



2024 NATIONAL SENIOR CERTIFICATE (NSC) DIAGNOSTIC REPORT *BOOK 1*

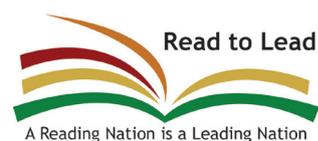


Empowering Education Through Solidarity, Championing Equality, and Building a Sustainable Future Together.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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CHAPTER 1

INTRODUCTION

FOREWORD

It is with great pride and immense joy that I present the 2024 National Senior Certificate (NSC) Diagnostic Report. The results of the October/November 2024 examinations mark a significant milestone, reflecting not only the culmination of years of hard work, perseverance, and resilience by our learners, but also the steadfast commitment of teachers, parents, and communities across the nation. In a year that presented its own unique challenges, the 2024 cohort demonstrated extraordinary strength, adaptability, and determination.

As we reflect on the achievements encapsulated in this diagnostic report, we are reminded of the significance of education in shaping the future of our youth and, by extension, our country. The NSC is not just a certificate; it is a gateway to opportunities that empowers our young people to pursue further education, enter the workforce, and contribute to the socio-economic development of South Africa.

The 2024 NSC results are being released against a backdrop of significant developments in South Africa's education system. Three important benchmarking reports relating to the performance of the education system in the General Education and Training (GET) band were received in December 2024 and these included the Trends in International Mathematics and Science Study (TIMSS), the Southern and East Africa Consortium for Monitoring Educational Quality (SEACMEQ) assessment, and, for the first time, the South African Systematic Evaluation (SASE) study. We now have our own national evaluation study of Mathematics and Languages at the Grade 3, 6 and 9 levels and these results will be evaluated in the context of our international performance. Over the last two years the Department of Basic Education has also focussed on improving access to quality Early Childhood Development (ECD) programmes and this attests to the Department's commitment to addressing the educational challenges across the entire continuum of education delivery. The promotion of Mother-tongue Bilingual-based Education (MTBbE) promises to be a strategic driver in ensuring access to quality learning for all learners and thus building a more equitable educational landscape. These efforts, along with the

commitment to protect and optimise the education budget, underscore the Department's unwavering resolve to improve learning outcomes for all South African learners, laying the foundation for sustained progress in the years to come.

In his State of the Nation Address on 18 July 2024, President Cyril Ramaphosa reminded us of the profound words of the Father of our Nation, former President Nelson Mandela: "What brings us together is the overriding commitment to a joint national effort to reconcile our nation and improve its well-being." These words resonate deeply as we reflect on the achievements of the Class of 2024 in the National Senior Certificate (NSC) examinations. These results represent the collective efforts of educators, learners, parents, and communities across South Africa that will allow this cohort of young adults to take up their rightful places in society and thus build a brighter and more prosperous future for all. The progress made by the Class of 2024 stands as a testament to the power of unity and the continuous national effort to overcome challenges and elevate the quality of education in our country. Together, we are forging a path towards a more inclusive and equitable education system for generations to come.

As an education system we continuously evaluate our progress in terms of the social justice principles of access, redress, equity, quality, efficiency and inclusivity. In this examination 615 429 candidates obtained the National Senior Certificate and can now access further education opportunities and enter the world of work. In terms of quality, 337 158 learners have obtained admission to Bachelor studies and of that number 214 500, learners come from no-fee schools which reflects our disadvantaged communities. Reasonable strides have been made in addressing the educational needs of persons with disabilities and learners who experience barriers to learning. The South African Sign Language Home Language (SASL HL) examination is now in its 7th year of being offered in the National Senior Certificate (NSC) examinations. In addition, 3 321 learners with special needs have obtained admission to bachelor studies in this examination. These are tangible gains reflected in the National Senior Certificate examinations of 2024.

