

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S** REPORT FOR
 PUBLISHING

**SUBJECT: MATHEMATICAL LITERACY PAPER: P1**

**YEAR : 2013**

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/
 balance)**

* The question paper was well received by most of candidates.
* Evidence from candidate’s scripts shows that the length of the question paper was suitable for a grade 12 candidates.
* Some of the candidates have attempted all questions within the stipulated time.
* However there were some candidates who did not attempt question 6 because they spent most of their time in some questions.
* The question paper covered the following skills, mathematical operations, graphical interpretation, tables, formulae and map work
* The contexts in this question paper show a variety of questions and this offered opportunity to candidates to apply their knowledge and skills.

**SECTION 1**

**(General overview of Learner Performance in the question paper as a whole)**

* According to performance analysis and sampled scripts, candidates performed

 almost the same as previous year.

* The question paper was of the required standard and the average candidate would perform well.
* However there were some questions which were difficult and this has lead to poor performance in those questions.

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet).**

**QUESTION 1**

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| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q1.1.1

* Some candidates used wrong mathematical operations.
* The use of a calculator was a challenge to some candidates.

SUGGESTIONS:

* BODMAS rule should be emphasised.
* Candidates must have their own calculator in order to familiarise themselves with how it operates.

Q1.1.2

* Some wrote 1,02 000 000 instead of 1 020 000

SUGGESTION:

* Basic knowledge on shifting comma should be done as part of revision.

Q1.1.3

* Concept of either multiplying or dividing was a challenge.
* Some of candidates divided 245 by 8 and 10ml of sugar was not used to calculate the weight of 245ml of sugar.

SUGGESTIONS:

* Teachers should emphasise the basic study work on conversion.
* Direct and indirect proportion should be revised.

Q1.1.4

* Substitution was correct but wrong units, e.g. minutes and hours were written instead of seconds. They lost 1 mark because the answer was not accurate.

SUGGESTION:

* Candidates should read instructions carefully in order to have a clear understanding of the question.

Q1.1.5 (a)

* Conversion of 170minutes to hours and addition to 7H50 to calculate time was challenge.
* Expressed time in words, Twenty to Eleven but did not indicated “AM”.

SUGGESTIONS:

* Teachers must show learners how to calculate time using a calculator.
* Basic knowledge on how to convert minutes to hours should be done as part of revision.

Q1.1.5 (b)

* Most candidates divided 9 450 apples by 170 minutes but the number of apples were rounded up instead of rounded down.

SUGGESTION:

* Candidates should take note on when to round up or down depending on the context.

Q1.1.6

* Some candidates divided 1 by 9.
*  was expressed as 1:10.
* The total number of balls was not used hence the denominator was incorrect

SUGGESTION:

* Probability should be emphasised.

Q1.1.7

* Some candidates were unable to calculate the number of sheep if the total number of sheep and cattle and their ratio was given.
* Candidates wrote the denominator as 35 instead of 36.

SUGGESTION:

* Calculations involve dividing or sharing of number of any item including the ratio should be emphasised.

Q1.2.1

* Some Candidates multiplied R64, 50 by 50CDs to calculate cost per CD.

SUGGESTION:

* Basic knowledge on direct and indirect proportion should be part of revision.

Q1.2.2

* Some candidates were rounding down the final answer to determine the number of CDs

SUGGESTION:

* Candidates should take note on when to round up or down depending on the given context

Q1.2.3

* Correct substitution of R (radius of the CD) and r (radius of the centre hole) but some candidates used 85 instead of 85% in the given formula.
* Some candidates did not calculate the square of R and r and this lead to a wrong calculation.
* Incorrect application of BODMAS was done to determine the writeable area.

SUGGESTIONS:

* BODMAS rule should be emphasised.
* 85 should be divided by 100.

Q.1.3.1

* Candidates were confused on whether to divide 120 nappies by 6 or 8 to determine the maximum number of days to complete a pack.
* Some candidates divided 120 by both 6 and 8 and wrote the answer as 15 to 20 days

SUGGESTIONS:

* Key word such as Maximum number of days should be clearly explained to candidates.

Q1.3.2

* Most of candidates managed to calculate discount amount.
* The formula was not provided and hence candidates did not know whether to divide by the new or old price to calculate the percentage discount.

SUGGESTIONS:

* In most cases formula are provided to candidates but they should try to know basic formula especially how to calculate percentage difference.

