



## 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)

# 2019NSC CHIEF MARKER'S REPORT

<b>SUBJECT:</b>	<b>ECONOMICS</b>
<b>PAPER:</b>	<b>1</b>
<b>DURATION OF PAPER:</b>	<b>2HRS</b>
<b>DATES OF MARKING:</b>	<b>1 Dec 2019—14<sup>TH</sup> DEC 2019</b>

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

➤ The performance of the learners ranged from 3/150 to 133/150 in this paper
➤ There is an improvement when it comes to concept understanding
➤ Slight challenges still exists with comprehending responses where candidates are unable to make detailed explanations .
➤ Candidates are challenged when required to respond to higher order questions and they cannot articulate correctly their responses and as a result many questions remain unanswered
➤ A lot of arguments in responding to higher order questions lead to eventualities and no marks can be awarded for that e.g. employment leads to economic growth, that is not a fact
➤ Compared to the previous years the quality of responses provided by candidates in answering questions improved significantly. The majority of candidates answered questions to the full cognitive demands.
➤ <b>SECTION A</b>
➤ A lot of candidates performed very well,, from 0 /30 to 30/30
➤ <b>SECTION B</b>
➤ Very few candidates got good marks in this section
➤ In the 2 questions (2 and 4) which they mostly chose , they tend to generalise and marks cannot be awarded for generalisation.
➤ Higher order questions remain a challenge for the majority of candidates in this paper



➤ <b>SECTION C</b>
➤ Response were very well in this section for both questions (5 and 6). Most candidates scored better marks and that resulted in the general improvement in the candidates' performance in 2019.
➤ Higher order additional parts are still challenging majority of candidates – subjective interpretation of questions remain the challenge.

## SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question).

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ 90 % of candidates performed well
<b>QUESTION 2 (MACROECONOMICS)</b>
➤ On the overall the question was fairly answered, where learners were able to score 25/40.
➤ In all questions in <b>SECTION B</b> — including this one, there is a challenge of positively responding to higher order questions i.e. 2.5 (in this one), the majority of candidates drew the Phillips Curve which was not asked.
➤ 2.3.2 Candidates struggled with the description of the term constant prices.
➤ 2.4. Candidates could not clearly explain the impact of an increase in exports
➤ 2.3.1 They could not identify the base year
➤ The concepts MTBPS and MTEF should be clearly differentiated

<b>QUESTION 3 (ECONOMIC PURSUITS)</b>
➤ In this question assessment was on daily living issues for candidates but did not respond satisfactorily
➤ The content which they were assessed on seemed as if they were not taught
➤ Candidates did not articulate well on what the impact will a shortage of trained workers have on global trade and other questions
➤ Emphasis should be put on this MODULE for the benefit of candidates
<b>QUESTION 4 (MACROECONOMICS AND ECONOMIC PURSUITS)</b>
➤ The majority of questions in question 4 were from <b>MACROECONOMICS</b> and only 4.5 was from <b>ECONOMIC PURSUITS</b>
➤ Economics questions are not direct, candidates were unable to answer these questions satisfactorily
➤ E.g. the why , how and the impact etc are questions that get minimal responses from

candidates
➤4.1.2 candidates responded by defining the moving averages instead of why is it important to use them
<b>QUESTION 5 (MACROECONOMICS)</b>
➤In general, this question was well answered, the majority of candidates chose this question and performed extremely well—however the additional part was a struggle for them
<b>QUESTION 6 ( ECONOMIC PURSUITS)</b>
➤The performance in this question varied, there are candidates who performed well and others did not understand what was required. ➤There are indications that some centres did not fairly cover this topic. ➤On average candidates performed fair.
(b) Why the question was poorly answered? Also provide specific examples , indicate common errors committed by learners in this question, and any misconceptions.
<b>QUESTION 1</b>
➤ Good performance from this question.
<b>QUESTION 2</b>
➤ The poor answers to question 2 , were as a result of 2.2.4; 2.3.5 ; and 2.4 and 2.5
➤ 2.2. 4 candidates did not analyze the relation between the two concepts instead they explained the two concepts;
➤ 2.2.5 candidates understood this question , however responses were general.
<b>QUESTION 3 ( ECONOMIC PURSUITS)</b>
➤ Learners performed poorly in this question.
➤ The failure of ASGISA –could not be responded to
➤ 3.4 Very few candidates responded correctly to this question---this is a topic which is not always responded to well by candidates----no emphasis is put in this topic during learning and teaching
<b>QUESTION 4 (MACROECONOMICS AND ECONOMIC PURSUITS)</b>
➤ In this question candidates generalize and do not relate their responses to ECONOMICS language
➤ Responses are very minimal or the question will be left unanswered
<b>QUESTION 5 ( MACROECONOMICS)</b>
➤ Question well answered , candidates were prepared for it and the majority scored maximum of 26 marks
➤ Only the ADDITIONAL PART which was not well responded to
<b>QUESTION 6 (ECONOMIC PURSUITS)</b>
➤ Few candidates chose the question and scored minimal marks—they could not explain fully all the information on endeavors ( initiatives)
➤ The ADDITIONAL PART was a struggle for those who chose it—they could not explain the focus of each policy e.g. GEAR. NGP and NIPF
(c) Provide suggestions for improvement in relation to Teaching and Learning

