



SUBJECT:	ECONOMICS
DURATION	3 HOURS
DATE OF THE EXAMINATION	12/11/2008
NAME OF EXAMINER	M. THOMAS
PROVINCE	EASTERN CAPE

1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

Give a detailed account of how the candidates performed in each question. In doing this, the following steps should be followed:

- 1.1 The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question)
- 1.2 Relevance or relation of the question to the Los and ASs.
- 1.3 How did the candidates perform in the question?
- 1.4 Where and how did candidates lack or fail in giving an appropriate answer to score high marks in the question?

QUESTION 1

1.1.

- Bulk of the marks came from this section.
- Some candidates could not even make use of a process of elimination in order to find the correct answer and so left the questions unanswered.

1.2 & 1.3.

- Candidates were able to obtain some marks for this question and it is considered as a fair question.
- But it is still shocking to find many candidates do not know the basic definitions/concepts of the subject.
- All the concepts in this question paper are supposed to be well known to an average Gr.12 learner.

- Even coming from NATED550 where special focus was given to definitions/concepts/terms etc.

QUESTION 2

- This was the most popular question in Section B and candidates were able to obtain some marks.
- Although Qn.2.2. was straight forward, candidates did not get the answer right.
- Answers given by the candidates indicate that they do know some concepts, but they were not able to write the correct answer to the specific question.
- Educators must make sure that they teach their learners to write complete facts/answers and not part of it.
- Some questions in Qn.2.3. were not answered which clearly shows that candidates did not understand this question at all.
- Candidates, especially the weaker ones, only write the headings and avoid any further discussion or explanation of facts.
- It is the responsibility of the educator to empower learners with the ability to learn facts and not heading alone.
- This is clear from all 16 marks questions.
- Many candidates (who wrote Qn.2.4.) were confused, as they do not read properly or do not understand what they read and mentioned the objectives of public sector or reasons for market failure.

QUESTION 3.

3.1.

- Candidates found this question relatively easy.

3.2.

- Candidates got confused and wrote characteristics of oligopolies – they either do not know the answer or they do not understand the question.

3.3.

- This was a challenging question for most candidates.
- Learners as well as some educators find graphs difficult to understand.
- When it is combined with externalities, it becomes even more difficult for them.

3.4.

- It is evident from the marks obtained in this question that candidates did not know the answer to this question.
- They even got confused with collusion and pollution.
- Some candidates ignored collusion part and focused on everything they know about oligopoly.

QUESTION 4

4.1.

- Candidates found this question to be relatively easy as many of them obtained marks.

One must bear in mind that in these type of questions, candidates always have a 50% chance of being correct (or wrong) as there are only two possibilities to choose from.

4.2.

- One would expect candidates to be able to easily answer this question from their Gr 11-or even general knowledge, but some of the replies were shocking.
- The 'language barrier' again made its appearance as many learners, as a result of that, are not able to distinguish between 'developed', 'developing' and even 'under-developed'.

4.3.

- The average marks obtained for this question shows that candidates were not able to answer it properly.
- Although the graphs were given, it was not essential for candidates to be able to understand or interpret it, in order to get some marks, as most of the questions did not refer to the graphs as such.
- This was a higher order question with many statistics required as part of the answer and was poorly answered.
- The 'language barrier' resulted in many learners not being able to understand and answer the question

QUESTION 5

5.1.

- Candidates found this question to be relatively easy as many of them obtained marks.

5.2.

- This question itself, as many others, is fair, but the problem lies with the candidates not knowing the answer.
- It appears that there are still schools and educators using NATED550 text books. Educators must make up their mind and move to NCS.
- Many candidates were able to answer Q5.3.2, but those having poor comprehensive ability were not able to do so. It was those candidates who even used parts of the extract in answers to other questions.
- In Q5.3.4 the question referred to 'reasons for growth' but very few candidates answered it in that way. They do write about tourism but not what the question asks of them. They confuse it with advantages, effects, etc.

5.4.

- Most candidates only got marks for the types of pollution. The rest of the answer was dedicated to define these different types of pollution - which was not the question. The question was to 'discuss pollution in terms of environmental sustainability'.
- It proves again that the candidates know 'something' about pollution, but are not able to interpret the question.

QUESTION 6

6.2.

- Many candidates confused this question with 'reasons for market and public sector failure' or 'types of public goods and services'.

6.3.

- In Q6.3.1 candidates tend to only write half of the definition, resulting in them only getting some of the marks.
- It was a disappointment to see that only a few candidates knew the answer to

Q6.3.4

- This question was clearly answered from knowledge gained generally and not from an approved source.
- Again the answers of candidates reflected whatever they knew on tourism and not what was asked in the question

QUESTION 7

- This question was one of the two most popular 50 mark question.
- In the diagram candidates either get confused with the direction of the arrows (flows) or they don't use arrows (indicating direction) at all.
- Not many candidates indicated the 'financial market', but most of them knew the four participants.
- Almost none of the candidates attempted Multiplier and one of the reasons is that teachers are not yet 'at ease' with it themselves

QUESTION 8

- This question was one of the two least popular 50 mark question.
- Most of them were able to just list the characteristics of perfect competition and that is where they got there marks from.
- This is a typical reaction from a candidate who can be classified as a 'previous SG-candidate'. Candidates only tend to study headings and do not deal with discussions and explanations. The work becomes too much for them and they are pressurized by having to study for other subjects as well. Some way or the other teacher must start to help their learners to engage into dealing with discussions and explanations

QUESTION 9

- This question was the other one of the two least popular 50 mark questions.
- From the average of 10% that candidates obtained in answering this question, it is clear that they do not have the ability to do 50 mark questions.
- They do not only lack the knowledge but also the language ability to string together good sentences.

QUESTION 10

- This question was the other one of the two most popular 50 mark questions.
- Almost every single learner who attempted this question was able to gain marks from the salutation and closing of the letter
- Some candidates were still not able to distinguish between a friendly and a business letter.
- Teachers need to address this problem, as this type of question will be asked again in the future.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS IN HELPING THE LEARNERS TO REACH THE EXPECTED LEVEL.

- We must be honest to admit that the paper was fair but difficult and challenging.
- We must bear in mind that the learners in all our districts are not in the same position with regard to educators, language ability and facilities such as text books, internet newspapers, stationery etc.
- We must also remember that this is the first year of NCS and the Economics educator in the Eastern Cape never received '**proper training**' for this enormous task.
- In some cases where training was provided, it was too late for this year's examination.
- Parts of the NCS especially LO2 (Microeconomics) were 'feared' by many educators and therefore learners were disadvantaged.
- We must also remember that Gr. 12 Economics' candidates wrote two examinations on the same day(Economics in the morning and another subject in the afternoon).
- Candidates never had enough time to prepare because of the divided attention between the two subjects.
- For most learners it is even difficult to write exams in two consecutive days – then to write two different subjects on the same day is not fair at all.
- The structure of the paper is in such a way that it includes long questions which in NATED 550 was done by HG candidates. So educators must train learners to answer long questions.

- Even some of the short questions were also challenging to the candidates. In this regard educators must provide opportunities to answer Data Response questions.
- Some candidates finds it difficult to read, interpret and understand data given to them.

SIGNATURE OF EXAMINER : _____



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