basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

QUALITATIVE ANALYSIS OF LEARNER RESPONSES
AND
EVALUATION OF THE QUESTION PAPERS (PER PAPER)
NATIONAL SENIOR CERTIFICATE 2025
WESTERN CAPE EDUCATION DEPARTMENT

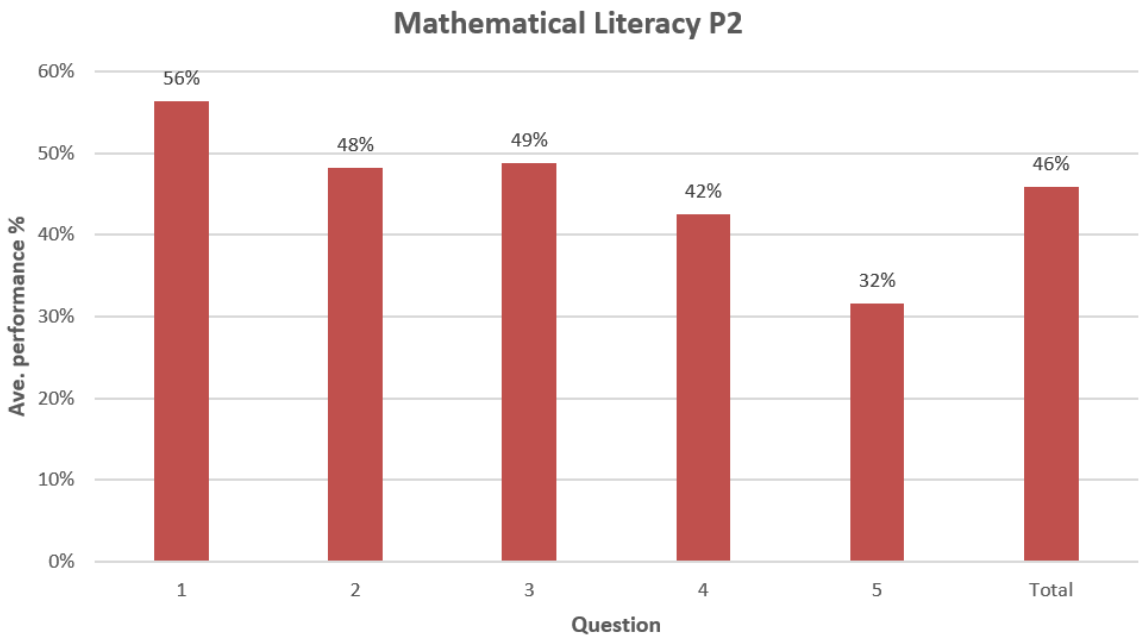
SUBJECT	**MATHEMATICAL LITERACY**		
QUESTION PAPER	**1**	**2**	**3**
DURATION OF PAPER	**3 HOURS**		
INTERNAL MODERATOR	**JDE VILLIERS**		
CHIEF MARKER	**V ONTONG**		
DATES OF MARKING	**FROM: 29 NOVEMBER 2025**	**TO: 10 DECEMBER 2025**	
HEAD OF EXAMINATION	**MS LM BREDENKAMP**		

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: ***(GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)***

The overall performance of learners in the November 2025 examination will be evaluated using a sample of 100 scripts. These scripts were randomly sampled based on predetermined criteria to offer a spread of results.
It is important to note that this sample represents only 0,18% of the total scripts received for the paper.

