EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 NSC CHIEF MARKER'S REPORT

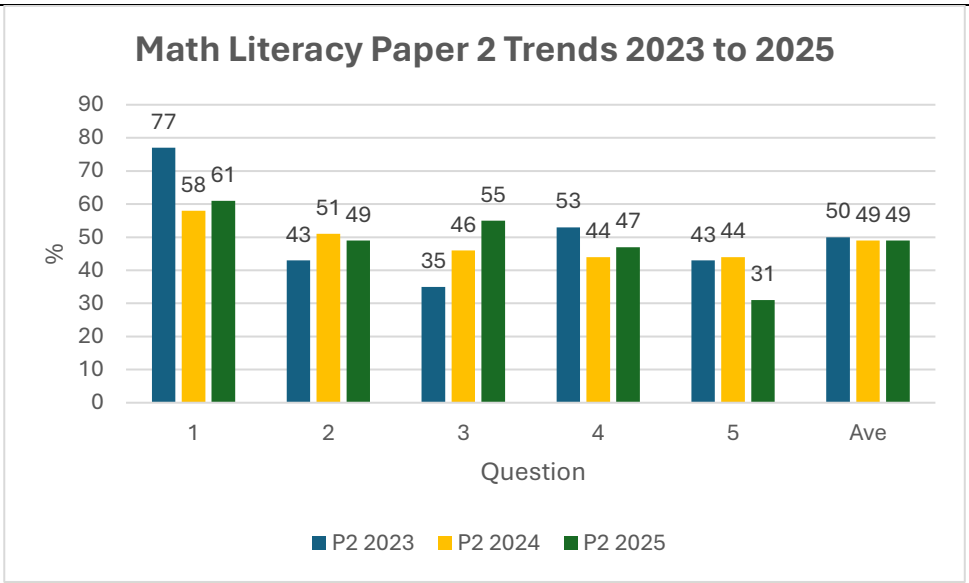
SUBJECT	**MATHEMATICAL LITERACY**
QUESTION PAPER	**2**
DURATION OF QUESTION PAPER	**3HRS**
PROVINCE	**EASTERN CAPE**
PAPER TWO INTERNAL MODERATOR	**A ELIE**
PAPER TWO CHIEF MARKER	**M DLAMINI**
DATES OF MARKING	**28 TO 13 DECEMBER 2025**
HEAD OF EXAMINATION:	**MR E MABONA**

SECTION 1: (General overview of Candidate Performance in the question paper as a whole)

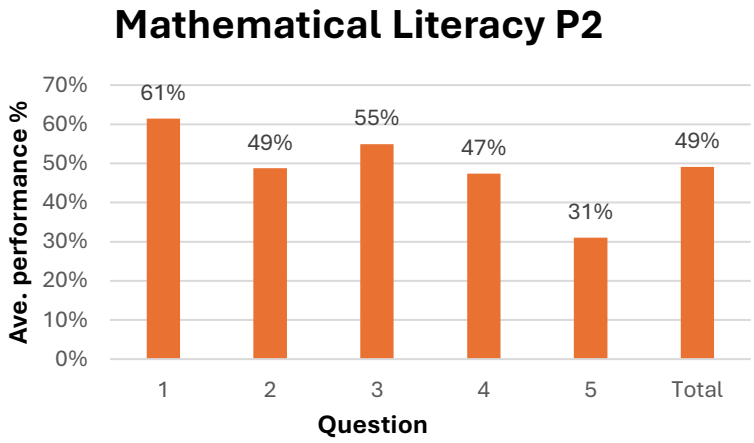
Learners generally performed worse in this paper than in 2024. However, there are outliers as the scores range from 15 to 150. The large range can be explained by the fact that we have full time as well as part time candidates.

The graph below tracks the performance of candidates over the last 3 years. The trends clearly indicate Question 1 doing progressively worse. This could be attributed to the change in the way questions are asked in so much that the questions are not mere recall, but graded level 1 questions across the 2 topics.

