques.						94%
06/8 – 14/8 (6 days)	**STATISTICS: REGRESSION AND CORRELATION**	1. Revise symmetric and skewed data. 2. Use statistical summaries, scatterplots, regression (in particular the least squares regression line) and correlation to analyse and make meaningful comments on the context associated with given bivariate data, including interpolation, extrapolation and discussions on skewness.	**TERM 3 TEST SBA Weighting: 10**	**F**				100%
15/8 – 20/9 (27 days)	**REVISION and TRIAL EXAMINATIONS**	**TRIAL EXAMINATION to cover all the TOPICS dealt with in both Grades 11 and 12.**	**TRIAL EXAM SBA Weighting: 25**	**F**				

GR. 12 MATHEMATICS 2019 TEST and EXAMINATION SCOPE/GUIDELINES					
MARCH TEST		**JUNE EXAMINATION**		**TRIAL EXAMINATION**	
ONLY ONE PAPER		**PAPER 1:**		**PAPER 1:**	
DURATION: **2 hours**		DURATION: **3 hours**		DURATION: **3 hours**	
TOTAL MARKS: **100**		TOTAL MARKS: **150**		TOTAL MARKS: **150**	
This paper will consist of the following sections:		This paper will consist of the following sections:		This paper will consist of the following sections:	
Number patterns	25±3 marks	**Algebra, Equations and Inequalities**	25±3 marks	**Algebra, Equations and Inequalities**	25±3 marks
Euclidean Geometry (Include Examinable proofs of Theorems)	40±3 marks	**Patterns and Sequences**	25±3 marks	**Patterns and Sequences**	25±3 marks
Trigonometry: All topics will be included (e.g. sketches, reduction formulae, identities, equations and graphs), **except** 2D/3D problems.	35±3 marks	**Functions and Graphs**	35±3 marks	**Finance, Growth and Decay**	15±3 marks
		Differential Calculus	40±3 marks	**Functions and Graphs**	35±3 marks
		Gr. 11 Finance, Growth and Decay	12±3 marks	**Differential Calculus**	35±3 marks
		Gr. 11 Probability	13±3 marks	**Probability**	15±3 marks
		PAPER 2:		**PAPER 2:**	
		DURATION: **3 hours**		DURATION**:** **3 hours**	
		TOTAL MARKS: **150**		TOTAL MARKS: **150**	
		This paper will consist of the following sections:		This paper will consist of the following sections:	
		Analytical Geometry	40±3 marks	**Statistics**	20±3 marks
		Trigonometry	50±3 marks	**Analytical Geometry**	40±3 marks
		Euclidean Geometry	40±3 marks	**Trigonometry**	50±3 marks
		Gr. 11 Statistics	20±3 marks	**Euclidean Geometry**	40±3 marks
Completion date of the last topic for the March Test: 04/03/2019		**Completion date of the last topic for the June Examination: 27/05/2019**		**Completion date of the last topic for the Trial Examination: 14/08/2019**	

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

RECORDS OF SBA MODERATION
GRADE 12 MATHEMATICS 2019

NAME OF DISTRICT: ……..……...

NAME OF CLUSTER: ……..……...

NAME OF SCHOOL: ……..……...

NAME OF TEACHER: ……..……...

Please note the following colours to be used in the <u>moderation</u> of learner evidence:

School – GREEN
Cluster – ORANGE
District – PINK
Province - BROWN

PART A: SCHOOL LEVEL MODERATION

PRE-ASSESSMENT MODERATION (the PART should be completed for EACH task to be ADMINISTERED)

NB: Should be done before the task is administered AND comments serve as feedback to the educator.

TERM 1	**NB: COMMENTS ONLY.**		
Task Name	**INVESTIGATION**	**ASSIGNMENT**	**MARCH TEST**
1. TECHNICAL CRITERIA			
a) The question paper is neatly typed, complete and with relevant marking guideline.			
b) The cover page has all relevant details such as date, time allocation, nature of the task, name of the subject and instructions to candidates.			
c) The instructions to candidates are clearly specified and unambiguous.			
d) The task has the correct numbering.			
e) The layout of the task is candidate friendly and accessible to candidates with barriers to learning.			
f) Diagrams or illustrations are clear, accurate and correctly labelled.			
g) Mark allocations are clearly indicated on both the task and the marking guideline and they correspond.			
2. CONTENT			
a) The task is in accordance with CAPS and within the broad scope of NSC.			
b) The content tested in the assessment task adequately covers the targeted topics.			

