



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

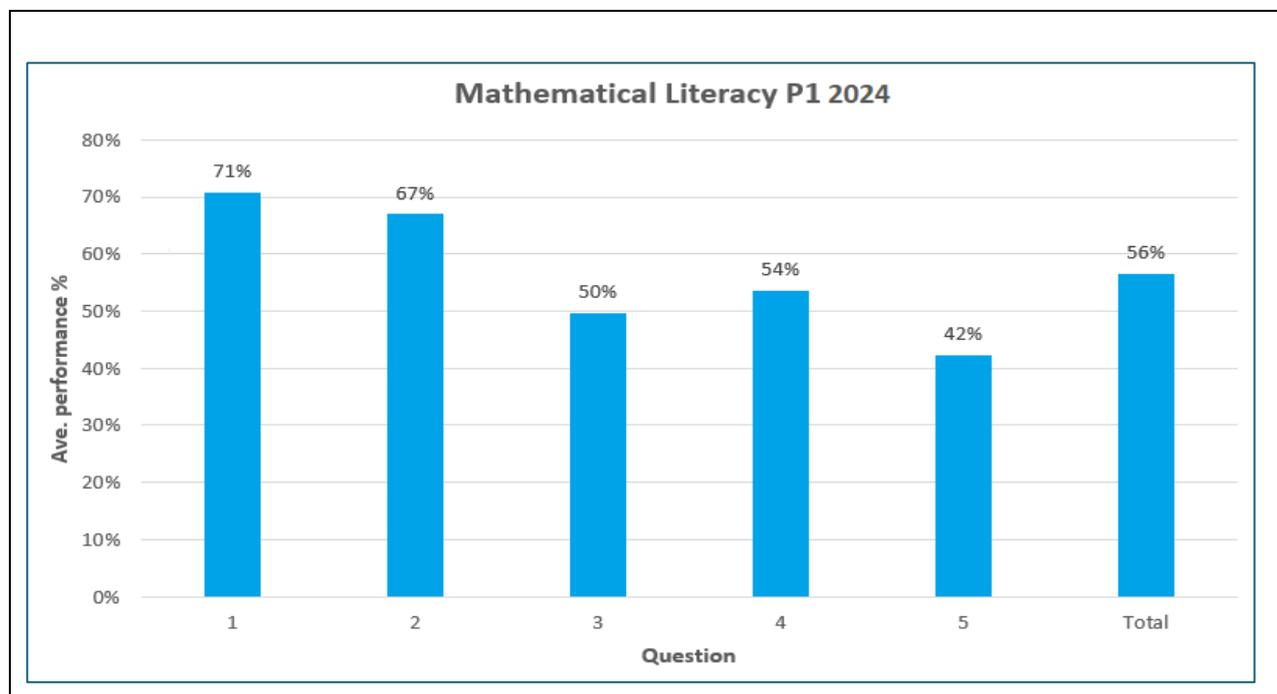
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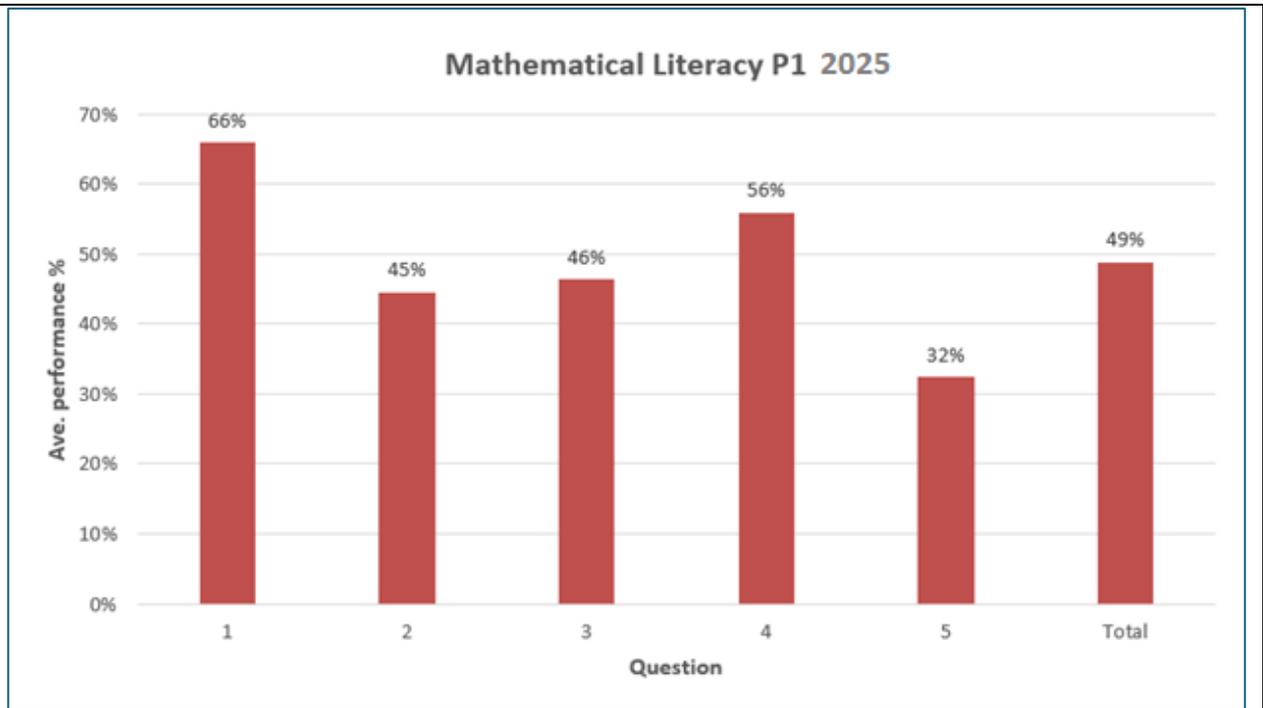
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2025 NSC CHIEF MARKER'S REPORT

