

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	ECONOMICS		
PAPER	2		
DATE OF EXAMINATION:	05 NOVEMBER 2015	DURATION:	2 HOURS

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

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

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

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

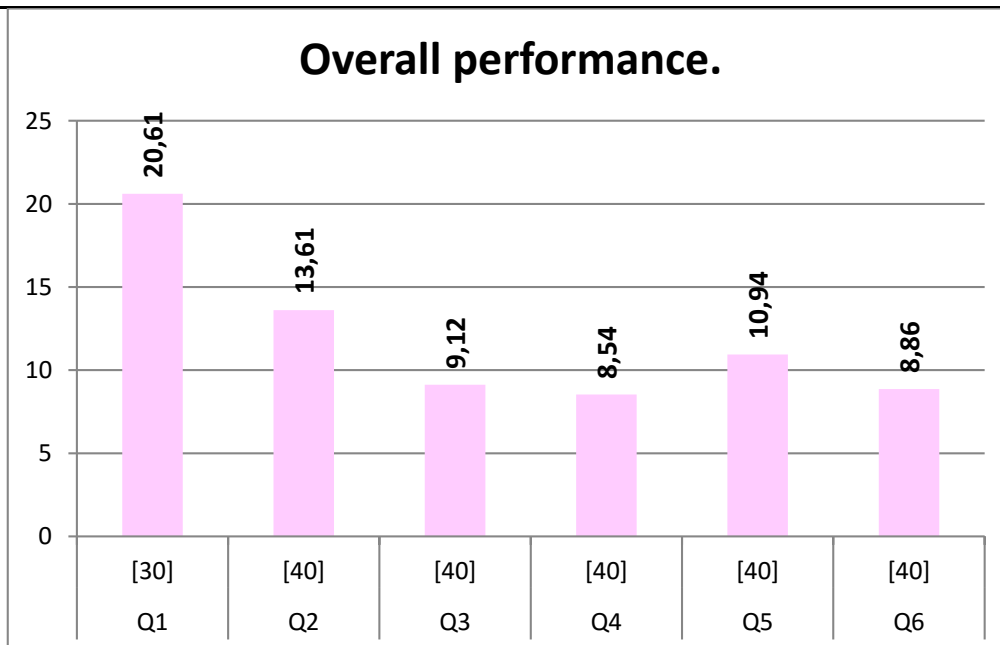
SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The candidates' performance in this paper is better than that of 2014, there is a slight improvement. The question paper seemed to be easier than the previous years' but learners did not perform as expected.

The graph below shows the overall performance of the 100 randomly sampled scripts. They may not be a true representative sample of the performance of the 25540 scripts. This sample is used to analyse all the questions in this report

Generally the performance was fair. This performance may be attributed to the fact that candidates attained more marks in Section A and C than in Section B.

Teachers are advised to make use of the Examination Guideline in teaching as it details the content to be taught.

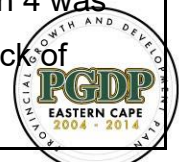


SECTION A- QUESTION 1

Candidates performed well in this question especially 1.2 (matching items) where most of them got full marks. There is still a challenge in 1.3 (one term), as some expand on what has already been described instead of giving one concept

SECTION B-QUESTIONS 2,3,4- CHOOSE 2 QUESTIONS

In this Section Question 2 and 4 were the most popular questions. All questions in this section were poorly answered. It is evident from the above graph that question 4 was the worst answered. The main problem with the candidates' response is the lack of comprehension of facts in data response and higher order questions



SECTION C- QUESTION 5,6- CHOOSE 1 QUESTION

There is a great improvement in the results of questions in section C. Unlike in previous years where learners could not even attempt the section. Another highlight is that most candidates follow the structure of the essays as outlined in the question paper although there are few who find this a challenge. There is a slight improvement in candidates' essay writing although comprehending facts is a still challenge.