c) The assessment task covers all four cognitive levels in the correct weighting.			
d) The cognitive analysis grid is included.			
3. QUALITY OF INDIVIDUAL QUESTIONS			
a) The questions are original (Repetition of questions from previous examinations is avoided).			
b) Questions are following a progression from easy to difficult (scaffolding).			
c) Candidates are able to answer the questions in the allocated time.			
4. MARKING GUIDELINE			
a) The marking guideline is laid out clearly, neatly typed and accurate.			
b) The marking guideline allows for alternative responses.			
c) The marking guideline is complete with mark allocation and distribution within the questions.			
NAME OF MODERATOR			
SIGNATURE OF MODERATOR			
DATE OF MODERATION			
The educator incorporated comments from MODERATOR into the assessment/task before it was administered			
NAME OF MODERATOR			
SIGNATURE OF MODERATOR			

TERM 2	TERM 2 TEST	JUNE EXAMINATION
1. TECHNICAL CRITERIA		
a) The question paper is neatly typed, complete and with relevant marking guideline.		
b) The cover page has all relevant details such as date, time allocation, nature of the task, name of the subject and instructions to candidates.		
c) The instructions to candidates are clearly specified and unambiguous.		
d) The task has the correct numbering.		
e) The layout of the task is candidate friendly and accessible to candidates with barriers to learning.		
f) Diagrams or illustrations are clear, accurate and correctly labelled.		
g) Mark allocations are clearly indicated on both the task and the marking guideline and they correspond.		
2. CONTENT		
a) The task is in accordance with CAPS and within the broad scope of NSC.		
b) The content tested in the assessment task adequately covers the targeted topics.		
c) The assessment task covers all four cognitive levels in the correct weighting.		
d) The cognitive analysis grid is included.		
3. QUALITY OF INDIVIDUAL QUESTIONS		
a) Repetition of questions from previous examinations is avoided.		
b) Questions or tasks are free from subject error from an academic point of view, e.g. historic or scientific facts.		
4. MARKING GUIDELINE		
a) The marking guideline is laid out clearly, neatly typed and accurate.		
b) The marking guideline makes allowance for alternative solutions.		
c) The marking guideline is complete with mark allocation and distribution within the questions.		

NAME OF MODERATOR		
SIGNATURE OF MODERATOR		
DATE OF RE-MODERATION		
The educator incorporated comments from MODERATOR into the assessment/task before it was administered		
NAME OF MODERATOR		
SIGNATURE OF MODERATOR		
DATE OF RE-MODERATION		

TERM 3	**TERM 3 TEST**	**PREPARATORY EXAMINATION**
1. TECHNICAL CRITERIA		
a) The question paper is neatly typed, complete and with relevant marking guideline.		
b) The cover page has all relevant details such as date, time allocation, nature of the task, name of the subject and instructions to candidates.		
c) The instructions to candidates are clearly specified and unambiguous.		
d) The task has the correct numbering.		
e) The layout of the task is candidate friendly and accessible to candidates with barriers to learning.		
f) Diagrams or illustrations are clear, accurate and correctly labelled.		
g) Mark allocations are clearly indicated on both the task and the marking guideline and they correspond.		
2. CONTENT		

a) The task is in accordance with CAPS and within the broad scope of NSC.		
b) The content tested in the assessment task adequately covers the targeted topics.		
c) The assessment task covers all four cognitive levels in the correct weighting.		
d) The Assessment Framework (cognitive analysis grid) is included		
3. QUALITY OF INDIVIDUAL QUESTIONS		
a) Repetition of questions from previous examinations is avoided.		
b) Questions or tasks are free from subject error from an academic point of view, e.g. historic or scientific facts.		
4. MARKING GUIDELINE		
a) The marking guideline is laid out clearly, neatly typed and accurate.		
b) The marking guideline makes allowance for alternative solutions.		
c) The marking guideline is complete with mark allocation and distribution within the questions.		
NAME AND SIGNATURE OF MODERATOR		
DATE OF MODERATION		
The educator incorporated comments from MODERATOR into the assessment/task before it was administered		
NAME AND SIGNATURE OF MODERATOR		
DATE OF RE-MODERATION		

POST-ASSESSMENT MODERATION (this PART should be completed AFTER 10% of learners' scripts has been RE-MARKED).							
WRITE THE NAME OF EACH TASK PER TERM	**TERM 1**			**TERM 2**		**TERM 3**	
Date of Post-Assessment moderation							
Names of learners whose tasks have been remarked							
Is the marking consistent with the Marking Guideline? Comment.							
Is the total mark given by the moderator different from that given by the teacher? Comment.							
Have marks been captured correctly on the SA-SAMS marksheet? Comment.							
Is the quality and standard of marking acceptable? Comment.							
History of moderation of the task is provided. Comment.							
Has diagnostic analysis been prepared by the subject educator and remedial teaching measures suggested?							
NAME AND SIGNATURE OF MODERATOR							
DATE OF MODERATION							