Q1.3.3

* Candidates struggled to calculate new price excluding VAT.
* They calculated 14% of R12, 49 which was already included.

SUGGESTIONS:

* The difference between VAT Inclusive and VAT Exclusive should be emphasised.
* Multiplying by 14% and dividing by 1,14 or 114% should be thoroughly explained.

Q1.3.4

* Some used the old price to calculate the total cost of the goods.
* Some candidates did not multiply the value of boxes of biscuits by four and the value of bottles of cool drinks by three.

SUGGESTION:

* Candidates should carefully read instructions as they guide them on how to solve the problem.

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|  **(d) Other specific observations relating to responses of learners.**  |

* It seems as if some candidates do not have their own calculators. They use calculators for examination only or borrow calculators that they are not familiar with.
* It clearly shows from sampled scripts that most of candidates do not understand the difference between VAT inclusive and VAT exclusive. This challenge caused them to perform extremely low in question 1.3.3
* Most of candidates rounded up instead of rounding down in question 1.1.5(b) hence they lost 1mark.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* Teacher development should focus on basic knowledge e.g. Conversions, rounding up or down and Probability.
* Teachers should also assist learners on Finance especially VAT and Percentage discount.

 **QUESTION 2**

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| --- |
| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q2.1.1

* Some candidates multiplied 250 cm by 4

SUGGESTIONS

* More exercises on how to interpret the diagram should be done in class.

Q2.1.2

* Most candidates used the formula of area of the circle but they did not multiply by 2 to find the total area of the semicircular sections of the herb garden.
* Some candidates divided the diameter of the semicircular sections by 2 and they were penalised.
* Candidates lost 1 mark because unit was not included in the final answer.
* Calculator usage was a problem to some candidates.

SUGGESTIONS:

* The difference between the diameter and the radius should be clearly outlined.
* Candidates should take note that even the area of the circle is given, at some stage they need to multiply or divide by certain value depending on the context.
* Teachers must emphasise that is not the same as 
* Teachers must encourage candidates to give the answer in the required units.

Q2.1.3

* Some candidates used wrong value for the diameter; 125cm instead of 250cm.They have divided 250cm by 2.

SUGGESTION:

* The difference between the diameter and the radius should be clearly outlined.

Q2.1.4

* The performance was good.
* Some candidates did not use mathematical operation correctly to calculate the number of thyme plants.

SUGGESTION:

* BODMAS rule should be emphasised.

Q2.2.1

* Most candidates performed well in this question.
* Some used the wrong data (scrapbooking department) to arrange ages in ascending order.
* Some candidates arranged the data in descending order.
* Some candidates omitted other values in a data.

SUGGESTIONS:

* Number of values in a data should be counted to avoid omission of some values.
* More exercises on working with 2 sets of data should be done.
* The difference between ascending and descending order should be addressed.

Q2.2.2

* Some candidates subtracted the smallest value from the bigger value hence they got a negative value for the range.
* The wrong data was used to determine the range.

SUGGESTIONS:

* Teachers must include exercises that involve more than one set of data during teaching.
* The formula for the range should be known to candidates.

Q2.2.3

* Most candidates found it difficult to interpret the meaning of “Modus”. Hence they listed all numbers that appear more than other numbers in the given data.
* Some candidates confused the mode, median, range and the mean.

SUGGESTION:

* The difference between median, range and the mean should be emphasised.

Q2.2.4

* Some values from the data were omitted.
* Wrong division by number of data entries.
* Candidates calculated median instead of mean.

SUGGESTIONS:

* Number of values in a data should be counted to avoid omission of some values.
* The difference between the median and mean should be clearly outlined.

Q2.2.5

* Not all ages were listed for the customers who visited the toy department that are greater than the upper quartile.

SUGGESTION:

* Quartiles should be emphasised.

Q2.2.6

* It is evident from scripts that some candidates changed the given formula from depreciation to appreciation formula.
* The substitution was correct but calculating the final answer was a challenge.
* Other candidates substituted the value of depreciated value (A) with R15 000 instead of (the present value) P.

SUGGESTIONS:

* Teachers should make candidates aware that they are not supposed to change the given formula.
* The use of a calculator should be addressed.

Q2.3.1

* Most candidates did not know the type of proportion represented in the graph.

SUGGESTION:

* Candidates should be exposed to different types of graphs / functions including variables.

e. g dependent and independent variable.