SUBJECT	MATHEMATICAL LITERACY		
QUESTION PAPER	1	2	3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	N. TYULU		
NAME OF THE CHIEF MARKER	T.MZONDI		
DATES OF MARKING	28/11 – 12/12/2025		
HEAD OF EXAMINATION:	MR. E.M.MABONA		

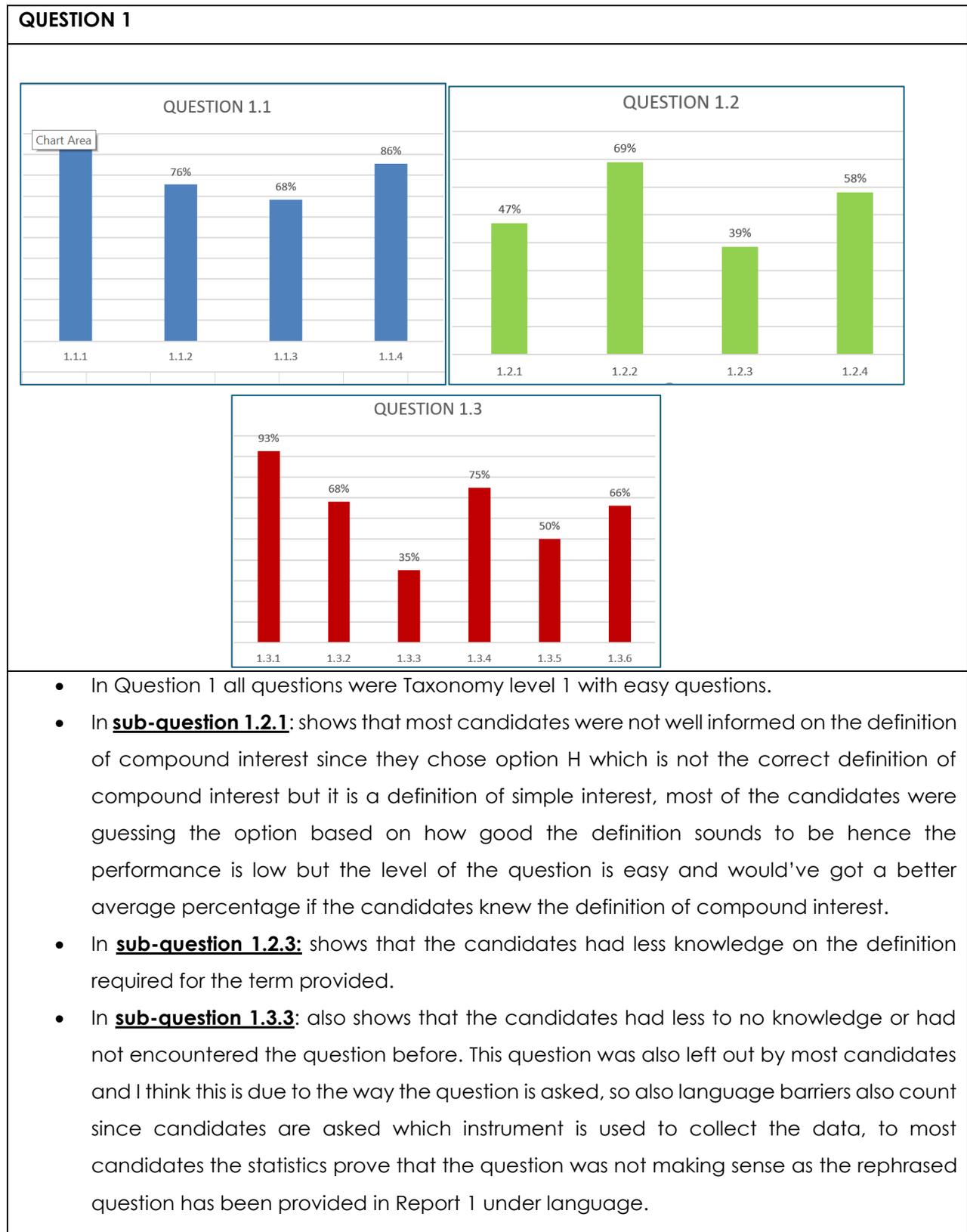
SECTION 1: (General overview of Learner Performance in the question paper as a whole)



