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**EVALUATION OF THE QUESTION PAPERS (PER PAPER)
AND
QUALITATIVE ANALYSIS OF LEARNER RESPONSES**

NATIONAL SENIOR CERTIFICATE 2023

WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	ECONOMICS
PAPER	1
DURATION OF PAPER	2 HOURS
INTERNAL MODERATOR	ELMARI BASSON
CHIEF MARKER	LUCINDA ERASMUS
DATES OF MARKING	FROM: 07 / 12 / 2023 TO: 19 / 12 / 2023
HEAD OF EXAMINATION	MR B LORISTON

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: (GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)

According to the Rasch Analysis of 100 candidates from different centres and districts, candidates achieved an average performance of 49 % (mark: 74 / 150). This is a bloated average for it includes 30 strong candidates from the 100 scripts.

Most of the learners attempted Questions 2 and 4 as well as Question 5.

The average performance of the Rasch Analysis in 2022 was 52 %. Although there is a slight decrease from 2022 to 2023, we believe that the bigger picture will still be in line with last year's performance.

See the following comparison of the RASCH averages over the past few years.

	2019	2020	2021	2022	2023
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Total	51 %	52 %	47 %	52 %	49 %
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SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

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

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? The learners performed best in this question concerning the whole paper. More learners attempted 1.3 than in previous years, but still performed the worst in this section of Question 1. The main reason for the improved performance is because a simpler structured statement is provided to the learners. Average performance according the Rasch analysis: Question 1.1: 58 % Question 1.2: 71 % Question 1.3: 43 % Therefore, the challenge in NSC 2023 was Question 1.3, although there was a slight increase from 2022.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Learners do not know their terminology.
(c) Provide suggestions for improvement in relation to Teaching and Learning. Learners must not leave out questions. They must try to answer ALL the questions in Section A. Learners must also not provide two answers at 1.1 or 1.2. They will not be awarded with a mark if there are two answers. Teachers must create a glossary before each topic to be covered in class. Use terms according to the Examination Guideline. The type of questions of 1.3 must be practised in class by using previous examination papers. This will also benefit the candidate throughout the whole question paper if the candidate is confident in the use of Economics Terminology. Subject Advisors shared a <i>Survival kit for Economics</i> to all teachers. The survival kit focuses on terminology. All teachers and learners must have access to this kit to practise terminology. SUGGESTION FOR TEACHER: Learners must create their OWN glossary for each chapter. They can keep a separate book / document containing all the terms they have to study. Use informal concept tests to test these concepts. Make use of flashcards, "30 seconds game" for Economics, play the Kahoot game etc. Also, make use of the Google Form practise exercises provided by the subject advisors.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Learners must not provide examples at Question 1.3. For example, at question 1.3.1: The withdrawal of money from the circular flow. Learners provide examples (savings, taxes, and imports) instead of the specific term which is leakages. If two terms are given at 1.3, only the first term will be marked.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was the best performing question in Section B with an average of 37 % according to the Rasch Analysis. Challenging questions where learners did not perform well include: 2.2.3 (2), 2.2.5 (4), 2.3.3 (2) and 2.5. According to the Rasch analysis, the learners performed as follows: Question 2.1: 61 % Question 2.2: 35 % Question 2.3: 60 % Question 2.4: 42 % Question 2.5: 28 % Therefore, the worst performing sections were on the Trade balance (2.2) and the Business cycle's effect on the fiscal policy (2.5).
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
2.2.1: It was shocking to see that there are some learners who cannot list the factors of production. This implies that basic terms are not covered. 2.2.2: The composition of the balance of payments accounts was not done properly. Learners could not answer this question. 2.2: It was clear that the learners did not understand the concept of trade balance. They used the data to answer the questions without the knowledge of what the concept means. 2.2.3: Learners only referred to exports and imports without explaining that the trading balance is the difference between the two concepts. Learners did not mention net gold exports, or they did not refer to the fact that the trade balance is only the visible exports and imports. 2.2.4: Learners answered this question regarding their own experience at home in terms of load shedding. They did not link it with export volumes – maybe did not understand the term, export volumes. Some learners did not know what shortage means. Suggestion for structure to benefit the learner: Explain the impact of load shedding on exports. 2.2.5: Most learners referred to ANY instrument that can influence imports and exports (e.g. import substitution and export promotion), and not specifically to monetary policy instruments. Some learners listed the instrument without explaining how it will affect the deficit. 2.3.3: Most learners responded by explaining subsidies on products and not on production. They

did not know the difference between these two concepts.

