



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2018**

**MATHEMATICAL LITERACY P2  
MARKING GUIDELINE**

**MARKS: 100**

<b>Symbol</b>	<b>Explanation</b>
M	Method
MA	Method with accuracy
CA	Consistent accuracy
A	Accuracy
C	Conversion
S	Simplification
RT/RG/RM	Reading from a table/Reading from a graph/Reading from a map
F	Choosing the correct formula
SF	Substitution in a formula
J	Justification
P	Penalty, e.g. for no units, incorrect rounding off etc.
R	Rounding Off/Reason
AO	Answer only
NPR	No penalty for rounding

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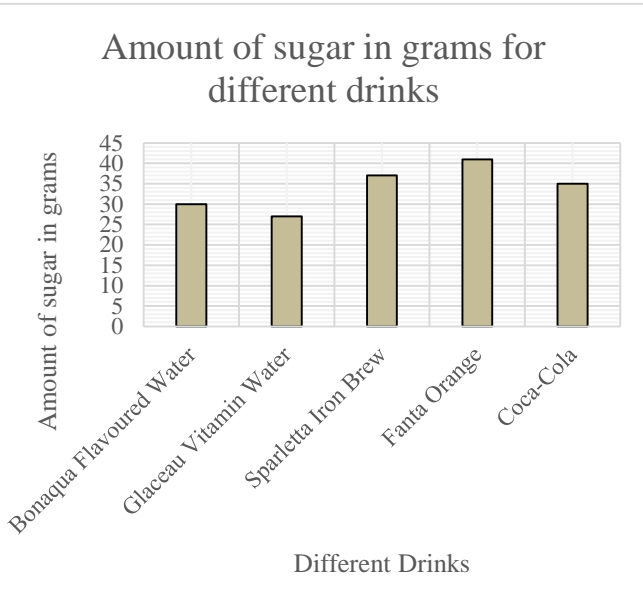
This marking guideline consists of 7 pages.

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1.2.1	<p>Across the length <math>= \frac{3\checkmark}{0,5\checkmark}</math>  <math>= 6</math></p> <p>Across the breadth <math>= \frac{2,5}{0,5}</math>  <math>= 5\checkmark</math></p> <p>Number of containers fitting <math>= 6 \times 5</math>  <math>= 30\checkmark</math></p> <p>10 can fit <math>\checkmark</math></p>	<p>1M Dividing  1C Conversion to metres</p> <p>1CA Breadth/Width</p> <p>1CA Number of containers  1O Opinion (5)</p>	L3 Maps
1.2.2 (a)	<p>Volume of container  <math>V = \pi \times (\text{radius})^2 \times \text{height}</math>  <math>= 3,142 \times 25 \text{ cm} \times 25 \text{ cm} \times 70 \text{ cm} \checkmark</math>  <math>= 137\,462,5 \text{ cm}^3</math>  <math>= 137\,462,5 \text{ cm}^3 \checkmark</math></p> <p>No. of litres <math>= 137\,462,5 \div 1\,000</math>  <math>= 137,4625 \text{ litres} \checkmark</math></p>	<p>1 Calculating radius</p> <p>1CA Volume</p> <p>1C Litres  <b>NPR</b> (3)</p>	L3 M
1.2.2 (b)	<p>Capacity for 5 containers  <math>= 137,4625 \text{ litres} \times 5</math>  <math>= 687,3125 \text{ litres} \checkmark</math></p> <p>Water for 5 days of hand wash  Washing <math>= 30 \times 5</math>  <math>= 150 \text{ kg} \checkmark</math></p> <p>25 kg = 100 litres  <math>150 = \frac{100}{1} \times \frac{150}{25} \checkmark</math>  <math>= 600 \text{ litres} \checkmark</math></p> <p>Statement is valid <math>\checkmark</math></p>	<p><b>CA from 1.2.2 (a)</b>  1MA Litres for 5 containers</p> <p>1MA Amount of washing</p> <p>1M Number of litres</p> <p>1CA Total litres</p> <p>1 O Valid (5)</p>	L4 M
1.2.3	<p>Some material cannot be washed using machine. <math>\checkmark\checkmark</math></p> <p style="text-align: center;"><b>OR</b></p> <p>Clothes can be damaged <math>\checkmark\checkmark</math></p> <p><b>Accept any other relevant reason.</b></p>	<p>2A Reason or explanation</p> <p>(2)</p>	L4 D
		<b>[31]</b>	