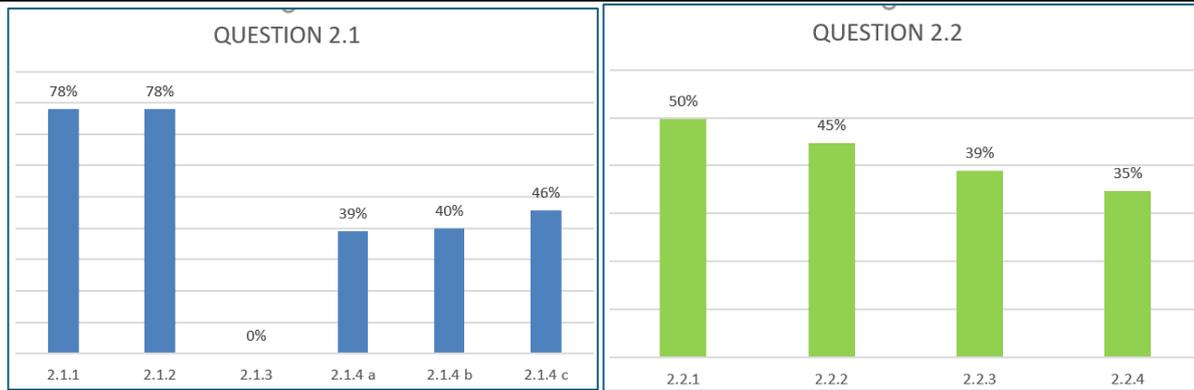


- The first graph above in blue, the data was collected from the 2024 sampled data of a 100 candidates and the second graph in red, the data was collected from the sampled data of a 100 candidates from different centres for 2025 to compare the data and observe any improvements or decline in overall average percentage and average for each question.
- It is evident that the average performance of 2025 has dropped. The average for question 1,2,3 and 5 has also decreased.
- The total average is below 50% so this shows a poor performance in the 2025 paper compared to that of 2024.
- Each question in this paper challenged the knowledge of the candidates from basic definition to application of formulas, understanding and also what the candidate knows.
- The performance sampled from the 100 candidates' scripts shows a lack of preparation and if not, then this shows the lack of knowledge on certain concepts that are basic for candidates to know since even the easy level difficulty questions tended to challenge most of the candidates in this paper based on the stats from sub-questions in Section 2 below.

