



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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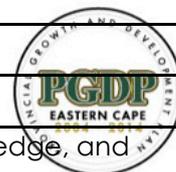
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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	ECONOMICS
PAPER:	1
DURATION OF PAPER:	2HRS
DATES OF MARKING:	30. NOV 2018—13TH DEC 2018

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

<ul style="list-style-type: none"> ➤ The performance of the learners ranged from 3/150 to 142/150 in this paper
<ul style="list-style-type: none"> ➤ Economic concepts were easily identified and understood by learners and others were able to get maximum marks .
<ul style="list-style-type: none"> ➤ Most learners are challenged when required to respond to questions of higher order .
<ul style="list-style-type: none"> ➤ It is evident that most learners lack the ability to comprehend their responses and writing skills especially in long questions, it is a great concern in this paper because they have to display their writing skills as questions require a discussion.
<ul style="list-style-type: none"> ➤ learners lack content knowledge of this subject, some of them you could make a conclusion that they were not taught or were unprepared for the examination.
<ul style="list-style-type: none"> ➤ A lot of questions are left unanswered , especially higher order questions. They do not attempt them.
<ul style="list-style-type: none"> ➤ SECTION A
<ul style="list-style-type: none"> ➤ A lot of candidates performed very well,, from 0 /30 to 30/30
<ul style="list-style-type: none"> ➤ SECTION B
<ul style="list-style-type: none"> ➤ How learners choose questions to respond to is a challenge, because without checking if he/ she understands question 2 after question 1, he /she will choose the question. This disadvantages them a lot.
<ul style="list-style-type: none"> ➤ In this manner, they lose marks they could have scored in questions they understand better.
<ul style="list-style-type: none"> ➤
<ul style="list-style-type: none"> ➤ SECTION C
<ul style="list-style-type: none"> ➤ Most learners lack writing skills, they lack insight and application of knowledge, and
<ul style="list-style-type: none"> ➤ building blocks from which they leave this section unanswered or if attempted , it is very scanty. However, there are good candidates who do this very well i.e. responding to questions asked.



➤ Language cannot be a reason for this as learners have the whole year writing essays
➤ They struggle with the interpretation of questions.
➤ Writing their responses in full sentences needs to be addressed

SECTION 2: Comment on candidates' performance in individual questions

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

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ Question 1 was 90 % well performed by learners
➤ The subsection 1.3 which requires their understanding of concepts was very friendly.
QUESTION 2 (MACROECONOMICS)
➤ On the overall the question was fairly answered, where learners were able to score 30/40.
➤ Learners could not identify the exchange rate system.
➤ In all questions in SECTION B—as in this question, there is a challenge of higher order questions i.e. 2.5, this question is left unanswered,
➤ Learners cannot differentiate between MPC and MPS , they could not calculate the multiplier
➤ 2.3.3 learners struggle with describing the term basic prices—this indicates that they do not understand conversions
➤
➤ This question assesses lower order, middle order and higher order, , learners do not do well in all the level of skills assessed.
➤ Learners struggle with concepts and applying their knowledge
➤ E.g. in 2.5 it was expected of them to calculate AND show how the multiplier effect could influence government to create more jobs.
➤ This latter part was left un answered, leading to a loss of 4 MARKS—and that is only question 2

QUESTION 3 (ECONOMIC PURSUITS)
➤ There were no good responses in this question

➤Learners did not perform very well
➤The content which they were assessed on seemed as if they were not taught
QUESTION 4 (MACROECONOMICS AND ECONOMIC PURSUITS)
➤AS A MIXTURE OF THE 2 Modules , learners responded to MACROECONOMIC better than ECONOMIC PURSUITS
➤ 4.1.1. a number of learners wrote arguments in favour of free trade
➤4.2.4 and 4.2.5 were not responded to as expected because learners are supposed to apply knowledge
➤4.3; 4.3.4 and 4.5 were poorly answered –4.5 higher order question on which only 10% responded to.
➤4.3.3. no learner scored marks in this subsection.
QUESTION 5(MACROECONOMICS)
➤In general, this question was poorly performed, those who attempted it scored very low marks—learners wrote social indicators since the question said exclude economic indicators.
QUESTION 6 (ECONOMIC PURSUITS)
➤The performance in this question varies, others responded correctly, while others confused it with the demand side in macroeconomics and they wrote the new economic paradigm which was not asked.
(b) Why the question was poorly answered? Also provide specific examples , indicate common errors committed by learners in this question, and any misconceptions.
QUESTION 1
➤ However there is a room for improvement because there is a percentage of learners who still struggle in this question and in particular sub section 1.3
➤
QUESTION 2
➤ The poor answers to question 2 , were as a result of 2.3.4; 2.4; and 2.5
➤ 2.4—learners could not write substantial facts about both pricing policy and parastatals;
➤ 2.3.4—miss understanding of what was required caused a failure in this subsection
➤ 2.5 (higher order, they only calculated, some of them could not calculate
QUESTION 3 (ECONOMIC PURSUITS)
➤ Learners performed poorly in this question.