Q2.3.2

* Most candidates divided 2400 by 7 which was written in capital letter.
* Candidates did not add the driver when they determined the monthly petrol cost.

SUGGESTION:

* Key words such as (Leslie shares the petrol costs with SEVEN colleagues) should be taken into consideration.

Q2.3.3

* Candidates divided R2 500 by R800 instead of R2 400 by R800 because the last cost on the graph is R2 500.

SUGGESTION:

* Different graphs of inverse proportion must be given to candidates for interpretation.

Q2.3.4

* Multiplied R2 400 by number of persons instead of dividing by number of persons.
* Divided R 2 400 by any variable but failed to indicate the meaning of the variable used hence they were penalised.

SUGGESTION:

* More graphs must be given to learners and the relationship between the depended and the independent variables must be discussed.

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|  **(d) Other specific observations relating to responses of learners.**  |

* Candidates are still struggling to differentiate between diameter and radius, Inverse and direct proportion.
* Candidates still confuse the calculation of mean and range.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* Teacher must focus on how to interpret different types of graphs and how to interpret scales of given graphs.

**QUESTION 3**

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| --- |
| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q3.1.1

* Correct substitution of length, breadth and height in the formula but they used incorrect BODMAS to determine the total area of the pool.
* They were unable to interpret 2h on formula as 2 x h

SUGGESTION:

* BODMAS rule should be emphasised.

Q3.1.2

* Correct substitution of the volume, length and breadth in the formula but the use of a
calculator to find the height of the rectangular prism was a challenge.

SUGGESTION:

* BODMAS rule should be emphasised.

Q3.2

* Some candidates wrote 200C instead of 220 C.
* Rounded off to the nearest degree was a challenge.

SUGGESTION:

* Learners must be taught how to round off to the nearest degree.

Q3.3.1

* Three years and younger were not indicated in the record of spectators and hence candidate wrote their answer as zero.

SUGGESTION:

* Different context must be introduced in class for candidates to interpret.

Q3.3.2

* Candidates did not use the total number of people paying R7,50 and total number of people paying R10,50. They were penalised for the incomplete substitution.

SUGGESTIONS:

* Calculator usage must be emphasised.
* The use of BODMAS must be highlighted.

Q3.4

* Most candidates calculated the profit per bag correctly but they did not know which method to apply to determine the number of bags sold.
* Some candidates divided the profit (R594) by the cost of each bag
* Some candidates divided the profit (R594) by sold price.

SUGGESTIONS:

* Different context must be introduced in class for learners to interpret.
* The concepts of cost price and selling price must be explained to candidates.

Q3.5

* Most candidates managed to calculate 12% of R4 999 but failed to subtract the new price from the discount.

SUGGESTIONS:

* Encourage learners to read the question carefully. Candidates calculated how much the discount is not how much to be paid after discount.

Q3.6

* Candidates were not certain on whether to multiply or divide to calculate the exchange rate in rand per AUD$.
* Wrong units of currency were indentified in some of candidate’s scripts.

SUGGESTIONS:

* Candidates are advised to read instructions carefully because the guidance was provided in the question, e.g. (in rand per AUD$) rand should be divided by AUD$.
* The method of cross multiplication, where learners can put same currency on the same side.

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| **(d) Other specific observations relating to responses of learners.**  |

* Candidates who are not exposed to different context during the year, the find it difficult to interpret the question paper at the end of the year.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* Candidates must be taught how to use calculators correctly.

**QUESTION 4**

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| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q4.1.1

* Most candidates did not calculate the value of A, they read the value from the table and their answer was more than 21 which was not accurate.

SUGGESTION:

* Teachers should emphasise that the total percentage of given data is 100 e.g. daytime is 100 and after dark is 100.

Q4.1.2

* Some candidates did not read the correct percentage from the graph. Candidates read the value for the **very unsafe** which is 5%.

SUGGESTION:

* Teachers need to find resources in the media and develop questions from the resources that will assist candidates in working with percentages.

Q4.1.3

* Candidates wrote 2010 because of the highest percentage of 44,6 regardless of not being fairly safe.

SUGGESTION:

* Teachers need to find resources in the media and develop questions from the resources that will assist candidates in working with percentages.

Q4.1.4

* Candidates wrote 2010 for respondents who felt very safe while walking around.

