



CHIEF MARKER'S REPORT

SUBJECT:	ECONOMICS
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

QUESTION 1 (SECTION A). COMPULSORY

SECTION A covers all **LOs** and **ASs** and there was a fair distribution of questions from all LOs and ASs.

Learners are not familiar with the answer sheet provided. Some of the learners wrote part of the answer on the answer sheet and the other part in the book itself. We feel that educators must either explain how to use the answer sheet or tell the learners to write everything in the answer book itself with the correct question numbers indicated on the left hand side.

This is a lower cognitive level question. The majority of the learners attained very high marks for this section. The general feeling is that this may be because of the fact that educators are including more and more multiple choice questions in their class tests and controlled tests.

Learners are still confused (**E.g. Qn. 1.1.4**) about the different kinds of markets, especially with regard to perfect competition, monopoly, oligopoly and monopolistic competition. Educators must explain the different markets with appropriate examples so that learners are able to associate a market with its example.

Only some learners were able to differentiate between average cost, marginal cost, variable cost etc. (**Qn. 1.3.4**)

The improvement in this Section shows that, with proper training and practice, we can improve the quality of learning, teaching and assessment.

QUESTION 2

This was a popular question.

In QN. 2.1 and 2.2 many learners scored full marks.

Data response questions

Question 2.3

Very Few learners had a clear idea of graphs and how the equilibrium is achieved.

Question 2.4

Most of the learners had no understanding of the concept 'Terms of Trade' and how it is calculated.

8 Mark Questions**Question 2.5**

Leakages and injections – was popular and many learners scored full marks for this question. Still there are a lot of learners that do not know that leakages and injections are part of the circular flow.

Question 2.6

Most of the candidates did poorly in this question. Those who attempted this question wrote about 'monetary policy' instead of the 'monetarist approach'. (There was even a comment from one of the learners that it is the first time that they found out that the monetarist approach is a cause of business cycle.)

Educators need to use economic terminology in teaching and assessment

QUESTION 3**Question 3.2**

As mentioned previously, very few learners can differentiate between the different kinds of markets and as result wrote the characteristics of a 'monopoly' instead of 'monopolistic competition'.

Data Response questions**Question 3.3**

It is clear that learners are not able to read the given extracts and answer questions relating to the extracts. Most of the learners copied part of the extract not knowing whether it was the answer or not.

Educators must include more data response questions to train the learners in answering data response questions.

Question 3.4

This question was very poorly answered. Learners who attempted this question had no understanding of the graphs. It was a hard task for many of them even to copy the given graph into the answer book.

8 Mark Questions**Question 3.5**

Most of the learners wrote only one or two examples of non-price competition. Other than the examples they could not answer the question properly.

Question 3.6

Very few learners attempted this question. Most of them who attempted had no idea about the graph.

It is a difficult task for most educators to teach these graphs, but educators must make a concerted effort or get help from Subject Advisors to teach this topic

QUESTION 4

Question 4.2

This was a very easy question, but very few learners were able to write what the question required of them.

Data Response questions

Question 4.3

Again it was a very difficult task for most of the learners to read the extract and answer the questions. As in the previous question they copied parts of the extract as answer. Even the acronym 'IDZ' was difficult for most of the learners.

Question 4.4

This question was answered very poorly. Most of the learners got this wrong. In 4.4.1 many responses were based directly or literally on the cartoon.

8 Mark Questions

Question 4.5

Learners do not read the questions in full. This was the reason for them under performing in this question. The majority of the learners discussed 'Dumping', but not as an argument in favour of protectionism.

Question 4.6

This was also an easy question. But learners wrote only one point each instead of two points. This illustrates the fact that learners often do not know the basic economic concepts,

Educators must train learners to write answers depending on the marks allocated. In most cases 2 marks are allocated for one point. So learners are supposed to write 4 points (2 points each for each concept).

QUESTION 5

Question 5.2

Like all the other questions in this category, this was also an easy question. But instead of writing the characteristics of 'Cost-push inflation', candidates wrote the characteristics of inflation in general.

Data Response question

Question 5.3

Like all the other 'Data Response' questions, this was also a challenge for most of the learners. Many learners literally referred to 'Tuna' as a machine.

Question 5.4

Most of the learners only saw two concepts or terms – 'INFLATION' and 'Reserve Bank'. Most of the learners are still not aware of the inflation target of the SARB.



Ikamva eliqaqambileyo!

8 Mark Questions

Question 5.5

This was a very confusing question for most of the learners. The majority of them consider renewable as durable, re-usable or recyclable and non-renewable as non-durable. Most of the learners are not able to differentiate between renewable and durable.

Question 5.6

Like all other questions in this category, learners failed to write enough points to score full marks

QUESTION 6

Question 6.2

Very few learners scored full marks for this question even though this was one of the easiest questions.

Data Response questions

Question 6.3

Calculations are still a problem with most of the learners. When they see figures they add or multiply some numbers not knowing what to do.

Educators need to give more data response questions on calculations.

8 Mark Questions

Question 6.4

This question was also a challenging one for most learners as the data given was numerical. Only in Question 6.4 did learners manage to get marks.

Question 6.5

This was a popular question and a large number of candidates did reasonably well in this question.

QUESTION 7

The structure of the memorandum was a problem for almost all the learners.

- Most of them were using the structure of a formal letter.
- Very few learners indicated the macroeconomic objectives.

Educators need to train learners in writing formal letters, minutes, reports, memorandum and essays. They can get help from language teachers

QUESTION 8

This was a popular question and learners who prepared well, did well. There were a number of learners who wrote about the problems of public sector provisioning.

Educators need to discuss the difference between 'public sector failure' and 'market failure'. Majority of the learners are still confused with these two Assessment Standards.



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QUESTION 9

This was the most unpopular question, even though it was easy to define the concepts given in the table. Learners have the wrong idea that whenever they get a table they have to do calculations.

Again it shows the lack of learner's ability to interpret data or the link between the data and the question. More needs to be done in this regard.

QUESTION 10

This was the most popular question but candidates achieved little success. The majority of the learners wrote about soccer in general and World Cup 2010 in particular. They failed to link soccer and its positive impact on tourism.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

- There is a positive change in the teaching and assessment strategy.
- More and more educators are giving appropriate assessment instruments.
- There is still a lot more that needs to be done in terms of tools used in assessment.
- Some educators are not aware of the new structure of the question paper.
- Educators must use the National Examination Guideline in teaching and assessment.
- Educators are encouraged to give at least one controlled test from an Assessment Standard.
- Educators who need help in any of the problem areas must seek help from their Subject Advisors

8. ANY OTHER COMMENTS

- Learners are not familiar with the answer book.
- More training is needed in teaching the skill of writing answers, such as;
 - starting a question on a new page
 - leaving open lines in between sub-questions
 - following the numbering pattern used in the question paper
 - neat layout of the answers
 - the structure of the long questions.

I am taking this opportunity to thank and applaud educators who are doing a sterling job in the teaching and assessment of Economics.



Ikamva eliqaqambileyo!