



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

**2022 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ECONOMICS</b>		
<b>QUESTION PAPER</b>	1	2 X	3
<b>DURATION OF QUESTION PAPER</b>	2 HRS		
<b>PROVINCE</b>	<b>EASTERN CAPE</b>		
<b>DATES OF MARKING</b>	07/12/2022		

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

The performance of learners in the 2022 Examination session can generally be undertaken as a fair performance. This is because some centres performed extremely well as compared to others. In some centres in one batch there would be 4 level sevens (L7) whilst in other batches the highest-level would be level 3. The total average performance as per the Item analysis is at 51%. Candidates managed to attempt all the questions even though in some questions the marks were not good enough. In a batch of 30 scripts, one would count 4 scripts of learners who did not perform well. Sadly, there still are some centres where the performance would be below par, where all learners would obtain less than 45 marks. The attempt in Section A was good, in Section B there was an improvement in question 4, Section C the improvement was huge.

According to the 100 sampled scripts, question 5 moved from 19% in 2021 to 34% in 2022. The fact that the pass rate is at 67.4% really shows an improvement in the learner performance.

**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?**

The performance in Question 1 was satisfactory, although there is still a challenge in sub – section 1.3. Candidates are still struggling to give the correct items. 1.3.1 is a concept that most of the candidates struggled with. Question 1.1.8, 1.3.4 and 1.3.5 were also challenging for learners.

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

In question 1.3.1, out of the 100 scripts, only 8 learners managed to score, therefore, it might be that is a concept educator do not normally visit. The chapter that covers the concept in 1.3.6 is not popular with educators, some feel the chapter is irrelevant to Economics and therefore do not do justice when addressing the topic in class.

Another very problematic issue was of over - writing, where it became a problem to clearly see which letter the candidate has chosen.

Other common errors were:

- ❖ Diseconomies instead of Dis – economies of scale
- ❖ Sustainability instead of Environmental sustainability
- ❖ cost basis analysis instead of cost benefit analysis
- ❖ tourist in transit instead of transit tourist

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

- ❖ Concepts that are similar should be taught together and the distinction to be highlighted and emphasised clearly i.e. conservation and preservation.
- ❖ Teachers should devise interesting learning games based on concepts, as a way of familiarising them with concepts and also make the subject interesting.
- ❖ Daily class works to be done, and the involvement of learners when marking their work to broaden their understanding of the concepts
- ❖ Topic tests and weekend activities can assist learners with understanding concepts
- ❖ Revision of previous question papers is always useful for candidates but under the supervision of Educators.
- ❖ Teaching of environmental sustainability should be linked with teaching of natural resources in term 1 grade 11

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

There is a general lack of understanding of Economic concepts by our candidates, which tends to disadvantage them in understanding and comprehending the subject matter as a whole because a good understanding of concepts enables learners to attempt any question with an economically inclined mind.

## QUESTION 2

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

Section B is composed of three questions: question 2, 3, and 4. Of the three questions, question two was the worst performed. Candidates had challenges with questions based on graphs as this question was on Micro – Economics. Upon analysing the 100 scripts, comparing 2021 and the current year, there is a clear decline from 34% to 22% in this particular question.

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

Candidates made a whole lot of mistakes based on the fact that graphical analysis and interpretation is still a challenge. It is also evident that our Educators also need assistance with strategies in approaching topics in Micro – Economics,

The following are the common errors that were identified during the marking session:

- ❖ In 2.1.1 Instead of listing types of collusion, candidates listed types of pollution
- ❖ still referring to 2.1.1 instead of listing the two types of collusion, candidates would list the same type twice for e.g. *Explicit collusion and Cartel instead of explicit and implicit collusion, overt or tacit collusion, formal and informal collusion*
- ❖ There was a challenge in the description of *Patent* (2marks), there were all kinds of descriptions except the correct one, some even referred to a patent as someone who delivers goods and services or someone who works outside like a painter
- ❖ Product differentiation was confused with different types of products instead of differences in the same product according to design, packaging, and marketing of the product.
- ❖ Distinction between minimum and maximum prices is a continuing challenge. A mistake was made of referring to a maximum price as the highest price.
- ❖ Candidates are also unable to distinguish between minimum price and minimum wage, instead of explaining minimum prices, they explained minimum wages
- ❖ The analysis of the graph was a huge problem, which merely showed that the concept itself was not understood. The item analysis showed average performance of 40%, although most of the scripts displayed the worst-case scenario.
- ❖ Question 2.5, an application question was a disaster. Instead of explaining how actions of one firm affect the other, candidates drew a kinked demand curve and explained the two segments.

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

- ❖ Some of our colleagues are not familiar with the Exam – guideline, this was evident from the way learners were responding to some of the questions.
- ❖ Thorough preparation before going to class, this includes researching about current issues relevant to the topic. Create debates in class for learners to familiarise themselves with current issues that are relevant to the subject matter. This will assist learners with being able to attempt high order questions. It should be made a norm to thoroughly explain concepts that are relevant to the topic before engaging in the topic itself. Candidates can score marks if they can be able to integrate topics and align them with the working of the Economy.
- ❖ Graphs of a similar nature should be analysed and discussed at the same time highlighting and emphasising differences and similarities.

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

- ❖ There is also a challenge of not following the instruction of the question. Instead of analyzing the graph, learners redrew the graph.
- ❖ Subject advisors should assist educators in exposing them to different strategies of delivering lessons on Micro – Economics.
- ❖ This can also enable learners to be brief and precise when answering graphs.

### QUESTION 3

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

This question was fairly answered and chosen by most candidates. They managed to attempt all the sub-questions, although there were still those candidates who didn't do well. One of the major concerns in this question is how they confused certain items that are highlighted below.

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

The glaring challenge in this question was that learners do not read, study and revise enough. This leads to them confusing concepts because they only try to concentrate just when they are about to write examinations, which leads them in not doing justice when answering questions.

The following are common errors that were identified:

- ❖ In 3.1.1 candidates were unable to differentiate between consumer and producer inflation. Instead of listing types of consumer inflation, they gave producer price index as an answer,
- ❖ 3.2.3 candidates were challenged with the description of the term "hyperinflation". Most of them tended to define stagflation. These are the results of last-minute reading and trying to grapple with terms.
- ❖ 3.4 The confusion in this question was between "Reasons for growth of the Tourism industry" with "Benefits of Tourism. Some candidates wrote on "how to grow Tourism"
- ❖ 3.5 With this question, candidates confused oil (crude oil), an input in any production process with cooking oil.

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

- ❖ It goes without saying colleagues that regular activities like class works and Topic tests will make learners understand concepts especially when feedback is given timeously after the activity has been done.
- ❖ Mind the Gap should be used in conjunction with other authorised Textbooks.
- ❖ Where descriptions are required, candidates should be reminded of key words when describing terms and concepts.
- ❖ Quiz tests are also helpful with concepts

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

- ❖ Learners' responses tend to be very short. The disadvantage of these sentences is that they don't fully explain facts that warrant a learner to get complete marks. This was quite eminent in question 3.3.5.
- ❖ Educators are aware of the structure of the question by now, subject advisors as well as Educators should strategise around enabling learners to learn and be able to reproduce facts especially in questions that are not applicative in nature.

## QUESTION 4

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

This was one of the popular questions in this marking session. Performance in this question was neither good nor bad. On average candidates scored about 40% of the question according to the item analysis scale. Just like with the other questions, the most glaring challenge was with the description of terms. There was an improvement where graphical calculations were concerned.

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

The following are common errors that were identified:

- ❖ 4.1.2 the few learners who were able to attempt the question only mentioned that interest rates lead to more borrowing, but were unable to link borrowing with inflation.
- ❖ 4.2.3 this was one of the worst answered sub-question. Most candidates could not describe a Natural Monopoly. They described it as a type of Monopoly that deals with natural resources, other candidates would say it is a type of Monopoly that is protected by barriers and others would just define a Monopoly.
- ❖ Careless mistakes were identified in question 4.2.5, where learners would leave out figures, i.e. 2000 instead of 20 000, and would therefore arrive at the wrong answer and lose marks.
- ❖ Candidates were unable to list the various ways of measuring inflation.
- ❖ 4.3.3 was a definition of Inflation. The common mistake made by our learners is the omission of the key word **significant**, because not every increase in price leads to inflation. That resulted in learners not obtaining a full mark.
- ❖ In 4.3.5 candidates seemed not to be able to distinguish between monetary and fiscal policy. The few that answered the question correctly only mentioned the elements of Fiscal policy and lacked the ability of applying or linking that information to the question.
- ❖ 4.4 was a very straight forward question but full marks were not scored by our candidates, they were too general in their approach, and not mentioning what was key to the content.
- ❖ In 4.5 the question was misunderstood, the responses of learners were not specific to the environment, they wrote about effects of tourism on the Economy under general.

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

- ❖ Questions 4.2.3 and 4.3.3, are questions that lacked key words and content in their descriptions. This means there is a lack of understanding of concepts. This calls for us as Educators to assist ours to memorize concepts with understanding. The issue of concepts has already been mentioned that concepts need to be discussed before one commences with each and every lesson.
- ❖ 4.4 was a middle order question which was not answered well by our candidates. As Educators we have a duty to train our learners to be able to write in full sentences and not leaving out crucial and critical information pertaining to the question asked.
- ❖ With 4.1.2, 4.3.5 and 4.5, like all higher order questions, learners have to be trained to analyze questions, and they should also be given strategies to be able to answer these higher order questions. In the process of assisting learners, it is important to highlight both positive and negative impacts of any concept that is asked. For example positive and negative activities of Tourism on the Economy, in the Environment etc. as one teaches.

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

- ❖ With regards to inflation, Educators are to collect as much information as possible on current issues on inflation. The quarterly bulletin is of great help and also attending extra – curricula activities like engaging learners in Reserve Bank activities. In attending those activities, not only learners benefit, but also educators get empowered.

## QUESTION 5

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

Between the two Section C questions, Question 5 was the most preferred question by our candidates. The candidates displayed a good attempt when answering the question, because many learners scored above 30 marks out of 40, some received about 25 marks over which was not a bad attempt, but there were few technical challenges with drawing the graphs. The most well drawn graph by many candidates was the Normal profit graph. Although the additional part of question 5 was not difficult, candidates failed to elicit the positivity of features of Perfect Markets.

