

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	Economics
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PAPER	1
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DATE OF EXAMINATION:	03 November 2015	DURATION:	2 hours
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

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

The performance of the learners in this question paper ranged from (13/150) to very good (130/150), which is commendable. Learners still struggle with concepts and find it difficult to comprehend most questions and answer them within the expected context. It is evident from the learners' responses that other topics are not known to them. This explains the lack of using the **RESOURCE: EXAMINATION GUIDELINE** in preparation of the lessons by educators. Learners lack content knowledge.

Section A

- The performance of the learners ranged from poor (6/30) to excellent (30/30). Most learners performed very well in this question – 60% - 100%.
- Lack of understanding of certain concepts led to others not performing well.
- Educators must engage learners to study with understanding so as to improve learner performance in this section.

Section B

- Learners struggled to respond to cartoons because they could not interpret them correctly; higher order questions (Q2,5; 3,5 & 4,5) were a challenge for them as well as calculations.
- .Learners answered questions from their own understanding and could not score marks.

Section C

- Poor essay writing skills was evident in the quality of learner response. Learners were unable to respond appropriately.
- Language proficiency is still a drawback for many second language candidates.
- The **additional (ADD)** part of the essay question was challenging and many ignored this section – leading to low marks. Some know the **ADD**, but how the question was phrased did not qualify them for a 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?
Most learners performed very well, the marks range from 60% – 90%, others 100%.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none">• Lack of understanding of concepts in this section led to the learners failing this subsection.• Learners and educators should consistently give small exercises of concepts to train their learners for this section.• Lacking skills of studying especially concepts led to the failure in this question.

(c) Provide suggestions for improvement in relation to Teaching and Learning
After each topic eg. Business cycle, engage in concept detection and try to understand its definition whether it's a strict definition or an expanded definition.
Pull out concepts from each unit- Caps study guide Mind The Gap 2014.

(d) Describe any other specific observations relating to responses of learners
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<ul style="list-style-type: none"> Learners favour guesswork in this question e.g. Multiple choice and columns; the correct answer is there, but because they like to guess they do not read the whole question, but guess the answer.
<ul style="list-style-type: none"> It was clear that some other topics were not taught eg. Number of years expected to live. The answer is life expectancy but educators and learners – 75 years, 25 years and only God knows.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Adequate advise from subject advisors id needed
<ul style="list-style-type: none"> Cluster and team teaching could benefit learners
<ul style="list-style-type: none"> Build confidence of learners in the first question which is compulsory
<ul style="list-style-type: none"> Subject advisors should engage the exercise of common tasks e.g. March, June and the controlled tests.
<ul style="list-style-type: none"> Rigorous training by school educators to understand and comprehend concepts

QUESTION 2
(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> After section A, learners answered the question without establishing how they are going to approach it. Question 2 was answered by a lot of learners e.g. 80% answered it and they performed bad to good.

(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 not differentiate between leakages and injections.



2.1.2 Learners did not understand what QUOTAS are, hence the question was not answered well – they always referred to quotas as tariffs.
2.2.1 50% of the learners answered this question correct, but others could not indicate the correct method and were confused with the calculations
2.2.2 Learners could not differentiate between direct and indirect taxes, hence not knowing taxes on products – They referred to green taxes.
90% of learners responded correctly to this question, though a reference was made to GVA at basic cost instead of prices.
2.2.4 Differentiation was made between GNP and GDP – 85% of the learners could not understand the conversion which caused a dismal performance in this question.
2.2.5 Calculation skills are evidently lacking. Over 50% calculated correctly.
2.3.1 Failure to interpret the cartoon led to the scoring of low marks – 40% of the learners answered this question, without clearly understanding it.
2.3.2 The question was clear and many candidates got it right.
2.3.3 Surprisingly candidates responded fairly well to this question
2.3.4 Learners used their own understanding and knowledge to respond. This was an open-ended question – a lot of relevant answers were accepted.
<p>2.4 Learners failed to mention these kinds of tariffs, it was challenging for them.</p> <ul style="list-style-type: none"> - They confused tariffs with methods of import substitution; explaining what a tariff is; what an import is. <ul style="list-style-type: none"> - 95% scored zero. - Language barriers in most cases is evident where learners find it difficult to to comprehend most questions
<p>2.5 90% of learners based their answers on the INTERACTION of the participants in the circular flow.</p> <ul style="list-style-type: none"> - How the question was asked challenged the learners. - Only a maximum of 4 marks was attained due to listing of facts.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • In dealing with the questions, educators have to interrogate these <u>HOW</u> questions which are always asked in CAPS. The EXAM GUIDELINE has these questions, almost at the end of each UNIT. Answer them.



- Educators must put more emphasis on the way questions are asked to prevent bad performance of learners

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

2.5.7 Learners when they see the circular flow in the question paper and any participant that is **INTERACTION**.

- This is a concern, educators should explain to learners many ways a certain topic can be asked, prepare learners for examination..

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

- Teachers Should do all the small activities using different **VERBS** and a usage of those verbs
- **EXAM GUIDELINE!!!** The EXAM GUIDELINE and the support of SUBJECT ADVISORS is NEEDED.

QUESTION 3

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

The Performance of learners ranged from poor to fair. This was not a popular question and approximately 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 Many learners confused the measures to redress, with strategies e.g. RDP, JIPSA and GEAR.