<b>QUESTION 1</b>
➤ <b>MIND THE GAP</b> a tool which is available in ALL schools assists them in this challenge, because after each unit <b>CONCEPTS</b> are identified.
<b>QUESTION 2 (MACROECONOMICS)</b>
➤ The examination guideline stipulates what is to be assessed and how
➤ Educators should be mindful of this and try and give learners the examination guideline, this will assist them in understand what and how each topic is assessed.
<b>QUESTION 3 (ECONOMIC PURSUITS)</b>
➤ Performance in <b>ECONOMIC PURSUITS</b> can only improve if teachers do put emphasis on this module as in other modules.
➤ this module is not taught as other modules –teaching and learning of it is very minimal—how candidates choose questions indicates that
➤ Economics subject advisors should capacitate teachers in all TOPICS and that will have multiplier effect on candidates' performance.
<b>QUESTION 4 (MACROECONOMICS AND ECONOMIC PURSUITS)</b>
➤ Candidates have to understand the HOW, WHY and EVALUATE type of questions in the subject as they will be asked in all examination papers
➤ Educators should understand why these questions are assessed and capacitate candidates on how to respond to them.
➤ Teachers should incorporate these questions in the teaching and see how the candidates will respond
<b>QUESTION 5 (MACROECONOMICS)</b>
➤ The examination guideline 2017—2020 indicates clearly where long questions will be and assist candidates in their preparation for each examination paper (June; Trial and Final)
<b>QUESTION 6 (ECONOMIC PURSUITS)</b>
➤ THE EXAMINATION GUIDELINES OF 2017—2020 indicates clearly where long questions will be,; candidates ought not be selective in studying for the examination

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<b>QUESTION 1</b>
➤ There is an improvement in the performance in this question
<b>QUESTION 2</b>
➤ In data response questions candidates still struggle in moderate and difficult questions
➤ Different resources available at schools should be used to assist candidates in their preparation for examination papers
➤ Teachers should make continuous daily assessment a norm, as this will assist learners in responding to various question types.
<b>QUESTION 3</b>
➤ It is a challenge for educators because of its vastness.
➤ Educators are expected to be abreast with the changes in different economic policies.
➤ There are questions assessing contemporary issues, hence teachers are expected to update learners about economic affairs on a continuous basis
➤ Candidates often explain their daily experiences when responding to questions in this module
<b>QUESTION 4</b>
➤ In 4.4 Candidates were very familiar with this question and scored better marks
➤ In 4.5 they did not respond to the HOW part of the question but listed the INSTRUMENTS of the monetary policy.
➤ In all higher order questions candidates are expected to fully interrogate the question and candidates fail to do that, because they are NOT familiar with these questions in the classroom
<b>QUESTION 5 (MACROECONOMICS)</b>
➤ Re-emphasis should be made on the EXAMINATION GUIDELINE - 2017--2020
➤ The ADDITIONAL PART -- most of the time the additional part question is related to the main topic, the difference is that in the additional part candidates are expected to evaluate, how, why, etc,
<b>QUESTION 6 ( ECONOMIC PURSUITS)</b>
➤ Question not chosen by the majority of candidates –due to less emphasis in its teaching in class (unpopular question).
➤ The <b>ADDITIONAL PART</b> question challenged candidates and performance was poor
<b>ADDITIONAL COMMENTS</b>
➤ <b>HIGHER ORDER QUESTIONS WILL CONTINUOUSLY BE ASSESSED IN THIS PAPER, CANDIDATES SHOULD BE AWARE AND WELL PREPARED FOR THAT</b>
➤ <b>THESE QUESTIONS SHOULD BE INCORPORATED WHEN TEACHING AND LEARNING IS TAKING PLACE, TO MINIMISE SHOCK TO CANDIDATES IN THE FINAL EXAMINATIONS</b>
➤ <b>CANDIDATES OUGHT TO BE TRAINED ON HOW TO RESPOND TO THESE QUESTIONS TO IMPROVE RESULTS IN THIS PAPER.</b>