



**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)**

**2024 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ECONOMICS</b>		
<b>QUESTION PAPER</b>	1 X	2	
<b>DURATION OF QUESTION PAPER</b>	2 HRS		
<b>PROVINCE</b>	<b>EASTERN CAPE</b>		
<b>NAME OF THE INTERNAL MODERATOR</b>	<b>MAGADLELA TN</b>		
<b>NAME OF THE CHIEF MARKER</b>	<b>SIKWEBU N</b>		
<b>DATES OF MARKING</b>	<b>27 November – 13 December 2024</b>		
<b>HEAD OF EXAMINATION:</b>	<b>MR E MABONA</b>		

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

There is a great improvement in learner performance for the year 2024 as compared to the previous years' results (2023). Most learners managed to make a 45% pass mark and most learners displayed a sterling performance. At the time of writing the report, there were 17023 out of 17951 scripts on the seven – point scale at 85,7%, which gave an impression that the performance is really good. The range of marks is between 29 and 149 marks. This is an improvement from last year, where learner performance was at 80,9%.

The reason for an improvement in performance can be attributed to the fact that many candidates have responded to Section B questions and attained good marks in the arrange 20 – 35 marks over 40. In previous years candidates attempted Section C and Section A and paid little attention to Section B.

## 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?**

- ❖ There is a drop in performance in Section A compared to the previous year. Candidates range of marks was between 16 and 30 marks, and most learners were in the 16 – 22 range. Subsection 1.3 continues to be a challenge to candidates as most learners scored a maximum of 3 marks. Most marks were scored in subsection 1.2 and 1.1 in that particular order.

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

The question was poorly answered because candidates are confusing concepts in the following questions:

- ❖ 1.1.3 The deficit rule was confused with inflation targeting
- ❖ 1.1.5 Confusion was made between import substitution and Protectionism
- ❖ Subsection 1.3
- ❖ 1.3.3 Nationalisation is still confused with Privatisation
- ❖ 1.3.4 subsidies instead if direct subsidies
- ❖ 1.3.5 Capital intensive industries instead of Labour - intensive Industries
- ❖ The abovementioned were the common mistakes that most learners committed in Question 1.

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

- ❖ Similar items should be taught at the same time so that a clear distinction is made between the similar concepts
- ❖ In 1.3.3 As the distinction is made between the two concepts of Privatisation and Nationalisation, clear practical examples must be made to highlight the differences.
- ❖ Clearly distinguish between the different types of subsidies with clear examples
- ❖ It goes without saying that concepts should be taught at the beginning of each and every lesson
- ❖ Daily class works and homeworks on concepts to be discussed in class as part of re-emphasising facts to broaden the understanding of learners.
- ❖ Quiz tests are always a solution in order for learners to understand and get used to these concepts. The understanding will be enhanced by corrections and revision of the quiz test.

- ❖ Question Banks from previous question papers are recommended, but under the Supervision of Educators

**(c) 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 that educators are too fixated on question papers more than researching about information that is directly linked to the topics that are related to Economics so that learners are in a position to integrate information and better understand the content of the subject.
- ❖ Educators should be assisted by subject advisors to compile concepts for their learners on a regular basis for learners to be used in these concepts.

**QUESTION 2 (Summary)**

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

In Section B question 2 was the most chosen question by candidates. Strong candidates performed between the range of 30 – 34 marks. The majority of learners performed in the range of 2 – 24 marks. The question was not responded to as well as was expected. The most important thing is that the effort in answering the question was noticeable and some learners were able to respond in full sentences which was quite problematic in previous years. According the sampled scripts the average performance is at 50%. Application questions are still a challenge with some of our learners.

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

The most problematic sub – questions for this question were the following:

- ❖ 2.2.4 explaining the effect of Public Sector failure on the allocation of resources, candidates tended to explain public sector failure.
- ❖ 2.3.5 was a mathematical question that required learners to calculate the change in National Income, there were very few learners who attempted the question and scored full marks.
- ❖ Candidates were unable to identify the Mpc they wrote the whole formulae i.e.  

$$E = 20 + 0,5y$$
- ❖ Candidates were unable to extract and use the information from the graph as the question had

instructed them to do in calculating the change in National Income.

- ❖ Another reason for poor performance is inability of learners to define and describe Economic concepts, and in this particular question it was the description of autonomous consumption.

In 2.4, candidates tended to repeat information that was in the question paper, i.e. (monetarists) which was already in the question paper, no mark was allocated for that. The mentioning of 3 – 6% inflation target in question 2.5 was not allocated a mark because that is what price stability is

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

- ❖ First and foremost Educators must make use of the Examination guidelines when preparing their lessons and learners should also be given these guidelines so that they may read in advance and know the demands of their content, for example, copies can be made for the first topic and let learners paste them on their notebooks, so as to ensure that they use them.
- ❖ When concepts are explained, they must be linked with daily living experiences to enhance the understanding of the content.