SUGGESTION:

* Teachers need to find resources in the media and develop questions from the resources that will assist learners in working with percentages.

Q4.1.5

* Candidates calculated the difference between respondents who felt **very unsafe** because the previous question was about **very unsafe**.

SUGGESTION:

* Teachers need to give candidates the opportunity to work and analyse given information in order to answer the questions.

Q4.1.6

* Candidates wrote 62, 8:14 which is the ratio of 2010 and 2011 because the previous two questions were comparing 2010 and 2011.
* The rounding off to the nearest whole number was confusing for most candidates as such the question was not answered by other candidates.

SUGGESTION:

* Teachers must emphasise the importance of writing a ratio in the correct order.

Q4.2.1

* Few candidates did not respond to the question due to the confusion of the category given on the question.

SUGGESTION:

* More questions on map work must be given to learners to interpret.

Q4.2.2

* Few candidates did not respond to the question due to the confusion of the category given on the question.

SUGGESTION:

* More questions on map work must be given to learners to interpret.

Q4.2.3

* Did not interpret map correctly. They wrote the category with the highest percentage.

SUGGESTION:

* How to interpret categories must be explained to candidates.

Q4.2.4

* Candidates identified provinces with 50% not **more than 50%**.

SUGGESTION:

* Teachers should make candidates aware that they should read instructions carefully to avoid penalty.

Q4.2.5

* Most candidates wrote Northern Cape because part of it is the South West of Free State as such they lost all the marks.

SUGESSTION:

* Learners must be taught the compass direction properly.

Q4.2.6

* Most candidates wrote the answer as 1:500
* Candidates did not use the scale provided on the map (Concept of the scale)
* They did not measure the scale in centimetres (cm) or in millimetres (mm) from the scale on the map.
* Did not convert 500km to cm or mm to determine the scale used on the map.

SUGGESTIONS:

* Candidates should learn how to use the scale bar to calculate the actual distance.

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| **(d) Other specific observations relating to responses of learners.**  |

* Most candidates lost all marks in 4.1.6 because they were not sure how to round a ratio to the nearest whole number.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* Teachers must take note that candidates are struggling with questions based on tables’ interpretation and drawing of graphs using annexure.

**QUESTION 5**

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| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q5.1.1

* Most candidates wrote the value of K as 1 600
* The pattern on the number of bacteria was not well understood. They continue to add 400 from the previous number of bacteria. Candidates were not aware that 10 hours was not included on the table.

SUGGESTION:

* Interpretation of tables should be emphasised.

Q5.1.2

* Candidates did not increase the original number (50) eight times to determine the time instead they wrote 8 hours or the number of bacteria which is 800 after 8 hours.

SUGGESTION:

* Interpretation of tables should be emphasised.

Q5.1.3

* Drawing of a graph was a challenge. Candidates were unable to use the annexure in drawing the graph.
* Their points were not accurate as such they lost the accuracy mark.
* Some candidates used highlighters to join points on annexure or thick pencils as such their points joined are not accurate.

SUGGESTIONS

* Teachers must include annexure in the formal assessment tasks.
* Assist candidates to draw accurate graphs.
* Candidates are advised not to use highlighters to join points as this lead to incorrect joining of points.

Q5.1.4

* Candidates substituted s by 8 and t by 4 and r by 12 which is the sum of 8 and 4.

SUGESSTIONS:

* Candidates must be taught the meaning of mathematical words like difference.
* Teachers must ensure that candidates are able to substitute correct values into the given formula.

Q5.2.1

* Language was a problem for most candidates; they were unable to interpret the far left hand corner of the laboratory.

SUGGESTION:

* More activities on plans must be given to candidates to identify items and to give direction from one item to another.

Q5.2.2

* Most candidates struggled to understand the meaning of visually impaired person and hence they did not provide the appropriate direction. Most of them wrote “you will see”.
* Some gave the direction (left and right) without indicating the radioactive waste room and the table.
* Other candidates gave direction from the Non-radioactive waste, as such they lost all marks.

SUGGESTIONS:

* More activities on plans must be given to candidates to identify items and to give direction from one item to another.
* Teachers must note that candidates were unable to interpret what visually impaired meant, unusual terms must be used when presenting in class.

Q5.2.3

* Candidates substituted the length with 2,26 cm which is the scale length in 5.2.4.
* Indicated wrong units. They lost 2 marks.