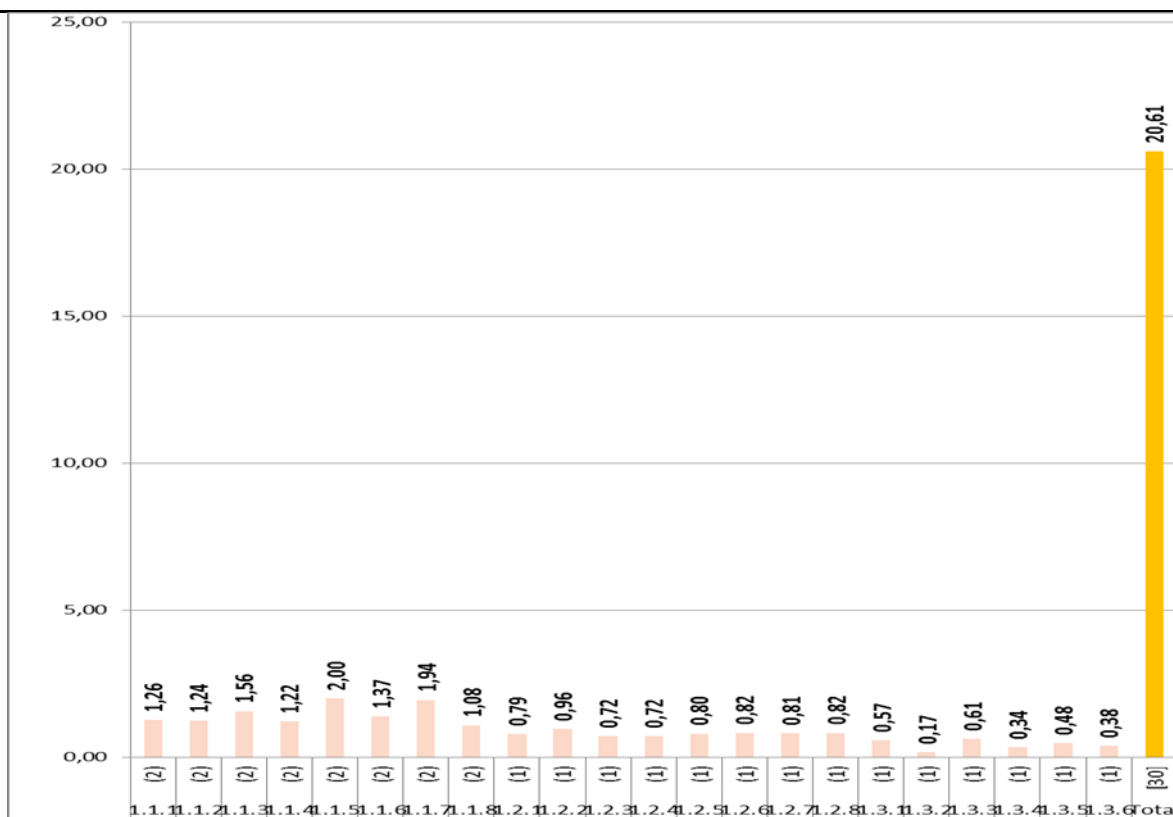
SECTION 2: Comment on candidates' performance in individual questions

(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?

Candidates performed well in this question. The average mark of the 100 sampled scripts is 20,61 out of 30.



(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1- Multiple choice questions
Candidates responded fairly well in this question. Some candidates lost marks because of poor numbering, especially those who used the answer sheet inside the answer book.
1.2- Matching items
This question was well answered except for candidates that used the answer sheet inside the answer book. The answer sheet only has A-E options and candidates did not respond to questions that had F-G answers.
1.3 Give one term
1.3.1. Candidates wrote 'marginal revenue' instead of 'marginal cost'.
1.3.4 The majority of candidates' response was 'allocative inefficiency'.
1.3.6 Some of the candidates wrote only 'inflation' instead of 'cost inflation'

(b) Provide suggestions for improvement in relation to Teaching and Learning
More emphasis is required on teaching the economic concepts to ensure a higher level of understanding. The last 10 or 5 minutes of the period can be spent on discussing any new terminology that has been taught.
Quiz exercises can be used in assessing knowledge of economic concepts.
Candidates should be discouraged from using the answer sheet inside the front of the answer book to avoid numbering problems.

