



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 NSC CHIEF MARKER'S REPORT

SUBJECT	ECONOMICS		
QUESTION PAPER	1 X	2	
DURATION OF QUESTION PAPER	2 HRS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	MAGADLELA TN		
NAME OF THE CHIEF MARKER	SIKWEBU N		
DATES OF MARKING	01/12/2025 – 12/12/2025		
HEAD OF EXAMINATION:	MR E MABONA		

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

- ❖ At the time of writing the report there were 6274 scripts at a percentage of 84.0 on the seven point scale
- ❖ Section A was well responded to, as a result, a couple of learners obtained a total mark for question 1, which is Section A, but there is rather drop in performance comparing it to last years statistics. On average according to the item analysis, candidates are obtaining 58.7% as compared to 80% of the previous year (2024)
- ❖ In Section B, there is an improvement, candidates are attempting all the questions with their different cognitive levels and performance in this section has improved as well
- ❖ In Section C there was only one popular question which was question 5 and candidates did extremely well in this question. Only a few learners responded to question 6 and those that chose the question did not perform very well, only a few learners scored next to the Total which is 40 marks.

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?

- ❖ The question was well answered although there is a drop in performance compared to the previous year. The question has three subsections: 1.1, 1.2, 1.3.
- ❖ 1.1 which is a multiple choice question was not well performed according to the Item analysis average performance is at 61%
- ❖ 1.2 This is a matching column question, the average performance is at 65%
- ❖ 1.3 Concept question the average performance is at 45%
- ❖ In the previous year the average range of the three subsections was : 64%, 79%, 44% respectively

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

- ❖ There was a lot of guess work in the multiple-choice questions with some of our candidates
- ❖ 1.2 s A match question which was one of the best performed hence the 79%
- ❖ 1.3, the concept question was the most challenging for our candidates, the following mistakes were made:
- ❖ 1.3.5 confusion was made between land redistribution and land restitution
- ❖ 1.3.2 confusion between the Laffer curve and the Phillips curve
- ❖ 1.3.6 demography which was seemingly an unfamiliar concept to most of them, the response given was population growth, size of the population etc.

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

- ❖ It has to start with us as Educators to be motivated in teaching the subject with all the zeal that anyone can have. Concerning the terminology of the subject, concepts must be taught relating them to a relevant practical scenario's.
- ❖ Glossary of items pasted on learner note books for them to see and read from time to time
- ❖ Create an environment where learners are required to define, describe and explain on their own, and are able to explain to one another.
- ❖ Quiz tests which are on the spot are always a good way to assist learners store the material in their minds and enhance understanding at the same time

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

- ❖ The major observation in the multiple choice question where a lot of guess work is suspected, candidates did not give themselves time to think carefully.
- ❖ Secondly question papers can be a good way of revising, but can be detrimental if learners do not quite understand the terminology. This makes them to be confused when a question is phrased differently from what they saw in the question paper

QUESTION 2 (Summary)

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

- ❖ Question 2 was the most popular question of the question paper but the performance was not that great. Question 2 had two sub – questions based on International Trade, which is not a popular Topic with our learners and some of our colleagues. This is one of the reasons our learners did not perform very well.
- ❖ Our candidates struggled with higher cognitive level questions, integrating content with practical scenarios was very challenging for them.

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

- ❖ 2.2.2 candidates were required to name a sub – account which was supposed to be Capital transfer account instead candidates sited capital account.
- ❖ 2.2.1 Direct investment was not well defined. An observation that has been mentioned earlier that our learners are struggling to define and explain. They also confused Net direct investments with financial derivatives
- ❖ 2.2.5 which was a calculation was badly performed. Even learners who attained high marks fell short on that question.
- ❖ 2.2.4 A question on the purpose of unrecorded transactions, candidates only mentioned one, they either mentioned errors or omissions, but not both and therefore scored 1 mark instead of 2
- ❖ 2.1.2 was also a challenge. Learners were confused by the question on Public goods. The phrasing of the question was a little bit problematic in that public goods in general have free riders, it is only a certain type of public good where taxes can be used.
- ❖ 2.5 Instead of explaining the impact of appreciation on the Economy, many explained the impact of depreciation, and most candidates did not even attempt to respond to the question
- ❖ Evidence of what is mentioned above is illustrated by our Item analysis, which reveals that the average performance is 37% as opposed to last years 51% performance.