Over the next five years, the DBE will strengthen the Curriculum and Assessment Policy Statements (CAPS) to ensure the infusion of 21st-century skills into the education system. The revised curriculum will prioritise the development of essential skills and competencies required for success in the modern world, with a focus on deeper learning rather than simply covering extensive content. Key components of this strengthened curriculum will include an emphasis on

formative assessment approaches, alongside an increased focus on vocational and occupational education to equip learners with practical skills. The DBE remains committed to ensuring that critical thinking, creativity, and problem-solving are core to the educational agenda.

The NSC examinations stand as a reliable beacon of academic integrity, ensuring that learners' achievements are recognised and respected across various sectors, both locally and globally.

As we celebrate these remarkable results, we are reminded of the wisdom in the isiXhosa maxim, "Umntwana ukhula ngokufunda, ngokukhokelwa nokucetyiswa baphumelele," which translates to, "A child grows through learning, and with guidance, they will thrive." This encapsulates the essence of our collective effort in shaping the future of our young people. Let us continue to build on these achievements and work together to ensure a bright and prosperous future for all learners in South Africa.

A handwritten signature in black ink, appearing to be 'Gwarube', written in a cursive style.

MS GWARUBE, MP
MINISTER OF BASIC EDUCATION
13 JANUARY 2025

1.1 INTRODUCTION, SCOPE AND PURPOSE

A diagnostic analysis of learner performance refers to a comprehensive assessment aimed at identifying the strengths and weaknesses in learner outcomes. This process involves not only assessing examination results but also understanding the underlying factors that contribute to performance trends. It highlights areas where learners excel and identifies the challenges that may hinder their academic progress. The goal is to provide a nuanced understanding of the challenges highlighted during the marking of the October/November 2024 examinations, which can then inform targeted support strategies to enhance learner achievement.

The 2024 Diagnostic Report on Learner Performance builds on the foundations laid by previous reports, including those from 2022 and 2023. This report offers an in-depth analysis of learner performance across key subjects with high enrolment, the 12 official home languages, the technologies, technical subjects, and Engineering Graphics and Design. The findings presented here are critical for teachers, subject advisors, curriculum planners, and other educational stakeholders, providing valuable insights into both the strengths and challenges within these subjects.

As with prior reports, the 2024 Diagnostic Report identifies areas of weakness within each subject or language and outlines the necessary remedial measures to be adopted at the school level to enhance learner performance. The data used to compile this report is derived from both qualitative and quantitative sources. Qualitative data comes from subject reports prepared by chief markers, internal moderators, and subject specialists, while quantitative data is collected from a random sample of 100 scripts per subject, per paper, across all provinces.

This National Diagnostic Report provides a comparative analysis of performance trends over the past five years for each subject, as well as detailed assessments of how learners performed in each question in the question papers. By identifying common errors, misinterpretations, and misconceptions, the report offers specific suggestions for improvement. The ongoing trend of poor-quality responses in certain subjects highlights persistent gaps in content coverage, teaching methodology, and the subject knowledge of some educators.

Part 1 of this report tracks the progress made in previously identified problematic areas. It assesses whether improvements have been made in these areas and highlights where further support may be necessary in 2024. This diagnostic analysis is not only intended for national-level use but also for implementation at provincial, district, and school levels, with the ultimate aim of institutionalising this practice within pedagogical methods across the education system.

1.2 METHODOLOGY

Each subject's diagnostic report begins with a presentation of comparative data on performance trends observed over a five-year period, from 2020 to 2024. The 2024 diagnostic report is based on qualitative analyses compiled by chief markers, internal moderators, and subject specialists following the marking of the NSC examinations. For the 10 key high-enrolment subjects, and English First Additional Language, quantitative data was gathered from the analysis of 100 scripts per question paper, per subject, randomly selected from each province. This combination of qualitative and quantitative data highlights areas of weakness in each subject and outlines the remedial measures that should be implemented at the school level to improve performance.