QUESTION 2 [22]				
Question	Solution	Explanation	Topic and Level	
2.1	<p>Amount for editing = <math>97 \times 100 \checkmark</math>  <math>= R 9 700 \checkmark</math></p> <p>Typist = <math>\frac{\text{norm time}}{60} \times \text{rate} \times \text{no. of documents}</math>  <math>= \frac{28}{60} \times 195 \times 100 \checkmark \checkmark</math>  <math>= R9 100 \checkmark</math></p> <p>% = <math>\frac{105}{100} \times 9 100 \checkmark</math> <b>OR</b> <math>\frac{9 700}{9 100} \times 100</math>  <math>= R9 555 \checkmark</math> <math>= 106,59\% - 100\%</math>  <math>= 6,59\%</math></p> <p>Not valid, more than 5% <math>\checkmark</math></p>	<p>1M Multiply correct values  1A Amount for editing</p> <p>1SF Substituting  1A Correct values  1CA Amount for typist</p> <p>1M Increasing by 5%  1CA Increased amount</p> <p>1O Invalid (8)</p>	L4 F	
2.2	2.2.1	<p>31,7; 33,7; 35; 36,3; 36,4; 37; 39,2; 40,6; 41; 42,3; 44,1  Range = <math>44,1 \text{ g} - 31,7 \text{ g} \checkmark \checkmark</math>  <math>= 12,4 \text{ g} \checkmark</math></p>	<p>1RT Reading the correct high and low values.  1M Subtraction  1CA Range (3)</p>	L2 D
	2.2.2	<p>Guest 1: Play energy drink = 29,2 g  Powerade = 38,8 g <math>\checkmark</math>  Total = 68 g <math>\checkmark</math></p> <p>Guest 1: 5g = 1 teaspoon  <math>\therefore 68 = \frac{1}{1} \times \frac{68}{5}</math>  <math>= 13,6 \text{ teaspoons} \checkmark</math></p> <p>Guest 2: Appletiser = 31,7g  Coca-Cola = 35g  Total = 66,7 g <math>\checkmark</math></p> <p>Guest 2: <math>\frac{66,7}{5}</math>  <math>= 13,34 \text{ teaspoons} \checkmark</math></p> <p>Statement not valid. Energy drink contains more sugar. <math>\checkmark</math></p>	<p>1RT Correct values for guests  1CA Total number for grams for guest 1</p> <p>1CA Teaspoons sugar guest 1</p> <p>1CA Total no of grams for guest</p> <p>1CA Teaspoons sugar guest 2</p> <p>1O Invalid (6)</p>	L4 M

	2.2.3	<p style="text-align: center;">Amount of sugar in grams for different drinks</p> 	<p>5M One mark for each correct bar</p> <p style="text-align: right;">(5)</p>	<p>L2 D</p>
			<b>[22]</b>	

<b>QUESTION 3 [20]</b>				
Question		Solution	Explanation	Topic and Level
3.1	3.1.1	Distance from Durban to Nelspruit = 689 km ✓  $\text{Speed} = \frac{D}{T}$ $110 = \frac{689}{\text{time}} \quad \checkmark$ $110 \times \text{time} = 689$ $\text{Time} = \frac{689}{110} \quad \checkmark$ $= 6,26 \text{ hrs} \quad \checkmark$ $= 6\text{hrs } 16 \text{ min} \quad \checkmark \checkmark$	1RT Distance  1SF Substituting correct values  1S Change subject of the formula 1CA Answer in hours 1C Converting 6,26 hrs to minutes 1CA Hours and min (6)	L3 Maps and M
	3.1.2	Ascending order 58; 273; 292; 342; 475; 532; 656; 1050; 1120; 1463 ✓✓  $\text{Median} = \frac{475+532}{2} \quad \checkmark$ $= 503,5 \quad \checkmark$	1RT Correct values 1M Ascending order  1M Concept of median 1CA Median  (4)	L2 Maps and D

