Tutorial Letter 201/2/2018

Teaching Numeracy to Adults
ABT1518

Semesters 2

Adult Basic Education and Youth Development

IMPORTANT INFORMATION:
This tutorial letter contains important information about your module.

Define tomorrow.

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Dear Student

The information in this tutorial letter is for Semester 2 2017. It contains **answers to the Multiple Choice Questions**, **feedback from the essay type question and examination guidelines**. Use this feedback to enhance and support your learning.

This tutorial letter is divided into **Section A and B.**

Section A provides you with feedback to Assignment 01 and Assignment 02. The purpose of this feedback is to enhance your learning, clarify the sections that you might have misunderstood and guide you on how you might have answered the questions.

Section B consists of guidelines that you need to use to prepare for the coming examinations.

Please note: All queries **about feedback in this tutorial letter must** be directed to the lecturer. Have your study material, tutorial letter and student number ready when you contact the lecturer.

LECTURER'S CONTACT DETAILS

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SECTION A
ASSIGNMENT 01 FEEDBACK
SEMESTER 2
UNIQUE No.: 674806

Question	Answer
1.	4
2.	3
3.	3
4.	4
5.	2
6.	1
7.	2
8.	2
9.	3
10.	4
11.	3
12.	2
13.	3
14.	2
15.	1
16.	2
17.	2
18.	4
19.	4
20.	4

[20]

ASSIGNMENT 2
Unique No.: 818165

QUESTION 1

1.1 Discuss FIVE activities in the real life situations and show how adults can use numeracy skills in those situations.

The following are examples:
Telling time
- Using analogue and digital watches
- Using 12 hour and 24 hour time
- Adding and subtracting time
- Using time in cooking
- Using a calendar
- Using a diary
- Reading bus/train or travel timetables
- Using stop watch in sports

Driving:
- Understanding speed,
- Understanding distances,
- Understanding fuel consumption.
- Understanding traffic signs
- Understanding charges for traffic offence

Finance
- Understanding money units
- Calculating costs and understanding hire purchase.
- Filling in bank deposit and withdrawal slips.
- Buying a house or car
- Comparing interest rates.
- Filling in income tax returns.
- Budgeting

Measurements
- Measuring for dressmaking
- Decorating,
- Building,
- Gardening
- Painting
- Using measuring tools

Technology
- Operating computer
- Operating cell phone
- Operating ATM
- Driving car
- Communicating with another person

1.2 What is problem solving in mathematical operations?   (10)

Develop your own problem solving activity for ABET level 2. Use the examples from your Study Guide AND do not reproduce examples of activities from your Study Guide

- Problem solving is generally about solving problems
- Through problem solving, mathematics is used to solve practical everyday problems
- Example: A learner pays R10 to buy a book.

How much will this learner pay to buy two books?

Which mathematical operation have you used to get your answer?

Explain how have come to your answer?

N.B Answers will differ. Also, consider the level of the class.

1.3 Describe the FOUR mathematical operations and give one example under each operation using numbers not exceeding 100.

Addition

Addition is finding the total, or sum, by combining two or more numbers. The result is the sum. The symbol of addition is +. If you have 4 oranges and you add other 3 you have 7.

Example: 4+ 3 = 7.

Four plus 3 equals to 7**.**

Subtraction

Subtraction is to take one number away from another. The result is the difference. The symbol is -. If you have 5 apples and you subtract 2, you are left with 3.The symbol of subtraction is −.

 Example: 5 − 2 = 3. 5 minus 2 equals to 3

Multiplication

The basic idea of multiplication is repeated addition. The symbol for multiplication is x. The result is the difference.

Example: 5 × 3 = 5 + 5 + 5 = 15.

5 three times is 15.

If you multiply 5 apples by 3 it gives you 15.

Division

Division (sharing) refers to dividing one number by another. The result of division is quotient. The number that is doing the division is the divisor. The symbol is ÷

Example 1: 10÷2=5. If you divide 10 oranges between 2 boys, each will get 5 oranges.

1.4 Explain how you will go about preparing yourself to confidently teach numeracy to ABET learners?

This answer is open to interpretation but can include some of the following ideas:

- Think about what you will need to do before you start teaching a class of learner's numeracy.
- It is not about actual teaching in the classroom, but preparation before classroom teaching.
- Practitioners must firstly assess their own knowledge of numeracy and identify where they have gaps in their knowledge.
- They thereafter have to fill these gaps, by either taking a basic numeracy course or asking another person to teach them.
- It is very important that practitioners have a sound understanding of the basic concepts of numeracy, e.g. addition, subtraction, multiplication and division.
- You might speak to experienced numeracy teachers and ask them to advise you on the best way to teach numeracy.
- You can register for a short course in numeracy
- Once practitioners have the basic concepts they can impart these to their learners.
- It might also be helpful for practitioners to read up on teaching methodologies for teaching numeracy. They can then use these methodologies in their own practice.

Total Marks: [100]

EXAMINATION GUIDELINES

Read instructions carefully (E.g. the number and choice of questions)
Read questions properly
Consider mark allocation to determine the length of your answers
Do not reproduce assignment answers without reading the questions carefully

NOTE: Pay attention to the note below:

Demarcation or scoping of examinations and assessment

NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes. Examination questions should be based on the entire work covering the notional hours of the modules. You are encouraged to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013 point number 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

THE ABET AND YOUTH DEVELOPMENT TEAM WISHES YOU ALL THE BEST FOR YOUR EXAMINATION.