

Many eyes were on Mathematical Literacy as the new compulsory subject. The credibility of the subject has been questioned, especially with regard to Paper 2. The subject has been described as lower grade Mathematics, although this is not the case as it is an entirely new subject.

The final NSC Mathematical Literacy paper was of a really high standard and provided many challenges to candidates.

After marking and moderating approximately 25000 scripts, we provide the following analysis:

### **QUESTION 1**

Questions 1.1 – 1.3.3 were, to a large extent, answered fairly well. In some cases candidates were not able to distinguish between mean, median and range.

In Questions 1.3.4 and 1.4 many candidates lacked the ability to reason and reflect on mathematical calculations.

### **QUESTION 2**

- 2.1 Most of the candidates could substitute within the formula (volume), but some were unable to simplify by squaring the radius.
- 2.2. Candidates who fared poorly in this question were unable to interpret the given information.
- 2.3.1 – 2.3.2 Again the ability to reason and reflect was a problem. Candidates who were familiar with dishwashers could answer these questions fairly well, but the majority of candidates were unable to provide well-reasoned answers.
- 2.4.1 This question did not pose many problems. The memorandum allowed for both methods of calculating the total cost of the dishwasher.
- 2.4.2 A large number of candidates fared poorly in this question as they were unable to calculate the compound interest by means of the given formula. It is also possible

that not all candidates had access to a scientific calculator and so were unable to simplify the exponent.

2.4.3 Reasoning and reflecting, based on the candidate's calculations, was a problem once again.

### **QUESTION 3**

3.1.1 This question was answered well.

3.1.2 Many candidates did not use  $52 \text{ weeks} = 1 \text{ year}$  and therefore found this question confusing.

3.2 Candidates could determine the cost per duvet set, but some did not use the reduced price. Many candidates determined the total cost for 90 duvet sets.

3.3 Substitution within a formula and changing the subject of the formula posed difficulty to some candidates.

3.4 Most of the candidates scored high marks for drawing the graph.

3.5.1 – 3.5.2 Reading from the graph was done fairly well.

3.5.3 Many candidates experienced difficulty with interpreting the graphs.

### **QUESTION 4**

The whole of this question was answered well. Candidates were able to work out the budget, probably because it is something with which they are familiar..

### **QUESTION 5**

It seems that questions on measurement, shape and space are always poorly answered.

Candidates could not determine the area or demonstrate increase in the tiling process.

### **QUESTION 6**

Tree diagrams were problematic for some candidates. This might not have been dealt with in the classroom as there was some confusion about their inclusion on assessment standards. They were added to the core assessment standards for Grade 11 in 2008, which was then interpreted as being examinable only in the 2009 Grade 12 examinations.

### **GENERAL COMMENTS**

Candidates must be encouraged to show all calculations. The basic skills required for the use of a calculator must be dealt with in Grade 10. More exercises on reasoning and reflecting must be done in class. LO 3 should be dealt with in a more practical, hands-on way.