<ul style="list-style-type: none"> ➤ In ALL the cognitive levels were assessed but they still did not do well
<p>They were confused with the CARTOON , and this impacted on the manner they responded to questions based on the CARTOON.</p>
<ul style="list-style-type: none"> ➤ However a concept NORTH-SOUTH DIVIDE , learners are well acquainted with but could not describe it for 2 marks.
<ul style="list-style-type: none"> ➤ 3.3.
<ul style="list-style-type: none"> ➤ In this subsection they could not find responses from the EXTRACT and did not answer well
<ul style="list-style-type: none"> ➤ 3.4—only explained CIP and gave an example of the infrastructure and FIG and did not respond to the HOW part of the question
<ul style="list-style-type: none"> ➤ 3.5—few learners responded to 3.5—they only explained what SEZ are , but could not evaluate the potential success of SEZ.
<p>QUESTION 4(MACROECONOMICS AND ECONOMIC PURSUITS)</p>
<ul style="list-style-type: none"> ➤ In this question learners generalize and do not relate their responses to ECONOMICS language
<ul style="list-style-type: none"> ➤ Responses are very minimal or the question will be left unanswered
<p>QUESTION 5 (MACROECONOMICS)</p>
<ul style="list-style-type: none"> ➤ Learners misinterpreted what was required in the question with what they are familiar with i.e. ECONOMIC INDICATORS
<ul style="list-style-type: none"> ➤ A challenge with our learners is that they see one concept in the question paper without understanding what is asked and conclude on the answer.
<ul style="list-style-type: none"> ➤ In this question learners read the first part of the question i.e. ALL FEATURES UNDERPINNING ORECASTING and stopped reading further—a reason why they wrote ECONOMIC INDICATORS.
<p>QUESTION 6 (ECONOMIC PURSUITS)</p>
<ul style="list-style-type: none"> ➤ Some learners scored good marks on this question –maximum of 26
<ul style="list-style-type: none"> ➤ However, some confused this with the demand side policies (ECONOMIC PARADIGM) Responses were on average on the ECONOMIC PARADIGM.
<ul style="list-style-type: none"> ➤ Economics topics can be similar e.g. demand side policies and demand side approaches, learners tend to confuse this.
<ul style="list-style-type: none"> ➤ Learners could not evaluate the success of the EPWP but explained their understanding of the programme.
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>

QUESTION 1

- MIND THE GAP a tool which is available in ALL schools assists them in this challenge, because after each unit CONCEPTS are identified.
- It is the duty of the educator to re-emphasise this when teaching, the importance of understanding concepts.
- Concepts are not only in question 1, subsection 1.3, the whole economics paper concepts are assessed.

QUESTION 2(MACROECONOMICS)

- The examination guideline stipulates what is to be assessed and how
- Educators should be mindful of this and try and give learners the examination guideline, this will assist them in understand what and how each topic is assessed.

QUESTION 3 (ECONOMIC PURSUITS)

- Performance in ECONOMIC PURSUITS can only improve if teachers do put emphasis on this module as in other modules.
- It is clear that this module is not taught as other modules.
- Educators should be capacitated on all TOPICS in this subject if learners are expected to perform well

QUESTION 4 (MACROECONOMICS AND ECONOMIC PURSUITS)

- **Economic Pursuits should be studied as other modules**
- **Learners have to understand the HOW, WHY and EVALUATE type of questions in thus subject because they will be asked in the future.**
- **Educators should unpack why these questions are asked and how they should be responded to.**
- **In your teaching incorporate these questions and see how learners will respond**

QUESTION 5 (MACROECONOMICS)

- **The examination guideline of 2017—2019 indicates clearly where long questions will be, and this topic is one of them.**
- Learners are very selective in their studying the subject

QUESTION 6 (ECONOMIC PURSUITS)

- **THE EXAMINATION GUIDELINES OF 2017—2019 indicates clearly where long questions will be, and this topic is one of them, however learners were selective in their studying.**

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

QUESTION 1

- Re –emphasis on the MIND THE GAP and other resources that are available at schools.

QUESTION 2

- Learners respond to questions before they understand what is required, ---most of the time they answer what is NOT asked.
- E.g. Basic prices and exchange rate —they explained market prices, because they saw only prices., and they could not describe exchange rate.
- Different resources are supposed to be utilized when assisting learners to unleash their potential,
- Using 1 book in class without an exam guideline does not assist learners
- Class activities ought to be a NORM in our classes to engage learners

QUESTION 3

- Teacher assistance is required when it comes to this module
- It is a challenge for educators because it's very vast and the syllabus in this module NEW information is required, and teachers and learners do not keep abreast with all the information and changes of NEW POLICIES, STRATEGIES put by government
- Responses of learners are very general
- They are unable to differentiate if it is a policy , strategy or an approach

QUESTION 4

- **70 % of the learners could not identify the sector from the data(bar graph) , because there was NO sector.**
- In 4.4. Learners are familiar with health being asked together with nutrition, and they wrote health and nutrition as their responses.
- 4.5 though responded to but with zero marks
- With ECONOMIC PURSUITS , learners play around with the following terms economic growth, economic development, job creation, jobs, employment, standard of living with the hope that any of them can give them marks, rather than trying to answer the question.

QUESTION 5 (MACROECONOMICS)

- Re-emphasis on the EXAMINATION GUIDELINE and educators teach what is supposed to be taught , learners learn and engage in what is presented by the examination guideline
- The ADDITIONAL PART in this question challenged learners, no 1 scored the 10 marks—(higher order)

QUESTION 6 (ECONOMIC PURSUITS)

- Those who studied this question passed it because it was very fair, and the marking guideline was very friendly
- The **ADDITIONAL PART** in question was not challenging , however learners were general about it, without substantive discussions
- No learner scored 10 marks

ADDITIONAL COMMENTS

- Question 3.5 and 4.5 were not clear to learners of what was required, hence dismal performance.
- Additional part need to be addressed in SBA tasks—HOW, WHY, EVALUATE type of questions