The report offers a detailed analysis per question and subquestion, structured under three main sections:

Section 1: Performance Trends (2020–2024)

This section presents a comparative analysis of learner performance over the past five years, focusing on the number of learners who sat for the examinations, the number and percentage of learners who achieved 30% and above, and the number and percentage of learners who attained 40% and above. These data are represented in tables and graphs, allowing for easier interpretation of trends, especially changes in performance over the medium term and between individual years.

Performance distribution curves are also included, which visually represent the distribution of learner scores across the last three years. Any improvement or decline in performance can be observed through the positioning of the 2024 graph in relation to the previous two years. If the 2024 graph shifts to the right, this suggests an improvement in performance, while a shift to the left would indicate a decline.

Section 2: Overview of Learner Performance

This section provides a broader overview of learner performance in the question paper, highlighting areas where learners performed well or struggled, and exploring possible reasons for these trends. It offers a holistic view of how learners engaged with the content and identifies any systemic issues that may have influenced their results.

Section 3: Diagnostic Question Analysis

This section includes the following:

- A graphical representation of the average percentage marks obtained per question;
- A detailed analysis of learner performance on each specific question, indicating whether the question was answered well or poorly, along with an explanation for the response patterns;
- Common errors and misconceptions identified in learner responses; and
- Recommendations for improvement in teaching and learning, content and methodology, subject advisory support, and the utilisation of Learning and Teaching Support Materials (LTSM).

The internal moderators' reports from all nine provinces for each question paper per subject have been consolidated, and the findings summarised in this report. It is recommended that this diagnostic report be read alongside the November 2024 NSC question papers, as it references specific questions within the respective question papers. This will allow educators to establish a baseline for the new cohort of Grade 12 learners in 2025, develop strategies for differentiated learning, and provide a framework for the design and implementation of school-based assessments throughout the year.

1.3 LIMITATIONS OF THE DIAGNOSTIC REPORT ON LEARNER PERFORMANCE

While the 2024 National Diagnostic Report on Learner Performance provides valuable insights into learner outcomes, it is important to acknowledge its limitations. These limitations should be considered when using the report as a tool for improving educational practice and guiding interventions.

1.3.1 Qualitative Focus

The primary focus of this report is qualitative rather than quantitative. The analysis primarily aims to provide a detailed examination of learner performance, identifying strengths and weaknesses in both content and instructional methods. The quantitative data included in the report is limited to performance trends within each subject and the average performance per question in the 2024 NSC question papers. While this quantitative information is useful for highlighting overall trends, it does not extend to a more granular level of analysis, such as individual test item development or the performance of specific learner cohorts. Further quantitative data could have provided additional insights, particularly for test development purposes, but this is not the intended scope of the current report.

1.3.2 Limited Subject Coverage

This report is restricted to the analysis of the 10 key subjects with high Grade 12 enrolment, including Afrikaans First Additional Language, English First Additional Language, the 12 official home languages, as well as the technologies and technical subjects. While these subjects are pivotal to understanding general trends in learner performance, it is important to note that this report does not encompass all subjects examined in the NSC. Other subjects will be addressed in separate reports compiled by provincial chief markers and internal moderators during the marking process. Therefore, the findings and recommendations presented here should be seen as focused on a specific subset of subjects, with additional reports available for other subject areas.

1.3.3 National-Level Overview

The diagnostic analysis provided in this report offers a national summary of areas of weakness observed in the key subjects. However, it is important to recognise that the areas of weakness identified may not be universally applicable across all districts and schools. Performance trends and challenges can vary significantly depending on regional and local factors, such as teaching methodologies, resource availability, and learner backgrounds. As such, the findings should be treated as a broad overview, rather than a precise reflection of weaknesses at a district or school level.

1.3.4 Need for District-Specific Reports

Given the variation in performance across districts, it is strongly recommended that district subject specialists take the initiative to develop district-specific diagnostic reports. These reports would allow for a more targeted analysis, addressing issues that are unique to specific regions and providing district-level insights that can inform local educational strategies and interventions. District reports would also facilitate more focused professional development for teachers based on the specific challenges and strengths within their region.