- ❖ 2.3.5 when responding to the topic, candidates were too general and were not specific **to required content.**
- ❖ 2.4 was not a difficult question, it required reproduction of facts, candidates attempted specialization better but with Innovation it was a disaster, they failed to unpack the concept.

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

- ❖ Educators must come up with different creative strategies when approaching lessons in international trade. Role playing can be the best strategy that can be used when approaching the topic. Link the discussion in class with current issues.
- ❖ Similar concepts i.e. appreciation and depreciation should be taught together as well as the impact they have in the Economy for learners to understand the better
- ❖ It is advisable that educators expose learners to the practical side of Economics in various ways, that includes, excursions, talk shows and E – learning.

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

- ❖ It was also observed that candidates could not differentiate between Economic equity and Gender equity
- ❖ There was difficulty with some learners in analysing the Phillips curve graph.
- ❖ The absence of key words that are specific to a definition or description was very glaring with our candidates.

QUESTION 3

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

- ❖ On a general basis, Economic pursuits are not a popular topic with both our learners and educators. Although the performance was not good, there is a positive sign that some of our colleagues are turning the corner where Economic pursuits are concerned. The performance in this question was average to poor. At the time of writing the report the highest mark obtained was 18 marks.
- ❖ To attest to the poor performance the average performance in this question is 6%. This is an improvement from last year's 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 required organisations were not known by the candidates, the responses given by learners were WTO and BRICS.
- ❖ Export promotion being one of the unpopular topics, the topic was not difficult, but candidates failed to score marks.
- ❖ 3.2.3 Sanitation being one of the social indicators that learners understand better than Economic indicators, but still, they struggled to respond to the definition of the term

"sanitation". The common response to this question was sanitizing and COVID – 19, others referred to toiletrie's

- ❖ 3.2.4 The impact of an increase in population to the Economy was not well explained by most learners, very few learners were able to respond positively.
- ❖ 3.2.5. In this question candidates were not able to link access to clean water with Economic performance.
- ❖ 3.3.4 The question on AGOA, some candidates did not have a clue of what AGOA was, those who tried to respond only mentioned job creation
- ❖ 3.3.5 Dumping was explained in its literal sense, it was not explained in Economic terms, for example they referred which was thrown away.
- ❖ 3.5 the few that responded to the question were only able to identify economic indicators but struggled to show the change that can be brought about by the Economic indicator.

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

- ❖ As an Economics educator when dealing with topics in Economic pursuits and other topics it is important not to rely on Mind the Gap only, consult various other sources and bulletins that have current statistics.
- ❖ Educators should find it in their hearts to research, plan and teach this topic with Zeal and enthusiasm because it has general knowledge application questions that learners can be able to respond to better than in Macro – Economics.
- ❖ The use of Maps and videos is encouraged to try and make the topic as interesting as possible
- ❖ Expose learners to debates on current Economic issues
- ❖ A reminder that poor spelling can sometimes lead to a change in meaning of what the learner is trying to respond to.

(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 quite evident from learners' responses that they are not exposed to multiple sources of information
- ❖ If Educators could make use of current news to explain the relationship between trade and the various Organisation, and the impact they have on the Economy, learners could be able to internalise this kind of information and remember when the time comes for them to write Examinations.

QUESTION 4

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

- ❖ The performance in question 4 was average to poor even though it was a popular question with candidates of the 2025 Examination session. There are a few learners who performed very well in this session. Learners are unable to respond using full

sentences, their sentences are very short and carry very little substance as a result candidates ended up getting minimal marks. The average performance as displayed by item analysis is 37%.

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

- ❖ 4.1.1 candidates could not differentiate between demand and supply reasons and therefore lost marks.
- ❖ 4.1.2 candidate responses in this question focused on the fact that Government should open opportunities instead of advising on what should be done to improve Literacy levels. They did not understand the meaning of the word Literacy
- ❖ 4.2.1 This question was based on a cartoon. For many candidates the response was Lack of Accountability instead of Accountability which was on the cartoon.
- ❖ 4.2.2 Candidates in this question gave examples of public goods instead of giving the TYPE of a public good
- ❖ 4.2.3 The definition of public sector failure was incompletely defined in that it lacked a key word for the definition, for example Government failing to provide public goods *efficiently/optimaly/required quantities of goods and services*
- ❖ 4.2.4 In this question instead of basing a response on producers or businesses, candidates explained the effect of VAT on consumers and therefore lost marks
- ❖ 4.3.3 The term labour intensive was so difficult for learners to unpack. Even candidates who scored very high marks in the paper could not respond to this term.
- ❖ 4.3.4 candidates were unable to link or explain how poor infrastructure led to Economic growth
- ❖ 4.4 In this question, candidates could only unpack specialisation innovation was a challenge for them
- ❖ 4.5 was poorly answered because candidates could not understand the word dampen. Instead of referring to fiscal measures candidates discussed monetary policy/measures