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

Although the question was not poorly answered, candidates did have a few challenges which really need to be addressed by our Educators, and they can be summarized as follows:

- ❖ Introduction: the introduction was not a challenge with many candidates, but there are a few candidates who instead of introducing Markets or Perfect markets, which according to the structure of the Essay is the main topic defined short run or economic profit.
- ❖ With the main part of the Essay, some technical aspects of drawing the graph were not adhered to e.g.
  - The labelling of graphs of the axis and on the axis
  - Incorrect positioning and shapes of cost curves
  - Most marginal cost curves were not cutting through the minimum of the Average cost curve
  - With some of the candidates, there was no labelling at all, or, there would be incomplete labelling, for example not having MR or AR when labeling the demand curve of a Perfect Market. In some cases, it would be wrong labelling, wherein a learner would lose marks.
  - Profit areas were incorrectly indicated by some of our candidates.
  - Note should be made of the fact that, once cost curves and revenue curves are wrongly placed, profit areas will be incorrect.
  - Some candidates drew various graphs of imperfect markets instead of drawing graphs of perfect markets.
  - There are also those candidates who wrote about the competition policy. It clearly demonstrates that they were avoiding to draw graphs.
  - In Additional part, candidates just listed characteristics of Perfect Markets instead of eliciting positives from the characteristics of Perfect markets.
  - **CONCLUSION:** This is one of the most problematic areas in any Essay writing. Our learners are struggling to conclude when writing their essays. Only few candidates managed to write proper conclusions.



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

- ❖ With Micro – Economics and any graphical topic, more practice is required with the learners, more activities on the drawing of graphs and graphical analysis.
- ❖ When it comes to analyzing and explaining of graphs learners should be trained to write in point form
- ❖ They should be brief and straight to the point.
- ❖ With the Additional part, emphasis should be laid on the doing verbs such as evaluate and analyze so that they know what is expected of them.
- ❖ Educators must engage learners in current Economic issues and include higher order questions in informal assessment
- ❖ **CONCLUSION:**
  - One suggestion would be that after every open discussion that is held, learners are made to write conclusion. Let the conclusions be discussed and aligned with the subject matter until a proper conclusion is reached.
  - After an Essay has been taught in class, assist learners in generating opinions of their own to stimulate their creativity
  - Short assessments of conclusions after each and every topic taught in class.

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

- ❖ A suggestion can be made to subject advisors that before the commencement of teaching Micro – Economics, some form of workshop or Pre – planning should be organized so as to share strategies on how to approach these topics with our learners.

## QUESTION 6

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

Of the two questions in Section C, question 6 was not a popular question, it was chosen by very few learners. The few candidates that chose this particular question did very well. The marks were really good because they ranged between 20 and 26 in the Main part. Like question 5, the additional part and the conclusion are still a challenge for our learners. Some learners did not even attempt the Additional part. With the conclusion, very few learners managed to score the 2 marks.

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

As already mentioned earlier, the Main part of the question was well answered, challenges were only experienced in the Additional part. The additional part required candidates to evaluate successes of International Agreements. The following problems were identified:

- ❖ Candidates were not able to evaluate successes of international measures, instead they discussed international measures to ensure sustainable development
- ❖ In discussing these measures, they were only familiar with the Kyoto Protocol
- ❖ Most of them did not score marks with the conclusion.
- ❖ Some of them did not finish writing the Essay, which goes to the question of time.
- ❖ It is evident judging from the presentation of the candidates that Educators are not very keen in teaching this section of our content.

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

- ❖ It has already been mentioned in the above subsections that exposing learners to current issues specific to the question.
- ❖ Encourage learners to use social media and research about current issues on the environment.
- ❖ Discuss issues of production and the impact it has on the environment
- ❖ If you do have videos on environmental issues, make use of those, just to stimulate interest of the topic with our learners.

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

- ❖ The last would be to be to plead with our colleagues to have a positive mindset when dealing with the last topics in Economic pursuits.



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## NATIONAL SENIOR CERTIFICATE

GRADE 12

ECONOMICS P2

NOVEMBER 2022

**MARKS: 150**

**TIME: 2 hours**

**This question paper consists of 13 pages.**



\* E C O N E 2 \*



**INSTRUCTIONS AND INFORMATION**

1. Answer FOUR questions as follows in the ANSWER BOOK:  
  
SECTION A: COMPULSORY  
SECTION B: Answer TWO of the three questions.  
SECTION C: Answer ONE of the two questions.
2. Answer only the required number of questions. Answers in excess of the required number will NOT be marked.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Write the question number above each answer.
5. Read the questions carefully.
6. Start EACH question on a NEW page.
7. Leave 2–3 lines between subsections of questions.
8. Answer the questions in full sentences and ensure that the format, content and context of your responses comply with the cognitive requirements of the questions.
9. Use only black or blue ink.
10. You may use a non-programmable pocket calculator.
11. Write neatly and legibly.



**SECTION A (COMPULSORY)****QUESTION 1****30 MARKS – 20 MINUTES**

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.8) in the ANSWER BOOK, e.g. 1.1.9 D.
- 1.1.1 A firm will shut down if it cannot cover the ... costs.
- A explicit
  - B marginal
  - C fixed
  - D variable
- 1.1.2 The demand curve that is relatively elastic relates to a ... market.
- A monopoly
  - B perfect
  - C oligopoly
  - D monopolistic
- 1.1.3 In the oligopoly market, the firm will make a/an ... in the long run.
- A normal profit
  - B economic profit
  - C economic loss
  - D zero profit
- 1.1.4 When a business fails to produce the optimum output at the lowest possible cost, it is known as ... inefficiency.
- A productive
  - B allocative
  - C consumer
  - D Pareto
- 1.1.5 When the economy is experiencing a low growth, high unemployment and high inflation, it is called ...
- A administered price.
  - B stagflation.
  - C hyperinflation.
  - D producer price index.
- 1.1.6 Tourists who engage in activities in the natural environment of the place that they visit, is called ... tourism.
- A foreign
  - B outbound
  - C eco-
  - D domestic



1.1.7 Measures taken to ensure that non-renewable resources are not threatened by extinction are known as ...

- A preservation.
- B intervention.
- C accumulation.
- D conservation.

1.1.8 The international agreement that manages the disposal of chemical waste is called the ...

- A Basel Convention.
- B Kyoto Protocol.
- C Stockholm Protocol.
- D Convention of International Trade in Endangered Species.

(8 x 2) (16)

1.2 Choose a description from COLUMN B that matches the item in COLUMN A. Write only the letter (A–I) next to the question numbers (1.2.1 to 1.2.8) in the ANSWER BOOK, e.g. 1.2.9 J.

COLUMN A		COLUMN B	
1.2.1	Implicit costs	A	the introduction of harmful substances into the environment
1.2.2	Long run	B	forms part of monetary policy used to control the supply of money
1.2.3	Oligopoly	C	a period of production in which all the factors of production can be varied
1.2.4	Missing markets	D	when the private sector fails to provide certain goods and services
1.2.5	Open-market transaction	E	a market structure where few large sellers operate
1.2.6	Domestic tourism	F	the value of inputs owned by the entrepreneur and used in the production process, such as opportunity cost
1.2.7	Pollution	G	an amount that a firm earns for every unit sold
1.2.8	Global warming	H	the gradual overall increase in the temperature of the Earth's atmosphere
		I	South African citizens travelling within the borders of the country

(8 x 1) (8)



- 1.3 Give ONE term for each of the following descriptions. Write only the term next to the question numbers (1.3.1 to 1.3.6) in the ANSWER BOOK. Abbreviations, acronyms and examples will NOT be accepted.
- 1.3.1 A situation where average cost rises as production increases
- 1.3.2 The additional revenue earned when sales increase by one more unit
- 1.3.3 A technique used by the government to determine whether a project is beneficial to the society or not
- 1.3.4 General increase in prices that occurs when the aggregate demand for goods and services exceeds the aggregate supply
- 1.3.5 Tourists travelling through South Africa using air, road, rail and sea transport to get to another destination
- 1.3.6 Taking care of the environment to ensure that the needs of the present and future generations are met (6 x 1) (6)
- TOTAL SECTION A: 30**



**SECTION B**

Answer any TWO of the three questions in this section in the ANSWER BOOK.

**QUESTION 2: MICROECONOMICS****40 MARKS – 30 MINUTES**

2.1 Answer the following questions.

2.1.1 Name TWO types of collusion. (2 x 1) (2)

2.1.2 Why does the government provide subsidies to producers? (1 x 2) (2)

2.2 Study the information below and answer the questions that follow.

**IMPERFECT MARKET – MONOPOLISTIC COMPETITION**

Checkers has adopted door-to-door deliveries via online orders to improve their market share.



The advertisement features the Checkers SIXTY60 logo and the text 'Groceries delivered in 60 minutes'. It shows a smartphone displaying the app interface with categories like 'SPEEDY DINNERS', 'Liquor/Wine', 'Baby', 'Petcare', 'BBAAL NOW', and 'FRESH PRODUCE'. A delivery van is parked next to a person standing at a smart door that is open, with a delivery person inside holding a package. A speech bubble labeled 'CELLPHONE' points to the smartphone.

[Adapted from Google Images, 2022]

2.2.1 Identify a non-price strategy shown by the above information. (1)

2.2.2 Name ONE example of a monopolistic competitive industry. (1)

2.2.3 Briefly describe the term *patent*. (2)

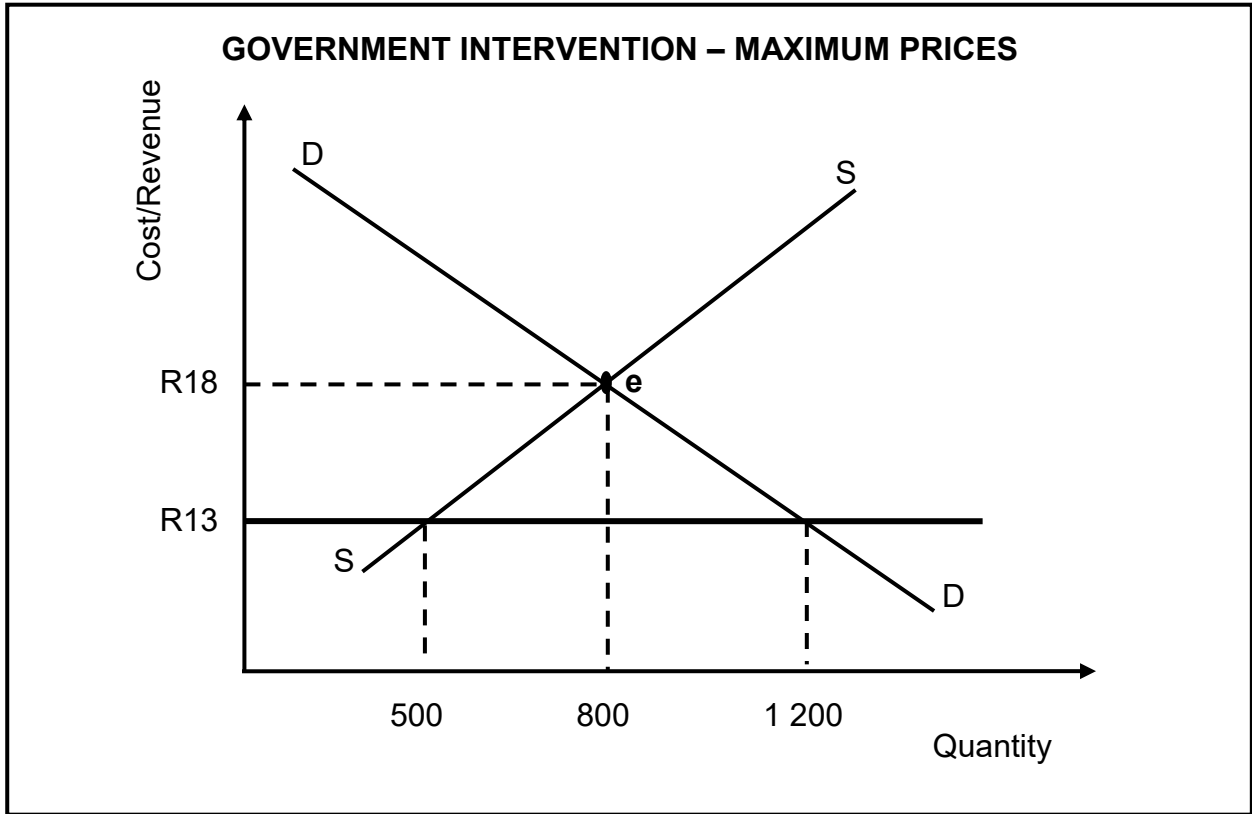
2.2.4 Why are prices in a monopolistically competitive market lower than the prices of a monopoly? (2)