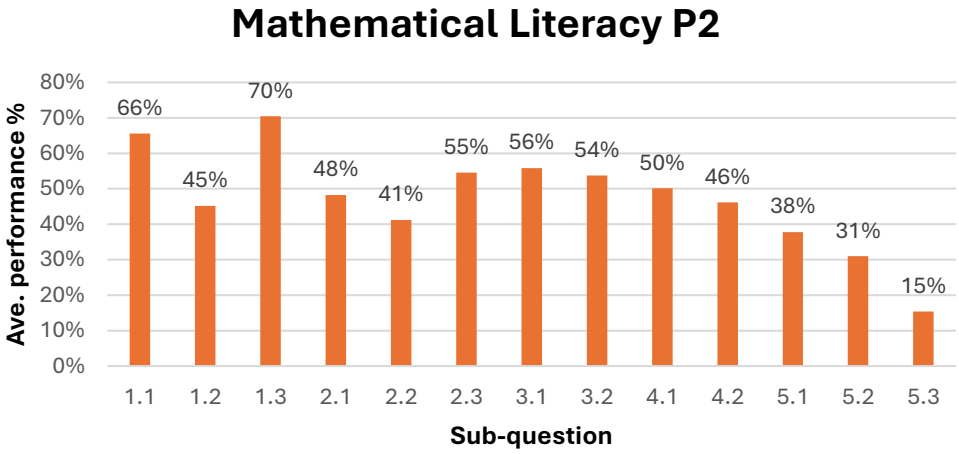
While measurement has shown a steady increase in performance over this timeframe, there is still a huge challenge with higher order questions. Question 4 and 5 are still the worst answered, with question 5 hitting a record low this year. The average for the Rasch analysis has remained relatively constant at approximately 50% though.



From the graph below it is clear that question one was answered best. This is to be expected as it is pitched at level 1. However, the expectation is that candidates would score above 70% in this question. The time calculations greatly impacted the performance of candidates as this is where many lost their marks.



The worst answered question was question 5 as illustrated with candidates only achieving 31% in this question. This was mainly attributed to the difficult higher order questions at 5.2 and 5.3 which most candidate feebly attempted or just left out completely. The sub-section breakdown of the paper illustrates this clearly.



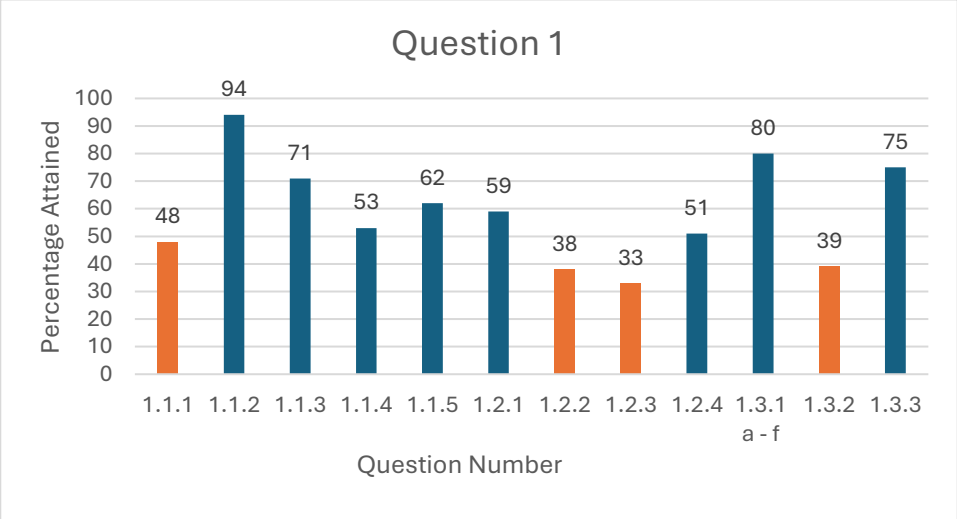
The seating plan and route map in 2.1and the scale calculations in question 2.2 were areas where several marks were lost. Scale calculations have been a bone of contention for the longest time and has once again reared its head. Both these question scored below 50% which is a challenge.

It is concerning that most of the questions hovered around 50% as several questions were not higher order and should be accessible to candidates. The over-emphasis on conversions and repeated time calculations really impacted performance as candidates. Those who failed to convert successfully in the first questions became despondent with repeated attempts at it. The back end of the paper was where candidates were worst hit with performance tapering down from a measly 46% for question 4.2 to a dismal 15% in 5.3. The fact that candidates were unable to respond to the higher order questions in the latter part of the paper is indicative of the lack of exposure to these types of questions. They were well within the confines of the CAPS document and needs to be reinforced in classrooms.

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).

QUESTION 1

General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered? Why was the question poorly answered?



- The question was not badly answered, but sections were badly answered. Candidates did not study their formulae thus they could not respond to 1.1 and 1.3.2 effectively. The identification of the speed and total surface area formulae was a challenge, since it is normally provided. They were now required to apply it here without guidance, which was unexpected.

- In question 1.2.2 candidates used basic calculators to divide 33,33 by 100 got an answer and multiplied by 100. This gave the answer as a decimal and, knowing that humans are rounded down, the rounded to 62 instead of 63. This response was not accepted and thus candidates lost the marks.
- In 1.2.3, the worst performing question, the first of many time calculation woes started, as learners could not find the correct time it took to travel.
- For 1.3.2 , candidates could not simply convert to mm from m. This is a basic skill taught since Grade Ten and should not still be a challenge.

Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

The question was generally fairly answered; however, some general errors were noticed during the marking.

Q1.1.1: Many candidates do not know the difference between a floor plan and an elevation plan, hence, many of them wrote F instead of B

Q1.2.1: Candidates struggle to write 14:15 in the 12-hour format in words. Many of them only write the quarter past two and omit the time of day.

Some wrote:

- 14 hours and 15 minutes in the afternoon
- 14h15min
- Two fifteen p.m.
- 02h15 pm

Q1.2.2: Many candidates struggle to work with mixed fraction percentages and refer to $33\frac{1}{3}$ as $33 \times \frac{1}{3}$.

OR The calculation of $33\frac{1}{3}\%$ was NOT done as $33\frac{1}{3} \div 100$, hence they did not get to the correct answer.

OR The candidates also took the answer of 62,9 and round it down to 62 instead of 63

Q1.2.4: Candidates struggle to count days backwards to a specific date without a calendar, hence, they did not get to Thursday. Some got to other days except Thursday.

Q1.3.2: Many candidates failed to identify the correct equation for volume from given list because they are not used to memorising formulae. Instead of the answer being C, many wrote B, which was incorrect.

Q1.3.3: Although candidates managed to do the conversion well, some of them don't know how to write the answer when they use a calculator that has dividers. Hence, instead of writing the answer as 1200 mm, some wrote 1,200 mm.

Provide suggestions for improvement in relation to Teaching and Learning

1.1 When starting each topic; every concept of the topic must be taught. They must know the definition of concepts. When teaching we need to be practical e.g. the faces of the shape; Area; the difference between capacity and volume(a container and a liquid i.e. water).

1.2

- When introducing time, candidates should be exposed to practical examples with real clocks.
- Candidates should be given more exercises, where they will write digital time in words.
- They must be able to convert a mixed fraction to an improper fraction vice-versa.
- Emphasize that candidates should round off in the final answers.
- They must be provided with calendars to answer questions like 1.2.4
- They must be able to convert a mixed fraction to an improper fraction vice-versa.
- When the given percentage is a mixed number, they must know that it is that whole number plus that fraction not the number multiplied by the fraction. E.g. 33 1/3% = 33 + 1/3 = 33,3333% not 33*1/3%.

1.3

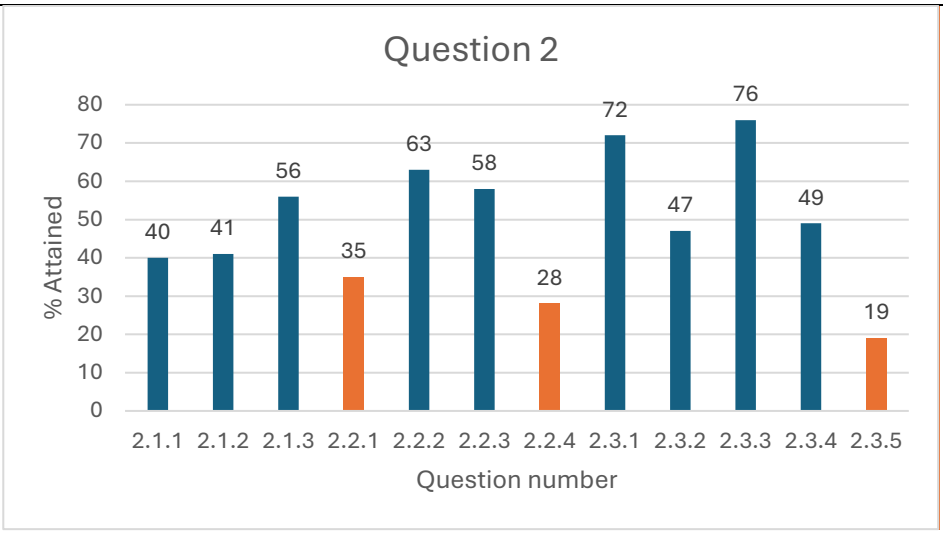
- When teaching the topic of assembling we must formulate the instructions from the given diagram so that they understand what is happening in each step.
- Teachers should put more emphasis on all formulas for P2, and Formulae must be taught. Formulae must be unpacked e.g. Total Surface Area
- Teachers should use different conversion methods.

Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Teachers need to be made aware that they need to ensure that definitions are taught.
- SES's to ensure that the foundation of conversions is solidified in Grade 10. Thus Grade 10 educators to be tracked in terms of completing all the elements of the ATP.
- Simply using past examination questions will not suffice as the manner of questioning changes regularly.

QUESTION 2

General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered? Why was the question poorly answered?