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

Candidates do not read the questions intensively before they respond. For an example in 1.3.1 it is stated clearly that the question is on 'additional cost' but candidates responded by referring to 'revenue'.

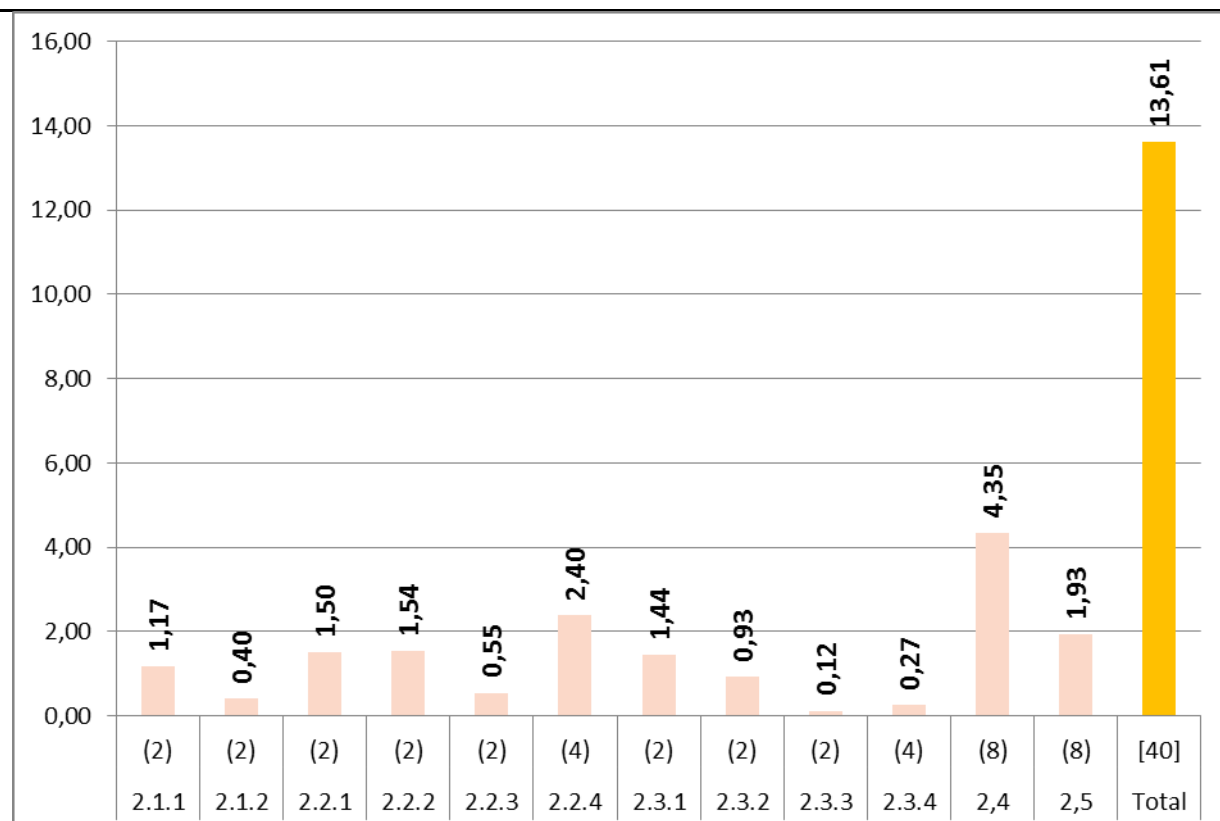
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers must be trained on the application of English across curriculum so as to improve language skills, which is reading, writing and speaking.

QUESTION 2

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

A popular but poorly answered question. 82% of 100 sampled scripts chose it. The average mark was 13, 6 out of 40.



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

2.1.1- The majority of candidates responded by citing examples of the public goods instead of giving characteristics of the public goods.

