Matric Maths Review 2026 Paper 2

COMMENTS

Compliance with content

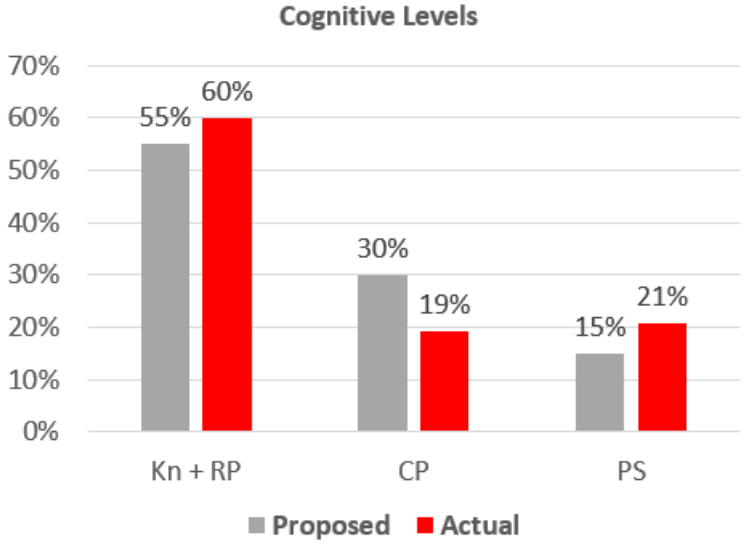
The paper was fully compliant.

	Prescribed	Actual Marks
Statistics and Regression	20 ± 3	21
Analytical Geometry	40 ± 3	41
Trigonometry	50 ± 3	50
Euclidean Geometry	40 ± 3	38
Total		150

Compliance with cognitive levels

Levels of thinking	Prescribed	Nov 2026
I: Knowledge	20%	6,7%
II: Routine procedures	35%	53,3%
III: Complex procedures	30%	19,3%
IV: Problem-solving	15%	20,7%





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Presentation



The presentation of the paper was good.

Diagrams

The diagrams were overall very clear and a good size, except the Christmas tree in Q8.2 made the diagram appear a bit blurry.

Technical aspects

There were no problems with the Question Paper.

In the Answer Book, there were a number of questions that went over the page, so that one had to flip back to see the diagram. Would it be possible for the diagram to be repeated if this were the case?

Question 11.2.4 definitely needed a diagram on the same page as the space for the candidate's answer.

Language use

There were no concerns about the language other than the use of "hence" as opposed to "hence, or otherwise" needs to be looked at. Question 2.1 and 2.2 had very wordy introductions.

Standard of paper

The paper was unbalanced in terms of the cognitive levels. There were too few marks on Complex Procedures (19%) and too many marks for Problem Solving (21%).

Unfair or problematic questions

The meeting decided that the paper was unfair because of the balance with the cognitive levels. The easy questions were straightforward, but there was too much problem solving.

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QUESTION BY QUESTION ANALYSIS



Please refer to the EXCEL spreadsheet for specific allocations of cognitive levels for all questions.

Question 1

There were no issues with this question.

Question 2

2.1.1 The scatterplot was not used in any question.

2.1.4 The question said to "calculate" but no calculation was necessary, as the value is obtained from the data already entered into the calculator. This question also led nowhere.

2.2 This question had nothing to do with data handling and was in fact a paper 1 patterns question only.

Question 3

3.5 There are many different ways to do this question.

Question 4

4.7 If the learner calculated T incorrectly, they would not be able to solve this question. A possible rewording could have been "determine whether K, A and T are collinear."

This question is an easy question but it was placed between two questions that were more difficult. It would be preferable to have tested the concept of collinearity earlier in the question with coordinates.

Question 5

There were no issues with this question.

Question 6

6.1.2 The question says "hence, or otherwise". Is there another way of doing this?

6.3 This question said specifically "hence" with no option to do it in a different way. Does that mean that the learner who does this without using $\sin A$ will get no marks?

It was felt that this question was unfair to ask in an examination paper. If the candidate did not realise to divide each term by 5 they could not solve the equation at all using the instruction "hence".

Question 7

There were no issues with this question.

Question 8

8.1 Will the learner who does not use the Cartesian Plane to prove the cos rule get no marks? If one particular method is wanted in future that should be communicated to teachers.

8.2.2 The question says "hence, or otherwise". Is there another way of doing this? The question uses a Christmas tree which favours one religious group. It could have been a flag pole or just a tree.

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Question 9

There were no issues with this question.

Question 10

10.2 This question said specifically "hence". Does one have to use the lengths of the lines, or could one do it a different way using just ratios?

Question 11

11.2.4 This could have had more marks allocated to it.

SUMMARY

- The breakdown per section in terms of cognitive levels is given below:

	Kn	RP	CP	PS	Marks
Statistics and regression	4	13	0	4	21
	19%	62%	0%	19%	
Analytical Geometry	1	17	12	11	41
	2%	41%	29%	27%	
Trigonometry	2	29	8	11	50
	4%	58%	16%	22%	
Euclidean Geometry	3	21	9	5	38
	8%	55%	24%	13%	

- The breakdown per section in terms of Grade 11 and Grade 12 is as follows:

Grade 11 vs Grade 12 Content	Grade 11	Grade 12
Statistics and Regression	43%	57%
Analytical Geometry	39%	61%
Trigonometry	50%	50%
Euclidean Geometry	29%	71%



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GENERAL COMMENTS MADE BY TEACHERS

- Those candidates who have a Casio fx991 calculator are at a distinct advantage to those who don't. Not only can they use their calculator to do many calculations, but they can also check their answers. A suggestion is to include the wording "without the use of a calculator" or "show all your working" in questions where fancy calculators give an advantage.

- The paper felt niggly all the time.

- This was an unfair paper. The question is can a maths educator complete this paper in 3hrs?

- Difficult, but fair.

- The paper contained too few questions in the complex category, despite the high number of Level 4 questions. While I accept the greater weighting of Grade 12 content, does the paper align with the expected 60% coverage of Grade 11 work?

- They need to balance the paper properly. The paper wasn't that fair.

- Do not try to catch learner out rather test their knowledge.

- There were many questions in trig involving cosine.

- Some questions say "hence, or otherwise" and there does not seem to be another method to use. Other questions say "hence" only where there are more elegant solutions not using what has come before. This type of questioning heavily penalises the child who adheres to instructions.

- The paper was easy to pass, but it will be difficult to get over 90%.

- Sometimes I question if we're testing the candidate's problem-solving abilities or their speed? They still need time to write the lower level questions. No time to really try to solve problems.

- Factorising cubics is Grade 10 work. As is the midpoint theorem if it was used in question 11.2.4.

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- A large number of teachers felt that question 6.3 was unfair in an exam situation as the candidates do not have that kind of time to think. One teacher asked if there was a level above Problem Solving! This would have been easy for a learner who had been exposed to this auxiliary angle method, and beyond problem solving for a learner who hadn't ever seen it, especially with the restriction of the instruction "hence" as opposed to "hence, or otherwise".

- There was concern about a Christmas tree in question 8.2, as this represented a particular religion. A flagpole or just a tree could have been used instead.

- The Christmas tree made the diagram look blurry.

- A number of teachers felt that question 11.2.4 should have been more marks.

- The answer book was frustrating with the amount of flipping required.

- Statistics is actually 17 marks, Q2.2 4 marks is part of Number patterns.

- Thank you so much for all your hard work and dedication.

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