- Question 2 had seven questions performing under 50% and four at 40% and below. The worst performing question was 2.3.5 which only had a performance of 19%. Candidates referring to the orientation of the building toward the sun were not accommodated at all and very few candidates attained any marks at all.

- In Question 2.1.1 the way the seats were drawn really confused candidates as the rounded edge of the seats faced backward. In Question 2.2.1 candidates failed to follow the route and mentioned the most southern part of the map and not that of the route.

- The calculation of map distance is still a challenge as indicated by 2.2.4. Most candidates lost at least 3/5 marks as they did not measure the bar scale or apply it correctly to the given scale.

Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

The candidates, on average, managed to score some marks in this question, however, the diagram in Q2.1 was very confusing for them to read even though a key was available.

Q2.1.1: Many candidates did not get to the 77 forward-facing passenger seats. Instead, some of them added all the seats and got 59 + 22 = 81, or 77 + the driver seat = 78 seats, or just 4 (considering that forward-facing seats were meant to face the driver). Some subtracted the lower deck from the upper deck and got 59 – 22 = 37 / 59 – 23 = 36 seats.

Q2.1.2: Candidates could not interpret the numbering of the seats being 1 – 4 from right to left, hence some of them wrote F1 or F4 instead of F2/F3. Others used some random row instead of F and could not be awarded any marks. E.g. E2 /G2 / V2

Q2.1.3: Direction is still a major concern. Candidates failed to correctly complete the paragraph

as they did not understand left from right (confusing diagram). Where they were supposed to write LEFT, they write right, and vice versa. Some did not manage to write right, left, aisle, second. Instead, they wrote left, right, right, first.

Q2.2.1: Candidates had a problem with identifying stops on-route and next to the route. The correct answer was Camps Bay, but many of them wrote Bakoven as it was the furthest down the route, but not on the route.

Q2.2.2: Many candidates still do not know the difference between a bar scale and a ratio scale, because many of them wrote number scale instead of bar scale. Some other answers were:

- Map scale
- Number bar line
- Bar number line
- Distance scale

Q2.2.3: Candidates still cannot distinguish between clockwise and anticlockwise. Many of them wrote anticlockwise in the answer.

Q2.2.4: This question was relatively poorly answered because many candidates did not know how to calculate map distance from the given information and many of them calculated the scale instead of the map distance. Also, conversion and measurement in this question was a problem.

Some solutions found during marking:

- $\frac{19\,200}{500}$ = 38,4 without considering the scale factor **OR** $\frac{19,2}{500}$ no scale factor and no conversion
- $\frac{19,2}{1,2}$
- 1,2 cm = 500 m

  $\frac{1,2}{1,2} = \frac{19,2}{1,2}$
- 19,2 × 1 000 = 19 200

  $\frac{19200}{500}$

  = 38,4 × 100 = 3 840
- 1 cm = 500 m

  19,2 = 19 200 cm

  $\frac{19200}{500}$ = 38,4
- $\frac{500}{19,2}$

Q2.3.1: Candidates are of the opinion that bathroom doors ALWAYS open to the left, irrespective of the map. Many of them wrote to the LEFT instead of to the RIGHT (as on the map)

Q2.3.2: For many candidates, the question was very challenging. They could either not identify the longer dimensions (12'8") or they confused 12'8" × 12'7 as being a multiplication and used the answer from that to convert.

OR they took 12'8" as 12,8 and only converted 12,8 × 30,38

Other options wrote were:

- 12,8 + 12,7 = 24,15

  24 × 30,38 and 15 × 2,54 = …

- Others used the key 22'6" and converted that to cm
- 12,8 × 12,7 = 165,56

  ∴ 165 × 30,48 = …

  And 56 × 2,54 = …
- Some added all the dimensions: 13'0" + 10'0" + 6'6" + 5'0" + 7'8" + 12'8" + 12'7" = … and then converted the answer using the conversion factor.
- 39'2" was used as 39 × 30,48 = 1188,72 + 2 × 2,54 = 10,08
- Some converted BOTH the 12'8" and the 12'7" and added the two answers
- 13 × 13 = 169 × 30,48 = 5151,12

  4 × 1 = 4 × 2,54 = 10,16

  5151,12 + 10,16 = 5161,28

Q2.3.3: Candidates does not know what comparing differences mean. They wrote one solution for flat one but did not compare it to something else in flat 2.

- For eg. They wrote flat one has a living room. Flat two has a balcony.
- Others only wrote LIVING ROOM and BALCONY.
- Some said one flat has stairs and the other one does not

Q2.3.4: The understanding of a balcony was vastly confused. Many incorrect statements were:

- The balcony costs too much money
- The owner did not like the balcony
- A balcony is for a view
- The flats should look different
- A balcony cannot be next to stairs

Q2.3.5: The concept of a block of flats was not quite understood among our candidates as they could not reason why the north- and south-facing walls have no windows. Instead of it being a block of flats, almost every incorrect answer referred to the sun and the flat not being able to get sun as it comes up in the east and sets in the west. Some referred to harsh weather conditions and severe wind.