2.5: Many learners did not make references to the business cycle. Learners explained the use of the fiscal policy instruments and their effect but did not link it to a specific phase in the business cycle. We did award maximum 4 marks but could not award full marks.

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

Teachers must link the content with the cognitive requirements of the question. Learners make use of listing in 8-mark questions and lose out on marks because of not using full sentences. Teachers must focus on skills and how to apply the knowledge.

Suggestion:

One of the key aspects a learner must be able to do, is to link two terms in a question and show the transition. Learners must learn to highlight the two terms in the question paper.

For example:

How can **business cycles** influence the use of **fiscal policy** in the economy.

1. Identify two key terms. (Business cycle and fiscal policy)
2. Link these terms. (Phases = fiscal policy)
3. Explain transition. (In a recession phase, the tax must be decreased to increase consumer spending)

How can the **SARB** reduce balance of payments deficit?

1. Identify two key terms. (SARB and BOP deficit)
2. Link these two terms. (Instruments = inflows/outflows)
3. Explain transition. (When interest rates increase, people will have less money and will cause less outflows for imports)

In terms of the BOP corrections, teachers must teach how the different government departments can correct the balance of payments deficit and not only mention the methods of corrections.

Example:

Monetary policy is used to.....

Fiscal policy is used to....

2.2.1: Teachers must know that the word **identify** means that you have to take something from the extract or data.

8-mark questions must be practiced in class for content that was covered on that day. Teachers can use self-evaluation or peer-evaluation to practice these concepts.

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

Most of the grade 12 year is spent on Macroeconomics. Although it is concepts, we teach from Grade 10 already, revision is important in concepts like economic circular flow, GDP calculations and business cycle. Because of a lot of new concepts and aspects, previous studied information is skipped in class. The content of Paper 1 (Macro-Economics and Economic Pursuits) content stays a challenge because of the amount of content.

QUESTION 3

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

Very few learners attempted this question. The average performance of this question according to the Rasch Analysis is only **19 %**. Many teachers did not get to teach Module 3 because of limited time.

According to the Rasch Analysis learner performance is as follow:

Question 3.1: 49 %

Question 3.2: 35 %

Question 3.3: 35 %

Question 3.4: 17 %

Question 3.5: 34 %

As can see, the question overall was answered very poorly. The questions that were answered worse is 3.1.2 (2), 3.2.2 (1), 3.3.2 (1), 3.3.3 (2), 3.4 (8).

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

3.1.2: Learners do not know what the IMS is. And if they know, they could not link it with industrial development.

3.2.2: Only a minimum of the learners could answer this question. Most answered with *subsidies*.

3.2.4: Learners answered by explaining how the government can use tax as a revenue and not how they can change the implementation. Learners incorrectly referred to how the government can use tax revenue more efficiently without wasting it. Many learners referred to personal income tax as well as incorrect.

3.2.5: Learners know the content and the terminology but are not able to evaluate the policy by providing the challenges.

3.3.2: Only a minimum of the learners could answer this question. They did not know the incentive.

3.3.3: Learners provided a repetition of the question: *It is when industries grow/develop*. Did not mention new businesses or businesses that expand.

3.3.5 The same issue as in question 3.2.5 – learners know the content but could not evaluate. The structuring of the question was an issue for learners. The fact that the question speaks about the success of the IDZs confused learners and they elaborated on the positives and not the negatives. *Suggestion:* Explain the factors that **NEGATIVELY** influence the success of IDZs.

3.4 Learners did not know what Terms of Trade means. Many of them referred to the rules or regulations of trade. They could not score marks for Terms of Trade. Most candidates were awarded at least two marks for the definition of exchange rate.

Some of the learners could describe the two terms but could not elaborate.

3.5 Although this was an easy question to answer, learners interpreted the question incorrectly. Learners refer to the positive causes of economic growth and not to the negative effect of low economic growth.

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

As explained above, this is not a popular module in class for the teachers and the learners. Not enough emphasis is put on the content of this module. With the revision of the CAPS document and the exam guidelines, careful consideration must be taken regarding the content of Module 3. This can be changed to a very exciting module with more relevant and practical examples. Many of the aspects taught like IDZs are not relevant anymore.

Input, videos, articles, and other interesting information about the content of Module 3 must be shared with subject advisors with teachers and then shared with the learners.

A lack of interest is not the biggest issue regarding this module. The biggest concern is the **time constraint** to teach four modules in three terms in the grade 12 year. If teachers are left with a choice between teaching Module 3 and 4, they will always choose Module 4.