	3.1.3	<p>Pretoria:  <math display="block">\frac{1120+273+342+292+532+58+1050+656+1463+475}{10}</math> <math display="block">= \frac{6261 \checkmark}{10 \checkmark}</math> <math display="block">= 626,1 \text{ km } \checkmark</math></p> <p>Port Elizabeth: <math>\checkmark</math>  <math display="block">\frac{1120 + 1393 + 1373 + 1122 + 752 + 1062 + 300 + 927 + 756 + 635}{10}</math> <math display="block">\frac{9\ 440}{10} = 944 \text{ km } \checkmark</math> Difference = <math>944 - 626,1 \checkmark</math>  <math display="block">= 317,9 \text{ km } \checkmark</math></p>	1M Adding all correct values  1M Divide by 10 1CA Mean  1RT Adding all correct values 1CA Mean  1M Subtraction 1CA Difference (7)	L2 and L3 Maps and D
	3.1.4	Distance = $998 \text{ km } \checkmark$ Cost = $70 \times 998 \checkmark$ $= 69860 \text{ cents}$ $= 698,60$ $= \text{R}699 \checkmark$ <p style="text-align: center;"><b>OR</b></p> $998 \times 0,7 \checkmark$ $= 698,60 \checkmark$ $= \text{R}699 \checkmark$	1RT Correct distance 1M Multiplying by 70  1R Nearest rand  1RT Correct distance 1M Multiplying by 70 1R Nearest rand (3)	L2 F and Maps
			<b>[20]</b>	
<b>QUESTION 4 [27]</b>				
<b>Question</b>		<b>Solution</b>	<b>Explanation</b>	<b>Topic and Level</b>
4.1		<b>Area of circle</b> = $\pi \times \text{radius} \times \text{radius}$ $= 3,142 \times 0,45 \times 0,45 \checkmark \checkmark$ $= 0,636255 \text{ m}^2 \checkmark$ <b>Area of semicircle</b> = $\frac{\pi \times \text{radius} \times \text{radius}}{2}$ $= \frac{3,142 \times 4,9 \times 4,9}{2}$ $= 37,71971 \text{ m}^2 \checkmark$ Difference = $37,71971 - 0,636255$ $= 37,08 \text{ m}^2 \checkmark$	1A Radius 1SF Substitution 1CA Area of centre  1CA Area of semi-circle  1CA Difference <b>NPR</b> (5)	L3 M
	4.2.1	169 seats $\checkmark \checkmark \checkmark$	3A No of seats (3)	L2 Maps
	4.2.2	$\frac{4 \checkmark}{15 \checkmark}$	1A Numerator 1A Denominator (2)	L2 P

4.2.3	<p>Right side = 171 ✓  Total amount = <math>171 \times 150</math>  = R25 650 ✓</p> <p>Left side = <math>169 \times 150</math>  = 25 350 ✓  Middle = 255</p> <p>Cost of 1 seat in the middle = <math>\frac{108}{100} \times 150</math>  = R162 ✓</p> <p>Total amount = <math>255 \times 162</math>  = R41 310 ✓</p> <p>Total amount for all seats  = 25 650 + 25 350 + 41 310 ✓  = R92 310 ✓  Statement invalid ✓</p>	<p><b>CA from 4.2.1</b></p> <p>1A No of seats on right side  1 CA Amount for right seats  1CA Amount for left seats</p> <p>1A Amount for a middle seat  1CA Total amount for middle seats</p> <p>1M Adding all values  1CA Total amount  1O Invalid (8)</p>	L4 F
4.3.1	<p>Grade 11 boys = <math>191 - (54 + 73)</math> <b>OR</b> <math>137 - 73</math>  = <math>191 - 127</math> ✓ = 64  = 64 ✓</p> <p>Total number of learners = <math>158 + 137 + 99</math>  = 394 ✓</p> <p>% = <math>\frac{64}{394} \times 100</math> ✓  = 16,2% ✓</p>	<p>1M Subtracting  1CA No. of boys in Gr. 11  1CA Total number of learners  1M Multiply by 100  1CA Percentage  <b>NPR</b> (5)</p>	L3 D
4.3.2	<p>From Grade 10 to Grade 12 the number of learners is decreasing. ✓✓  Learners failed ✓✓ <b>OR</b>  Learners dropped out ✓✓  <b>OR</b>  <b>Accept any other relevant reason</b></p>	<p>2O Trend  2O Reason  (4)</p>	L4 D
		[27]	
		<b>TOTAL:</b>	<b>100</b>