3.1.2 Many learners distinguished between economic development and economic growth, and that was not asked – they confused the term relate to distinguish or differentiate
3.2.1 Learners answered this question well.
3.2.2 No ambiguity in this DATA RESPONSE, but learner's lack of interpretation is always evident in these types of questions. - The learners are familiar with North – South divide but cannot respond to it If it is asked.
3.2.3 Responses were very minimum and were not correct – they explained what a subsidy is.
3.2.4 A fair amount of learners tried to score marks with general knowledge, where minimal marks were scored.
3.3.1 Learners did not respond well to this. DATA RESPONSE is from 3.3.1 – 3.3.4 SDI – A lot referred to <u>S</u> outh <u>D</u> evelopment <u>I</u> ndustry/ <u>S</u> patial <u>D</u> evelopment <u>I</u> ndustry
3.4 SEZ'S were confused for IDZ.
3.5 learners attempted this question and wrote general statements - e.g. grants, pensions helping them and so forth Some showed understanding of the fiscal policy but could not relate its succeeding in ensuring a desirable redistribution of income (HIGHER ORDER QUESTION)

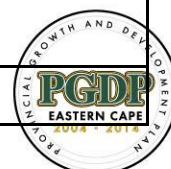
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Educators should give learners a lot of activities and debate on how to respond to these questions which are relatively easy but learners are unable to get marks. In question 3, marks ranged from 0 – low and this indicates the amount of teaching and learning time spent on this MODULE (NB).
(d) Describe any other specific observations relating to responses of learners
Learners are unable to write in full sentences e.g. they lack understanding concepts: They do not read the extract and thus do not respond well if they do not understand well.



(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should emphasise the importance of this MODULE to learners and ask for assistance from SUBJECT ADVISORS.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Most of the learners selected this question and the marks ranged from poor to fair.

(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. They were able to name the phases of a business cycle.
4.1.2. This question was fairly answered.
4.2.1. The learners could not identify the institution though it is written on the TABLE
4.2.2 – 4.2.3. The responses were not good, reflecting the lack of CONCEPT understanding
4.2.4. Was a reasoning question which required them to apply logic but it was not well answered.
4.2.5. Majority of the candidates calculated correctly.
4.3.1 – 4.3.4. Learners were able to answer the questions as expected. They formulated their own opinions, which is outside the required response.
4.4. Most learners were unable to answer the question. This shows that terms and concepts are not focused at schools. The learners know the value of currency increases or decreases, but do not know <u>HOW</u> this happens.
4.5. The learners thought of transport because of the word delivery..



(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Differentiation should be taught in tabular form to make differences clear. Learners should know the economic concepts and theory and be tested as such.

(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Learners' responses indicate that they do not give themselves time to read and understand clearly what is required. The learners write long paragraphs in the hope of getting marks.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Team teaching. Teachers who come from marking are encouraged to share their experience with others for development.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>This was a very challenging question, because there were 2 questions in it.</p> <ul style="list-style-type: none"> a) Monetary and fiscal policy b) Demand side and supply side policies

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The learners did not know whether to respond to a) or b) or BOTH. It was very



confusing.

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

- Questions should be clear (remove ambiguity) so as to allow learners to respond well and score marks.
- However, the MARKING GUIDELINE was friendly and allowed both questions to be marked well.

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

- Surprisingly, learners still confuse BUSINESS CYCLE with CIRCULAR FLOW and others made the two graphs.
- For the ADDITIONAL PART, the learners wrote generally about the Keynesians and not about HOW the Keynesians influenced business cycles. Learners struggle to express themselves in full sentences.
- Learners repeat the question in the introduction; no marks for this.
- All learners did not draw the GRAPH in this question, whereas in teaching ECONOMIC PARADIGM this graph is necessary (NB).

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

- Educators engage learners about how best to respond to the questions/
- Emphasis should be placed on structure e.g.
 - Introduction
 - Body
 - ADD PART
 - Conclusion

Unless stated otherwise by the CURRICULUM SECTION & DEPT. OF EDUCATION



QUESTION 6

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

The general performance of learners in this question was very POOR.

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

- Learners were limited to only 2 ECONOMIC INDICATORS.
- Many learners confused economic indicators with B/CYLCLE indicators.
e.g leading, lagging, coincident and composite.

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

- Long-questions should be an exercise on different books after each unit taught.
- Emphasise the layout of the long-questions because it is evident that the learners are not familiar with it.
- Report of markers indicates that learners are confused by the words different markets in the additional part of the long-question.

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

- Learners were unable to differentiate between CPI and PPI.
- No learner mentioned the GDP DEFLATOR.
- Various methods of calculating the number of unemployed was not familiar to them.

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



etc.
<ul style="list-style-type: none"> • Difficult topics – Educators are advised to ask for help.
<ul style="list-style-type: none"> • For educator development – Workshops.
<ul style="list-style-type: none"> • Regular support of subject advisors is necessary e.g. training; content gap etc
<ul style="list-style-type: none"> • Educators in different districts who went for marking must inform others how learners are marked in order to empower them.

Recommendations

- A lot of TOPICS in ECONOMICS require subject specialists, regular training.
- Results in Section C reflect that learners are incapable of responding well to this section
- EXAM GUIDELINE! EXAM GUIDELINE! The EXAM GUIDELINE cannot be emphasised enough.
- The grade 12 syllabus starts in grade 10, your foundation is there – let them learn how to respond to LONG QUESTIONS.
- Learners should adhere to the instruction “SHOW ALL YOUR CALCULATIONS”. Learners have a tendency of calculating on the calculator and only write the correct or wrong answer on the script.
- Section A is a low order question, educators must give more tasks of ECONOMIC CONCEPTS.
- SUBJECT ADVISORS are to inform educators of any material and resources available.

Qamata-Kunjuzwa N

Sd/

10-12-2015

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