Important: Most teachers only explain the content by referring to the description and aims of each one of the policies. As can be seen in the answers of the candidates, teachers do not spend any time on evaluating the successes and failures of these policies in the South African context. Also, these policies must be related to the current economic issues to explain the challenges for the failure of these programs.

Especially in this section, teachers must make sure learners understand the use of the following words:

Effect / Consequences

Impact

Challenges

Benefits / Advantages

Causes / Reasons

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

For most teachers there is no time to focus on Module 3.

QUESTION 4

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

Most learners attempted this question.

The average performance according to the Rasch analysis of this question was **36 %**, higher than the average in 2022 of 31 %.

The per question performance according to the Rasch analysis is as follow:

Question 4.1: 60 %

Question 4.2: 49 %

Question 4.3: 64 %

Question 4.4: 26 %

Question 4.5: 38 % The questions not answered well were: 4.2.4 (2), 4.2.5 (4), 4.3.4 (2), 4.5 (8).
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
4.1.2 Did not link the two terms and qualified how you linked it. Learners only focused on the increase of the population and not on the increase of the income of the population. They referred to local demand instead of imports. 4.2.4 Learners could not interpret the question. Most responded by saying that competition will increase supply which is not awarded with any marks because of the repetition. Learners explained from a demand side point of view where they explained that lower prices will increase demand which will stimulate supply. The latter could also not be marked correctly. 4.2.5 Most learners just wrote the answer by referring to the shifts from AD to AD¹ and AS to AS¹. They did not mention price increases. They did not realise that this referred to the economic paradigm. Learners referred to a decrease of supply (because it is moving "down" – this is incorrect). 4.3.4 Again, it is a challenge for learners to link to terms and then explain the transition. Learners had to mention how malnutrition will affect the RATE, not the number of deaths. The mortality rate will increase BECAUSE children without sufficient food will not survive. Linking the two aspects were missing. 4.5 The word analyse is not understood by the learners. Most of the learners did NOT refer to a relationship in their responses between the financial sector and a participant. They only described the market with examples, or they discussed money and capital market.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
<i>The explanation of graphs:</i> Teachers must draw the graphs with the learners in the class – step by step. But they must also explain the cause and effect of a shift of a curve. Learners explain the shift of supply as the original movement rather than a respond on the increased demand. Collaboration between the teachers teaching grade 10 – 12 Economics is of utmost importance. Content mapping must be done at school to identify the concepts that are across grades 10 – 12 so that these concepts can be covered in detail. With this said, the FET phase must collaborate with the EMS teachers in the senior phase as well.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers must focus on the following. They must give and explain a clear indication on how to answer a question that starts with: 1. Explain 2. Why 3. How 4. Evaluate 5. Analyse Teachers must make a poster of these 5 words and put it up in their classes. Learners must understand what to do when a question starts with a specific word.

No listing must be made in middle- to higher order questions. FULL SENTENCES must be used. Learners lose marks for making use of listing and not explaining concepts fully. It is very important to build our learners' confidence in expressing their opinions. Learners must not study sentences. Notes used in class are only GUIDES – how do we USE the guides in our answers. Inform learners about “accept all other relevant answers” so that they know that if their answers make economic sense, they will be able to get marks.

QUESTION 5

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

Except for Question 1, learners performed the best in question 5 with an average of **49 %** according to the Rasch analysis.

Candidates are still losing marks at the introduction and the conclusion. There are strong centrums where most of the candidates get 36 or 37 out of 40 because of marks that could not be awarded for the introduction and the conclusion.

In general, the additional part of the long question is answered poorly. Most of the marks were rewarded to the body.

Additional part: The markers/teachers commented that the structuring of the additional part at Question 5 was challenging which caused learners to interpret the question incorrectly. The word in brackets, parastatals, clearly confused some of the learners. But then, on the other hand, some other learners could use this extra word to guide them to answer the question correctly. The weaker learner does not know what privatisation means and therefore could not answer the additional part.

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

Additional part: Learners focused on the negative effects of state-owned enterprises or parastatals. Many learners did not mention privatisation at all. Learners do not use full sentences and make use of listing. Listing can only be awarded with a maximum of 2 marks in the additional part. Learners did not know what the word EVALUATE expects them to do.

Format: Comparing to previous years, learners are much better regarding the format and providing the headings: introduction, body, additional and conclusion. If it is not used, it may confuse markers as they do not know what to mark as which section.

The biggest concern is that the learners **do not use full sentences** when explaining aspects in the long question, especially referring to the additional part. Learners make use of listing and forfeit marks.

