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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	2
DURATION OF PAPER	2 HOURS
INTERNAL MODERATOR	MALCOLOM BLANCHARD
CHIEF MARKER	MARIAM ABDURAHMAN
DATES OF MARKING	FROM: 7 DEC 2023 TO: 19 DEC 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)

The following is an extract from the Rasch analysis of 100 scripts.

Sub-question	Topic	Ave. performance %
1.1	Short Questions	72%
1.2	Short Questions	71%
1.3	Short Questions	33%
2.1	Microeconomics	52%
2.2	Microeconomics	52%
2.3	Microeconomics	48%
2.4	Microeconomics	33%
2.5	Microeconomics	53%
3.1	Contemporary Economics Issues	46%
3.2	Contemporary Economics Issues	40%
3.3	Contemporary Economics Issues	39%
3.4	Contemporary Economics Issues	37%
3.5	Contemporary Economics Issues	42%
4.1	Microeconomics and Contemporary Economic Issues	32%
4.2	Microeconomics and Contemporary Economic Issues	51%
4.3	Microeconomics and Contemporary Economic Issues	44%
4.4	Microeconomics and Contemporary Economic Issues	10%
4.5	Microeconomics and Contemporary Economic Issues	21%
5	Microeconomics	76%
6	Contemporary Economics Issues	56%

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 64%.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	Lack of understanding of basic terminology. Many learners switched the answers for 1.2.5 and 1.2.6 (producer price index and weighted index). 1.3.3 Most learners wrote 'minimum price' 1.3.5 Learners simply wrote 'indigenous system' or 'indigenous knowledge' rather than 'indigenous knowledge system' 1.3.6 Many learners simply wrote 'permit'
(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.	Try to engage learners with terminology games, such as Kahoot, Quizziz, Quizlet, Formative.

QUESTION 2

(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 22%.
(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 2.1.1. Weaker centres could not answer 2.1.1 and 2.1.2. 2.1.2. Learners only partially answered the question. They talked about taxes but did not relate it to the effect on consumption 2.2 2.2.1 Learners were unable to identify the correct curve on the graph and what it represents, and could not identify the MC curve. 2.2.2 Most learners were able to identify the correct quantity. 2.2.3: Many learners were unable to describe the term marginal revenue. Learners referred to the additional revenue for the additional unit produced instead of sold. They also referred to the additional cost for selling one additional unit. 2.2.4 Candidates referred only to the shutdown point, but did not elaborate on why the firm would not produce fewer than 30 units. Learners did not elaborate on the issue of AR being less than AVC. 2.2.5 Most learners were able to score marks, however some answered the question by calculating the economic profit. Some candidates calculated it as $TR = \text{cost} \times \text{quantity}$. 2.3 2.3.1 Some learners could not identify the correct value (8%). Learners were under the impression that the question required a calculation and worked out the difference (8% - 7%). Poor interpretation of the question, however, this might be because of the way the question was phrased. Learners did not understand the word 'hike'. If learners did not understand the meaning of the word 'hike' in this context, the question would have been difficult. Learners might have interpreted the values given (7% to 8%) for a real increase amounting to 1%. 2.3.2 Learners wrote about things that motivate workers (things that influence productivity, such as remuneration and working conditions) instead of inherent factors that affect the worker's ability, e.g. education, training and skills. 2.3.3 Learners could not correctly describe market failure. In many cases, they answered the question in terms of an individual business not making profit, poor quality products etc. Also, some referred to the government not using resources correctly. 2.3.4 The question was generally not well answered. Learners just generally referred to imperfect competition (described it) instead of government intervention in imperfect markets. 2.3.5 Learners could not differentiate between employers and employees. In many cases, the learners wrote about the effects of minimum wage on employees (workers) instead of the employers. Many learners did not understand that minimum wage is to the advantage of employees, they referred to it as being a very low wage that is not good for the employees (workers).

2.4 This question was generally poorly answered. On average, the learners found the question difficult. Learners spoke in general terms, instead of specifically referring to the Competition Commission and the Competition Tribunal (separately).
2.5 Generally well answered by strong centres. Learners were aware of positive effects of subsidies.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Educators must spend more time focusing on terminology, e.g. 'marginal revenue', 'normal profit, non-price competition, shut-down rule, etc. Educators must explain to learners how to interpret the cognitive words in questions, including the requirements of the question(s). Learners should be taught how to formulate their answers, e.g: 'Consumption will increase because....'
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Questions from past papers should be used for class activities. Revision packs from subject advisors should be used as well.

QUESTION 3
(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 33%. 3.1 3.1.1 Learners could describe core inflation, but could not give examples of items excluded for the calculation. In some cases learners gave the categories of exclusion. In some cases, learners wrote 'merit goods' and 'demerit goods' and 'food' and 'goods with volatile prices'. 3.1.2 Generally well answered. 3.2 3.2.1 Well answered 3.2.2 Poorly answered. Many referred to the IMF, and not to the policy instruments. 3.2.3 Learners simply referred to 'prices set by government' instead of the change in prices set by government. 3.2.4 Many could not explain the benefit of inflation for debtors. They referred to the quantity of money changing rather than the value of money (debt) decreasing. Learners were confused between 'debtor' and 'creditor'. 3.2.5 Most learners interpreted the question so that positive aspects of increase in money supply (rather than 'oversupply') were discussed. 3.3 3.3.1 Poorly answered – many learners referred to the Kyoto Protocol. 3.3.2 Poorly answered. 3.3.3 Most learners referred to climate change, rather than an increase in temperature. 3.3.4 Well answered. 3.3.5 Poorly answered. In some cases, learners tried to answer by using phrases from the data response extract.