1.3.5 School-Level Specificity

While this report highlights general trends at the national level, it does not provide a detailed analysis of weaknesses at the individual school level. The unique context of each school, including teaching practices, learner demographics, and the availability of resources, means that the challenges and strengths at a local level may differ from the national summary. For more precise and actionable insights, it is essential for schools to develop their own diagnostic reports, which would focus specifically on the performance of their learners and the areas requiring

targeted improvement. Such school-level reports would serve as a crucial tool for developing tailored interventions that address the specific needs of learners.

1.3.6 Challenges in Data Representation

The nature of the data used in this report, particularly the random selection of scripts, means that some performance trends may not fully reflect the diversity of learners across different provinces or schools. While the sample size is significant, there may be limitations in how representative this data is of the broader learner population. Variations in marking standards and regional differences in examination conditions could also affect the consistency of the data, though efforts are made to mitigate these factors through standardised moderation processes.

1.3.7 Use of the Report

It is also important to note that while this report provides important insights, it is not a prescriptive tool for classroom practice. Rather, it offers a starting point for discussion and reflection on learner performance. Teachers, subject advisors, and curriculum implementers are encouraged to use the findings as part of a broader strategy for professional development, curriculum adaptation, and learner support, integrating them with other resources and localised data to best meet the needs of their learners.

1.4 OBSERVATIONS IN LEARNER PERFORMANCE

The 2024 diagnostic reports for the 10 key subjects covered in this publication (Part 1), indicate that the pass rate has improved in all of the key subjects at the 30% level, except in Physical Sciences. The pass rate for English First Additional Language increased at both the 30% and 40% levels. In all the home languages (Part 2) the pass rate improved. A general observation in the technologies and technical subjects is that performance shows a gradual improvement.

1.5 AREAS OF CONCERN

The marking of the NSC 2024 examinations revealed several recurring challenges that affected learner performance across various subjects. These challenges highlight areas where learners are struggling and require targeted interventions to improve their overall performance. Below are the major challenges observed, along with proposed solutions for addressing each one, including subject-specific examples.

1.5.1 Lack of Understanding of Instructional Verbs

Challenge: Many learners demonstrated a lack of understanding of the meaning of instructional verbs in questions, such as "explain," "analyse," or "compare."

Solution: It is essential to explicitly teach learners the meaning and requirements of common instructional verbs used in examinations. For example, in Economics, a question might ask learners to "analyse" the effects of inflation on a country's economy. Without understanding that "analyse" requires breaking down the topic into parts and evaluating each one, learners might provide a general description rather than a structured, detailed response. Teachers can create practice exercises that focus on these verbs, helping learners become familiar with their application in different contexts. Additionally, revision sessions could include exercises specifically targeting these skills to build better understanding.

1.5.2 Failure to Approach Follow-on Questions Effectively

Challenge: Some learners struggled with following through on questions that required sequential answers, indicating a lack of understanding of how to approach such questions.

Solution: Teachers can provide exercises that simulate question sequences, helping learners to understand how to break down a larger problem into smaller, manageable parts. For example, in Physical Sciences, a question may ask learners to first define the concept of energy, then apply it to a real-life scenario such as the conservation of mechanical energy. Learners should be taught how to approach these questions in steps. Additionally, learners can be taught strategies for linking ideas across different questions to maintain coherence in their responses.

1.5.3 Lack of Basic Numeracy Skills in Mathematical Subjects

Challenge: In subjects requiring mathematical proficiency, many learners lacked basic numeracy skills, which hindered their ability to solve mathematical problems accurately.

Solution: Support programmes focusing on basic numeracy skills should be implemented in earlier grades. In Physical Sciences, learners must be able to perform calculations such as converting units or calculating forces using Newton's laws. If learners struggle with basic arithmetic, they will find these calculations difficult, impacting their performance. Teachers could incorporate daily practice of foundational mathematical concepts and offer remedial classes for learners who struggle with basic skills. Regular quizzes and interactive exercises will also help reinforce numeracy skills.

