



QUALITATIVE ANALYSIS OF LEARNER RESPONSES
NATIONAL SENIOR CERTIFICATE 2020
WESTERN CAPE EDUCATION DEPARTMENT

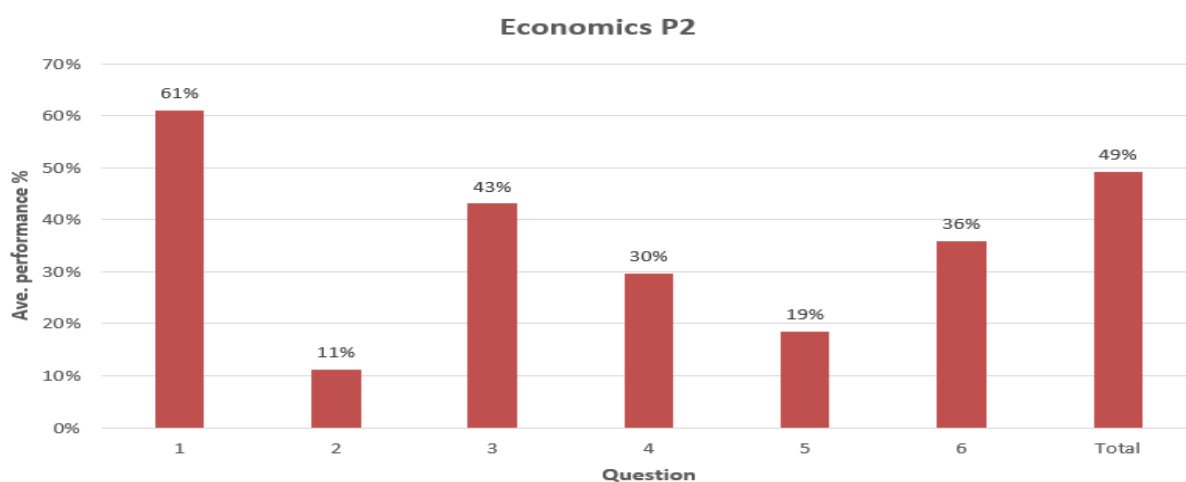
SUBJECT	ECONOMICS
PAPER	2
DURATION OF PAPER	2 HOURS
INTERNAL MODERATOR	MALCOLM BLANCHARD
CHIEF MARKER	MARIAM ABDURAHMAN
DATES OF MARKING	FROM: 4/01/2021 TO: 18/01/2021
HEAD OF EXAMINATION	MS TINA SINGH

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

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

An overview of the results suggest that many learners found the examination extremely challenging. The overwhelming majority of learners were not able to meet the minimum requirement of 45 marks to pass the examination paper.

Below is the statistics of the Rasch Analysis. Under no circumstances are we indicating that the Rasch analysis should be exclusively used as a measuring tool to determine the performance of learners.



Question	Topic	Ave. performance %
1	Short Questions	61%
2	Microeconomics	11%
3	Contemporary Economics Issues	43%
4	Microeconomics and Contemporary Economic Issues	30%
5	Microeconomics	19%
6	Contemporary Economics Issues	36%
Total		49%

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? According to the first 100 scripts recorded (the Rasch Analysis) the average percentage is 61%, however this is not a true reflection of the entire group as those learners who scored below 30% for the entire paper, scored between 5 and 9/30.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Some questions leaned to higher order cognitive levels, e.g. 1.1.3, 1.2.3, and 1.2.6.
(c) Provide suggestions for improvement in relation to Teaching and Learning. Teachers must spend enough time on basic concepts and terminology. We also recommend that concept testing is done on a regular basis.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. A significant number of learners attempted question 1.3.1 to 1.3.6 compared to previous years where many learners would not have attempted these questions.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? The Rasch analysis indicated an average mark of 11% for this question.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. 2.1.2 Learners did not know what the mean hybrid means. They referred to a combination of perfect and imperfect markets, instead of perfect and monopoly. 2.2.3 Learners also didn't know what patent means. This is not a common term in Economics as it is dealt with in Business Studies. 2.2.4 Learners performed poorly in this question. The average as per our Rasch analysis was 0.25/2. Learners correctly said that both slopes are negative but could not respond to the relative inelastic