2.2.5 Explain the benefits of product differentiation to producers of goods and services. (2 x 2) (4)





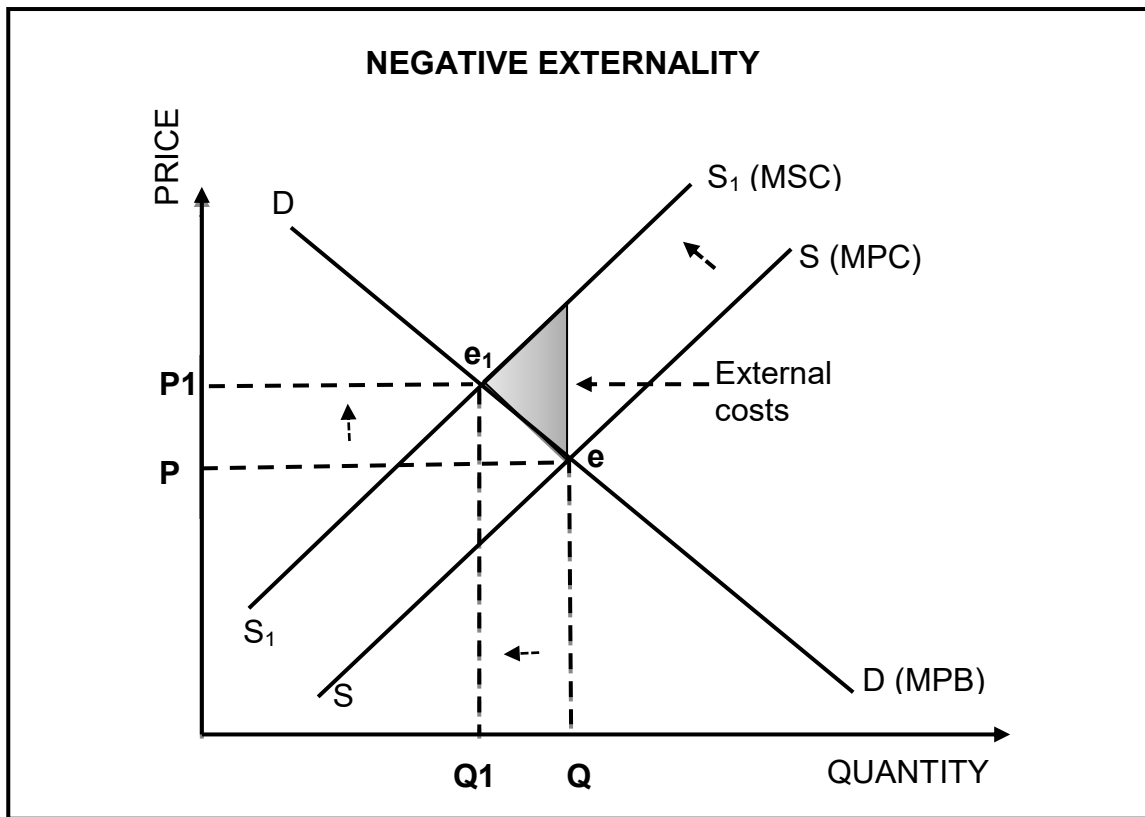
2.3 Study the graph below and answer the questions that follow.



- 2.3.1 Identify the market price in the graph above. (1)
- 2.3.2 Name any ONE product on which the government can impose a maximum price. (1)
- 2.3.3 Briefly describe the term *minimum price*. (2)
- 2.3.4 Why would the government intervene in the market by levying taxes on demerit goods? (2)
- 2.3.5 How would maximum prices influence the economy? (2 x 2) (4)



2.4 Use the graph below to explain the effect of negative externality on the market.



(8)

2.5 How does mutual dependence influence the behaviour/actions of firms in the oligopoly market? (4 x 2)

(8)

[40]



**QUESTION 3: CONTEMPORARY ECONOMIC ISSUES 40 MARKS – 30 MINUTES**

3.1 Answer the following questions.

3.1.1 Name any TWO types of consumer inflation. (2 x 1) (2)

3.1.2 How do households benefit from tourism? (1 x 2) (2)

3.2 Study the information below and answer the questions that follow.

INFLATION RATE IN SOUTH AFRICA				
YEAR	2018	2019	2020	2021
Consumer Price Index	100	103,5	107	109,5

3.2.1 Identify the base year in the table above. (1)

3.2.2 Name the institution that is responsible for controlling inflation in South Africa. (1)

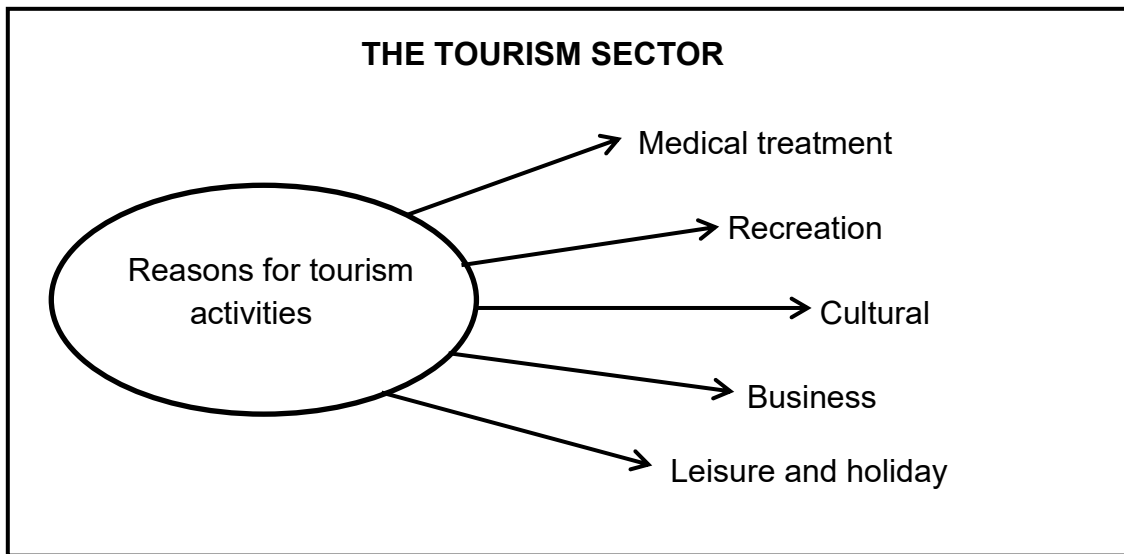
3.2.3 Briefly describe the term *hyperinflation*. (2)

3.2.4 Explain the importance of measuring inflation in the economy. (2)

3.2.5 Use the information in the table above to calculate the inflation rate from 2020 to 2021. (2 x 2) (4)



3.3 Study the information below and answer the questions that follow.



[Source: [dreamstime.com](http://dreamstime.com)]

- 3.3.1 Identify a type of tourism that gives an opportunity to experience traditions in a community. (1)
- 3.3.2 Name any ONE World Heritage Site in South Africa. (1)
- 3.3.3 Briefly describe the term *tourism*. (2)
- 3.3.4 Why is tourism growth important to the government? (2)
- 3.3.5 How can crime as a socio-economic issue negatively influence the tourism sector? (2 x 2) (4)
- 3.4 Discuss the reasons for the growth of the tourism industry in South Africa. (4 x 2) (8)
- 3.5 How would an increase in the prices of imported key inputs, such as oil, affect the domestic economy? (8)
- [40]**



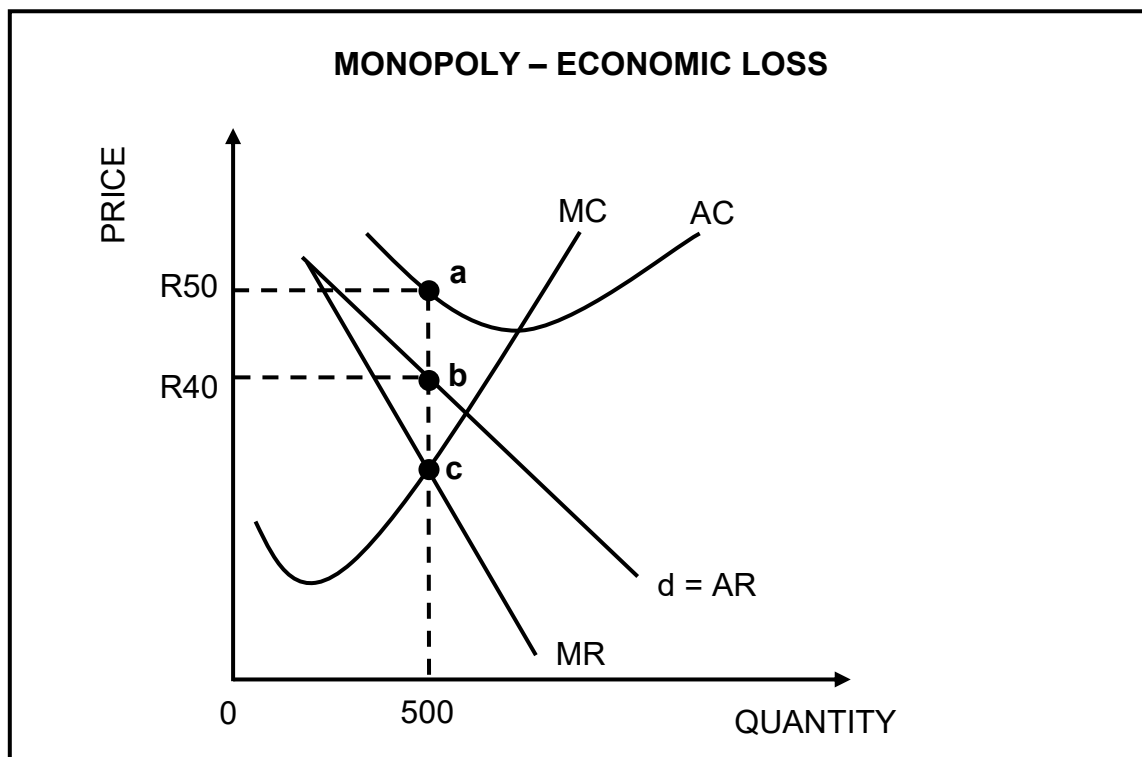
**QUESTION 4: MICROECONOMICS AND CONTEMPORARY ECONOMIC ISSUES**  
**40 MARKS – 30 MINUTES**

