

NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	ECONOMICS		
PAPER	1		
DATE OF EXAMINATION:	NOV/DEC 2016	DURATION:	2 HOURS

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

The performance of learners ranged from 3/150–140/150.

Economic concepts were easily understandable by most learners as they managed to obtain maximum marks. It was not a challenge for learners to comprehend and answer questions within the expected context. However it is evident from their responses that other topics are familiar and others are not. This explains how learning and teaching takes place at the school level.

Learners lack content knowledge, this explains how unprepared they are for examinations. A lot of questions were left unanswered by most learners.

Use of **EXAMINATION GUIDELINE** is encouraged to improve the quality of results.

SECTION A

Most learners perform very well in this section. It ranged from average 3/30 to excellent 30/30, 90 % of learners performed very well from this section.

SECTION B

Learners interpreted some questions wrongly and they responded to such. Phrasing of questions resulted in learner's average/ poor performance.

Higher order questions (2.5–3.5-and 4.5) which are a norm in this paper cause a challenge for learners as they cannot apply their knowledge.

These questions require insight from learners which is a struggle.

Most of the learners answered questions from their own understanding and could not score marks.

SECTION C

Wrong interpretation of questions and poor writing skills were evident in the quality of learner responses.

Language barrier for many second language candidates pose a challenge when it comes to essay writing.

Additional parts

Many learners leave this part unanswered though it requires mostly their opinions\ views and judgements and that does not qualify them to pass.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1	Macro economics (4) Economic Pursuits (4)	12
1.2	Macro economics (4) Economic Pursuits (4)	6
1.3	Macroeconomic (3) Economic Pursuits (3)	3

Most learners performed very well from this section the marks ranged from 70% --90%, other got 100%.

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

Lack of concepts knowledge led to some failing in this section .However a subsection with challenges (1.3) allowed learners to score marks

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

Educators after teaching and engaging in each unit should detect CONCEPTS; however CAPS STUDY GUIDE MIND THE GAP 2015 has this done already for learners.

- (d) Describe any other specific observations relating to responses of learners

1.1 Learners are always not sure about the correct answer, so guess work prevails.
1.3 Learners scored lot of marks on this subsection (70%).

- (e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Continuous assessment e.g. tests, class works and home works.
- Common tasks should be continued e.g. March, June and controlled tests

- Subject advisors to assist teachers where there is a lack of content knowledge through school visits.

QUESTION 2

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1.1-2.1.2	Macro economics (business cycle/international trade)	3
2.2.2-2.2.4	Public sector	8
2.3.1-2.3.5	International trade	6
2.4	Business cycle	4
2.5	International trade	4

Most learners answer question 2 without checking how they will perform in it. 80% of learners responded fairly well to this question.

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

- 2.1.1. Learners could easily identify the types of business cycle, though a few did not know it.
 2.1.2. A lot of responses were incorrect, because of the wrong interpretation of the question.
 2.2.1. 60% of the learners who attempted the question were unable to identify indirect taxes from the cartoon.
 2.2.2 80% of the learners got this correctly
 2.2.3. Learners responded well to this question.
 2.2.4. A lot of opinions by learners were incorrect and therefore could not score marks..
 2.3.1 Many learners were able to identify the response from the extract.
 2.3.2 Learners answered the question correctly.
 2.3.3 They describe dumping in a literal sense and could not integrate dumping in business studies.
 2.3.4 Wrong interpretation of the question and they could not score marks.
 2.3.5 Some were able to interpret and respond to the question.
 2.4 Surprisingly learners were unable to score more marks on this question because they mismatch the two approaches.
 2.5 Poor performance: learners could not differentiate between import substitution and export Promotion
 They did not know how imports can be targeted to reduce the deficit in the balance of trade
 Very tricky question and complicated phrasing of the question.

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

In dealing with the higher order questions educators must have a pool of these questions and let learners to answer them after teaching.

The examination guideline has these questions almost at the end of each **UNIT**.

Try and answer them.

To avoid bad performance of the learners at the end of the year more emphasis should be put on how presently economics questions are asked.

(d) Describe any other specific observations relating to responses of learners

Most learners were unable to distinguish/ differentiate and were suppose to tabulate (2.4)

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- The syllabus should be taught
- Examination guideline to follow.
- Support from **Subject Advisors**

QUESTION 3

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1.1- 3.1.2	Economic pursuits (Social indicators/Industrial development)	2
3.2.1-3.2.4	Economic growth and development (NDP (policy)	5
3.3.1-3.3.5	Economic growth and development (Economic indicators)	4
3.4	Economic growth and development (North/South divide)	3
3.5	S.A social economic indicators	0

Performance of learners ranged from poor to fair. This was not a popular question and about 30% of learners answered this question and scored low marks.

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

3.1.1 They understood the question and responded well to it

3.1.2 They did not understand the question and ended up explaining the meaning of deregulation. Performance was poor.

3.2.1 50% of learners could not identify the response in the extract and 50% did.