2.1.2- Candidates failed to respond correctly to the question, 'why are oligopolists reluctant to compete with each other on price in order to get a greater share in the market?' Most candidates wrote about 'non-price competition strategies'.

2.2.3- Most candidates cannot distinguish between the roles of the Competition Tribunal and Competition Appeal Court.

2.3.1- Candidates could not identify the type of externality illustrated in the graph.

2.3.2. In describing the concept 'externality' most candidates did not make reference the 'third party' part of the explanation.

2.3.3 – Most responses on the shaded area were 'economic profit' instead of 'external cost/welfare losses'. Most candidates linked the DD and SS with price formation and not externality although it is indicated as the heading of the graph. This showed that candidates do not understand externalities or that the section is not covered in depth in the classroom.

2.3.4 The responses to the question on 'how can the above externality cause market failure', indicated that candidates have little understanding of externalities. They could not explain them using the graph provided in the question. Graphs remain a challenge.

2.4. Candidates did not read the question carefully. Although the question required an explanation of the 'number of businesses and nature of the product' as characteristics of a 'perfect market', most of them listed all the characteristics of a perfect market. Some wrote characteristics of imperfect markets which means that they cannot distinguish between the perfect and imperfect market structures.

2.5 The question required that candidates 'motivate why the government implements minimum wages in the labour market' but the candidates only described the concept of a minimum wage. Some candidates referred to minimum wages as low wages or deducted wages.

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

In everyday teaching teachers should make use of the Examination Guidelines because the content is clearly outlined there. One should make use of textbooks that contain the content outlined in the Examination Guidelines.

More emphasis is required on teaching the economic concepts to ensure a higher level of understanding. The last 5 or 10 minutes of the period can be spent on discussing any new terminology that has been taught.

Involve learners in the lessons on graphs. Tell them the relevant information and let them draw graphs on their own so that they become part of the learning process. In this way they will be able to interpret them.

Learners need to be taught more about different graphical representations from all topics to avoid confusion.

Case studies can be used to help learners in answering questions that require their own opinion. Learners should be given case studies where information is given, without any analysis regarding outcomes or solutions. The learners will have to provide possible options to the given situation and justify their options. This will help learners in having a better understanding of real life economic issues and in turn enhances their knowledge.

When assessment is executed, it should be more regular whenever there are graphical representations of the topics.

Questions that require learners' own opinion need to be used often in assessment.

In relation to higher order questions, learners should be trained to answer in full sentences.

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

Questions that needed application of knowledge posed as a challenge to learners as they were unable to relate the subject knowledge to the question (inability to analyse graphs and extracts).

In relation to 2.5 they failed to relate their subject knowledge to reality, hence they could not motivate why minimum wages should be implemented by the government.

Reading skills seem to be an additional challenge as some of the learners could not easily identify some of the aspects from the given data. Instead they took sentences directly from the extract if the words in the question were also in the extract or data.

Writing skills are also a challenge as some of the learners could not write full sentences even when the question requires that this be done.

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

Exposure of learners to different previous years question papers.