4.1 Answer the following questions.

4.1.1 Name any TWO examples of merit goods. (2 x 1) (2)

4.1.2 Explain the effect of a decrease in the interest rate on inflation. (1 x 2) (2)

4.2 Study the graph below and answer the questions that follow.



4.2.1 Identify the loss minimising (equilibrium) point in the graph above. (1)

4.2.2 What is the nature of the product sold in a monopoly? (1)

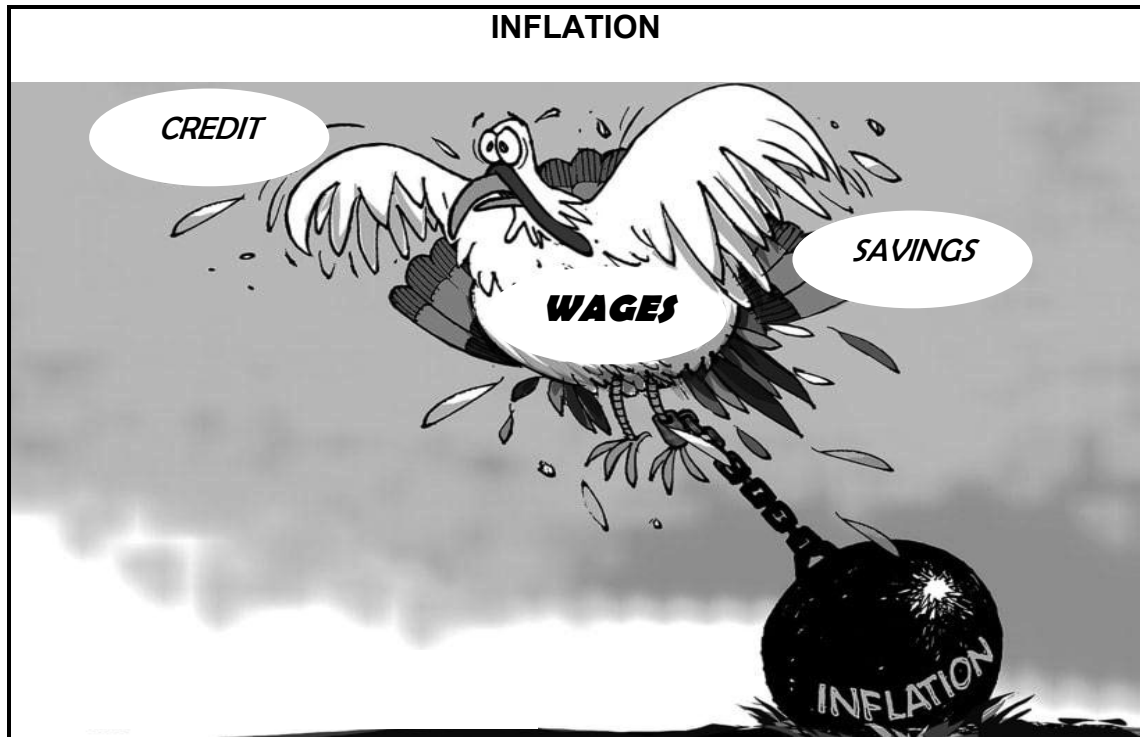
4.2.3 Briefly describe the term *natural monopoly*. (2)

4.2.4 Why does a monopoly usually make an economic profit in the long run? (2)

4.2.5 Use the information in the graph above to calculate the economic loss made by the firm. Show ALL calculations. (4)



4.3 Study the cartoon below and answer the questions that follow.



[Source: <https://theweek.com>]

- 4.3.1 Identify the cause of cost-push inflation in the cartoon above. (1)
- 4.3.2 Name ONE way that is used to measure inflation. (1)
- 4.3.3 Briefly describe the term *inflation*. (2)
- 4.3.4 Explain the effect of a decrease in the general price level on producers. (2)
- 4.3.5 How can the government use the fiscal policy to combat demand-pull inflation? (2 x 2) (4)
- 4.4 Briefly discuss *lack of information* and *immobility of factors of production* as causes of market failure. (2 x 4) (8)
- 4.5 How would an increase in tourism activities negatively impact on the environment? (8)

[40]

**TOTAL SECTION B: 80**



**SECTION C**

Answer any ONE of the two questions in this section in the ANSWER BOOK.

Your answer will be assessed as follows:

<b>STRUCTURE OF ESSAY</b>	<b>MARK ALLOCATION</b>
<b>Introduction</b> The introduction is a lower-order response. <ul style="list-style-type: none"> <li>• A good starting point would be to define the main concept related to the question topic.</li> <li>• Do NOT include any part of the question in the introduction.</li> <li>• Do NOT repeat any part of the introduction in the body.</li> <li>• Avoid mentioning in the introduction what you are going to discuss in the body.</li> </ul>	Max. 2
<b>Body</b> <b>Main part:</b> Discuss in detail/In-depth discussion/Examine/Critically discuss/Analyse/Compare/Evaluate/Distinguish/Differentiate/Explain/Draw a graph and explain/Use the graph given and explain/Complete the given graph/Assess/Debate <b>A maximum of 8 marks may be allocated for headings/examples.</b>	Max. 26
<b>Additional part:</b> Critically discuss/Evaluate/Critically evaluate/Debate/Deduce/Compare/Distinguish/Interpret/How?/Suggest <b>A maximum of 2 marks may be allocated for mere listing of facts.</b>	Max. 10
<b>Conclusion</b> Any higher-order conclusion should include: <ul style="list-style-type: none"> <li>• A brief summary of what has been discussed without repeating facts already mentioned</li> <li>• Any opinion or valued judgement on the facts discussed</li> <li>• Additional support information to strengthen the discussion/analysis</li> <li>• A contradictory viewpoint with motivation, if required</li> <li>• Recommendations</li> </ul>	Max. 2
<b>TOTAL</b>	<b>40</b>

**QUESTION 5: MICROECONOMICS****40 MARKS – 40 MINUTES**

- With the aid of three separate graphs, discuss the short-run equilibrium positions (*economic profit*, *economic loss* and *normal profit*) in a perfect market. (26 marks)
- Analyse the advantages of perfect competition as a market structure. (10 marks)

**[40]****QUESTION 6: CONTEMPORARY ECONOMIC ISSUES 40 MARKS – 40 MINUTES**

- Discuss in detail the measures taken by the government to ensure environmental sustainability. (26 marks)
- Evaluate the success of international agreements in reducing climate change. (10 marks)

**[40]****TOTAL SECTION C:****40****GRAND TOTAL:****150**







# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## NATIONAL SENIOR CERTIFICATE

GRADE 12

ECONOMICS P2

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 150

*Pillay*

APPROVED  
Pillay N  
Internal Moderator  
16 November 2022

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
2022 -11- 16
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

APPROVED  
Rambuda MLL  
Umalusi External Moderator  
16 November 2022

*Rambuda*

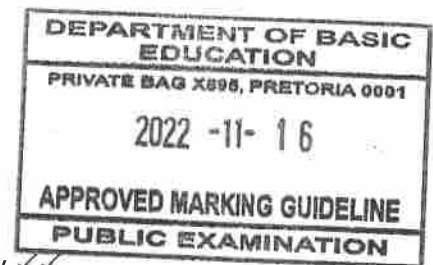
These marking guidelines consist of 22 pages.

APPROVED  
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Umalusi External Moderator  
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Umalusi External Moderator  
16 November 2022

*Ntuli*

**SECTION A (COMPULSORY)****QUESTION 1****1.1 MULTIPLE-CHOICE QUESTIONS**

- 1.1.1 D - variable ✓✓
- 1.1.2 D - monopolistic / C – oligopoly / A - monopoly ✓✓
- 1.1.3 B - economic profit ✓✓
- 1.1.4 A - productive ✓✓
- 1.1.5 B - stagflation ✓✓
- 1.1.6 C - eco- ✓✓
- 1.1.7 A - preservation ✓✓
- 1.1.8 C - Stockholm Protocol ✓✓ (8 x 2) (16)

**1.2 MATCHING ITEMS**

- 1.2.1 F - The value of inputs owned by the entrepreneur and used in the production process such as opportunity cost ✓
- 1.2.2 C - A period of production in which all the factors of production can be varied ✓
- 1.2.3 E - A market structure where few large sellers operate ✓
- 1.2.4 D - When the private sector fails to provide certain goods and services ✓
- 1.2.5 B - Forms part of monetary policy used to control the supply of money ✓
- 1.2.6 I - South African citizens travelling within the borders of the country ✓
- 1.2.7 A - The introduction of harmful substances into the environment ✓
- 1.2.8 H - The gradual overall increase in the temperature of earth's atmosphere ✓ (8 x 1) (8)

**1.3 GIVE THE TERM**

- 1.3.1 Diseconomies of scale ✓
- 1.3.2 Marginal revenue ✓
- 1.3.3 Cost - Benefit Analysis ✓
- 1.3.4 Demand-pull inflation ✓
- 1.3.5 Transit tourists ✓
- 1.3.6 Conservation / Environmental sustainability ✓ (6 x 1) (6)

**TOTAL SECTION A: 30**

**SECTION B**

Answer any TWO of the three questions in this section in the ANSWER BOOK.

