



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	ECONOMICS		
QUESTION PAPER	1 X	2	3
DURATION OF QUESTION PAPER			2 HOURS
PROVINCE	EASTERN CAPE		
DATES OF MARKING	04 DECEMBER 2023		

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

Learner performance has immensely improved. Learner marks range between 35 and 147 marks. Most learners have attained the pass mark of 45. At the time of writing the report, on the 7point scale the pass mark was at 80%. Candidates have performed well in Section A and extremely well in Section C. Over the years, candidates did not do well in Section B, which is composed of data response questions. There has been a great improvement in 2023 because most candidates scored between 10 and 40marks, which is total mark of the question.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> Candidates performed very well in Section A question 1, some learners even obtained the total of 30 marks. There is still a challenge with question 1.3, a subsection of question 1, candidates have not mastered that section yet, but there is a great improvement.
(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> The question was not poorly performed but there are two concepts that learners were confusing: <ul style="list-style-type: none"> 1.3.3 They confused composite indicator with single indicator 1.3.6 They confuse prime with repo rate with

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

The following ideas may have a positive impact on the performance of section A

- Educators are encouraged to compile booklets on concepts for learners, if not, encourage learners to form their own booklets after every chapter that has been taught in class
- Have home - works on concepts daily.
- Daily class - work to be done on concepts and the involvement of learners when marking their work to broaden their understanding.
- Have a quiz test or topic tests on concepts once a week.
- Revision of question papers is always useful for candidates but under the supervision of Educators.

(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 still a lack of understanding of Economic concepts by our candidates although performance in Section A has improved. This is eminent from the poor performance in questions that are of high cognitive nature. This would enable learners to attempt any question with an Economically inclined mind which is required to be able to integrate and comprehend Economic facts
- Subject advisors are also encouraged to follow the route of compiling concepts for their Educators or encourage educators to do so for their learners.
- When there are workshops of any nature with Educators, visit the topic of concepts and monitor progress in that particular space

QUESTION 2

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

- Question 2 was one of the popular questions that was chosen by candidates in 2023. The performance was fair in that most learners obtained a mark which was above 20 marks which is more than 50% of the question, low performing learners obtained marks between the range of 15 and 20 marks. Some gifted learners even obtained a total of 40 marks
- Although the performance was good, there were questions that challenged learners, i.e. 2.2 and 2.5

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

- Although the question as whole was not poorly performed, there were questions that were common in challenging learners, and they can be narrated as follows:

- 2.1.1 the easiest question, but they confused factors of production with participants in the Circular flow.
- In question 2.2.3, the question was on Trade balance, candidates confused the term with Terms of trade. Those that came close to the correct description, left out key words like visible so as to say visible exports minus visible imports. Some learners only responded by writing the formulae.
- In question 2.2.4, there was no mention of the impact on electricity, instead learners discussed the negative effects of load – shedding.
- Question 2.2.5 which was based on reducing the deficit on the BOP account. This was confused with the Trade balance and said decrease instead of increasing the repo rate.
- The performance in 2.3. was good, except for 2.3.4. which was on the importance of National accounts. Most learners got 1 mark instead of 2 marks.
- Question 2.4 some candidates scored very close to the Total and moderate learners scored 50% of the question.
- Question 2.5. was the most confusing for the learners, the way it was phrased confused the learners, only a few gifted learners were able to respond promptly, other learners wrote about the two policies Monetary and Fiscal policy and phases but did not know if they had to Integrate the two, fiscal policy and the Business cycle.

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

- The use of Examiners report is encouraged so as to note challenges experienced by learners as they tried to respond to questions.
- It is always advisable to use more than one Textbook and not to rely on one book. Educators are also advised to supervise learners with the use of Mind the Gap.
- Similar terms should be taught at the same time, and differences highlighted as the lesson progresses, i.e. trade balance and Terms of trade.
- If an Educator is teaching anything related to the Business cycle, having the diagram on the board or projecting it somewhere and always highlighting on the diagram assists the learner in remembering that particular content. That could solve problems experienced in question 2.5

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

- It has been observed from the responses of learners that some Educators are using Mind the Gap as their major resource for teaching the content of Economics, this is eminent from the short responses that most learners give, which are sometimes inaccurate.
- Repetition in teaching the section on international trade is crucial because it is a very

tricky topic so that learners can be able to digest information continuously and be able to remember.

- Expose learners to current Economic data, and extract your calculations from that information.
- Subject advisors can advise Educators on how impart information to learners for them to be able to understand concepts and not forget concepts
- Subject advisors are encouraged to mediate Chief Markers report so that Educators get used to the idea of using the report.