Make use of any other additional source related to the topic being taught

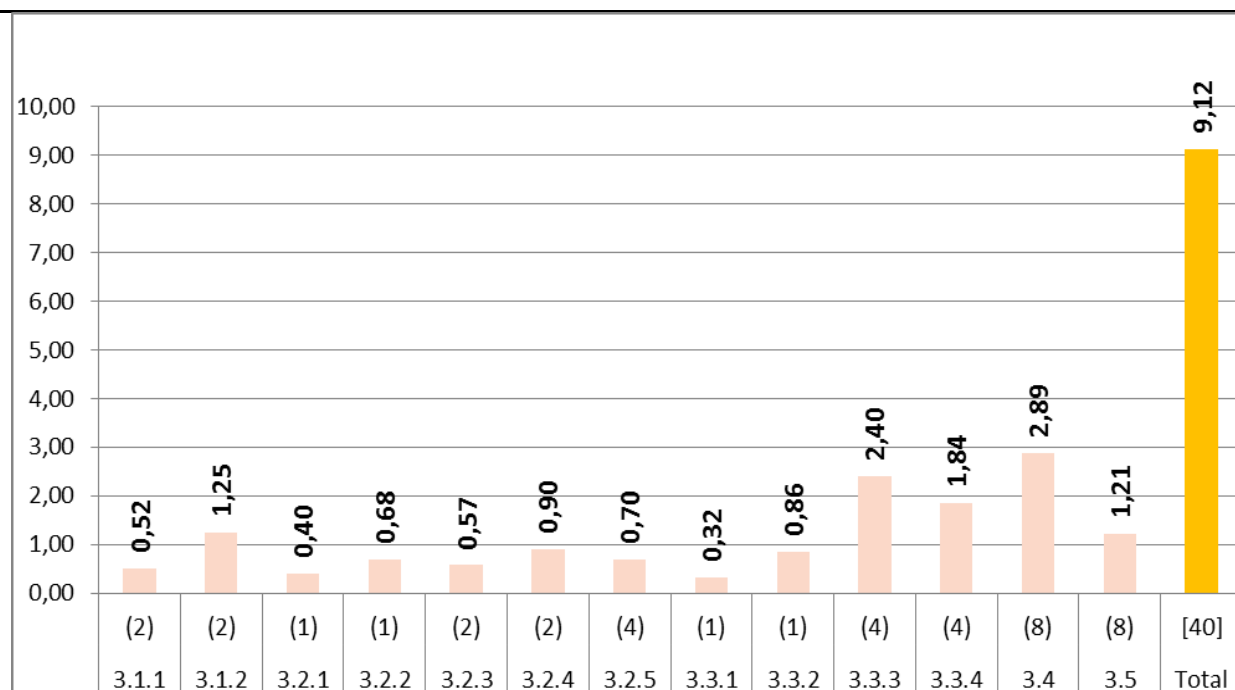
Teamwork by educators to develop each other in the form of team teaching, cluster subject committees and information sharing is vital to the development of learning.

Subject advisors should continually support teachers in all topics or source people to assist teachers in their respective districts with micro economics.

QUESTION 3

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

The question was chosen by 63% of the candidates. It was poorly answered with an average mark of 9.12 out of 40.



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

3.1.1- Candidates confused the ways to measure inflation with measures to combat inflation.

3.2.1 Candidates lack the understanding of CPI Headline and Core inflation

3.2.2 Most candidates were not able to write the correct range of inflation targeting, they wrote 3,6% instead of 3 - 6%; other just wrote 3% or 6%.

3.2.3 Candidates only gave 'rise' or 'fall' as an answer and could not give reasons.

3.2.5. Candidates responded by defining both CPI and Core inflation.

3.3.1 Poor reading skills contributed to the low performance in this question as the answer was in the extract.

3.5- A higher order question in which learners could not relate technology and its impact to environmental sustainability. Instead they provided responses based on general knowledge. Most responses were solely based on the role of technology in production and technology in everyday life, e.g. cellphones.

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

In everyday teaching the teachers should make use of the Examination Guidelines because the content is clearly outlined there. One should make use of all resources; CAPS document, Examination Guidelines, textbooks, etc.

To improve reading, listening, communication and problem solving skills, more reading from various sources should be done in the classroom.

Learners should be encouraged to do research on their own on a given topic and made to write a report for presentation in class.

In assessment, data response question should be given frequently and more emphasis placed on the manner in which such question should be answered.

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

Learners do not spend enough time during examination time in reading the extracts provide but rush to the questions. Hence the inability to provide proper, relevant responses.