**QUESTION 2: MICROECONOMICS**

2.1 Answer the following questions.

2.1.1 Name **TWO** types of collusion.

Overt/explicit/formal ✓

Tacit/implicit/informal ✓

(Accept any other relevant and correct answer) (2 x 1) (2)

2.1.2 Why does the government provide subsidies to producers?

Subsidies reduce the cost of production which will encourage producers to increase production of certain goods. ✓✓

(Accept any other relevant and correct response) (1 x 2) (2)

2.2 **DATA RESPONSE**

2.2.1 Identify a non-price strategy shown by the above information.

Door-to-door delivery / online orders / packaging / branding / advertising ✓ (1)

2.2.2 Name **ONE** example of a monopolistic competitive industry.

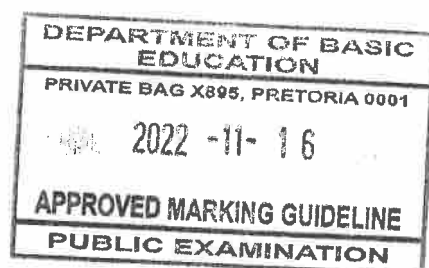
- Fast Food outlets ✓
- Medical Doctors ✓
- Clothing shops ✓
- Lawyers ✓
- Restaurants ✓
- Retail outlets ✓

(Accept any other relevant and correct answer) (1 x 1) (1)

2.2.3 Briefly describe the term *patent*.

A legal right that allows the holder to exclusively produce/manufacture a product for a certain period. / An exclusive right granted to an inventor that protect intellectual property. ✓✓

(Accept any other correct relevant response) (2)



2.2.4 **Why are prices in a monopolistically competitive market lower than the prices of a monopoly?**

- Monopolistically competitive market has greater competition because there are many businesses. ✓✓
- Monopoly market has higher prices because it is a single supplier of a product or service. ✓✓
- Monopoly sells a unique product with no close substitutes. ✓✓  
(Accept any other correct relevant response)

(2)

2.2.5 **Explain the benefits of product differentiation to producers of goods and services.**

- Producers will benefit because their products will be easily recognisable from similar products of other businesses. ✓✓
- When consumers are able to identify with the product, brand loyalty is developed which will benefit the producer. ✓✓
- Producers will earn more revenue/profit from goods that show a relatively inelastic demand. ✓✓
- Producers can easily penetrate the market and gain more market share through product differentiation. ✓✓  
(Accept any other relevant and correct response)

(2 x 2)

(4)

2.3 **DATA RESPONSE**

2.3.1 **Identify the market price in the graph above.**

R18 ✓

(1)

2.3.2 **Name any ONE product on which the government can impose a maximum price.**

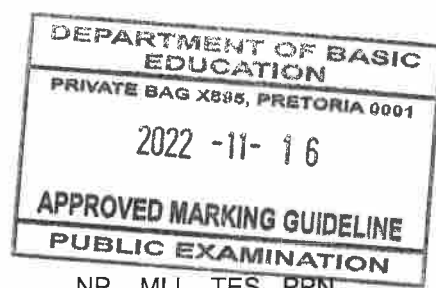
- Bread ✓
- Milk ✓
- Eggs ✓
- Mealie meal ✓
- Paraffin ✓  
(Accept any other correct relevant response)

(1)

2.3.3 **Briefly describe the term *minimum price*.**

A lowest price set by the government above the market price to allow producers to make a fair profit. ✓✓  
(Accept any other correct relevant response)

(2)



2.3.4 **Why would the government intervene in the market by levying taxes on demerit goods?**

- To discourage the production and/or consumption of demerit goods. ✓✓
  - Taxes help increase the prices of the goods thereby making them expensive for households to buy. ✓✓
  - To discourage the importation of demerit goods. ✓✓
- (Accept any other correct relevant response)

(2)

2.3.5 **How would maximum prices influence the economy?**

- Consumers demand more goods (1200) due to low prices and producers supply less (500) ✓✓
  - Excess demand for goods will result in a shortage of goods which means that consumers may fail to access the product in the market ( $1200 - 500 = 700$ ) ✓✓
  - Maximum prices can result in black markets where producers will supply goods at high prices. ✓✓
  - Decline in tax revenue because sellers in the black market do not pay tax. ✓✓
  - Decrease in production of the product may result in loss of jobs and slow down economic growth ✓✓
- (Accept any other correct relevant response)

(2 x 2)

(4)

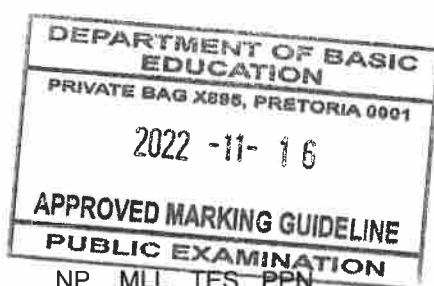
2.4 **Use the graph below to explain the effect of negative externalities on the market.**

- When the market is left to its own devices, a quantity Q will be produced at price P. ✓✓
- Market equilibrium point 'e' represents social inefficiency because MPC is equal to MPB. ✓✓
- When the external cost (negative externality) is taken into account the cost of production will increase and the supply curve will shift from SS (MPC) to S1S1 (MSC). ✓✓
- A higher price P1 will be charged for goods with negative externality and lower quantity Q1 will be produced. ✓✓
- At equilibrium point e1 the quantity produced represents social efficiency because MSC is equal to the price. ✓✓
- The shaded area represents the negative externality (welfare loss) to the society. ✓✓

(Accept any other correct relevant response)

**(A maximum of 4 marks may be allocated for correct explanation without direct reference to graph)**

(8)



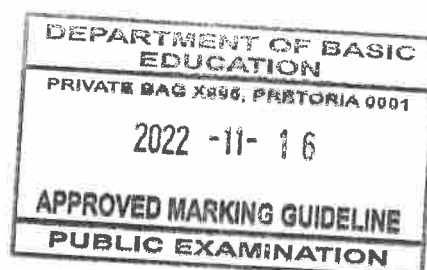
2.5 **How does mutual dependence influence the behaviour/actions of firms in the oligopoly market?**

- Mutual dependence results in businesses monitoring other firms because the actions of one influence others. ✓✓
- When one firm launches a sales promotion initiative other firms will do the same to retain their customers. ✓✓
- Price wars may occur if one firm reacts to a price reduction of another firm. ✓✓
- Continuous reaction to price decreases will drive prices down towards a cost of production which may force firms out of the market. ✓✓
- To avoid price wars oligopolists will charge a price at the kink of the demand curve. ✓✓
- To improve profits or reduce uncertainties in their behaviour, oligopolists tend to collude with others. ✓✓
- When one firm decides to increase the price, other businesses may keep their prices constant resulting in the loss of market share as well total revenue. ✓✓
- Oligopolistic firms will use non-price strategy such as advertising to increase market share. ✓✓

(Accept any other correct relevant response)

**(A maximum of 2 marks may be allocated for mere listing of facts/examples)**

(8)  
[40]



**QUESTION 3: CONTEMPORARY ECONOMIC ISSUES**

3.1 Answer the following questions.

3.1.1 **Name any TWO types of consumer inflation.**

- Headline (CPI) ✓
  - Core ✓
  - Administered price ✓
- (2 x 1) (2)

3.1.2 **How do households benefit from tourism?**

- Members of households earn income directly from the tourism sector as tour operators, travel agents. ✓✓
- Many households are indirectly involved in tourism as employees. ✓✓
- Entrepreneurs from households that operate as curio producers or musicians can earn income from tourism. ✓✓
- A large number of households acquire skills in the tourism industry. ✓✓
- Tourism encourages rural development because many tourist attractions are located in rural areas. ✓✓
- Local people benefit from improved infrastructure that was meant for tourists. ✓✓

(Accept any other correct relevant response) (1 x 2) (2)

3.2 **DATA RESPONSE**3.2.1 **Identify the base year in the table above?**

2018 ✓ (1)

3.2.2 **Name the Institution that is responsible for controlling inflation in South Africa.**

The South African Reserve Bank (SARB) ✓ (1)

3.2.3 **Briefly describe the term *hyperinflation*.**

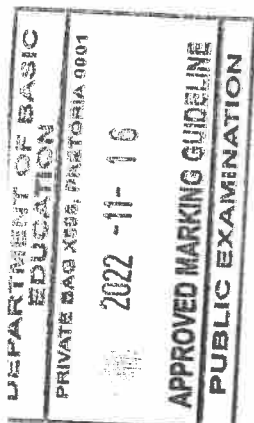
It is a type of inflation whereby prices rise so rapidly that people lose confidence in the value of money. / Occurs when the inflation rate is so high that it can be described as out of control ✓✓

(Accept any other correct relevant response) (2)

3.2.4 **Explain the importance of measuring inflation in the economy.**

- To determine whether the inflation rate is still within the target range. ✓✓
- It helps policy makers to make informed decisions relating to monetary policy. ✓✓
- To measure the cost of living which is used for collective bargaining. ✓✓

(Accept any other correct relevant response) (2)



3.2.5 Use the information in the table above to calculate the inflation rate from 2020 to 2021.

$$\frac{109,5 - 107}{107} \times \frac{100}{1}$$

$$= \underline{2,3\%} / \underline{2\%}$$

(4)

### 3.3 DATA RESPONSE

3.3.1 Identify a type of tourism that gives an opportunity to experience traditions in a community.

Cultural ✓

(1)

3.3.2 Name any ONE world heritage site in South Africa.

- Mapungubwe ✓
- Vredefort Dome ✓
- Sterkfontein caves / Cradle of human-kind ✓
- Robben Island ✓
- iSimingaliso / Greater St Lucia wetland park ✓
- uKhahlamba-Drakensburg Park ✓
- Khomani Cultural Landscape ✓
- Cape Fynbos region / Table Mountain ✓
- Richtersveld Cultural and Botanical Landscape ✓
- Barberton Makhonjwa Mountains ✓

(1)

3.3.3 Briefly describe the term *tourism*.

The activity of people travelling to and staying in places outside their usual environment for no more than one year for leisure, business or other purpose. ✓✓

(Accept any other correct relevant response)

(2)

3.3.4 Why is tourism growth important to the government?

- The tax base for the government will expand which will increase the tax revenue. ✓✓ For example, through increased airport departures taxes, air ticket taxes and taxes on hotel rooms. ✓
- Tourism helps the government to reduce poverty and unemployment at no or little cost. ✓✓
- Tourism may help to create a positive image or international relations and attract foreign investments. ✓✓
- Enables government to achieve its socio-economic objectives of informal sector growth, black economic empowerment and SMME development. ✓✓
- Helps to generate foreign exchange in the country ✓✓  
(Accept any other correct relevant response)

(2)





3.3.5 **How can crime as a socio-economic issue negatively influence the tourism sector?**

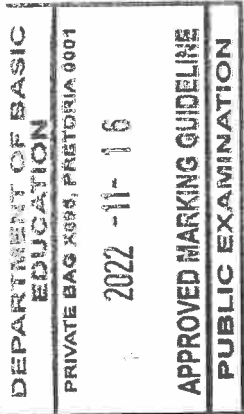
- High crime levels give a negative perception of the country as a tourism destination hence discouraging tourists. ✓✓
- The profits in the tourism industry will fall due to a decrease in the number of visits. ✓✓
- The tourism industry will shed jobs as a result of a decrease in tourism activities. ✓✓