**(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 apparent in the poor performance of question 2.3.5 that learners are used to responding a certain way of calculating a multiplier, it therefore means that, educators must expose learners to different types of questions where the multiplier is concerned.
- ❖ It is advised that Teachers design and create their own data response questions so that learners are used to responding to Section B questions.
- ❖ Online sessions whether by the Province or District can be beneficial to learners
- ❖ Higher order questions are supposed to be designed as the lesson progresses in class. Content is supposed to be integrated in class as the lesson progresses. This would assist the learner's knowledge and prepare the learner for higher cognitive level questions

**QUESTION 3**

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

- ❖ This was the least chosen question by our candidates. The few that chose the question performed very poorly
- ❖ From the information extracted from the sampled scripts, out of a hundred learners, only 5

candidates chose question 3. This clearly indicates that our Educators are also not in tune with Economic pursuits, hence the unwillingness of learners to choose the question as well as the poor performance.

- ❖ This is one of the modules that requires eloquence when responding to questions, which is still a challenge for our learners.
- ❖ According to the sampled scripts the average performance was at 2%

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

The poor performance in this question may emanate from a combination of two facts

- (i) lack of exposure to the content and
- (ii) lack of language proficiency

From the marking process reasons that led to poor performance were the following:

- ❖ 3.1.1 Candidates were unable to identify countries in the SADC countries
- ❖ 3.1.2 candidates were unable to apply BBBEE to the broader Economic spectrum
- ❖ NRDS was a very foreign concept to our learners because they did not even attempt to answer the question, if they did, the interpretation of the question or the response to the question would be incorrect
- ❖ In question 3.2.5 our candidates could not explain the importance of corridors, they tried to explain corridors
- ❖ In question 3.3.4, candidates were too general with their responses, they could not bring out the Economic element of access to healthcare and labour force, e.g.  
To reduce the rate of absenteeism.
- ❖ This was one the worst performed sub - questions, learners referred to a single business trying to survive.

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

- ❖ There needs to be a huge change in attitude from the side of the Educators where Economic pursuits are concerned, educators must understand the content fully with all the general knowledge affecting the topic and be willing to deliberate on the content in class.
- ❖ Higher cognitive levels should be addressed as the content is being taught in class for example, “if the question of the Brics Bank would materialise, how would that assist the South African Economy, or what does South Africa stand to gain from this membership”
- ❖ Give learners little tasks to go and research about development in South Africa comparing it with other countries in the African content and the world at large.
- ❖ Use maps and videos when addressing the content, try as much as possible to make it interesting for the learners.

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

- ❖ Poor spelling that sometimes leads to a change in the meaning of the concept and explanation.
- ❖ There is minimum effort from the side of the learners to understand the demand of the question, those that can define the concept concentrate on defining the concept more than responding to the question.
- ❖ There is really a lack of interest in teaching this topic, Content Gap workshops would make a whole lot of difference. This would help in instilling love and understanding of the content.
- ❖ It must be taken into account that if Economic pursuits are not dealt with, a learner is disadvantaged by 15 marks in Section A, which contributes 10% of the learner’s mark, 20 marks in Question 4 that contributes 26,7%.
- ❖ It should be born in mind that by not addressing the module, you are limiting the choice of the leaner or candidate, because they do not perform that well even in Question 2 which happened to be a popular question. Sometimes Question 3 is easier than question 2.

**QUESTION 4**

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

- ❖ Question 4, a combination question which is composed of Macro – Economics and Economic pursuits, was one of the most chosen questions. The performance was not good at all, meaning it was poorly performed. There are a few candidates who performed extremely well but most of them did not perform well. The range of marks was between 0 and 38, with many candidates performing just above 15 marks. According to the sampled scripts the average performance for this particular question is 45%.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common**

**errors committed by learners in this question, and any misconceptions.**

The following are the reasons of poor performance in this question:

- ❖ 20 marks of question 4 is composed of content from Economic pursuits. This is the content that was referred to earlier on in Question 3 of Economic pursuits. Content which is unfortunately not dealt with by our Educators. Learners are highly disadvantaged by this situation.
- ❖ Question 4.1.1 a question relating to Employment indicators, very few learners were able to identify those indicators. Candidates lost marks by not including rate in their responses. Instead of saying Employment rate, they just wrote employment
- ❖ 4.1.2 in this sub question candidates responded by writing job creation, instead of explaining various ways by which the government can deal with Economic Equity, therefore they were unable to score.
- ❖ 4.2.3 candidates in this question were unable to distinguish between the Amplitude and the Trendline
- ❖ 4.2.5 Most candidates in this question were unable to link the impact of recession with Households, all candidates did was to explain recession and its impact on the whole Economy.
- ❖ 4.3.2 A one-mark question where candidates were required to name the International trade Organisation, very few candidates scored that mark
- ❖ 4.3.3 In some instances Embargo was confused with Deregulation
- ❖ 4.4 one of the worst performed questions. According to the sampled scripts the average performance is at 18%. Many candidates confused Nutrition indicators with Health indicators.