1.5.4 Failure to Express Ideas Clearly and Concisely

Challenge: It was observed that some candidates were unable to express their ideas clearly and concisely, leading to poorly structured responses.

Solution: Teachers should focus on developing learners' writing skills, specifically encouraging clear and concise expression. For instance, in Life Sciences, learners may struggle to explain complex processes like meiosis or mitosis clearly. Teachers can guide them in structuring their answers, ensuring they focus on essential points. Writing workshops and peer review sessions where learners critique each other's work can help learners practise presenting their ideas logically and concisely.

1.5.5 Lack of Critical Analysis and Evaluation Skills

Challenge: Many candidates lacked the skill to analyse and evaluate information critically, which is vital for higher-order questions.

Solution: Critical thinking exercises should be integrated into all subjects, especially those that require analysis and evaluation. In Economics, a question might ask learners to evaluate the effectiveness of a government policy. Learners need to assess both the positive and negative impacts, considering various viewpoints and using relevant evidence. Teachers can include activities that encourage learners to assess different perspectives, evaluate sources of information, and justify their responses logically.

1.5.6 Poor Reading Comprehension Skills

Challenge: It was noted that many candidates lacked the skill to read with meaning, making it difficult for them to comprehend and respond to questions accurately.

Solution: Reading comprehension should be a focus in earlier grades, with regular exercises that challenge learners to analyse texts critically. For example, in English and other languages, learners may be asked to analyse a passage and identify literary devices such as metaphors or alliteration. Learners should practise reading such texts carefully, breaking down the content and interpreting it fully. In-class discussions and group activities that focus on understanding and interpreting reading material will help reinforce these skills.

1.5.7 Ineffective Use of Relevant Information in Responses

Challenge: Some candidates were unable to locate and use relevant information effectively in their responses, demonstrating a gap in research and information retrieval skills.

Solution: To address this, schools should focus on improving research skills by teaching learners how to gather, evaluate, and incorporate relevant information into their answers. In Physical Sciences, a question may ask learners to apply a principle like the law of conservation of energy to a practical situation. Learners need to locate and apply relevant formulae and scientific concepts in their answers. Practical exercises in sourcing and referencing information can improve their ability to use evidence effectively in their responses.

1.5.8 Disregard for Mark Allocation and Inadequate Responses

Challenge: In some instances, candidates disregarded the mark allocation of questions, resulting in overly brief or inadequate responses.

Solution: Teachers should stress the importance of mark allocation and the need to provide responses that align with the required level of detail. For instance, a question worth 4 marks requires a more detailed answer than a question worth 2 marks. Practice examinations should include an emphasis on matching the depth of the response to the marks allocated to each question. Teachers can also provide feedback on how to appropriately distribute time and effort across questions.

1.5.9 Over-Reliance on Past Papers

Challenge: It was noted that there was a heavy reliance on past papers, with many candidates expecting the examinations to follow predictable patterns. This hindered candidates' ability to apply subject content knowledge in unfamiliar contexts or scenarios.

Solution: It is crucial to encourage learners to go beyond past papers and develop a deeper understanding of the subject material. In Life Sciences, for example, learners may encounter a question on the human digestive system presented in a novel scenario, requiring them to apply their knowledge in a new context. Teachers should provide a variety of question types and scenarios to help learners become adaptable. Regular assessments with unfamiliar question formats will help learners be better prepared for diverse examination challenges.

1.6 KEY RECOMMENDATIONS TO IMPROVE THE QUALITY OF TEACHING AND LEARNING

The NSC 2024 examination performance has highlighted several areas for improvement in teaching and learning practices in various subjects. In response to these challenges, the following recommendations are proposed to enhance the quality of teaching and better equip learners for future assessments.

1.6.1 Integration of Artificial Intelligence (AI) in Teaching

The advent of Artificial Intelligence offers new opportunities to enhance teaching methods and provide personalised learning experiences. AI tools can help educators identify learning gaps and offer tailored interventions for individual learners. These technologies can also support the development of learners' critical thinking and problem-solving skills by providing instant feedback on tasks such as essay writing or mathematics exercises.

