

PAPER 1

STRENGTHS

1. Question 1 gave candidates confidence at the beginning of the exam. All candidates who prepared for the exam scored between 80% and 100% in this question.
2. Question 3 was easily answered by most candidates as formulas, as well as the measurements of the fish tank, were given.
3. In Question 5.1, most candidates managed to draw the straight line, which indicates that this section was taught very well in most schools.
4. The sketches, maps and tables in the question paper were clear and legible.
5. Question 7.1, a higher order question, was attempted by most candidates, even though most did not manage to get the correct answer.
6. There were excellent practical questions involving everyday situations with which candidates could identify.

WEAKNESSES

1. Throughout the paper, rounding-off was problematic. Candidates were penalised when they rounded off before the final answer.
2. Their rounding-off to the correct decimal places was not always correct.
3. Some candidates found it difficult to substitute into an ordinary given formula in Question 3.2.
4. BODMAS, or order of operation, is an issue that needs attention.
5. In Questions 3.4 and 3.5, candidates found it difficult to execute a simple calculation like finding 15% of R3 999, which indicates that they lacked the skills they were supposed to have acquired in the GET phase. These questions were extremely difficult to mark because of all the CA marks.
6. Notation is another matter that requires serious attention, e.g. 15% written as a fraction (15%/100) in Question 3.4.
7. Candidates did not understand the terms *decrease* and *discount*.
8. Many candidates confused mean, average and mode (5.2). They had been taught to calculate them, but could not apply them in a given context.
9. The question on probability (5.2.6) was answered poorly. They used ratio and not fraction as notation.
10. Candidates had difficulties reading from the map and giving directions, i.e. using street names and directions (*right* and *left*, rather than *up* and *down*).

11. In 6.2.2, candidates did not know whether they should multiply or divide. Notation here was also a problem (0,029 X 1:16000). Most candidates lost these marks.
12. The instruction page given to candidates was often ignored as they did not always
 - write questions on separate pages
 - round off to the 2nd decimal place
 - number questions and subsections correctly
 - show all their calculations in their answer books.
13. Most candidates lost marks because they could not perform basic tasks and calculations like the following:
 - simplification of a fraction
 - differentiating between 20% and 0,20
 - not leaving out units
 - reading values from a table
 - estimating values from a graph

RECOMMENDATIONS AND REQUESTS

14. Teachers in the FET phase must revise the work done in the GET phase with their candidates as understanding of these concepts is vital to Maths Lit.
15. Candidates must be taught proper use of a calculator so as to avoid operation errors.
16. The writing of the answers only must be discouraged because this disadvantages the candidates with regard to their CA mark. Teachers must encourage candidates to show all their working in their answer books.
17. Being able to read with understanding is vital to Maths Lit.
18. Emphasize the use of two numbers after the comma when working with rands and cents. When rounding off numbers of people, cars, houses, etc., always round off upwards.