SUGGESTIONS:

* Teachers must include different levels of questions so that candidates are assessed on different kind of questions.
* Teachers must ensure that candidates are able to substitute correctly into the given formula.

Q5.2.4

* Some candidates converted 2,26 cm to other units.
* Some were not sure whether to multiply or divide 2,26cm by 58 to calculate the actual length of the table on the layout plan.
* Unit of the final answer was not accurate.

SUGGESTION:

* Teachers must explain how to use scales to calculate the actual length if scale length is given.

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| **(d) Other specific observations relating to responses of learners.**  |

* More than 50% of candidates lost marks in 5.2.4 as they were unable to use the scale given to calculate the actual length.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* More questions on scale must be asked as part of formal assessment.
* Candidates lost marks by writing two different answers to one question.

**QUESTION 6**

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| --- |
| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q6.1.1

* Some candidates did not know how to read the information from the pie chart.
* They subtracted 71 from 360 as such they lost all the marks because the answer must be accurate.

SUGGESTIONS:

* Pie charts should be revised and candidates should be aware that percentages add to 100 and angles add up to 360.
* Teachers should encourage learners to read instructions carefully.

Q6.1.2

* Candidates calculated only for key A not B.
* Others added the 33 + 10 only.
* Other candidates subtracted the 43 from 360.
* Some candidates rounded 90,3 as 91 instead of 90 days.

SUGGESTION:

* Candidates should take note on when to round up or down depending on the context.

Q6.2.1

* Candidates identified any kind of jersey regardless of the question asking for long- sleeved jersey; as such other answer was 18.
* Other candidates added the number of sleeveless and long-sleeved jersey (18+23) and their answer was 41.

SUGGESTION:

* Teachers must expose candidates to compound tables and not be textbook bound.

Q6.2.2

* Candidates used the wrong set of data as such they lost 1 mark.
* They omitted other values in calculating the number of learners.
* Candidates wrote 18 which is the number of learners who might buy a size 30, they were not aware that the question is not related to 6.2.1

SUGGESTION:

* Teachers must expose learners to compound tables and not be textbook bound.

Q6.2.3

* Most candidates lost 1 mark because they doubled the long-sleeved jersey instead of sleeveless jersey.
* Some candidates wrote size 32 jersey where the number of long-sleeves jersey is double the sleeveless.

SUGGESTION:

* More work on interpretation of tables must be given to learners.

Q6.3.1

* It was difficult for candidates to interpret the table, they wrote  assuming that the number of jerseys from the table increases by 20.

SUGGESTION:

* Candidates must be encouraged to be careful when analysing tables, they must be able to identify values not included on the table.

Q6.3.2

* Candidates were unable to read the scale used on the annexure.

SUGGESTION:

* Teachers must include annexure in formal assessment tasks.
* Assist candidates to draw accurate graphs.

Q6.3.3

* Most candidates wrote 160 jerseys + or 160 jerseys.

SUGGESTION:

The concept of break-even must be explained to learners and the concepts of minimum and maximum be explained.

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|  **(d) Other specific observations relating to responses of learners.**  |

* Most of candidates did not answer question 6 due to time, they spend more time on first questions.
* Instead of drawing a straight line graph in question 6, a bar graph was drawn.
* Candidates still have problems with numbering of questions, not leaving an open line between answers, they are dividing one page into two and write two questions on the

either side, marking becomes difficult.

* Some candidates attempted a question and did not complete some sub question and then combine it with another question.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* Teachers must ensure that learners follow exam instructions when writing any formal assessment.
* Teachers must encourage learners to write one answer per sub question not to use **OR.**

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

**GENERAL COMMENTS**

* It is evident from question 1 in the graph that some candidates still lack basic knowledge from lower grades.
* According to the above graph, question 5, most candidates did not interprete the table and the scale provided correctly and they could not write the direction properly as such this lead to 54,9%.
* Some of the candidates not write or complete question 6 hence the performance is low compared to other questions.