Recommendation: Teachers should explore the integration of AI-based learning platforms that offer adaptive learning paths for learners. For example, AI-driven educational apps in subjects such as Physical Sciences and Life Sciences could help learners visualise complex scientific phenomena, providing them with interactive simulations. Such tools would be beneficial in reinforcing theoretical concepts, particularly in subjects that require visualisation, such as chemistry.

1.6.2 Adoption of New Approaches to Learning

Traditional teaching methods must evolve to accommodate the changing needs of learners in an increasingly digital world. Collaborative learning, project-based assessments, and flipped classrooms are examples of innovative approaches that promote deeper engagement with the material. These methods encourage learners to take responsibility for their learning, work collaboratively, and apply theoretical knowledge to practical situations.

A flipped classroom is an innovative teaching approach where traditional learning structures are reversed. In this model, instead of spending class time introducing new content through 'chalk and talk', learners first engage with the material independently, often through pre-recorded videos, readings, or other online resources. This allows classroom time to be dedicated to more interactive, hands-on learning activities, such as discussions, problem-solving, group work, or applying the concepts learned.

Recommendation: Teachers should incorporate more active learning strategies into their lessons. For example, in Economics, learners could work in groups to analyse case studies of real-world economic issues, followed by presentations and debates on their findings. Such approaches promote critical thinking, teamwork, and effective communication, while also encouraging learners to approach problems from different angles.

1.6.3 Addressing Different Cognitive Levels and Learning Styles

Learners come from diverse backgrounds and possess varying cognitive abilities. The teaching and learning process must accommodate these differences to ensure that all learners can succeed. By addressing the range of cognitive levels and learning styles, teachers can help learners build on their strengths and address areas of weakness effectively.

Recommendation: Teachers should differentiate instruction to cater to the different cognitive levels of their learners. For instance, additional support materials can be provided to learners who are struggling with basic concepts. Incorporating varied learning activities, such as hands-on experiments, group discussions, and interactive multimedia, ensures that learners with different learning styles (visual, auditory, kinaesthetic) are effectively engaged.

1.6.4 Incorporating Higher-Order Thinking Skills in Assessments

It is essential to design assessments that encourage learners to think critically and analytically. This includes moving beyond rote memorisation to include tasks that require learners to evaluate, analyse, and synthesise information. By promoting higher-order thinking, teachers can prepare learners for complex problem-solving scenarios in both examinations and real-world contexts.

Recommendation: Assessment design should include a range of question types that test different cognitive levels. For example, language examinations should include tasks that ask learners to not only summarise a text or merely lift information but also critically analyse its themes, structure, and literary techniques. This will allow learners to demonstrate a deeper understanding of the material and strengthen their critical thinking skills. Teachers should ensure that questions at all levels of difficulty (from recall to synthesis) are well-represented, enabling learners to demonstrate their knowledge comprehensively.

1.6.5 Progressive Levels of Difficulty in Question Papers

It is crucial to design question papers and tasks for school-based assessment that progressively increase in difficulty, enabling learners to build confidence as they progress through the paper or task. A well-structured question paper should begin with easier questions that test foundational knowledge and gradually move to more challenging questions that assess the ability to apply, analyse, and evaluate information.

Recommendation: Teachers should collaborate to design question papers that follow a logical progression of difficulty. For example, in Physical Sciences, a question paper could begin with basic recall questions on the periodic table, followed by questions that require application (e.g. calculating chemical reactions), and culminate in higher-order questions that ask learners to critically evaluate the environmental impact of chemical processes. This approach ensures that learners are not overwhelmed and have the opportunity to demonstrate their full range of abilities.

1.6.6 Focus on Digital Literacy and Information Retrieval Skills

In today's digital age, learners must be equipped with the skills to effectively search for, evaluate, and use information from a variety of sources. This is particularly important for subjects such as Economics, where learners may need to research current events or analyse economic data from diverse sources.

