

**Mathematics Education Prospective Teachers' Errors Patterns
on Grade 12 Mathematics****J. P. Makonye¹ and K. Ramatlapana²**

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ABSTRACT This paper investigated and identified first-year Mathematics Education prospective teachers' errors patterns on Grade 12 algebra and functions. The research focussed on a sample of (n=63) first-year Bachelor of Education (BEd) Mathematics Education prospective teachers. The prospective teachers wrote mathematics tasks selected from past National Senior Certificate Examinations. Prominent errors that the prospective teachers still make on high school mathematics tasks were identified. The research found that most errors prospective teachers made were conceptual. Prospective teachers also showed that in the main they did not understand mathematical notation and terminology. The research recommends that error analysis be central to a bridging course for first-year Mathematics Education prospective teachers to develop conceptual understanding which was identified as the main source of errors in this report.