3.4. Learners were able to explain that higher inflation related to higher income and therefore an increase in taxes, but struggled with the part relating to industrial stability. Learners did not seem to understand the concept 'industrial stability'.
3.5 This question was answered in general terms. Some candidates focused on the impact of climate change on the environment, instead of explaining the effects of climate change on the economy.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Once again, educators should focus on terminology so that learners can answer middle and higher order questions relating to the topic or the terminology.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Educators must clearly explain the difference between monetary policy and monetary policy instruments. Clearly distinguish between environmental sustainability and conservation, climate change and global warming. Educators should integrate Economic events and issues into the delivery and explanation of content 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.
See comments above.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Some parts of the question were well answered, others were not well answered.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
According to the first 100 scripts recorded (the Rasch Analysis) the average percentage is 24%. 4.1 4.1.1 Many learners simply said 'tax'. Some saw the words 'methods' and referred to methods of calculating the GDP. 4.1.2 Learners focused on explaining 'market failure' rather than the reasons/causes of market failure. 4.2 4.2.1 Mostly well answered, but some learners were confused between the most 'benefits' as opposed to the project that would be most beneficial. 4.2.2 Generally well answered. 4.2.3 Many candidates could not adequately describe social cost. The interpretation was around the cost of socialising, rather than the cost to the community. 4.2.4 Many candidates referred to it simply in terms of budgeting. 4.2.5 Learners calculated the cost to benefit ratio, rather than the benefit to cost ratio as shown in the table. Rounding off was a problem for many learners. Some learners did the calculation

correctly, but then indicated that project C was most beneficial (guided by their previous answer in 4.2.1).

4.3

4.3.1 Most answered it correctly (property rights)

4.3.2 Many learners seemed confused by the wording, and therefore wrote 'indirect tax' or 'sin tax'.

4.3.3 Some learners confused 'conservation' with 'conversation'. Many used the definition of environmental sustainability to explain conservation.

4.3.4 Many learners simply spoke about education in a broad context, rather than how it can be used to promote protection of the environment.

4.3.5 Very few candidates got the right answer. Very few could adequately explain the link between subsidies and environmental sustainability.

4.4 Very few learners answered this question correctly. In many cases, they explained in terms of the average cost curves. In cases where learners were using the correct graph for total revenue and total cost, they labelled the curves incorrectly (switched the TC and TR curves).

4.5 In many cases, learners were able to describe inflation targeting and the use of monetary policy and fiscal policy but they were not able to evaluate the success of inflation targeting.

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

Educators must explain to learners what is required when specific cognitive words are used in questions, e.g. 'evaluate'.

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

For question 4 – educators are advised to inform learners that they should take note of the mark allocation to the questions and to set their answers out clearly to adequately answer the question's sub-sections. Educators should focus on the cognitive verbs and requirements of the question.

QUESTION 5

(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 76%.

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

Introduction part:

Learners mentioned some of the characteristics of the market structures in their introduction. Fairly well answered.

Main part:

Learners confused monopoly with monopolistic competitor. The marking style for the question was not communicated to educators beforehand which made it challenging to mark the question, particularly when learners answered it in a table format. For many learners, the table was

answered in table format because it is presented as such in textbooks and notes. It seems that learners who answered the question in table format were disadvantaged. Learners in some cases wrote 13 facts assuming it would be enough to be awarded 26 marks, however marks were not awarded at a rate of 2 marks per statement in each column. It would have been helpful for it to be mentioned in the question that table format would not be accepted.

Additional part:

Generally well answered. Evident that this concept was well covered by educators and understood by learners.

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

A set of 'notes to markers' would be helpful to ensure standardization of marking at school level as well as the NSC marking centre. This will also help to inform teaching and learning. The contents of the notes should be in the form of an essay that indicates mark allocation.

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

Educators should encourage practice of essay writing as a class activity. Teach learners to set out their essay with subheadings: Introduction, Main Part, Additional Part, Conclusion. Learners should be taught to write out a model essay answer in their work books and then the marking thereof should be demonstrated to learners.

QUESTION 6

(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 56%.

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

Introduction:

Some learners confuse tourists with immigrants, e.g. the learner refers to tourists coming to South Africa and 'taking our jobs'. In some cases, the definition was wrong because learners said that the time for the visit should be more than one year.

Main part:

Learners wrote the essay that they studied instead of the essay that was asked, i.e. they wrote about the benefits of tourism. There was a lot of repetition of marks to be awarded for stating 'creating jobs'.

Additional part:

Learners did not understand the meaning or context of the word 'profile' and referred to the tourism profile in terms of a social media image or post. Learners did not explain HOW the tourism profile could be used to promote tourism.

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

Learners should be made to write the essays out regularly, including essay tests, essay competitions, etc. Advise learners to write all answers as full sentences, with each new sentence on a new line.

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

Candidates should be advised to study all of the relevant essays for the Main Topic in each exam. It seems as if learners tried to 'spot' the essay question.