SECTION 2: Comment on candidates' performance in individual questions

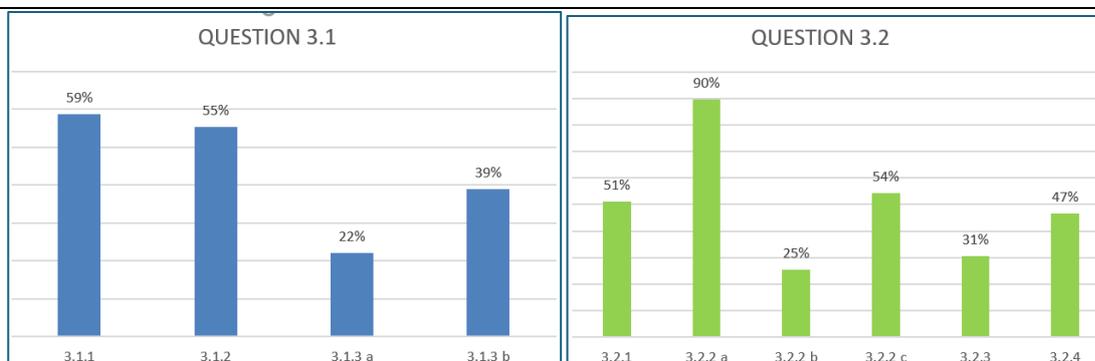


QUESTION 2



- Question 2 was based on familiar context from Finance only, and consisted of all taxonomy level questions. The concept of ratio in sub-question 2.1.3 was poorly grasped. Candidates lacked the skill of determining the employer contribution towards medical aid as a ratio of $\frac{1}{3}$ since the employee contribution of R2 531,54 was given. They failed to recognise that the R2 531,54 was $\frac{2}{3}$. The cognitive demand of the sub-question was level 2 moderately difficult.
- **In sub-question 2.1.4 a)** candidates failed to read the correct monthly tax income on the table.
- In **sub-question 2.1.4 b):** the candidates only added deductions without subtracting it from the gross income hence their answer was the sum of the deductions only.
- In **sub-question 2.1.4 c)** This was a level 4 difficult question hence most candidates couldn't attempt the question correctly, but from the stats and markers reviews it show that the candidates couldn't multiply the tax credit by 12, they only subtracted 364. They also didn't divide by 12 for monthly tax hence they couldn't deduce the validity of the statement.

QUESTION 3

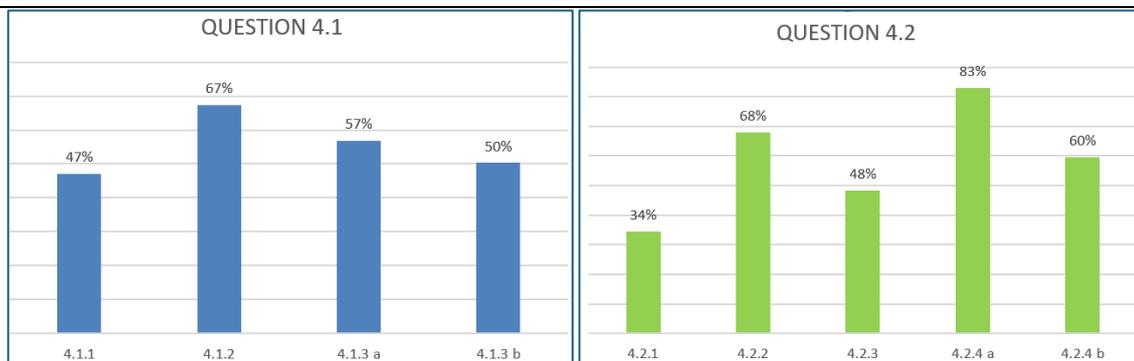


- Question 3 was based on familiar context from Data Handling only, and consisted of all taxonomy level questions.
- In **sub-question 3.1.3 a)** most learners struggled with finding the actual number of users. They used basic addition or subtraction of values from the table instead of multiplication

that was required to find the actual value. Hence they couldn't validate Fezeka's statement in the follow up question with proof of correct calculation as required in 3.1.3(b).

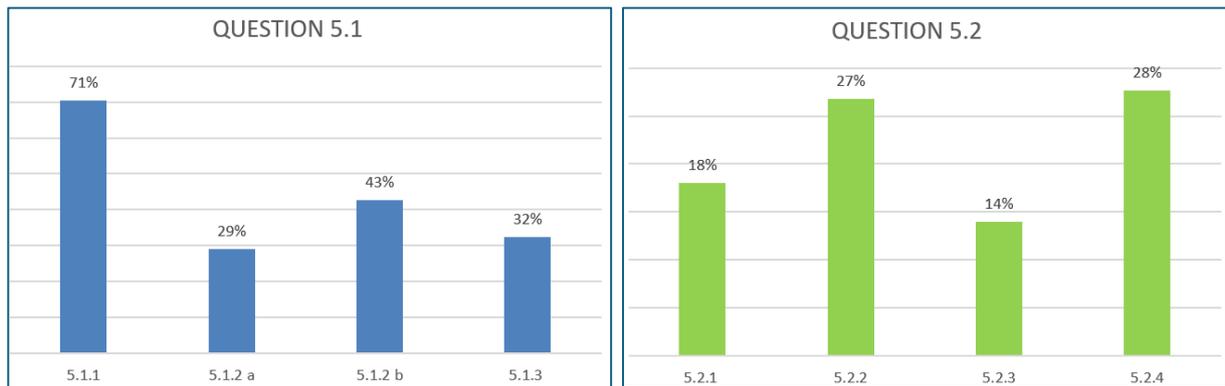
- In **sub-question 3.2.2 b)** candidates struggled with this question due to lack of skill in a stacked bar graph interpretation, they couldn't interpret the stacked bar graph correctly and made wrong interpretations hence getting wrong answer for this sub-question.
- Also the candidates had less knowledge on the stacked bar graph and this is evident in sub-question 3.2.3 when they have to stack data on top of the bar graph and a good number of candidates stacked their data incorrectly by shading on existing data instead of stacking on top of actual data.