(Accept any other correct relevant response) (2 x 2) (4)

3.4 **Discuss the reasons for the growth of the tourism industry in South Africa.**

- Increased disposable income leaves people with money to spend on tourism activities. ✓✓
- Less working hours allow South Africans more time to travel as many people travel during public holidays or long weekends. ✓✓
- More people have become aware of the importance for leisure and recreation. ✓✓
- Improved transport, communication and accommodation facilities make it easier for tourists to travel to various places. ✓✓
- Increased advertising and promotion make people aware of tourist destinations. ✓✓
- South Africa has a wide range of tourist attractions such as Wildlife parks, heritage sites, museums, botanical gardens for local people to visit. ✓✓
- There is improved infrastructure and competitive transport system which makes travelling more convenient and cheaper. ✓✓ e.g. airlines, minibuses and rail transport. ✓
- Improvement in economic growth and increase in disposable income especially among black people has enabled more South Africans to afford holidays. ✓✓
- Travelling for business purposes has increased as many people participate in economic activities. ✓✓ E.g. business conferences ✓
- Increased advertising campaigns such as “Sho’t Left” promotes South Africans to travel within their country. ✓✓
- Socio-economic factors such as migrant workers in urban areas visiting relatives in rural areas have increased the number of people travelling. ✓✓
- The transformation of South Africa into a democratic society made more people to feel free when travelling to different parts of the country. ✓✓
- Hosting of international events such as soccer and rugby world cup tournaments have increased the number of foreign tourists. ✓✓
- Ease of obtaining VISAS and foreign exchange have increased the influx of foreign tourists in SA. ✓✓
- The depreciation of the rand made it cheaper for foreign tourists to spend money in SA. ✓✓

(Accept any other correct relevant response)  
**(A maximum of 4 marks may be allocated for mere listing of facts/examples)** (4 x 2) (8)



3.5 **How would an increase in the prices of imported key inputs such as oil affect the domestic economy?**

- When the prices of key inputs that are imported increase, the domestic cost of production increases especially in the manufacturing sector. ✓✓
- Production of goods and services will decrease resulting in low economic growth. ✓✓
- Unemployment will increase as businesses retrench some of their workers. ✓✓
- Producers increase the prices of their goods to compensate for the loss of profits, which will stimulate cost-push inflation. ✓✓
- High costs of crude oil will lead to an increase in the prices of fuel resulting in high transport costs. ✓✓
- Investors may be discouraged to invest due to increased cost of doing business. ✓✓
- The country's exports may decrease due to an increase in domestic prices of goods and services. ✓✓
- The trade balance of the current account may therefore be reduced as a result of a decrease in exports. ✓✓
- The country will earn less foreign exchange/currency and making it more difficult to pay for imports. ✓✓
- Increase in oil prices may result in higher fuel prices which may increase cost of production for different industries. ✓✓
- Increase in prices of agricultural inputs such as fertilisers and other chemicals may result in higher food prices in the economy. ✓✓
- Increased cost of importing machinery and equipment may lead to low production of goods and services. ✓✓

(Accept any other correct relevant response)

**(A maximum of 2 marks may be allocated for mere listing of facts/examples)**

(4 x 2)

(8)  
[40]



**QUESTION 4: MICROECONOMICS AND CONTEMPORARY ECONOMIC ISSUES**

4.1 Answer the following questions.

4.1.1 **Name any TWO examples of merit goods.**

- Education ✓
- Health care ✓
- Safety ✓
- Disaster management ✓

(Accept any other correct relevant response) (2 x 1) (2)

4.1.2 **Explain the effect of a decrease in interest rate on inflation.**

A decrease in interest rate will encourage people to borrow more money and thereby increasing aggregate demand which leads to an increase in demand-pull inflation. / Lower interest rate may reduce cost of production which may reduce cost-push inflation. ✓✓  
(Accept any other correct relevant response) (1 x 2) (2)

4.2 **DATA RESPONSE**

4.2.1 **Identify the loss minimising (equilibrium) point in the graph above?**

C ✓ (1)

4.2.2 **What is the nature of the product sold in a monopoly?**

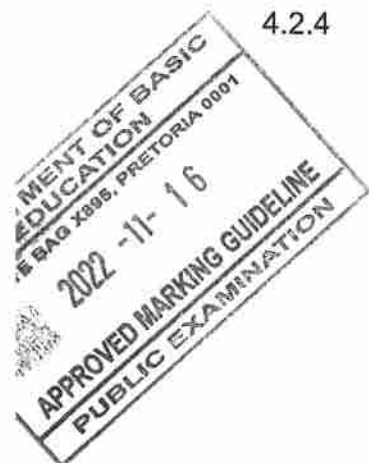
Unique / has no close substitutes ✓  
(Accept any other relevant and correct response) (1)

4.2.3 **Briefly describe the term *natural monopoly*.**

A monopoly that exists due to barriers to entry that are economic in nature such as high development costs / powerful economies of scale / exclusive access to natural resources / high fixed cost. ✓✓  
(Accept any other relevant and correct response) (2)

4.2.4 **Why does a monopoly usually make an economic profit in the long run?**

- A monopoly is a price setter, it can easily manipulate its prices to make economic profit. ✓✓
- A monopoly market has barriers to entry, such as patents, which restrict new firms from entering the market. ✓✓  
(Accept any other relevant and correct response) (2)



4.2.5 **Use the information in the graph above to calculate the economic loss made by the firm. Show ALL calculations**

$$\begin{aligned}\text{Economic loss} &= \text{TR} - \text{TC} \\ &= (\text{R}40 \times 500) \checkmark - (\text{R}50 \times 500) \checkmark \\ &= \text{R}20\,000 - \text{R}25\,000 \checkmark \\ &= \underline{\underline{-\text{R}5\,000}} \checkmark\end{aligned}$$

**OR**

$$\begin{aligned}\text{Economic loss} &= (\text{AR} - \text{AC}) \times \text{Q} \\ &= (\text{R}40 - \text{R}50) \checkmark \times 500 \checkmark \\ &= -\text{R}10 \times 500 \checkmark \\ &= \underline{\underline{-\text{R}5\,000}} \checkmark\end{aligned}\quad (4)$$

4.3 **DATA RESPONSE**

4.3.1 **Identify the cause of cost-push inflation in the cartoon above.**

Wages  $\checkmark$  (1)

4.3.2 **Name ONE way that is used to measure inflation.**

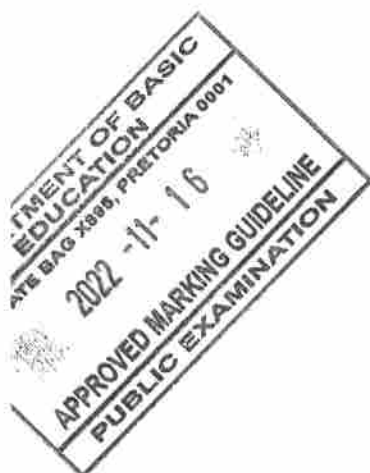
- Indexes (CPI and PPI)  $\checkmark$
  - Weighting  $\checkmark$
  - Inflation rate  $\checkmark$
  - Implicit GDP deflator  $\checkmark$
- (1)

4.3.3 **Briefly describe the term *inflation*.**

Inflation is a sustained and significant increase in the general price level over a period of time.  $\checkmark\checkmark$   
(Accept any other correct relevant response) (2)

4.3.4 **Explain the effect of a decrease in the general price level on producers.**

- Producers will earn less revenue resulting in lower profits.  $\checkmark\checkmark$
  - Producers may leave the market for other profitable business ventures.  $\checkmark\checkmark$
  - Low prices will result in businesses reducing their production levels and employ less workers.  $\checkmark\checkmark$
  - Producers may access some of their inputs at a lower cost which will reduce cost of production.  $\checkmark\checkmark$
- (Accept any other correct and relevant response) (2)



4.3.5 **How can the government use the fiscal policy to combat demand-pull inflation?**

The government can combat demand-pull inflation by:

- increasing the level of taxation to decrease disposal income and curb excess demand and spending. ✓✓
- implementing or increasing surcharge on imported goods to curb the buying of imported goods. ✓✓
- cutting back on spending such as cancelling infrastructure development project, ✓✓ e.g. building of dams and public buildings. ✓
- borrowing less to finance expenses thereby not contributing to an increase of money in circulation. ✓✓

(Accept any other correct relevant response)

(2 x 2)

(4)

4.4 **Briefly discuss *lack of information and immobility of factors of production* as causes of market failure.**

**Lack of information**

- Lack of information results in resources not being allocated efficiently. ✓✓
- Consumers do not have perfect information to make rational decisions when buying goods and services although technology does offer some information. ✓✓
- Workers are often unaware of job opportunities outside their current employment. ✓✓
- Entrepreneurs lack of information on costs, availability and productivity of factors of production reduces their effectiveness. ✓✓

**Immobility of factors of production**

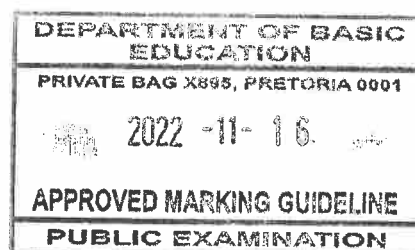
- The immobility of factors of production results in most markets failing to adjust rapidly to changes in supply and demand. ✓✓
- Labour takes time to move into new occupations and areas to meet changes in consumer demand. ✓✓
- The supply of skilled labour cannot be increased because of the time it takes to be trained or educated. ✓✓
- Physical capital, like factory buildings or infrastructure such as telephone lines cannot be reallocated easily. ✓✓
- When technology changes, firms take time to update the skills of their workers. ✓✓

(Accept any other correct relevant response)

**(A maximum of 4 marks may be allocated for mere listing of facts/examples)**

(2 x 4)

(8)



4.5 **How would an increase in tourism activities negatively impact on the environment?**

**Tourism can create environmental damage through:**

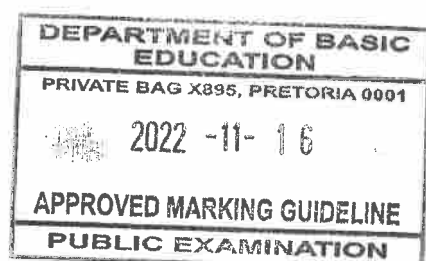
- permanent restructuring of the landscape such as construction work on highways. ✓✓
- additional waste products, both biological and non-biological waste such as sewage, carbon emissions and littering. ✓✓
- direct environmental stress such as loss of wildlife species due to safari hunting. ✓✓
- negative effect on the population dynamics such as migration and changes in population density in response to the needs of tourist sites. ✓✓
- noise pollution in wildlife parks which may result in relocation of animals. ✓✓
- destruction of vegetation as a result of activities of tourists in undisturbed nature such as river mouth eco-system and botanical gardens. ✓✓
- increase in demand for goods and services which may put pressure on the supply of natural resources. ✓✓

(Accept any other correct and relevant response)

**(A maximum of 2 marks may be allocated for mere listing of facts/examples)**

(8)  
[40]

**TOTAL SECTION B: 80**



**SECTION C**

Answer any ONE of the two questions in this section in the ANSWER BOOK.