QUESTION 3

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

- Economic Pursuits requires good language proficiency and it is a fact that our learners are still challenged when it comes to matters of expressing themselves clearly although there is improvement in this regard.
- This question was the least chosen question by our candidates and the performance thereof was not good at all.
- The performance range of the question was between 0 and 34 marks. from the few candidates that chose the question, very few of them scored the marks at the end of the range.

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

The combination of lack of language proficiency and falling short, in understanding language proficiency were the two main reasons why learners did not choose the question and did not perform well.

- Some of the common errors identified in this question were as follows:
- In question 3.1.1 candidates confused basic services with community goods, for example they write streetlights instead of water supply.
- The concept of IMS in 3.1.2 is not known. 95% of the learners could not score marks in that question. The expected response was explaining IMS as an enabler for a conducive production environment, creating a necessary environment for growth of output and employment in the sectors of the Economy. Candidates only discussed transport issues
- In question 3.2.2 on improving efficiency of markets, this was also not known. The concept of efficiency is problematic for learners to understand. Maybe the problem of explaining the concept so that learners understand lies with us as Educators.
- Economic development is confused with Economic growth in 3.2.3
- Industrial Development was a very easy concept to explain in question 3.3.3, but learners couldn't score in that question.

- Candidates only discussed IDZ's instead of discussing factors hindering the success of IDZ's in 3.3.5
- Question 3.4, the responses were not accurate in that they explained exchange rate stability instead of discussing exchange rate alone at length.
- Overall the responses for question 3 were very poor.

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

- The problem with Economic Pursuits is with narrating the content so that learners can understand. Memorizing the concepts is good and is something that should happen, but understanding is much more crucial, for learners to be able to respond to questions.
- The teacher should listen to current Economic issues and be able to discuss them in class relating them to the content that is taught.
- Organize learners in groups, give them a topic to discuss and present in class. Advise them on platforms where they can search for information relating to their assigned topics and make an easy environment, so that they can enjoy the presentations

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

- Subject advisors can assist educators to organize one day workshops to discuss topics that are not popular amongst educators. Come up with strategies as a group that can be used in class to make some of the topics easy for learners to understand.
- For Economic pursuit's one would need visuals in the form of videos, maps and sight - seeing, to put everything into perspective for the learners.

QUESTION 4**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Question 4 which is a combination question was one of the popular questions that were chosen by learners. The performance was satisfactory, because referring to the sampled scripts, the performance is 40%. Although the performance was not bad, there are learners who did not perform well in the question. Questions that were poorly answered were: 4.2.4, 4.2.5, 4.3.4, 4.4 and 4.5

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

From the responses that were given to learners, it is eminent that generally, learners are struggling with the analysis of graphs and creating relationships between variables. Sub – questions that challenged learners in this question are the following:

- Question 4.2.4 required graphical understanding analytic ability. How competition can stimulate Aggregate supply required them to at least think of perfect competition and Economic profit that attracts businesses who want a piece of the profit but in the process would be increasing supply. Very few learners were able to answer the question.
- 4.2.5 required candidates to respond by analyzing the graph, their responses were not complete because learners were unable to make the relationship between price and quantity.
- They were unable to determine that a new price and quantity level come about because of a new equilibrium price that is formed, or a shift in demand or supply bring about new price and quantity levels. The most common error was because of an increase in quantity to Q_1 price increases to P_1
- A relationship could not be made between malnutrition and child mortality. The word malnutrition must have been the problem because those that understood malnutrition only referred to malnutrition and most of them understood mortality so that is what they responded to.
- 4.4 was a question on SDI's which is not a popular topic to both learners and educators. Most learners were unable to respond as expected, but there are a few learners who mastered the topic.
- Question 4.5 was a higher order easy question. Candidates failed to link the financial sector with the participants instead learner responses revolved around interaction between participants.

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

- A conducive environment for teaching Economic pursuits should be created by the Educator in the form of Maps, videos, current information projected and explained

well to learners. This could assist learners in enjoying the topic

- Develop user friendly notes for learners, which preferably would be accompanied by visuals
- Give more class activities with graphical analysis
- Arrange learners in groups and let them research and present in class, reward the best group after presentation
- Teachers are encouraged to use the Exam Guideline all the time, because some or most of questions are extracted from the Guide, e.g linking the financial markets to the participants of the Circular flow.