QUESTION 4



- Question 4 consisted of integrated context on Finance and Data Handling, and comprised mainly of questions pitched at level 2 and 4.
- In **sub-question 4.1.1** Candidates found it very difficult to devise a formula for the rental cost of the trailer as required.
- In **sub-question 4.2.1**: candidates either failed to distinguish between the numerator and denominator required to get the average payment as they used the denominator as a numerator in most cases, while other candidates couldn't get the answer right due to not rounding off to the nearest thousand correctly.
- Lastly on **sub-question 4.2.3** Candidates had shown less knowledge on mean so most couldn't get the answer correctly either due to not being prepared for this question since the average/mean formula was expected from them that they know it by heart hence it was not provided, so without the correct formula the candidates wouldn't get the correct answer.

QUESTION 5



- Question 5 presented integrated unfamiliar context on Finance and Data Handling that was very difficult for learners to respond to. Learners did not recognise the VAT in London was 20%. They used 15% instead. Exchange rate continues to challenge learners, especially when pitched at a high cognitive demand. The reverse calculation on inflation in sub-question 5.2.1 was difficult for learners to interpret and respond.
- In **sub-question 5.1.2 a):** Most candidates couldn't give a sufficient reason as to why Candice chose option A, since most of them were focused on the fact that it was a cheaper option but what was required here was a reasoning based on first instalment and deposit.
- In **sub-question 5.1.2 b):** Most candidates used a 15% VAT instead of 20% leading to wrong answers but their approach was correct, the problem was the use of a wrong VAT value, while some candidates multiplied everything by 45 and this was found to also be common by the markers.
- In **sub-question 5.1.3:** Most candidates swapped the exchange rate values leading to incorrect answers for this sub-question.
- In **sub-question 5.2.1:** Candidates had shown less knowledge on mean so most couldn't get the answer correctly either due to not being prepared for this question since the average/mean formula was expected from them that they know it by heart hence it was not provided, so without the correct formula the candidates wouldn't get the correct answer.
- In **sub-question 5.2.2:** Candidates gave different calculations based on this questions and this shows that there was not a common understanding of this question from the candidates so they just applied what they thought could be right using values obtained from the question itself and from the graph.
- In **sub-question 5.2.3:** This question was challenging to most candidates since here they are expected to calculate petrol price for month that is not even included in the data

and this required the application of their understanding on this concept and most candidates lacked knowledge or the proper approach to attempt this question.

- In **sub-question 5.2.4:** Candidates only explained a single trend and this was taken from the graph which shows a decrease in average monthly petrol price not inflation rate, so this question tended to be difficult even though it was not, I think the candidates used the graph which had average petrol price per month to answer instead of Table 10 which states the data on inflation rate.

SUGGESTED IMPROVEMENTS

- If candidates can revisit the past papers they can improve their knowledge and their application on medium-difficult level questions.
- If educators can familiarise the candidates with every possible definition they can improve.
- Lastly with data interpretation if every possible graphed or tabulated data based question can be revised and be properly taught, then candidates will not find it difficult to attempt question based on them due to experience gained with the constant teaching of how to attempt and interpret the questions.

Observations

- The observations are based on the improvements stated above, and they are based on the lack of experience and knowledge on how to attempt or interpret data from graphs and tables in order to get the correct answers and use the correct column / row data for question asked referring to them or questions requiring interpretation from them.
- Candidates need to be aware that some formulas or calculations are expected that they know them by heart as they won't be provided in the exam papers.

Advice to educators:

- Educators are mentioned in the suggested improvements and observations above, and the key point being that educators should find ways where they revisit past papers in order to familiarize the candidates with the exam structure, questions asked and also how to interpret the questions, also interpret tabulated data and graphed data.
- Educators can also provide learners with the copies of the exam guidelines as they will guide the candidates when they are preparing themselves for the examinations or for self-studying purposes.
- Educators must also make sure that the candidates are not made to memorise past papers but take note or observe the types of questions that may be asked and also the calculation that are performed. Everything should be taught on how to approach each relevant and possible question in the examinations not memorise how to answer the questions.