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

- ❖ It cannot be emphasised enough that Educators must refrain from not addressing topics on Pursuits. It is eminent from the marks scored by learners that Pursuits are undertaught. In 1.3,

candidates scored up to 3 marks which was the first 3, the last 3 under Pursuits, 80% of the learners got them wrong.

- ❖ One of the best ways to improve learner performance is continuous assessment especially on topics under Pursuits, not only towards Exam time, after every lesson, teach and assess.

**(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 that candidates are still having a challenge of being able to respond to questions in full sentences, although there has been a slight improvement in this regard.
- ❖ Completion of the syllabus is crucial, so that there may be time to revise topics under Pursuits. Winter classes can be made use for completion of the syllabus.
- ❖ Educators must take cognisance of the fact that every task given in class should be marked and discussed in class, that would form part of raising interest about the topic taught.

#### **QUESTION 5**

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

- ❖ This (question 5) was the most popular question in the entire question paper. The two segments of the question i.e. the Introduction and the Main part were responded to exceptionally well by the candidates, the Additional part and the conclusion which are of high cognitive levels are still a challenge for most learners. There is however a slight improvement in this regard. This means that educators must give this challenge more attention because it is something that can be rectified. The range of marks was between 20 and 30 for most learners, and for bright sparks between 30 and 40 marks. According to the sampled scripts, the average performance was at 70%.

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

Although the performance in question 5 was pleasing, there are still some challenges that our candidates still need to improve on like the following:

- ❖ Writing incomplete sentences, meaning the sentences are not fully justified or fully explained as to elicit the full response of the learner. For example, this was a question on reasons for International Trade, candidates would discuss a sub - topic not relating it to International Trade nor the subtopic, this needs to be rectified.
- ❖ Discussing correct information under an incorrect sub – topic was also prevalent.



- ❖ Some of the candidates listed the subtopics without explaining
- ❖ Some learners were comfortable in discussing demand side reasons, very minimal information where the supply side was concerned
- ❖ With the Additional part, most learners including some of the bright sparks were challenged. It is a 10 mark section of the question and most candidates scored 3 marks. It has been observed that foreign exchange markets are a challenge because that is what the Additional part required the learners to dwell on.
- ❖ There was lack of understanding where appreciation and depreciation of the rand was concerned. Instead of saying imports will be expensive, they would say imports will be cheaper, tourists will not visit the SA when the rand is weak, when actually the opposite is true.
- ❖ Candidates are still struggling with writing the correct conclusion, but there is a very huge improvement in this regard, be that as it may, more work still needs to be done

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

- ❖ To improve essay writing, informal assessment on Essay writing should be made the norm because every module has its own Essays. Learners should practice Essay writing and not be surprised by a question when a formal task is being written.
- ❖ Regular assessment on foreign exchange markets can remedy the situation.
- ❖ Taking learners on educational tours to expose learners to the practical side of the topic could assist the Educators in delivering the lesson well.
- ❖ Encourage learners to write in full sentences when required to Explain or discuss.
- ❖ Involve learners in open discussions so that they are able to engage in Economic issues and understand them better.
- ❖ Educators should assist learners to be able to integrate information, what is usually referred to as comprehension of facts.

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

- ❖ Learners should be assisted in writing essays neatly and correctly by their Educators
- ❖ Long meaningless sentences should be avoided at all cost because they do not assist learners.
- ❖ Command verbs must be revisited emphasis be made as to how to respond to them each time an activity is given to learners.

- ❖ Subject advisors must be given time and resources to Organise Teacher Development Programmes.
- ❖ Educators should be prepared to study and upgrade themselves, because Economic issues evolve from time to time especially Pursuits and contemporary issues.

<b>QUESTION 6</b>
<b>(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>❖ This question is a question on Economic Pursuits. The question of Economic pursuits has been alluded to before that it is given very little attention by educators if at all. It was the least chosen question by candidates, from the sampled scripts there were only 3 candidates who responded to the question, therefore not much can be said about it. From the few that attempted the question, the performance was not good, but there are those who scored very good marks in the range of 35 – 40 marks. Most of the few that responded to the question concentrated on the additional part and ignored all other sections of the Essay. According to the sampled scripts the average performance was at 3%</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>❖ There is underteaching of the Topic on Economic Pursuits.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>❖ Teachers need to try and develop a positive attitude towards Economic Pursuits so that learners can follow suit.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>❖ Clinics might be of help to Educators to develop them on the content</li> <li>❖ Completion of the syllabus is crucial and should be monitored by Subject Advisors</li> </ul>