**QUESTION 5: MICROECONOMICS**

- With the aid of three separate graphs, discuss the short-run equilibrium positions (*economic profit, economic loss and normal profit*) in a perfect market. (26 marks)
- Analyse the advantages of perfect competition as a market structure. (10 marks)

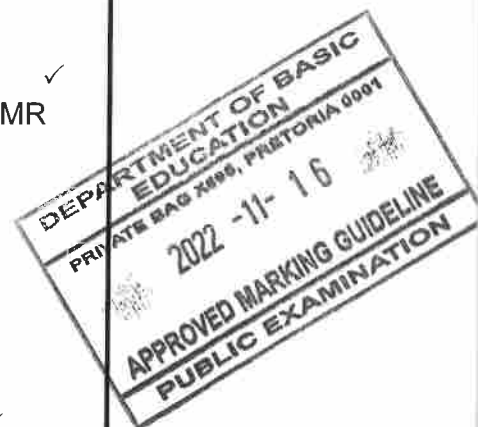
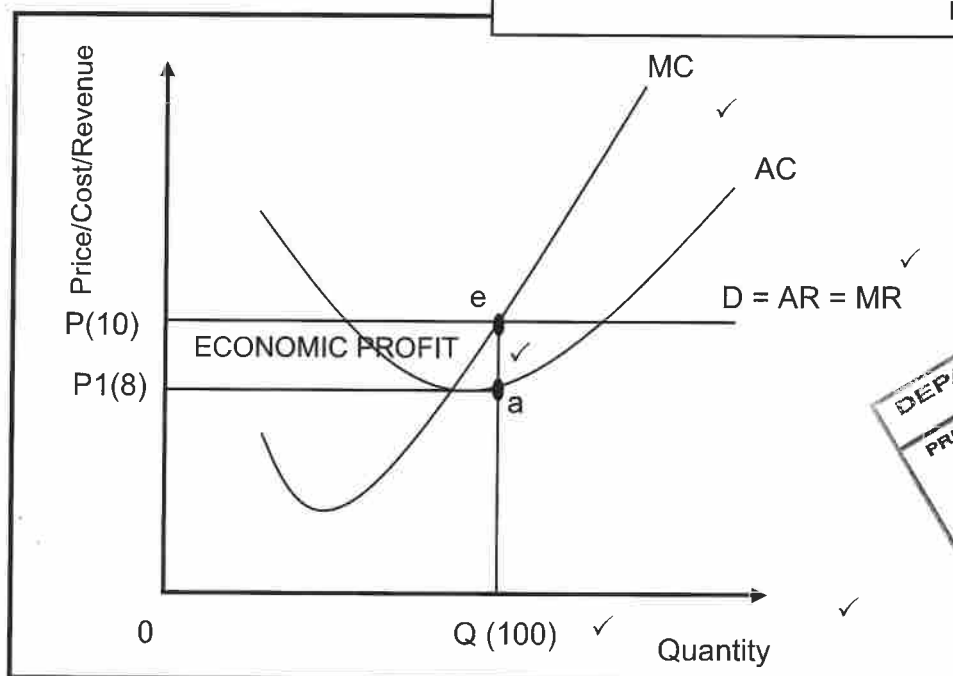
**INTRODUCTION**

A perfect competitor is a market structure with a large number of buyers and sellers. ✓✓ (Max 2)  
(Accept any other suitable introduction)

**BODY: MAIN PART**

**ECONOMIC PROFIT**

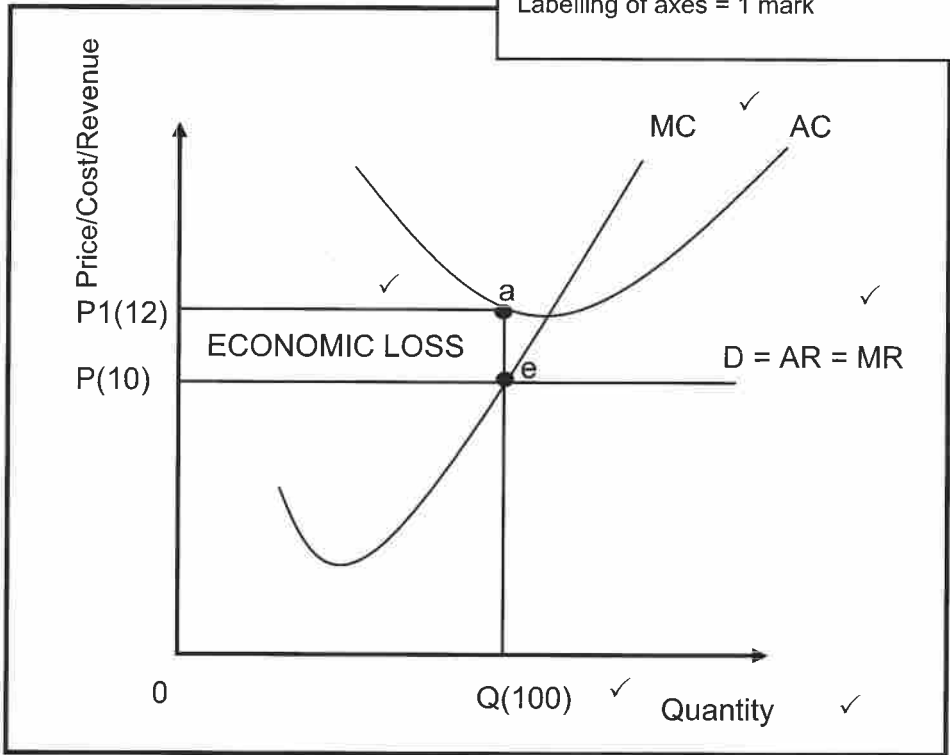
Correct positioning and labelling of cost curves = 1 mark  
Correct positioning and labelling of revenue curves = 1 mark  
Indication of economic profit area = 1 mark  
Labelling on axes = 1 mark  
Labelling of axes = 1 mark  
**Max 4 marks**



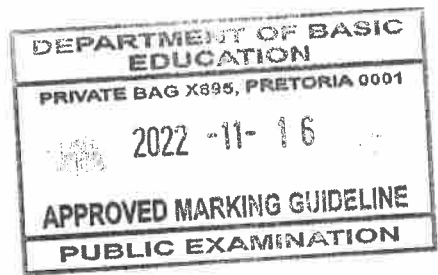
- Economic profit is the profit that is made in addition to the normal profit/When average revenue is greater than average cost the firm makes economic profit. ✓✓
- The firm produces at point e where MR=MC ✓✓.
- At e, Q/100 units are produced at P/R10. ✓✓
- At point e, AR (P/R10) is greater than AC (P1/R8). ✓✓
- The firm makes an economic profit of  $PeaP1 / TR - TC (R1000 - R800 = R200) / R2 \times 100 = R200$ . ✓✓

**ECONOMIC LOSS**

Correct positioning and labelling of cost curves = 1 mark  
 Correct positioning and labelling of revenue curves = 1 mark  
 Indication of economic loss area = 1 mark  
 Labelling on axes = 1 mark  
 Labelling of axes = 1 mark  
**Max 4 marks**



- Economic loss occurs when total costs are greater than the total revenue/when average revenue is lower than the average cost. ✓✓
- The firm produces at point e where MR=MC. ✓✓
- At e, Q/100 units are produced at P/R10. ✓✓
- At point e, AR (P/R10) is less than AC (P1/R12). ✓✓
- The firm makes an economic loss of  $PP1ae / TR - TC (R1000 - R1200 = - R200) / R10 - R12 = - R2$ . ✓✓

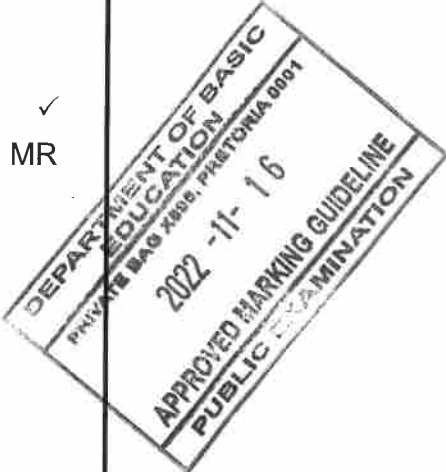
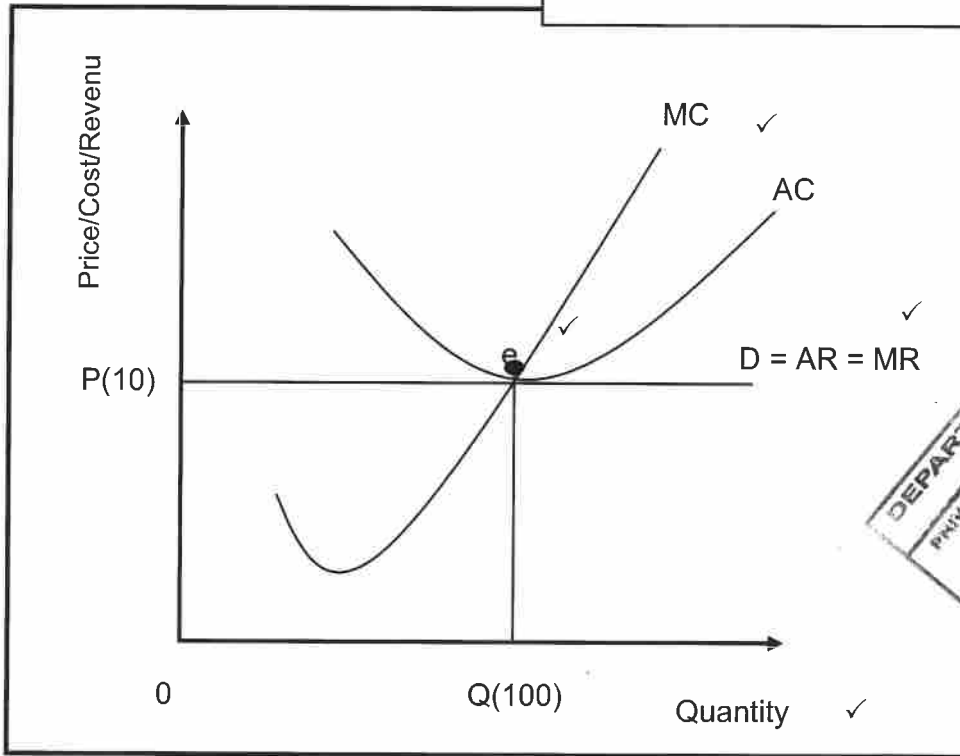