Provide suggestions for improvement in relation to Teaching and Learning

2.1.1 Use previous exam papers with keys to show examples of how to use it.

2.1.2 Teach how to identify the question and then how to solve the problem.

2.1.3 Use practical examples in the classroom to show candidates how to follow the directions. E.g. Turn the page to follow directions.

2.2

2.2.1

- Teach compass direction by looking at where north faces.
- Use rhyme(s) to explain N,E,S,W.
- Key words like "most" must be explained

2.2.2 Expose them to different types of scales, so that they are comfortable working forward and backward.

2.2.3 Used to see digital time. Must show them a clock (analogue) to show which way is clockwise and anticlockwise. Include direction arrows to show the route.

2.2.4

- Conversion methods must be applied
- Write down the conversions on question paper so that you don't forget.
- Practice more to measure and how to read off the ruler.
- Measure the scale to get the scale factor(ruler).
- Finding the actual vs map distance was a problem.
- Different examples of how to use scale.

2.3.1 Provide practical examples on how a door opens. E.g. Use a door in class and use your arms.

2.3.2 The note showing 22"6' was confusing for the candidates. Teach candidates that it reads as 22ft and 6 inches, not 22,6 ft. Therefore, you cannot multiply 12'8" * 21'7"

2.3.3

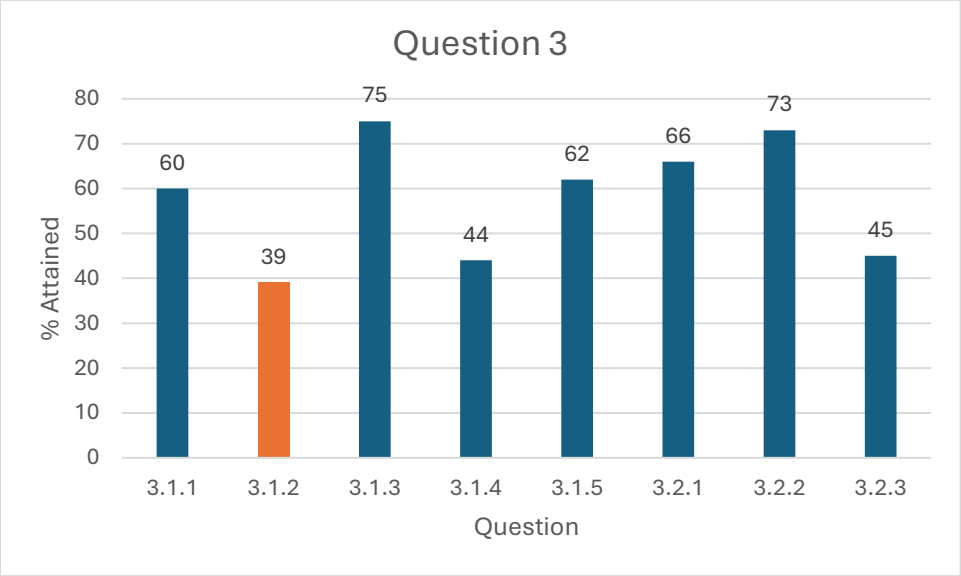
- They need to compare the differences not just mention what they see.
- Wording of questions could be clearer for candidates who have language barriers.

2.3.5 Candidates who don't have reference of a block of flats struggled. Putting a picture of a block of flats would have assisted.

Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Workshops are to be organised at district level where teachers are exposed to different methods of teaching maps and plans.
- Clusters to work more cohesively to allow the sharing of knowledge and skill at this level. Teachers to approach geography teachers to assist.

QUESTION 3



- Measurement continues to do better that Maps and plans as the only question performing under 40% here is question 3.1.2. Even here, the reason is not the application of measurement skills, but rather an interpretation of a given sketch.
- Candidates had to count the circles using a pattern. This was well within the scope of CAPS and simply a different take on an easy question. The only possible reason for the challenge could be that candidates were not able to see the sketch clearly or that they had not been trained to see and interpret patterns.
- This is also evident in 3.1.4 where candidates had to follow instructions to find the area of the board. They struggled to understand the flow of information and often only did half the work required.
- Question 3.1.5 could also have done much better, however candidates failed to add both the red and the green probabilities and instead only gave the one mentioned first. Thus, many of them gave the incorrect numerator and lost the marks.
- Question 3.2.3 was a badly answered 9mark question in which candidates mostly scored part of the marks for basic calculations. They failed to conceptualise the entire problem and lost several marks as a result. Within a sample of 100 scripts only 3 candidates scored full marks and 18% scored between 7and 8 out of 9. The length of the question required consistent follow through and candidates with reading and/or concentration challenges were left reeling.

Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Q3.1.1: Addition and subtraction of time still pose a challenge to candidates. Some responses were:

- 13 – 3
  27 – 12
  = 10:15

- 13:12 – 3h = 10:12
  30 + 12 = 42 min – 27 min

= 09:15

- 09h45min
- 3:12 – 3,27 = 9h45
- 3,12 – 3,27 = 9,73

Q3.1.3: The major concern with this question was the fact that candidates fail to convert the height to cm or the base to mm.
Many of them calculated:

- Area = ½ × 28 cm × 240 mm.

Q3.1.4: Candidates failed to convert the area in Q3.1.3 to mm^2. Others got the conversion wrong. Some general errors made:

- 30 240 + 48 384 + 3360 = 81 984 mm^2 (incorrect conversion)
- 30 240 + 240 + 48 384 = 78 864 mm^2 (no conversion)

Q3.1.5: The candidates answered the question generally well. A general mistake made was calculating only ONE colour

- $\frac{7}{74} \times 100$ OR $\frac{9}{74} \times 100$

Q3.2.1: Candidates answered the question well. The only general mistake was getting a decimal answer of 7,999 and using a different unit other that mm.

Q3.2.2: Candidates managed to answer the question well. Some however did divide the already given diameter instead of using it as is.

- 3,142 × $\frac{14}{2}$ = 22 mm instead of 3,142 × 2 × 14 = 88 mm
- 3,142 × 2 × 28

Q3.2.3: Many candidates either skipped the question completely or only calculated one side of the earring and omitted that pairs mean ×2. Some general errors made:

- 1 circle = 1,4
  2 circles = 33,6
  Area = 3,142 × 33,6

- 1,37 × 10 = 13,7
  30 × 13,7 = 411
  3,142 × $1,4^2$ = 6,15832 × 48
  = 295,5936 cm^2

- 30 × 13,7 = 411 cm^2
- 1,37 × 41,1 cm^2

Provide suggestions for improvement in relation to Teaching and Learning

1.1.1 Educators need to start by giving candidates the terms and concepts of time e.g. arrival, departure, and elapsed time with relevant examples.

1.1.2 Candidates should be provided with clear pictures that are easy to interpret.

1.1.3 Educators need to put more emphasis on converting the area units. Seemingly, most candidates are simply used to converting the single units. More activities need to be done, extending to square and cubic units.

1.1.4 Educators need to write the formulae in different ways, like not putting/writing the multiplication signs only but write the dots as well. E.g. $A = \pi r^2 = \pi * r^2$ Or ½.base.height = ½ * base * height. Then have the candidates understand where each formula comes from, not just how to substitute in it.

1.1.5 Educators must give more activities that include "OR" and "AND" and NOT BE SELECTING.

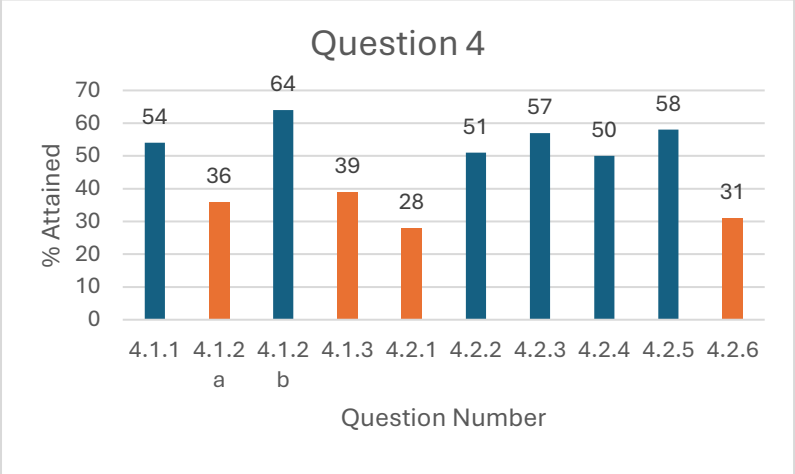
Grade 12 should be exposed to all these elements and not just the basics!

Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Measurement is a challenging topic that requires attention. We need to invest in explaining how formulae are formed instead of simply expecting plug in of values.
- This will allow candidates the insight to manipulate formulae as they are familiar with how it was put together.
- This will also facilitate the challenge with making a particular value the subject of the formula which was a major concern in this paper.
- As per usual the complexity of longer text questions is still a challenge, and teachers will have to assist candidates by teaching them strategies to breakdown the complex questions into smaller manageable parts.
- Further, teachers will have to return to teaching more than just basic probability as the concepts of "AND" and "OR" are often overlooked in a rush to complete the syllabus.

