

General comments :

1. Structuring of answers needs attention (numbering).
3. Wrong answers loose marks. Therefore, show working.

Question 1

1. Checking of solutions and inequalities still need much attention. When dealing with fractions, don't forget to teach testing. See 1.3.
2. 1.3.3 was very poorly answered.
3. The use of 'or' and 'and' remains a problem, as well as notation of inequalities. Suggestion: Use interval notation.
4. The use of the absolute value sign must not to be shown in an inequality.

Question 2

1. Anything taught in maths in previous years may be examined in the final paper. (2.2 and 6.1)
2. Candidates must be taught to express themselves mathematically (2.2.2)
3. Candidates must follow the instructions, e.g. approximation, placing points on graphs

Question 3

1. Theory needs serious attention.

Question 4

1. Negative indices and the inverse of more than one term needs attention.
2. $10^{2x} ? 5 \cdot 2^{2x}$
3. Common errors:
 - 3.1 $2\log x \cdot \log x = \log x^2$
 - 3.2 $2\log_4 x ? \frac{1}{2\log_x 4}$
 - 3.3 $2\log_4 x ? ? 2\log_x 4$

Question 5

1. $T_n = 93$ becomes T_{93}
2. Use information given and not incorrect answers (5.2.1 and 5.2.2).
3. Number patterns are part of FET. The skills should be taught (5.3).

Question 6

1. Limits are part of the syllabus!
2. Notation has improved, but still needs more attention.
3. $\frac{dy}{dx}$ means that y is the subject of the equation in terms of x .
4. Squaring of a binomial: the middle term was left out.

Question 7

1. Well answered – but A and B sometimes omitted.
2. Many candidates did not realise that the derivative is used when the turning points are given.
3. The difference between the rate of change and the average rate is still a problem.
4. There was confusion over the derivative and the function.

Question 8

Well-answered.

1. (3 ; 1) becomes $3x + y$.
2. If the Cost = $6x + 6y$, it is better to substitute (3 ; 1) as $6(3) + 6(1)$.
3. The number of items and the cost of the items were confused.