- 3.2.2 Learners were familiar with the question and responded well.
- 3.2.3 About 90% of learners responded well on this question.
- 3.2.4 Numerous learners responded poorly by copying answers from the extract.
Learners indicated that NDP could be successful but could not provide reasons for the success.
- 3.3.1 -3.3.3 Learners were able to respond and score marks
- 3.3.4 Question was challenging and phrasing of the question makes it difficult for learners to respond.
- 3.3.5 Learners responded on the view of job creation not considering the quality of labour
Answers were not relevant to the question.
- 3.4 They did not concentrate on growth and trade as challenges of globalisation but explained growth and trade.
- 3.5 The phrasing of the question made it difficult for the learners to respond.
All learners failed this question it was only the listing of IMF, UN and World Bank.

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

- The poor performance in this question indicates the amount of learning and teaching spent in this module
- Educators should spend more time in this module
- Educators need to improve content knowledge.

(d) Describe any other specific observations relating to responses of learners

Learners were unable to write in full sentences because they lacked understanding of what has been asked.
They lack content knowledge.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Emphasis on the importance of this module to educators and learners.
- For teacher development subject advisors should assist teachers where there is a content gap.

QUESTION 4

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1.1& 4.1.2	Macro economics/ Economic pursuits (Public sector/(Economic indicators)	3
4.2.1-4.2.5	Macro economics (Foreign exchange markets)	6
4.3.1- 4.3.4	Macro economics(Business cycle)	4
4.4	Macro economics (public sector)	4
4.5	Macro economics (Protectionism and free trade)	0

Learners performed fairly well in this question, however there are subsections where they scored reasonable marks.

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

- 4.1.1 to 4.2.5 80% of the learners understood the questions and responded accordingly.
- 4.3.3 to 4.5 these subsections posed a challenge for learners and were unable to respond and score marks.
- 4.5 was unfairly phrased for learners hence failure in this subsection.

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

- Higher order questions are a norm in all economics papers and will be tested as such.
- Learners and educators should familiarise themselves with these questions and constantly practice them.

- (d) Describe any other specific observations relating to responses of learners

- Learners could not respond to higher order questions.
- This indicates that they do not give themselves time to read and understand what is required.
- Learners write long paragraphs in the hope of getting marks.

- (e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Team teaching
- Teachers who come from marking are encouraged to share their experience with others for teacher development.

QUESTION 5

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
Introduction	Macro economics (Circular flow)	2
Body: Main part	Markets	16
Additional part	Multiplier concept	4
Conclusion	Higher order conclusion	2

- Learners performance is very poor they received less than 40%
- Confused markets with participants
- Learners know the markets but do not have information on markets as they do on participants so they ended up discussing participants.

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

- Misinterpretation of the question, interaction of participants instead of markets.
- Few learners were able to answer the question correctly but did not score lots of marks.
- On the additional part learners could not draw the graph and explain the multiplier concept
- It was for the first time that markets were asked as an essay.
- The marking guideline was very friendly and allowed the question to be marked fairly.

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

Learners should be continually drilled to respond in long questions as well as the additional part.

- (d) Describe any other specific observations relating to responses of learners

- Learners concentrated in the interaction of participants not the on the markets.
- Those who responded to markets mentioned the foreign market instead of foreign exchange market.
- Some learners were unable to draw and explain the multiplier concept instead they drew the demand and supply graph.
- Even those who drew the graph, labelling was incorrect

- (e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Provide teachers with relevant material e.g. assessment guideline etc.
- Emphasis should be placed on the structure of long questions e.g. introduction, body, additional part and conclusion.
- Teachers should constantly draw attention and guide learners on how to respond to long

questions.

- Subject advisors should support educators and encourage team teaching amongst teachers.

QUESTION 6

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
Introduction	Economic pursuits (Industrial development)	1
Body: main part	SDI, IDZ, Corridors and SEZ	10
Additional part	Financial Incentives	4
Conclusion	Higher order conclusion	1

- The performance of learners in this question was very poor.
- Lots of learners did not choose this question even those who chose it scored very low marks.

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

- Learners did not put much emphasis when studying this module
- It was a challenging question and learners generalised when responding to the question.
- Learners were unable to differentiate between IDZ and SDI.

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

- Learners should be continually supported to respond to long questions as well the additional part
- Educators should not selectively teach some units and leave out some units
- The whole module should be taught because it is in the syllabus and in the examination guideline.

- (d) Describe any other specific observations relating to responses of learners

- The marking guideline favoured learners as other aspects were included e.g. Corridors, SEZ to allow them to score marks.
- Responses of learners were very poor
- Some struggled to define IDZ, SDI and even to mention the incentives.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Provide teachers with relevant material e.g. assessment guideline etc.
- Emphasis should be placed on the structure of long questions e.g. Introduction, body, additional part and conclusion.
- Teacher should constantly draw attention and guide learners on how to respond to long questions.
- Subject advisors should support educators and encourage team teaching amongst teachers.

RECOMMENDATIONS

- Grade 12 syllabus starts in grade 10, the foundation is there.
- Let learners know what is expected in the economics syllabus
- A lot of topics in economics require subject's specialist and team teaching.
- Results in Section C reflect that learners are incapable of responding well to questions in this section.
- Use of examination guideline is emphasised