LEARNER AND TEACHER EVIDENCE OF ASSESSMENT (COMMENTS ONLY)				
		FIRST MODERATION	**SECOND MODERATION**	**THIRD MODERATION**
Does the Teacher's Records of Assessment contain…	**An updated Programme of Assessment?**			
	an updated Work Schedule?			
	up to date Mark Sheets?			
Is the following available *for each* learner…	**The relevant tasks, arranged in an easily accessible way?**			
	An up to date Consolidation form (including a learner's declaration of authenticity)?			

MODERATOR	**FIRST MODERATION**	**SECOND MODERATION**	**THIRD MODERATION**	***PRINCIPAL***	**FIRST MODERATION**	**SECOND MODERATION**	**THIRD MODERATION**
Name				**Name**			
Rank				**Signature**			
Signature				**Date**			
Date				**School stamp**			

PART B: CLUSTER/DISTRICT LEVEL MODERATION

	TERM 1			TERM 2		TERM 3	
Write the name of each task per term							
Comment on the quality of Pre- and Post-Assessment Moderation done at School Level.							
Comment on the quality of the task: • **Technical Aspect** • **Content** • **Quality of individual question** • **Marking guideline**							
History of moderation of the task is provided. Comment.							
Is the marking consistent with the Marking Guideline? Comment.							
During remarking, did the total mark change? Comment.							
Have marks been captured correctly on the SA-SAMS marksheet? Comment.							
Names of learners whose tasks have been moderated at Cluster/ district Level							

LEARNER AND TEACHER EVIDENCE OF ASSESSMENT (COMMENTS ONLY**)**				
		FIRST MODERATION	**SECOND MODERATION**	**THIRD MODERATION**
Does the Teacher's Records of Assessment also contain…	**An updated Programme of Assessment?**			
	an updated Work Schedule?			
	up to date Mark Sheets?			
Is the following available for each learner…	**The relevant tasks, arranged in an easily accessible way?**			
	An up to date Consolidation form (including a learner's declaration of authenticity)?			

MODERATOR	**FIRST MODERATION**	**SECOND MODERATION**	**THIRD MODERATION**	***CLUSTER COORDINATOR***	**FIRST MODERATION**	**SECOND MODERATION**	**THIRD MODERATION**
Name				**Name**			
School				**School**			
Signature				**Signature**			
Date				**Date**			

OVERALL FINDINGS AND RECOMMENDATIONS (CLUSTER/ DISTRICT MODERATOR)

	TERM 1	TERM 2	TERM 3
HAVE RECOMMENDATIONS FROM PREVIOUS MODERATION BEEN IMPLEMENTED?			
GOOD PRACTICES			
AREAS OF CONCERN			
RECOMMENDATIONS			

NAME OF SUBJECT ADVISOR	COMMENTS	DATE	SIGNATURE

MATHEMATICS GRADE 12 PROGRAMME OF ASSESSMENT 2019

SCHOOL :……

EDUCATOR :……

TERM	TASK	TOPIC(S)	MARKS * see footnote below	ASSESSMENT TOOL	WEIGHTING	DATE
1	Assignment				10	
	Project/ Investigation				20	
	March Controlled Test		100 (One Paper)		10	
2	Test				10	
	Examination		300 (P1 + P2)		15	
3	Test				10	
	Trial Examination		300 (P1 + P2)		25	
SBA ASSESSMENT MARK					100	
SBA MARK (As % of Promotion Mark)					25%	

Nb: Test/Assignment/Investigation minimum (at least) 50 marks

MATHEMATICS GRADE 12

SBA CONSOLIDATION FORM

2019

NAME OF LEARNER:

NAME OF TEACHER:

NAME OF SCHOOL:

TERM 1	1.	INVESTIGATION / PROJECT		20
	2.	ASSIGNMENT		10
	3.	CONTROL TEST		10
TERM 2	3.	TEST		10
	4.	EXAMINATION		15
TERM 3	5.	TEST		10
	6.	TRIAL EXAMINATION		25
		TOTAL:		100

I declare that the above CASS tasks were done by me, and the marks indicated above are authentic.