Recommendation: A digital literacy should be a core focus in the classroom, with learners being taught how to use online databases, search engines, and academic resources for research. For instance, in Life Sciences, learners can be taught how to access and interpret scientific articles and databases to support their answers in examinations and projects. Teachers should incorporate information literacy tasks into their lessons, ensuring learners are proficient in finding and using relevant, credible sources.

1.6.7 Encouraging Learner Independence and Self-Directed Learning

Developing learner independence is essential for fostering a culture of lifelong learning. Self-directed learning encourages learners to take charge of their education, set goals, and seek out resources to achieve them. This is particularly important for learners preparing for examinations such as the NSC, where self-motivation and effective study habits can make a significant difference.

Recommendation: Teachers should promote self-directed learning by incorporating independent research projects, self-assessment activities, and opportunities for reflective learning into their teaching. In English and other languages, learners could be tasked with reading a range of texts independently and then completing a critical review or comparative essay, allowing them to demonstrate their ability to research and articulate their thoughts independently. Teachers should guide learners in developing effective study habits and time management skills, helping them to balance independent learning with classroom instruction.

1.7 RESPONSIBILITIES: MEDIATING THE 2024 DIAGNOSTIC REPORT

The successful implementation of the recommendations outlined in this diagnostic report depends on effective communication and mediation at various levels of the education system. It is crucial that the report is disseminated and utilised from the provincial level down to individual schools, with a focus on active involvement from subject specialists, district officials, and teachers.

1.7.1 Provincial Education Departments

This diagnostic report is intended for a broad audience, including teachers, learners, and education officials. As such, it is imperative that the report is cascaded systematically from the provincial level to the district and school levels. This process will ensure that the findings and recommendations reach the relevant stakeholders, allowing for the identification of areas of improvement and the implementation of targeted interventions. Provincial education departments should take responsibility for ensuring that the diagnostic report is shared with all schools within their jurisdiction, enabling the entire education system to benefit from the insights provided.

1.7.2 Subject Advisors and District Officials

Subject Advisors' Meetings and Workshops

Subject advisors play a key role in facilitating professional development and ensuring that the diagnostic report is effectively mediated. They should organise meetings or workshops where teachers can discuss the findings of the report and explore strategies for addressing the challenges identified. These sessions should focus on fostering collaboration among teachers, encouraging the sharing of best practices, and providing guidance on how to incorporate the recommendations into classroom teaching.

Monitoring Teacher Improvement Plans

It is essential that subject advisors monitor the improvement plans of teachers, ensuring that the recommendations in the diagnostic report are incorporated. This will help teachers to make the necessary adjustments in their teaching approaches, thereby improving learners' performance. Monitoring should focus on specific actions and strategies that align with the identified areas for improvement.

Curriculum Coverage Monitoring

District officials must ensure that the curriculum is being adequately covered in accordance with the Revised Annual Teaching Plan (ATP). This is particularly important to ensure that learners are fully prepared for the demands of the examinations. Incomplete or rushed curriculum coverage can leave critical gaps in learners' knowledge, hindering their ability to respond effectively to exam questions. Ensuring that all topics are adequately covered will provide learners with the necessary preparation to succeed in the NSC exams.

Monitoring SBA Quality and Standard

The monitoring process should also focus on the quality of the School-based Assessments (SBA). High-quality assessment tasks, aligned with the learning objectives and cognitive levels of the curriculum, are essential in preparing learners for the NSC examinations. District officials should ensure that SBA tasks are of a high standard, providing learners with the opportunity to develop and demonstrate their understanding of the content.

Enhancing Teaching Resources

Subject advisors should direct teachers to relevant online resources, educational websites, and digital tools that can enhance teaching and learning. These resources can provide teachers with access to updated content, innovative teaching strategies, and interactive activities to engage learners, ensuring that learners receive the most up-to-date and effective instruction.