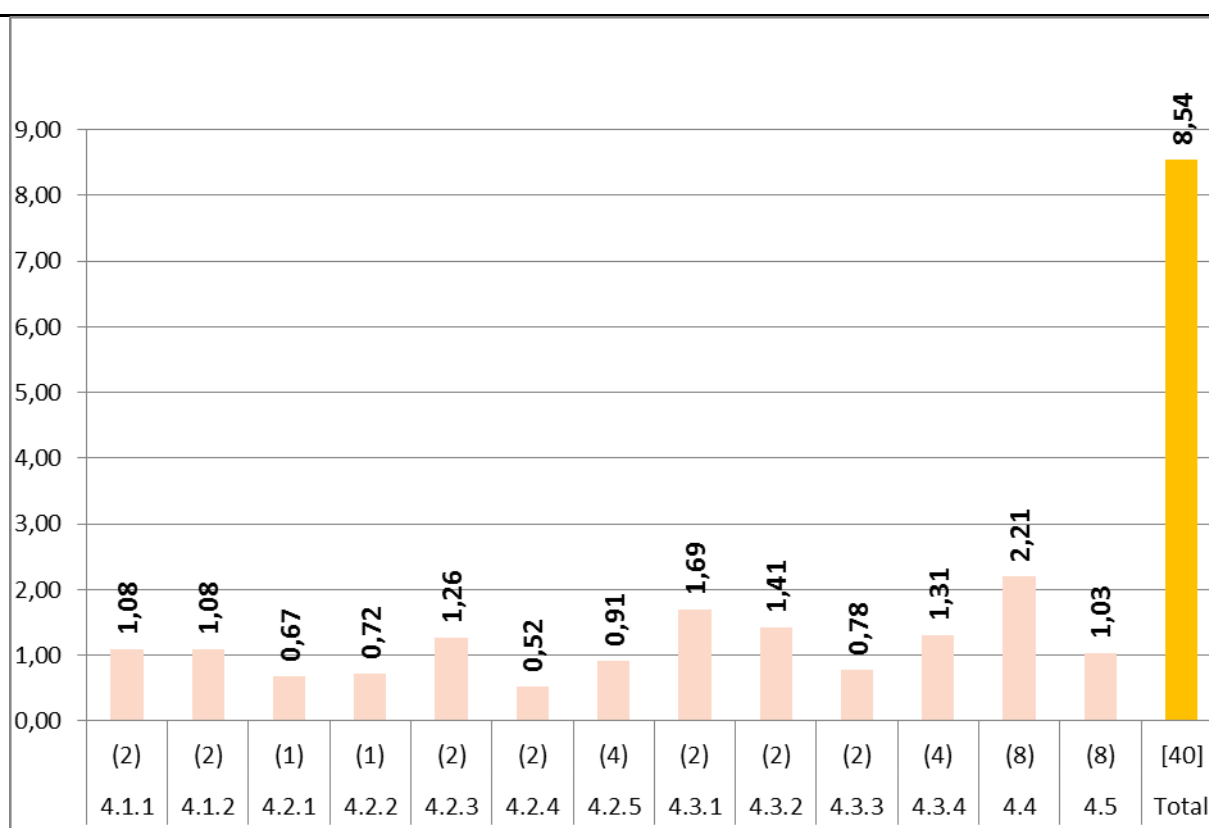
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Many questions in this section related to contemporary economic issues in South Africa. Teachers are encouraged to discuss anything of economic significance that is happening at the time at the start of each lesson. This can be done irrespective of the day's lesson topic.

QUESTION 4

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

The question was chosen by 77% of the candidates. Candidates' performance was bad, the average mark was 8,54 out of 40.



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



4.2.1 Candidates were not able to identify the profit maximization point from the graph provided instead they wrote $MC = MR$. This showed that learners only know the principle but lack the application.
4.2.4. Some candidates could not explain the term 'short run'. They related the short run to a specific period of time for example, six months or a year
4.2.5. In this question candidates only responded by writing normal profit in the long run without explaining what would lead to the normal profit. It seems as if they only memorise some facts rather than applying the knowledge, that is, that the economic profit in the short run will attract more entrants which will lead to an increase in supply.
4.3.3. Candidates responded by writing taxation and government spending instead of increase in taxation and a decrease in government spending. This show that there is lack of understanding of the use of these measures. Some even wrote interest rates, which then indicates that they cannot distinguish between fiscal policy and monetary policy measures.
4.3.4 The question was beyond the knowledge of the learners and there was only one fact from the extract. As a result they could not attain full marks.
4.4. The question on the uses of cost benefit analysis was poorly answered because candidates only described cost benefit analysis. They focused on how CBA is calculated without mentioning its uses.
4.5 Candidates provided general responses which were not relevant to the required questions. The question required candidates to give their own opinion but that did not mean that they should not make use of the prescribed content. Many wrote about externalities in general, as opposed to common resources as a type of market failure.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Memorisation of facts by learners without understanding should be discouraged.
Various methods of teaching and learning should be used in the classroom, for example, visual presentation could help learners understand concepts with greater ease.
Application of real life situations is very important in making the subject more real and interesting.