QUESTION 4

General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered? Why was the question poorly answered?



- In Question 4, FOUR questions performed under 40%, but the total marks that these questions carry is 11 marks. What is of further concern is the fact that candidates could not even score more than half the marks in most of the questions.
- In question 4.2.2 candidates once again succumbed to time calculations as they could predict the date but not the time of arrival.
- The real challenge came when candidates had to answer question 4.2.4 and they were unable to manipulate the formula to find the speed and convert to miles in 4.2.5 in order to apply the response to the text.
- Furthermore, in 4.2.6 candidates got lost in the text as two totals referred to the total population, but the Marking guideline did not entertain this. Thus, candidates lost several marks in this section. Only 4/100 candidates scored full marks; only 5 of the top 10 could score 4/5 and 37/100 scored 0.
- This bears testament to the fact that candidates were confused by the flawed way the question was phrased.

Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Q4.1.2A: Question was answered well, however, come candidates counted ALL the national road signs instead of all the different ones.

Q4.1.2B: Candidates gave all the towns on the N12 OR wrote Kimberley / Britstown instead of using 'and'.

Q4.1.3: Some candidates could not identify that the borders were illustrated with a dotted line. Some wrote arrow line, small circle line, small dots line.
Others drew the line as an answer.

Q4.1.2: Some candidates counted 18 months and not 17

Q4.2.2: Candidates struggles with time addition and as a result they did not all manage to get to the correct date and arrival time. Some findings:

- 17 June and NOT 09:25

Q4.2.3: Some candidates wrote a fraction of 0/5 or 0/9 and not only 0.

Q4.2.4: Whilst many of the candidates managed to get the calculation right, some still could not change the subject of the formula and convert the time correctly. Some other responses that differed from the marking guidelines:

- 770 × 4,25
- $\frac{770}{14,25} = 54,04$ km/h
- 770 × 14,41 = 11 095,7 km/h
- $\frac{770}{9,25} = 83,24$ km/h

Q4.2.5: Although some candidates attempted the answer, a lot of confusion was noted in their calculations. Some could not convert from miles to km or from km to miles and used different units as they are. Some general errors noted:

- 311,72 ÷ 1,60934 = 193,694095
  ∴ 770 - 193,694095 = 576,31 km
  ∴ Invalid

Q4.2.6: Candidates got very confused with the many % given in the question. Quite a few could not get to the correct final answer. Some general errors made:

- 78% × 333 million = 259,74 million
  10% ×x259,74 million

- Calculating all three % (78, 50 and 10) from the entire population
- Some only calculated 10% × 333 million
- Others only calculated 50% × 333 million

Provide suggestions for improvement in relation to Teaching and Learning.

4.1

- When teaching general directions underline key words and identify correct compass directions based on the north, also give examples of where the north is facing in various standing points.
- Practice more questions on route maps and different types of maps including regional and national roads.
- Teach the fundamentals of mapwork and give more time as not all candidates are doing geography.

4.2

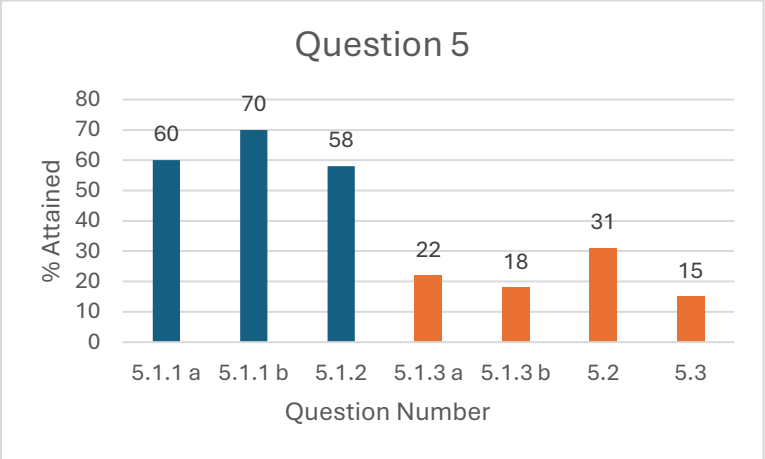
- Practice working with calendars and when/how to know when a month is full. Teach different units for when dealing with different time intervals i.e. sec→mins→hours→days→weeks→months→years etc.
- More practice is needed on the calculations with time i.e. addition and subtraction. Candidates need to be taught to differentiate when to subtract and add time, and how to use the calculator when calculating time.
- Teach the probability scale in words as well as in number.
- For distance, speed and time candidates should be taught the triangular method and how to convert these units.
- Practice more questions on calculations of either distance, speed, or time. Speed can be given in km/h, m/s, km/min etc must be emphasized. Avoid early rounding on speed calculations.
- More practice must be given on converting between metric and imperial i.e. DUMA method works best.
- When verifying a statement compare what is given with the calculations.
- Expose candidates to a question with more than one percentage and high order questions on percentages.
- Practice rounding to the nearest million etc.

Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Working with time is a key challenge throughout the paper. Teachers at all levels should make a concerted effort to address ALL types of calculations involving time as this is a prerequisite in the CAPS document.
- Analysing complex questions and identifying key words is an aspect that will have to be practised to attain success.

QUESTION 5

General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered? Why was the question poorly answered?



- This question was the most poorly answered within the paper. More than half of the questions scored below 40%, thus a total of 20/26 marks were a challenge to candidates.
- In question 5.1.3a) The accepted response in the memo is limiting and second language candidates had a tough time expressing themselves effectively. Thus, many lost the marks as they could not adequately explain why the hardboard should have those dimensions.
- In Question 5.1.3b) candidates were required to draw using a given scale. Since candidates already had a challenge using scale in a previous question many of the candidates simply reverted to drawing a rectangle.
- With question 5.2 candidates had to find the wood needed for 2 bookcases and calculate the amount of wood that would be left once the required amount had been cut from a set piece. Various permutations of errors occurred as candidates navigated the wood for one bookcase often failing to multiply by two. Then finding the wood that was left proved a huge challenge as they could not formulate the 3-dimensional perspective needed to answer the question.
- Question 5.3 was the worst performing question in the paper as many learners did not attempt it. Making distance the subject of the formula followed by conversions of cubic units ere the greatest challenge.

Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

The question was relatively poorly answered, and many candidates either did not attempt to answer or failed dismally in their attempts.

Q5.1.1A: Candidates confused shelves of the bookcase with E and D (top and bottom) instead of F and G. Some wrote all the letters given in diagram 2.

Q5.1.2: Although the probability was well answered, some got fractions that was NOT 1/3. $\frac{2}{6} = 0{,}33$

Q5.1.3A: Many candidates got confused with this question and just repeated the dimensions of

the hardboard and wrote 60 cm by 90 cm with no further explanation. Some wrote hardboard was 60x90.

Q5.1.3B: Many of the candidates could not draw a scaled drawing of the hardboard. Some drew a bar scale, others a line scale, some a 3D shape of the entire bookcase. And others just a random rectangular shaped sketch without any labels.

Q5.2: Many of the candidates did not attempt the question at all. Some other responses found:

- 430 × 42 × 2 = 36 120 cm
- 430 × 42 = 18 060

  ∴ 360 × 48 = 72 240

  ∴ 72 240 – 18 060

  = 54 180

Q5.3: Many of the candidates did not attempt the question at all. Some other responses found:

- 0,75 = $\frac{x}{0,4}$

  0,75 × 0,4 = x

- 0,75 = $\frac{m}{0,4 \times 100}$

  0,75 × 40 = 30

- 0,75 × 40 = 30/100

  = $\frac{0,3}{0,4}$ = 0,75

- 0,4 m^3 × 3 = 1,2 m^3

Provide suggestions for improvement in relation to Teaching and Learning.

5.1

- Find strategies to teach candidates how to understand the key words.
- Teach candidates to break up the question given by the examiner and answer accordingly.
- Interpret questions to candidates and explain key words like(describe, determine, explain, calculate, etc).
- Teach how to use scale to draw models.
- Memo should be more accepting of a variety of responses and ask questions in a specific manner.
- Teach candidates how to use scale to draw models.

5.2

- Teach candidates to understand information and be able to discard unnecessary information and use what is necessary.

5.3

- Do more examples where there is more than one unit in a question.

- Practice converting square and cubic units.
- More activities where candidates must change the subject of the formula

Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Calculations with scale will have to be reassessed as examiners become more creative. Teachers will have to ensure that candidates are not only able to apply scale but are also able to calculate the scale and apply it to a drawing.
- As indicated before, the key challenges with this question were simply the manipulation of a formulae and the deconstruction of complex text.
- Teachers will have to make a concerted effort to address these concepts as it was examined extensively this year.
- Contact time is to be maximised and exercises are to be given daily.
- Short classroom topic tests to be given with feedback provided for improvement.
- Past papers are only to be used as revision and not the chief resource for teaching and learning.
- Attendance of candidates at extra mural programs are to be monitored closely by principals.
- Submission of work to be monitored to as to create a culture of teaching and learning
- Teachers in Grade 10 to work closely with those in the lower grades to ensure that the basics are covered well.