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

- During the moderation process, one could notice that Economic pursuits are not popular with Educators as well as learners.
- Subject advisors are advised to motivate educators and initiate discussions with them regarding these topics.
- Excursions would be another way of enhancing the understanding of learners, because they would be discussing what has been seen or observed.

QUESTION 5

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

In Section C, question 5 was the most popular question. Candidates who chose this question did very well, the performance was above average. From the sampled scripts the average performance was at 69%. The range of marks was between 7 and 40. Most of the learners performed in the range of 20 to 30 marks. Most of the gifted learners were in the range 35 to 40 marks. The introduction and main part of the essay were better performed (28) marks. The Additional part of the essay and conclusion, which are of high cognitive demand were still a challenge for the learners. The performance from these two subs – sections was not good, but there was visible improvement in terms of the attempt given by learners. Most learners were able to score at least a mark in the conclusion, unlike before.

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

- The question was not poorly performed, but there were a few concerns which included the following:
- There was an incorrect phrase that learners used from Mind the Gap which read as follows "for economic growth to occur, economic growth rate must be higher than the population growth" which is incorrect. It should be: For Economic development to occur instead of growth.
- Some candidates do not write sub – headings when writing the essay, which makes the essay difficult for the marker to read.
- Some sub – headings were not written correctly, for example: Exchange rate instead of Exchange rate stability.
- There was confusion between employment and unemployment with some of the candidates.
- Introducing the essay was a challenge for some of our candidates, especially with those who tried to define the public sector.
- With the additional part, it is discovered that learners did not understand the term Privatisation and therefore when writing they were referring to SOE's, and that made them not to able to evaluate.

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

- Learners must be taught to write full sentences, validate and justify their responses with general knowledge, and also with examples
- Educators must research general information that is related to the content to be taught in class, this will assist learners in validating their facts as they write the essay.
- Research on current statistics is crucial, this would be beneficial for learners in order for them not to use outdated statistics in their responses.

- If as Educators we do as mentioned above, learners would be able to respond to higher order sections of the question without any difficulty, which is the additional part of the essay as well as the conclusion.
- Educators are encouraged to use the Examination guideline and make copies for the learners so that they familiarize themselves with the subtopics
- Where introduction and conclusion is concerned, familiarize the learners by giving an activity out of 4 marks, for them to introduce and conclude a topic you have taught in class.
- Learners must be trained to use Economic concepts even if they are responding to application questions, colleagues must train our candidates in doing that.

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

- It must be noted that essay writing is not only about the reproduction of facts, but the ability to integrate economic issues of the day with what is discussed in class.
- Subject advisors should also research and assist educators with current information, at the least encourage them to watch current events taking place that are relevant to the content.
- The most important thing is for our learners to know what the effect that theses current issues have on our Economy, and having such information will enable them to respond to the application questions that our assessment demands

QUESTION 6**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This was the least chosen question of the question paper; it was answered by at most 10% of candidates. The few that chose the question did well, especially in the Main part of the essay. From the sampled scripts, the average performance was at 69%, just like in Question 5. The range of marks is between 11 and 40 marks, but there are very few learners scored low marks.

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

- The question was not poorly answered, but the following can be noted from the very few learners that responded to the essay:
- It was evident that the learners were using Mind the Gap when preparing for the Examinations. In Mind the Gap, reasons are written separately from advantages, and there is repetition of facts although they are separated. This became a problem because, the same fact could not be marked twice, and therefore learners lost marks in that regard.
- Some candidates were discussing reasons for International trade instead of export promotion.
- There was also a noticeable confusion between subsidies and incentives, candidates were unable to distinguish between the two.
- From the Additional part: learners interpreted the question as if they were supposed to write about SADC ONLY, and yet the question was just referring to SADC as an example. Those that did attempt the additional part focused on SADC.
- There is not much to take note of because very few people answered this question.

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

- It will be encouraged that teachers use the Exam guideline as much as possible especially with issue of subtopics, at least one must cover all the subtopics that appear in the exam guideline.
- Learners must be trained in writing complete valid sentences
- Educators themselves must ensure that they equip themselves with current issues based on the protocols that they are in a position to better explain them to the learners.
- As educators it is crucial that as we teach, let us train our learners in such a way that whenever they respond to questions, it must be based on the content taught, so that they respond to questions in an Economically sound manner.

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

- It is imperative for Subject advisors to monitor the completion of the syllabus
- Previous question papers can be used with the assistance of the Educator, because learners have a tendency of memorizing the question paper as if the exact same content will be examined.