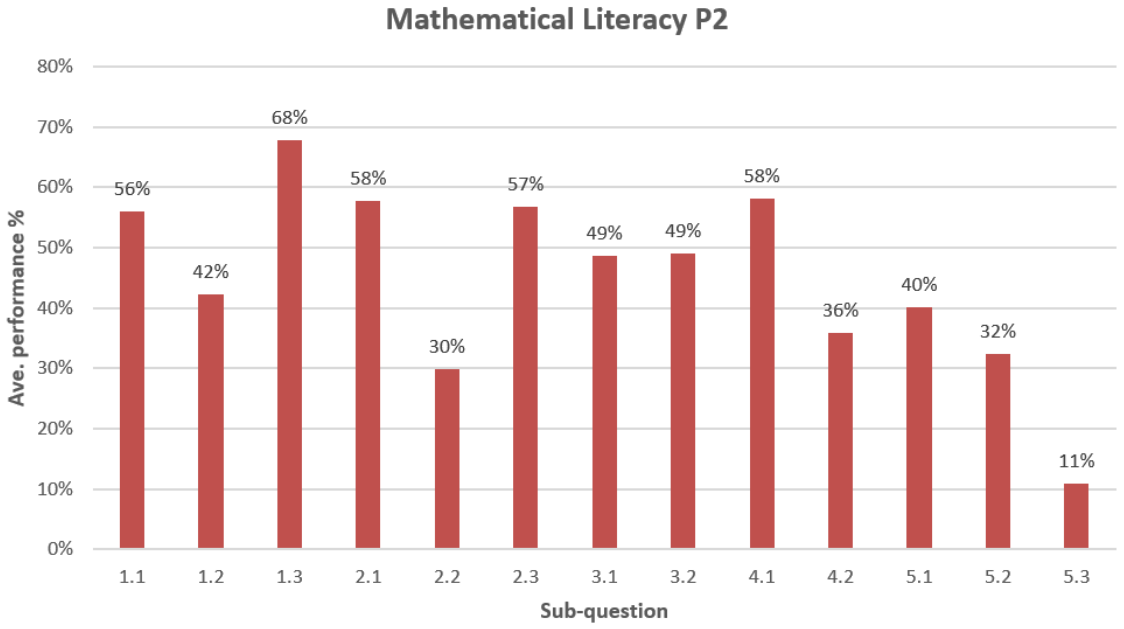
The table and graph below show the mean (average) learner performance per question and the paper of 100 scripts:



	Q 1	Q2	Q3	Q4	Q5	PAPER 2
Total Mark	28	34	32	30	26	150
Average %	56%	48%	49%	42%	32%	46%
Average mark	15,68	16,32	15,68	12,6	8,32	69

The best answered question in this sample was Question 1 (56%) and the worst answered question was Question 5 (32%)

The graph below shows a further breakdown in the learner performance per sub question.



The best answered sub-question was 1.3 and the worst answered sub-question was 5.3

SECTION 2: *COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS*

(It is expected that a comment will be provided for each question)

NOTE:

Questions in Paper 2 based on the analysis of 100 scripts were as follow:

- Poor: Below 40%
- Moderate: Between 40% and 60%
- Fair: Between 60% and 80%
- Good/Well-answered: 80% and above

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was answered at a moderate level by candidates in the sample. Sub-questions: Best Answered: 1.3 Worst Answered: 1.2
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1.1-1.1.5) Learners struggled to identify the correct definition with the provided terminology. 1.2.1) Many learners omitted the p.m. part of the solution. This indicates a lack of understanding of time formats. 1.2.2) Learners struggled to perform calculations with the mixed fraction and did not understand how to perform the calculation with $33\frac{1}{3}\%$. 1.2.3) Learners struggled to identify the correct formula, which shows a lack of understanding in the application of the speed,distance,time formula with necessary conversions. There seems to be a common misunderstanding with regards to the difference between time and duration. 1.2.4) In some cases learners lack knowledge of the number of days per month and how to count backwards when using dates. 1.3.1) Learners struggled to distinguish between using the letters P-U and a-f with some candidates rewriting the statements. 1.3.2) Learners had trouble in identifying the appropriate formula. 1.3.3) Some learners still had trouble in basic conversions within the metric system if it is between more than two measuring units (m to mm etc).
(c) Provide suggestions for improvement in relation to Teaching and Learning.
1.1.1-1.1.5) Educators need to incorporate the Terminology booklet into daily teaching and learning in the classroom. 1.2.1)Time formats and time conversions need to be a focus in classroom teaching from Gr 10. 1.2.2)Basic calculator skills need to be consolidated in the classroom. 1.2.3)The difference between time and duration in the speed, distance, time formula should be practiced in class. 1.3.1)Emphasis needs to be placed on organizing steps in the correct order as well as how to

match statements to diagrams.

1.3.2) Learners need to be exposed to different formulae in class and need to be able to identify the correct formula through process of elimination.

1.3.3) Conversions within the metric system needs to be practiced in class from Grade 10.