Name:		Term 1	Term 2	Term 3
Date :				
Signatures:				

PROVINCE OF KWAZULU NATAL
DEPARTMENT OF EDUCATION
PROVINCIAL EXAMINATIONS AND ASSESSMENT

ANNEXURE 1

DECLARATION OF AUTHENTICITY: TO BE COMPLETED BY THE LEARNER

NAME OF SCHOOL	
NAME OF LEARNER (Full name(s) and surname)	
EXAMINATION NUMBER (where applicable)	
NAME OF EDUCATOR	

I hereby declare that all pieces of writing contained in this evidence of performance are my own original work and that if I have made use of any resources, I have acknowledged sources.

ABSENCE:

- I agree that should I miss a component of School –Based Assessment (SBA) without a valid reason, I will be awarded a zero mark ("0") for such component.
- I shall endeavor to be present for all tests and examinations and should this be impossible, I shall provide evidence for my absence.

I am aware that frequent absence from school may result in my School-Based Assessment being affected.

I agree that if it is proved that I have engaged in copying information from publications, electronic media and from previous candidates' work or I have engaged in any fraudulent activities in connection with my SBA task(s), then I could forfeit the marks for this assessment.

_____ _____

CANDIDATE'S SIGNATURE DATE

As far as I know, the above declaration by the learner is true and I accept that the work offered is his or her own.

_____ _____

TEACHER'S SIGNATURE DATE

MATHEMATICS
COGNITIVE ANALYSIS GRID

Question number	Sub topic	TOPIC	Sub quest.	Knowing			Performing Routine Procedures			Performing Complex Procedures			Solving problems		
				Easy	Med	Diff	Easy	Med	Diff	Easy	Med	Diff	Easy	Med	Diff
TOTALS															
Acceptable mark range				**±20 (100 mark paper)**			**±35 (100 mark paper)**			**±30 (100 mark paper)**			**±15 (100 mark paper)**		
				±30 (150 mark paper)			**±52.5 (150 mark paper)**			**±45 (150 mark paper)**			**±22.5 (150 mark paper)**		
				± 20 %			**± 35%**			**± 30%**			**± 15%**		

SCHOOL: **TEACHER:** **SUBJECT:**

DISTRICT: **YEAR:** **TERM:**

1. TERM ANALYSIS

	Grade	Term 1					Term 2					Term 3				
		2018 Pass%	No. of entries	No. Passed	No. failed	2019 Pass	2018 Pass%	Entries	No. Passed	No. failed	2019 Pass	2018 Pass%	Entries	No. Passed	No. failed	2019 Pass
All learners	**Grade 10**															
Progressed Learners	**Grade 10**															
All learners	**Grade 11**															
Progressed Learners	**Grade 11**															
All learners	**Grade 12**															
Progressed Learners	**Grade 12**															

…… Date ……/……../20……

Signature of teacher

…… Date ……/……../20…...

Signature of HOD

SCHOOL STAMP

2. QUARTERLY TARGETS

	Grade	Target March	%Achieved March	Target June	% Achieved June	Target Trial/Sept	% Achieved Trial /Sept	Target Nov	Achieved Nov %
All learners	**Grade**								
Progressed Learners	**Grade**								
All learners	**Grade**								
Progressed Learners	**Grade**								
All learners	**Grade**								
Progressed Learners	**Grade**								

…… Date ……/……../20……

Signature of teacher

…… Date ……/……../20…...

Signature of HOD

SCHOOL STAMP

KZN DEPARTMENT OF EDUCATION

MATHEMATICS DIAGNOSTIC ANALYSIS FOR SBA TASKS

2019

NAME OF SCHOOL			
NAME OF TEACHER			
GRADE			
TYPE OF ASSESSMENT TASK			
ASPECTS/ SECTIONS COVERED			
MAXIMUM MARK		DURATION	

DISTRIBUTION OF MARKS			
RATING CODE	RATING	MARKS %	NUMBER OF LEARNERS
7	Outstanding achievement	80 – 100	
6	Meritorious achievement	70 – 79	
5	Substantial achievement	60 – 69	
4	Adequate achievement	50 – 59	
3	Moderate achievement	40 – 49	
2	Elementary achievement	30 – 39	
1	Not achieved	0 – 29	

NO. WROTE		NO. PASSED		NO. FAILED		AVERAGE %	

DIAGNOSTIC ANALYSIS

(Identify the questions where learners have performed poorly and indicate the reason/s for the poor performance. The reason/s could relate to teaching, learning or both or any other)

Question Number	**Description of specific errors**	**Reasons for poor performance**	**Remedial Measures**

COMMENTS BY MODERATOR : _____

_____

_____

_____

TEACHER : _____ DATE : _____ MODERATOR : _____ DATE: _____