Most of the learners in the Western Cape used either the core notes or the notes of the survival

pack for studying. These notes are only a summary and does not contain full sentences. Many learners copied these notes as answers and lost some marks when listing facts. Learners must keep **to one fact per sentence** which must be elaborated. Learners must not put two facts in the same sentence without elaborating on any one of the facts.

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

Format: Learners must indicate the following headings: Introduction, Body, Additional and Conclusion. Learners must answer it in this order and not put additional part after the conclusion.

Structuring: Learners must make use of **FULL sentences**. Teach learners not to make use of listing in the long questions. It is also important to keep to **ONE fact per sentence**, but to expand on this fact example:

Introduction and Conclusion: Teach an introduction (definition) and a conclusion (higher order evaluation) for each one of the long questions.

Headings: Do not write a heading in a sentence example:

Incorrect:

Economics growth is the increase of the production of goods and services. √√

Correct:

Economic growth: √

This refers to the increase of the production of goods and services. √√ (3 marks)

Current issues: Time must be spent in class to inform and debate current economic issues to equip the learners with general knowledge that can be applied or referred to in their answers.

Notes: If notes are used for long questions, it is still the teachers' responsibility to make sure the notes are correct and relevant and meet the cognitive requirements of the questions. The notes are only a summary. Teachers must make sure they use the **new guidelines of 2021**.

Worked out long questions are based on the old guidelines and teachers must make sure the content is in line with the guidelines.

Teach learners how to plan: When teaching the content of a long question, learners must understand how to plan when writing a long question. They must understand how much to write. Planning and practice of long questions must take place.

Additional part: Learners must understand what the cognitive requirement of **Analyse and Evaluation** means to be able to answer the additional part correctly.

How to use evaluate:

Explain positive aspects

Explain negative aspects

Give current information of the country

Suggest a solution
How to analyse: Provide the theory of the aspect and evaluate it. NB: The core notes make use of old statistics which will not be marked correctly. Teachers must make sure that the latest statistics are added to the notes.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Different structures are used by different subjects, and it is evident that learners get confused regarding the different formats. In English, Afrikaans, Business studies and History long questions are asked, but in all the subjects it must be completed in a different way. Sometimes Economics learners use the Business Studies method in their answers and cannot be awarded with marks. ' Different notes and textbooks are used by teachers. It is very important that these notes must be in line with the examination guidelines and teachers must make sure that the content is correct.

QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates performed very poorly in Question 6 with an average of 4 % according to the Rasch Analysis. Only 15 – 20 % of the total learners answered this question. It was evident that the reasons for international trade was expected as a long question in Section C. It seems that when learners saw the word <i>international trade</i> in Question 6, they immediately jumped to the conclusion that the <i>Reasons for International Trade</i> should be provided as an answer instead of export promotion. We marked quite a few Question 6-answers where the reasons for international trade were given as an answer. Learners who prepared sufficiently for export promotion, did do well in Question 6. <i>Additional part:</i> Learners do not know the content of the policies and it was evident that this part of the chapter was not covered effectively in class. The weaker learner does not know what protocols means and therefore could not answer the additional part.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Module 3 is not a popular module, and most teachers and learners focus on Module 1 for Paper 1. The question was misinterpreted by the learners, and they provided the <i>Reasons for international trade</i> which was not applicable. <i>Additional part:</i> Learners do not know how to meet the cognitive requirement of the additional part of a long question.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Planning is done by many learners in their answer sheets, but learners do not delete it or cross it

out. If planning is done, it must be clearly indicated as planning. Planning is also not done in a rough draft format (mind map) to be easily identified as planning; it is done as an extra essay. This can easily disadvantage the learner if the planning is not crossed out. The learners also waste time doing the essay twice.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Learners pass because of the marks they achieve in Section C. This is a section that is feared, but if learners follow the exam guidelines and only study the long questions for the one module, they will perform well in this section. Teachers must identify the learners that must practice these specific long questions during the year. The format of your answer will determine the outcome.

General comments:

- Learners must not write in pencil. The instruction clearly states only **black or blue ink**. When a candidate writes in pencil, it is marked, but it is flagged as an irregularity.
- Learners may not use highlighters in the answers script.
- We have realized the importance of using the Examination Guidelines in class yet again. All learners must have access to these guidelines, and it must be made part of the daily lessons. Teachers can paste these guidelines in the learners' books or put it up in class so that regular reference can be made to the guidelines.
- Always show all calculations.
- Learners must keep to one language when answering a question paper. If e.g. Afrikaans and English is used to answer a question, it is flagged as an irregularity.