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

Learners struggle to extract important information from the provided contexts.

Some learners spent unnecessary time rewriting statements in this question (1.1 and 1.3) instead of following the instruction of only writing letters.

QUESTION 2

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

The question was answered at a moderate level by candidates in the sample.

Sub-questions:

Best Answered: 2.1

Worst Answered: 2.2

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

2.1.1) Many candidates struggled to distinguish between forward facing and and backward facing seats. Some candidates also did not understand the term "passenger" seats.

2.1.2) Candidates struggled to correctly interpret the numbering system described and as a result could not obtain all marks. Many candidates did not understand that a seat number will include the row and seat. (F3)

2.1.3) Some candidates struggled to distinguish between left and right, when putting themselves in the position of the person on the bus and following directions.

2.2.1) Many learners failed to distinguish between the points indicated on the route map and the 18 stops. A common incorrect answer was Bakoven.

2.2.2) Some candidates could not correctly identify the type of scale.

2.2.3) Many candidates struggled to interpret the difference between clockwise and anti-clockwise.

2.2.4) Many learners struggled with conceptual understanding of the following in this question: a) measuring accurately, b) interpreting a scale c) conversion to same units c) scale calculations.

2.3.1) Many learners could not visualise the direction in which a door opens.

2.3.2) Many learners did not grasp the concept of "dimension" and proceeded to calculate area and or perimeter. Other learners could not accurately identify the correct room's measurements. Many learners are still not able to distinguish between when to divide and when to multiply when using metric to imperial conversions.

2.3.3-2.3.5) Learners struggled to interpret the plan correctly.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

2.1) Learners should be exposed to a variety of seating plans with different configurations in the

classroom. Learners should also practice the skill of following and providing a set of directions regularly.

2.2.4) Learners need to practice the skill of measuring items in the classroom. Multi-step scale calculations need to be practiced regularly in the classroom.

2.3) Learners need to be exposed to a variety of floorplans of different structures in the classroom. Visual representations of floorplans as 3D structures could help strengthen learners understanding. Learners should be encouraged in the classroom to not only make observations from plans, but also identify differences and critique the layout.

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

Critical reading skills and extracting information from given contexts remains a problem for some learners.

If a structure is unkown to learners (like a block of flats for a candidate in a rural area) a picture could be an useful tool for them to better visualise the context.

QUESTION 3

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

The question was answered at a moderate level by candidates in the sample.

Sub-questions:

Best Answered: 3.1& 3.2

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

3.1.1) Some candidates struggle with the concept of working back in time to the start time. The understanding of the relationship between hours and minutes remains a problem.

3.1.2) Some learners could not visualize the pattern described in words.

3.1.3) Many candidates did not perform the necessary conversion to the same unit before substituting into the formula. From here it was unnecessarily complicated to convert between two dimensions. Many candidates could correctly identify the base (28cm) but could not substitute correctly into the formula, and as a result lost marks. The ½ was omitted from the calculation in many cases.

3.1.4) Most candidates could not convert the area of part A in mm^2 to cm^2. As a result, candidates attempted to add values in different measuring units together. Another common mistake was misinterpreting the "1,6 times" in the question.

3.1.5) Many learners did not correctly interpret the word "or" in the question and calculated both colours separately. Some learners still struggle with understanding the concept of probability (as a fraction, that the numerator is always smaller than denominator etc.) Some candidates also still struggle to calculate percentage from a fraction.

3.2.1) Most candidates answered this question correctly, however some learners struggle to perform calculations using fractions.

3.2.2) Some candidates cannot distinguish between diameter and radius. Many learners did not

follow the rounding instruction.

3.2.3) Many learners still struggled to convert within the metric system. When calculating the area of the circle many candidates did not square the radius-substitution into the formula proving to be problematic. Learners struggled to interpret the meaning of "pairs and both". Some learners struggled to understand that the material has an area that can be calculated and so does the circle, and that the area of the circles should be subtracted from that of the area of the material.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

3.1.1) Calculations with time should be practiced in class- to calculate start time, end time and elapsed time.

3.1.2) Patterns and relationships is a basic skill that should be consolidated in class from Grade 10. Learners should be encouraged to draw patterns as a visual representation to make sense of the pattern.