**(b) GRAPHS TO COMPARE DISTRICTS' PERFORMANCES PER QUESTION**

**(c) GRAPH TO COMPARE OVERALL PERFORMANCE PER DISTRICT**

**COMMENTS ON PERFORMANCE OF DISTRICT BASED ON SAMPLED SCRIPTS:**

|  |  |  |
| --- | --- | --- |
| **QUESTIONS** | **% IN THE PROVINCE** | **DISTRICT S PERFORMANCE** |
| Q1 | 54,2 | NMM performed 2,9% better than the Provincial average |
| Q2 | 72,3 | NMM performed 2,8% better than the Provincial average |
| Q3 | 66,7 | Dr KK performed 3,8% better than the Provincial average |
| Q4 | 64,6 | Dr KK performed 3,7% better than the Provincial average |
| Q5 | 54,9 | NMM and Dr KK performed better than the Provincial average |
| Q6 | 52 | NMM and Dr KK performed better than the Provincial average |
| Total  | 61,2 | Dr KK performed 2,8 better than the Provincial average |

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS, LEARNING
 OUTCOMES AND ASSESSMENT STANDARDS**

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| --- |
| **QUESTION 1 ( 33) Marks** |
| **QUESTION** | **AS** | **L01** | **LO2** | **LO3** | **LO4** | **TL1** | **TL2** | **TOPIC** |
| 1.1.1 | 12.1.1 | 1 |  |  |  | 1 |  | Operations |
| 1.1.2 | 12.1.1 | 1 |  |  |  | 1 |  | Subtraction |
| 1.1.3 | 12.3.2 |  |  | 3 |  |  | 2 | Weight |
| 1.1.4 | 12.2.1 |  | 2 |  |  | 1 |  | Time |
| 1.1.5(a) | 12.3.2 |  |  | 3 |  |  | 2 | Time |
| 1.1.5(b) | 12.1.1 | 1 |  |  |  | 1 |  | Average rate |
| 1.1.6 | 12.4.5 |  |  |  | 4 |  | 2 | Probability |
| 1.1.7 | 12.1.1 | 1 |  |  |  |  | 2 | Ratio |
| 1.2.1 | 12.1.1 | 1 |  |  |  | 1 |  | Cost |
| 1.2.2 | 12.1.1 | 1 |  |  |  | 1 |  | No of CDs |
| 1.2.3 | 12.3.3 |  |  | 3 |  | 1 |  | Area |
| 1.3.1 | 12.1.1 | 1 |  |  |  | 1 |  | Maximum days |
| 1.3.2 | 12.1.3 | 1 |  |  |  | 1 |  | % discount |
| 1.3.3 | 12.1.1 | 1 |  |  |  |  | 2 | VAT Exclusive |
| 1.3.4 | 12.2.1 |  | 2 |  |  | 1 |  | Total cost |
| **QUESTION 2 (31) Marks** |
| **QUESTION** | **AS** | **L01** | **LO2** | **LO3** | **LO4** | **TL1** | **TL2** | **TOPIC** |
| 2.1.1 | 12.3.3 |  |  | 3 |  |  | 2 | Maximum length |
| 2.1.2 | 12.3.1 |  |  | 3 |  |  | 2 | Area |
| 2.1.3 | 12.3.1 |  |  | 3 |  | 1 |  | Perimeter |
| 2.1.4 | 12.2.1 |  | 2 |  |  | 1 |  | No of plants |
| 2.2.1 | 12.4.3 |  |  |  | 4 | 1 |  | Ascending order |
| 2.2.2 | 12.4.3 |  |  |  | 4 |  | 2 | Range |
| 2.2.3 | 12.4.3 |  |  |  | 4 | 1 |  | Modus |
| 2.2.4 | 12.4.3 |  |  |  | 4 | 1  | 2 | Mean  |
| 2.2.5 | 12.4.3 |  |  |  | 4 |  | 2 | Ages |
| 2.2.6 | 12.1.3 | 1 |  |  |  |  | 2 | Depreciation value |
| 2.3.1 | 12.2.1 |  | 2 |  |  | 1 |  | Proportions |
| 2.3.2 | 12.2.1 |  | 2 |  |  | 1 |  | Petrol cost |
| 2.3.3 | 12.2.1 |  | 2 |  |  | 1 |  | No of people |
| 2.3.4 | 12.2.1 |  | 2 |  |  |  | 2 | Formula |
| **QUESTION 3 (22) Marks** |