(d) Describe any other specific observations relating to responses of learners
Learners often base their response to the question on the first concept in the question that they see or recognise. They fail to see this concept in relation to the entire question. In many cases this leads to an incorrect response, or at best, a response which earns them a few marks only.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Encourage learners to read questions carefully and fully before formulating their response. It is also beneficial for the learner to read the question again once they have completed their answer to see that it addresses the question appropriately.

QUESTION 5

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

The question was chosen by 47% of the candidates. The performance in this question was poor. The average mark of the 100 sampled scripts was 11 out of 40.

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

Some candidates did not use subheadings for the characteristics of monopoly and as a result they lost 1 mark for each of 8 subheadings

Candidates were not able to give a correct explanation of the subheadings. For an example: under the subheading 'nature of the product' they would give an explanation of the demand curve.

Writing in full sentences is a challenge as some candidates wrote only one word instead of giving a full explanation. Marks were lost as a result

There was too much repetition of facts in the essay as a whole.

Inability to draw and label graphs. Interpretation of graphs remains a challenge.

Candidates are not able to differentiate between the graphs for perfect market and for a monopoly.



Inability to write a well-structured essay. This includes clearly indicating the different sections of the essay.

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

Learners should be trained on how to write the essay under subheadings. Teachers must use the Examination Guidelines for the appropriate subheading for each topic. Teachers must also spend time in doing examples of appropriate introductions and conclusions.

Use of different colours for different curves when presenting graphs in the classroom will help to improve the learners' understanding of graphs. Learners need to understand why each of the curves has the shape that it does. Plotting curves from tables will assist them in this regard.

Essays questions should always be featured in informal assessment tasks to train learners.

The information given in the final examination question paper on the structure of the essay and how the essay will be assessed must always be given to learners whenever they are required to write an essay. The learners must also be encouraged to follow the prescribed format at all times.

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

Marks are normally allocated for the correct labeling of axis. Learners must ensure that particularly the vertical axis is correctly labeled in terms of price, cost and revenue/income.

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

Emphasis must be placed on holding workshops to empower teachers in the teaching of graphs.

QUESTION 6

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

This question was chosen by 53% of the candidates and its performance was very poor. The average mark was 8,86 out of 40.

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

The majority of learners answered on tourism in general when the question related to the impact of tourism. They wrote extensively on the benefits of tourism.

Some candidates that were able to give the correct effects of tourism but out of context.

The additional part of the essay was answered extremely poorly. Candidates were not able to respond as to how Indigenous Knowledge Systems can be used to promote tourism. They responded by listing the IKS attractions.

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

Learners should be trained on how to write the essay under subheadings. Teachers must use the Examination Guidelines for the appropriate subheadings for each topic.

Essays questions should always be featured in informal assessment tasks to train learners.

The information given in the final examination question paper on the structure of the essay and how the essay will be assessed must always be given to learners whenever they are required to write an essays. The learners must also be encouraged to follow the prescribed format at all times.

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

Candidates referred to tourists as foreigners that have come to South Africa for jobs.

Candidates were not able to write a proper introduction and conclusion.

Many candidates wrote about job creation and poverty alleviation under most subheadings.



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

Candidates must be taught to analyse questions so as to identify the emphasis of the question. This can be done using past examination papers. They need not physically do the papers but merely identify what response should entail.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