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

- ❖ It is important that learners be given time to read understand and debate on Economic issues under pursuits
- ❖ 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, It is important to teach and assess
- ❖ Take note of action verbs used in the Exam guideline, also make use of synonyms when teaching to expand the vocabulary of learners so that they do not get stuck and lose marks during Exam time.
- ❖ Topic tests must be done for each topic, mark and check the progress of learners

- ❖ At all times when addressing issues try to integrate and comprehend information as much as possible so that learners do not understand topics and sub – topics in isolation

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

- ❖ Teacher development should assist subject advisors to organise workshops especially on Economic pursuits. At the beginning of the module, strategies should be discussed as to how to approach the topics

QUESTION 5

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

- ❖ This was a very popular question, and it was well answered by most candidates. All the sections of the essay were well attempted. Candidates were creative in introducing the topic. Most of the learners that attempted the question obtained a full mark. Those that did not score marks had a problem of mixing information between sub – topics, for example writing information pertaining to money markets under capital markets. Others discussed participants instead of markets. There is an improvement also in the way that candidates conclude their essays. The average performance for the question is at 69%, compared to the previous year which was 70%, marking was still in progress.

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

- ❖ Some of the candidates discussed participants instead of discussing markets, some went far as discussing the primary, secondary and tertiary sector.
- ❖ The additional part of the essay was not well done by some of the candidates. Instead of evaluating the contribution of the business sector to the economy, they evaluated the public sector.
- ❖ Government paying taxes to businesses instead of businesses paying tax to government
- ❖ markets produce goods and services, instead of exchanging of goods and services that take place in the market.
- ❖ Candidates also wrote exports and imports are exchanged in the foreign exchange market, and yet that is done in the foreign sector.
- ❖ One other popular mistake candidate made is that Goods and services are produced in the business sector which is a participant and not a market. The correct way was goods and services are traded or exchanged in the market.
- ❖ There were a few candidates that did not attempt the additional part.

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

- ❖ Educators must expose learners to essay writing. A topic test could be the writing of an Essay. Explain to learners the demands of each subsection, starting with the

introduction, main and additional part. Explain that conclusion to learners that it is a closing statement, opinion and recommendation.

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

- ❖ The fact that candidates are writing information under wrong subheadings is testimony to the fact that they were not assessed. Assessment and feedback to learners is of the utmost importance.
- ❖ Corrections and remedial action must take place

QUESTION 6

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

- ❖ This was a very unpopular essay in that very few candidates chose it. It is an essay on regional development. The few that chose this particular essay did not do well, although some managed to score high marks. The most common error was that of mixing information between sub – topics. At the time of writing the report, according to the item analysis, the average performance was at 3% compared to the previous years' 2%.

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

- ❖ There was an inability to distinguish between IDZ'S and SEZ'S, and the mixing of information between the two initiatives
- ❖ Most candidates just wrote a totally different essay from the one in question, and that is ruled as 'out of topic', and the learner doesn't score marks.
- ❖ There were also signs that the learners were not fully prepared in this particular topic because there are some learners who scored zero.
- ❖ The section on corridors was the worst performed of all the topics in that particular question.

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

- ❖ Educators should find creative ways of teaching this particular content. The use of geographical maps and globes is encouraged for learners to be able to identify these corridors
- ❖ Videos and excursions are another way of creating interest in learners, for them to practically see what is being taught in class. This will enhance their understanding of the content and in the process help them remember information when it is time for them to write their examinations
- ❖ Learners should be trained to write full sentences, and that can only be achieved when assessment is done on a continuous basis, accompanied by marking and feedback to learners
- ❖ In this section of regional development, it is also advisable to group learners and

assign a topic to each group, discussions within the groups can take place and make them present in class, maybe even using technology, make them research, integrating information researched and content learnt in class.

- ❖ Lastly each group must design questions to ask from the other groups as presentation is taking place.
- ❖ For motivation you can award winning groups

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

- ❖ What needs to be mentioned repeatedly until achieved is the fact that there needs to be a change in attitude where Economic pursuits are concerned, with both educators and learners.
- ❖ Learners write very short sentences which do not carry any information demanded by the question
- ❖ 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.