3.1.3) The basic skills of conversions and substituting into a formula should be practiced regularly in class.

3.1.5) The concept of probability needs to be integrated into questions on all topics in Mathematical Literacy. Learners should be comfortable to express probability as a fraction. Decimal or percentage.

3.2) Concepts within measurement, conversions, substituting into formulae and rounding need to consolidated in class.

3.2.3) Learners should be exposed to multi-step calculations in class on a regular basis.

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

Critical reading skills and extracting information from given contexts remains a problem for some learners.

Basic skills and competencies should be consolidated through regular practice.

QUESTION 4

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

The question was answered at a moderate level by candidates in the sample.

Sub-questions:

Best Answered: 4.1

Worst Answered: 4.2

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

4.1.2a) Many learners wrote 18 as they did not identify the *different* national roads.

4.1.2b)Some learners provided additional incorrect options as the mark allocation was 3 marks.

4.2.1) Some learners added January in their calculation and as a result ended up with 18 months. In some cases learners did not provide their final solution in months as stated in the question.

4.2.2) Learners struggle with calculating time when the solution goes into the next day (past midnight).

4.2.3) Probability in context remains a problem.
4.2.4) Many candidates struggled to a) convert hours and minutes to only hours. b) Change the subject of the formula c) use the flight time and not arrival time.
4.2.5) Some learners tried to compare distance in the metric system and imperial system. Learners struggled with the conclusion of their answer as the difference between the actual distance and the extra distance was close.
4.2.6) Learners struggled to extract the information and, in many cases, tried to use the 5 feet from the given information. Many learners did not understand the percentage of a percentage calculation and as such calculated the percentage of the original amount several times. Many candidates also did not round the solution.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

4.1) Learners should be exposed to different maps including national and regional roads in the classroom.
4.2.1) Examples of time calculations over a longer period needs to be included in classroom activities.
4.2.2) Calculating time should be practiced from Grade 10-12.
4.2.3) Learners should be exposed to probability scenarios in class where the probability is "impossible".
4.2.4) Multi-step calculations of speed, distance, time should be included in class activities. These should include conversions of time and or distance to the appropriate unit as required in the question.
4.2.5) Learners should be made aware of the difference of measurements in the metric and imperial system and that they cannot be compared unless they are converted to the same system. Calculations using conversions between metric and imperial system needs to be practiced in class regularly, in context.
4.2.6) Percentage calculations as a basic skill should be practiced and included in activities from Grade 10.

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

Critical reading skills and extracting information from given contexts remains a problem for some learners.
Basic skills and competencies should be consolidated through regular practice.

QUESTION 5

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

The question was answered at a poor level by candidates in the sample.
Sub-questions:
Best Answered: 5.1
Worst Answered: 5.3

(b) Why was the question answered poorly? Also provide specific examples, indicate common

errors committed by learners in this question, and any misconceptions.
5.1.1) The question was generally well answered. Some candidates had difficult linking the parts of the bookcase in diagram 2 to the assembled bookcase in Diagram 1 and to see the correlation. 5.1.3a) Many learners failed to make the connection between the dimensions of the hardboard and that of the bookcase. 5.1.3b) Learners struggled to convert actual dimensions to scaled dimensions. Learners also struggled to draw the diagram to scale. 5.2) Many learners only calculated the area of the piece of wood. Some learners misunderstood the two bookcases and then calculated the area of one piece of wood twice. Some learners also included the hardboard when calculating the area of the bookshelf even though it is stated that it is not made from wood. 5.3) This question was the most poorly answered question in the paper. Learners struggled with the following concepts: a) conversions in more than one dimension. b)Changing the subject of the formula c) Identifying an appropriate unit.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
5.1.1) An important skill to expose learners to is to be able to also depict a three-dimensional object as all the parts that make it up (2D). 5.1.3a) Learners need to be able to answer questions in context. 5.1.3b) Calculating scaled measurements and drawing scaled diagrams is a skill that needs to be practiced in class. 5.2) Learners should be exposed to activities where objects are made from one piece and the remainder is to be calculated. 5.3) Time needs to be spent on explaining how to change the subject of an unknown formula in class.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Critical reading skills and extracting information from given contexts remains a problem for some learners. Basic skills and competencies should be consolidated through regular practice.