**NORMAL PROFIT**

Correct positioning and labelling of cost curves = 1 mark  
 Correct positioning and labelling of revenue curves = 1 mark  
 Indication of break-even point = 1 mark  
 Labelling of axes = 1 mark  
 Labelling on axes = 1 mark

**Max 4 marks**



- Normal profit is the minimum earnings required to prevent the entrepreneur from leaving the industry. ✓✓
- Normal profit occurs when total revenue equals total cost/ when average revenue equals average cost. ✓✓
- The firm produces at point e where MR=MC. ✓✓
- At e, Q/100 units are produced at P/R10. ✓✓
- At point e, AR (P/R10) is equal to AC (P/R10). ✓✓
- The firm makes normal profit of  $P \times Q - AC \times Q / R1000 - R1000 = R0 / R10 - R10 = R0$ . ✓✓

(Max 26)

**Additional instructions:**

- Mark allocation for graphs= **max 12 marks**
- Max 12 marks for 3 graphs
- Max 8 marks for 2 graphs
- Max 4 marks for 1 graph
- Mark allocation for explanations of graphs = **max 14 marks**

**ADDITIONAL PART**

- The costs of production are lower due to allocative efficiency. ✓✓
- There are no barriers to entry in the market, aspiring businesses can easily enter the market. ✓✓
- Perfect market increases competition which lowers the prices for the consumer. ✓✓
- A perfect competitor produces large quantities and sell at lower prices which benefits the consumers. ✓✓
- The products are already known in the market therefore producers save on advertising costs. ✓✓
- Consumers are not exploited since perfect competitors are price takers and sell at a market price. ✓✓
- The costs of production are lower as the firms produce at the lowest point of the average cost curve. ✓✓

(Accept any other relevant and correct response)

**(A maximum of 2 marks may be allocated for mere listing of facts/examples)**

(Max 10)

**CONCLUSION**

Businesses under perfect competition can only realise normal profits in the long-run. This is due to the number of businesses entering in the market to share in the profits being made in the short-run. ✓✓

(Accept any other correct relevant conclusion)

(Max 2)

**[40]**



**QUESTION 6: CONTEMPORARY ECONOMIC ISSUES**

- **Discuss in detail the measures taken by the government to ensure environmental sustainability.** (26 marks)
- **Evaluate the success of international agreements in reducing climate change.** (10 marks)

**INTRODUCTION**

Environmental sustainability refers to the ability of the environment to survive its use for economic activity / Environmental sustainability means meeting the needs of the present generation without compromising the needs of future generations. ✓✓

(Accept any other correct relevant introduction) (Max. 2)

**BODY: MAIN PART****Granting property rights** ✓

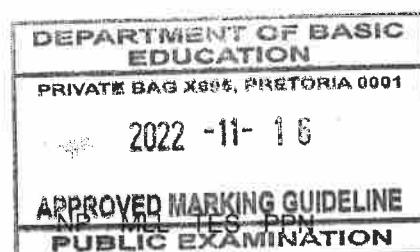
- Property rights are legal titles to the ownership, use and disposal of factors of production and goods and services. ✓✓
- Property rights have a conservationist effect whereby people will take care of resources that belong to them. ✓✓
- Property rights promote collective responsibility towards the environment while at the same time preventing overexploitation. ✓✓
- To prevent fauna and flora species from becoming extinct, people are granted property rights if they agree to preserve the flora and fauna. ✓✓
- Property rights can be expanded to common resources such as clean air. ✓✓

**Charging for the use of the environment** ✓

- The government levies fees for waste produced and disposed of in the environment. ✓✓
- In South Africa, local authorities levy charges on rubbish collection and sewage disposal. ✓✓
- The best results are achieved when charges are proportional (related to) to waste produced. ✓✓
- Emission charges are used when the government sets a price per unit of pollution. ✓✓

**Levying environmental taxes** ✓

- Environmental taxes are taxes imposed on the output of goods that generate external environmental costs (pollution). ✓✓
- When environmental taxes are levied it ensures that practices that are harmful to the environment are reduced. ✓✓
- The government can use the income generated through environmental taxes to plough back into environmental issues. ✓✓
- In South Africa, carbon tax is levied on carbon dioxide emissions from industrial process, fuel burning and vehicle tyres. ✓✓
- The rate of environmental tax should be equal to the marginal external cost. ✓✓



**Paying environmental subsidies** ✓

- Environmental subsidies refer to the payment made by the government to businesses to reduce activities that negatively affect the environment. ✓✓
- Subsidies are granted to; -
  - encourage businesses to develop new technologies or equipment such as LED light bulbs and solar geysers. ✓✓
  - promote production of environmentally-friendly substitutes such as reusable shopping bags and rechargeable batteries. ✓✓
  - encourage recycling waste material such as bottles and cans. ✓✓
  - encourage businesses to use environmentally-friendly sources of energy such as solar and wind. ✓✓
- Environmental subsidies can be recovered from the levying of taxation. ✓✓

**Issuing marketable permits** ✓

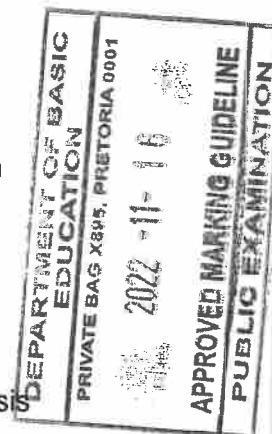
- Marketable permits are licenses that are sold by the government to businesses which allow them to pollute to a certain degree. ✓✓
- The government decides on a maximum desired level of pollution in a particular area. ✓✓
- When businesses managed to reduce pollution below their maximum allocated quota, they can sell the remaining part to other businesses that pollute more than their allocated quotas. ✓✓
- In South Africa, marketable permits are granted by the Department of Mineral Resources and Energy. ✓✓

**Command and Control (CAC)** ✓

- CAC refers to regulations set by the government to enforce environmental limits and standards. ✓✓
- The government enforces policy by setting maximum levels of the emission of pollution. ✓✓
- The Department of Environmental Affairs assigns inspectors to monitor the environmental activities of businesses and impose fines if the legal limits are not adhered to. ✓✓
- Most developed countries have regulations that control air and water pollution. ✓✓
- There are 3 approaches in CAC systems:
  - Quantity standards:** These focus on the amount of pollution emitted. ✓✓
  - Quality standards:** These focus on the environmental impact of the pollution emitted. ✓✓
  - Social impact standards:** These focus on the effect on people of the pollution emitted. ✓✓

**Voluntary agreements** ✓

- Voluntary agreements refer to formal and informal arrangements, rather than imposing regulations, between the government and businesses to reduce pollution. ✓✓
- The government may conclude agreements with businesses on a voluntary basis to cut pollution. ✓✓
- These agreements often work well because businesses are empowered to negotiate arrangements that suit their own circumstances and create better platform for planning. ✓✓
- This ensures commitment by businesses as they uphold to agreements that they have negotiated since they are directly involved. ✓✓



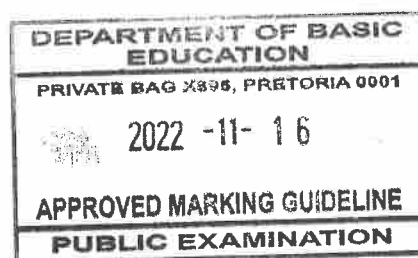
**Education ✓**

- This refers to methods used to create awareness and change people's attitudes towards the environment. ✓✓
- Education is used to try to change people's attitudes towards the environment. ✓✓
- When the society is made aware of environmental issues and how their actions impact on the environment, it will ensure that better decisions are made. ✓✓
- When children are educated to be conscious of the effects of their actions on the environment, they will become more environmentally aware and empowered adults. ✓✓
- Innovative approaches have been tried in the developing countries to educate people. ✓✓ e.g. setting up community wildlife reserves. ✓

(Accept any other correct relevant response)

**(A maximum of 8 marks may be allocated for mere listing of facts/examples)**

(Max. 26)



**ADDITIONAL PART**

- United Nations Framework Convention on Climate Change (UNFCCC) was established to reduce greenhouse gas emissions in the atmosphere. ✓✓
  - Most countries agree on taking measures to protect the environment, but they differ on who is most responsible for the damage and how to set emissions-reduction goals. ✓✓
  - The UNFCCC did not succeed because it was voluntary for individual countries. ✓✓
  - Kyoto Protocol was an improvement on the UNFCCC as it attempted to get developed countries to commit to reducing their emission of greenhouse gases. ✓✓
  - Kyoto protocol established binding targets whereby industrialised countries agreed to reduce their emissions. ✓✓
  - The major shortcoming of Kyoto protocol was its focus on developed countries only and developing countries were excluded from the agreement. ✓✓
  - Kyoto protocol failed as countries that did not meet targets were not penalised. ✓✓
  - Major polluters like the USA pulled out and this impacted negatively on the success of the agreement. ✓✓
  - The Paris Agreement was an improvement on the Kyoto protocol as its goal is to limit global warming to well below 2, preferably to 1,5 degrees Celsius, compared to pre-industrial levels. ✓✓
  - Assistance in the form of subsidies was pledged to developing countries to reduce greenhouse emissions ✓✓
  - The success of Paris Agreement will be determined by the financial, technical, and capacity building support offered to countries who need it. ✓✓
  - Although international agreements had limited success thus far, it has created an awareness to address the problem seriously. ✓✓
  - Global warming targets are not met as we are fast approaching an increase in global temperatures of 2 degrees Celsius. ✓✓
  - Poorer countries still rely on coal to produce energy because using more environmentally friendly methods of production are too expensive. ✓✓
  - Emission targets are not met, and the effects of climate change is more visible than before, leading to a loss in GDP and a decrease in employment. ✓✓
  - It is difficult to identify organisations responsible and holding these countries responsible for their actions. ✓✓
  - There is a lack of strict law enforcement where penalties were not imposed on those who did not meet the targets. ✓✓
  - Big polluters (like the USA) failed to meet the targets set by Kyoto protocol and still contribute to global warming and are less interested in solving the crises due to expensive technology to reduce pollution. ✓✓
- (Accept any other correct relevant response)

**(A maximum of 2 marks may be allocated for mere listing of facts/examples)**

(Max. 10)

**CONCLUSION**

People continue to damage the environment (with or without their knowledge) and leaving the future generations to suffer the consequences. ✓✓

(Accept any other correct relevant high order conclusion)

(Max. 2)

**[40]**

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 150**

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