and relative elastic slopes. This question could easily have been allocated 4 marks as learners had to give a comprehensive answer.
2.3.4 was answered poorly. The learners scored on average 0.6/2 for this question. Learners merely explained what a negative externality was instead of explaining how it causes an overproduction of goods and services.
2.3.5 was poorly answered. Learners thought that minimum wages referred to low wages and mainly discussed the negative aspects of earning a low wage.
2.4 was poorly answered. Learners scored on average 2.19/8 for this question. Many learners drew the graph of a perfect competitive market structure.
2.5 was also poorly answered. Most learners could give one or two answers for the positive side of producer subsidies. The average for this question was 3.4/8. Learners referred to the subsidy as a tax that producers need to pay.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers could focus on explaining both positive and negative aspects of certain topics. Learners must also be taught what the word evaluate means.
(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 skill of the various cognitive verbs.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 3 was answered better than question 2. It had the highest average in section B of 43%.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
3.1.1 There are many more world heritage sites and the memorandum needs to make provision for this. 3.2.1 Learners could not identify that the dotted lines referred to the inflation target. 3.2.3 Learners were confused with administered price inflation and core inflation. Many learners also referred to inflation instead of headline inflation. 3.2.4 was very poorly answered. Learners referred to inflation rather than inflationary expectations. 3.2.5 Satisfactorily answered. 3.3 The extract had nothing to do with the questions itself. Many learners looked whether they could find the answers from the text. 3.3.5 Learners referred to the environment in which they live and referred to the social problems in their living areas such as crime, poverty etc. 3.5 The learners scored 1.16/8 for this question. Learners could not describe the influence of CPI on the economy. They could merely describe CPI. They also referred to the differences between CPI and PPI.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers need to firstly teach the various terminology of the topic before teaching 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.
Learners must be taught to write in full comprehensive sentences instead of listing words or phrases.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered. The average mark for this question was 30%.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
4.2.1 Candidates did not know the concept inelastic. 4.2.3 Very few learners could answer this question. They merely referred to collusion instead of tacit collusion. 4.2.5 Learners could not show the calculation to substantiate their answers. 4.3.1 Learners referred to the MPC instead of the institution, i.e. SARB. 4.3.3 Learners referred to the inflation is very high, instead of mentioning high unemployment, runaway inflation etc. 4.3.5 was poorly answered. Learners can identify the monetary policy instruments, but they could not indicate how the policy could reduce demand-pull inflation. Candidates also described demand-pull inflation. 4.4 was answered poorly. Learners could give the description but could not explain the reasons. The average mark scored for this question is 2/8.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
See comments above
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
For middle order and higher order questions (including in the data response questions), learners must be advised to give more complete/ comprehensive answers. In many instances, very short answers were given which were not full sentences.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The average for this question was 7.4/40 which translates to 19%. Strong centres scored well, but average to poor centres scored very poorly for this question. The question indicated that learners should discuss in detail, without the use of graphs, perfect competition. Many learners did not refer to the characteristics. Many learners did not attempt both question 5 and question 6. The additional part of question 5 required candidates to evaluate the competition policy. Many

candidates referred to the competition policy and did not evaluate how it promotes a more competitive economy. To evaluate the policy, one needs to do research on the topic which is outside the scope of most candidates.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates were confused with the phrasing of the question, especially with the words, without the use of graphs. This confusion caused many learners to not attempt this question.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Learners must be given several opportunities to practice writing essay tests.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
See above

QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners scored relatively better in this question as opposed to question 5. The average for this question was 14.39/40 which translates 36%.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Many learners did not study this essay and wrote the essay which they studied. E.g. many learners wrote on the benefits of tourism. Many candidates also referred to the environment as their immediate environment or area of residence. Many learners wrote about the social problems in their area. Most candidates could not evaluate the success of the international measures.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Learners must be given several opportunities to practice writing essay tests.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Terminology needs to be emphasized in the classroom.