| **QUESTION** | **AS** | **L01** | **LO2** | **LO3** | **LO4** | **TL1** | **TL2** | **TOPIC** |
| 3.1.1 | 12.3.1 |  |  |  | 3 |  |  | Area |
| 3.1.2 | 12.3.1 |  |  |  | 3 |  |  | Height |
| 3.2 | 12.3.212.1.1 |  |  |  | 3 |  |  | Conversion |
| 3.3.1 | 12.1.1 | 1 |  |  |  |  |  | No of children |
| 3.3.2 | 12.2.1 |  | 2 |  |  |  |  | Total Income |
| 3.4 | 12.1.1 | 1 |  |  |  |  |  | Sports bags |
| 3.5 | 12.1.1 | 1 |  |  |  |  |  | Discounted price |
| 3.6 | 12.1.1 | 1 |  |  |  |  |  | Exchange rate |
| **QUESTION 4 (23) Marks** |
| **QUESTION** | **AS** | **L01** | **LO2** | **LO3** | **LO4** | **TL1** | **TL2** | **TOPIC** |
| 4.1.1 | 12.1.1 | 1 |  |  | 1 | 1 |  | Value of A |
| 4.1.2 | 12.4.4 |  |  |  | 4 | 1 |  | % of respondents |
| 4.1.3 | 12.4.4 |  |  |  | 4 | 1 |  | Year |
| 4.1.4 | 12.4.4 |  |  |  | 4 | 1 |  | Time |
| 4.1.5 | 12.1.1 | 1 |  |  | 1 | 1 |  | % Difference |
| 4.1.6 | 12.4.4 |  |  |  | 4 | 1 |  | % Ratio |
| 4.2.1 | 12.4.4 |  |  |  | 4 | 1 |  | Province |
| 4.2.2 | 12.4.4 |  |  |  | 4 | 1 |  | Province |
| 4.2.3 | 12.4.4 |  |  |  | 4 |  | 2 | % Category |
| 4.2.4 | 12.4.1 |  |  |  | 4 | 1 |  | Province |
| 4.2.5 | 12.3.4 |  |  | 3 |  | 1 |  | Province |
| 4.2.6 | 12.3.3 |  |  | 3 |  |  | 2 | Scale |
| **QUESTION 5 (21) Marks** |
| **QUESTION** | **AS** | **L01** | **LO2** | **LO3** | **LO4** | **TL1** | **TL2** | **TOPIC** |
| 5.1.1 | 12.3.3 |  | 2 |  |  | 1 |  | K Value  |
| 5.1.2 | 12.2.3 |  | 2 |  |  | 1 |  | Time |
| 5.1.3 | 12.2.2 |  | 2 |  |  |  | 2 | Graph |
| 5.1.4 | 12.2.1 |  | 2 |  |  | 1  | 2 | Average growth rate |
| 5.2.1 | 12.3.4 |  |  | 3 |  |  | 2 | Item |
| 5.2.2 | 12.3.4 |  |  | 3 |  |  | 2 | Direction |
| 5.2.3 | 12.3.1 |  |  | 3 |  | 1 |  | Width |
| 5.2.4 | 12.3.3 |  |  | 3 |  | 1 |  | Length |
| **QUESTION 6 (20) Marks** |
| **QUESTION** | **AS** | **L01** | **LO2** | **LO3** | **LO4** | **TL1** | **TL2** | **TOPIC** |
| 6.1.1 | 12.4.4 |  |  |  | 4 | 1 |  | % days |
| 6.1.2 | 12.4.412.1.1 | 1 |  |  |  |  | 2 | Total number |
| 6.2.1 | 12.4.4 |  |  |  | 4 | 1 |  | Number of learners |
| 6.2.2 | 12.1.212.4.4 | 1 |  |  |  | 1 |  | Number of learners |
| 6.2.3 | 12.4.4 |  |  |  | 4 |  | 2 | Jersey size |
| 6.3.1 | 12.2.1 |  | 2 |  |  | 1 |  | Values of A and B |
| 6.3.2 | 12.2.2 |  | 2 |  |  |  | 2 | Graph  |
| 6.3.3 | 12.4.4 |  |  |  | 4 |  | 2 | No of Jerseys |
|  |  |  |  |  |  |  |  |  |
| **Cognitive level** | **Dec 2013** | **%** | **SAG** |  |  |  |  |  |
| Knowledge | 80 | 53 | 60 |  |  |  |  |  |
| Routine procedure | 70 | 47 | 40 |  |  |  |  |  |
| Total | 100 | 100 | 100 |  |  |  |  |  |

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 NAME DESIGNATION (Subject Analyst /Moderator or Chief Marker)

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 SIGNATURE DATE