1.7.3 Teachers

Providing Resources for Self-Regulated Learning

Teachers and schools must ensure that learners have access to adequate resources that enable self-regulated learning. This will empower learners to take ownership of their education, improving their ability to study independently. Teachers should guide learners in using textbooks, online resources, and supplementary materials to reinforce their understanding.

Creating Opportunities for Reflection, Analysis, and Evaluation

Teachers should prepare learners for the demands of the NSC examinations by creating opportunities for them to reflect on, analyse, and evaluate the content. This will foster deeper understanding and applied competence, helping learners develop critical thinking skills that are necessary for tackling complex exam questions.

Ensuring Comprehensive Curriculum Coverage

Teachers must ensure that they cover the entire curriculum and include a full range of cognitive levels in both teaching and assessment strategies. Simple recall-based tasks will not adequately prepare learners for the higher-order thinking required in the NSC exams. Teachers should focus on creating learning opportunities that encourage analysis, evaluation, and application of knowledge to ensure that learners are fully equipped to tackle a range of question types in the examinations.

CHAPTER 5

ECONOMICS

The following report should be read in conjunction with the Economics Paper 1 and Paper 2 question papers for the NSC November 2024 examinations.

5.1 PERFORMANCE TRENDS (2020–2024)

The number of candidates who sat for the Economics examination in 2024 decreased by 2 101, compared to that of 2023.

There was a significant improvement in the pass rate this year. Candidates who passed at the 30% level improved from 74,5% in 2023 to 80,5%. There was a corresponding improvement in the pass rate at the 40% level over the past two years from 49,3% to 57,6%.

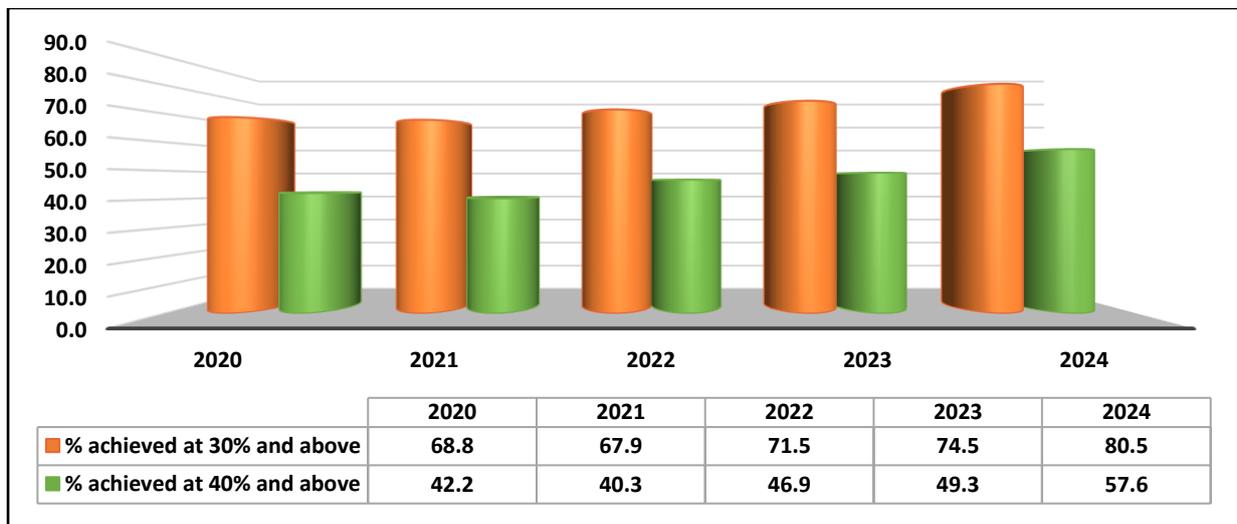
The percentage of distinctions over 80% improved from 2,2% in 2023 to 3,3% in 2024. Despite the decrease in the size of the 2024 cohort, this converts into an increase in the total number of distinctions from 2 721 to 4 012.

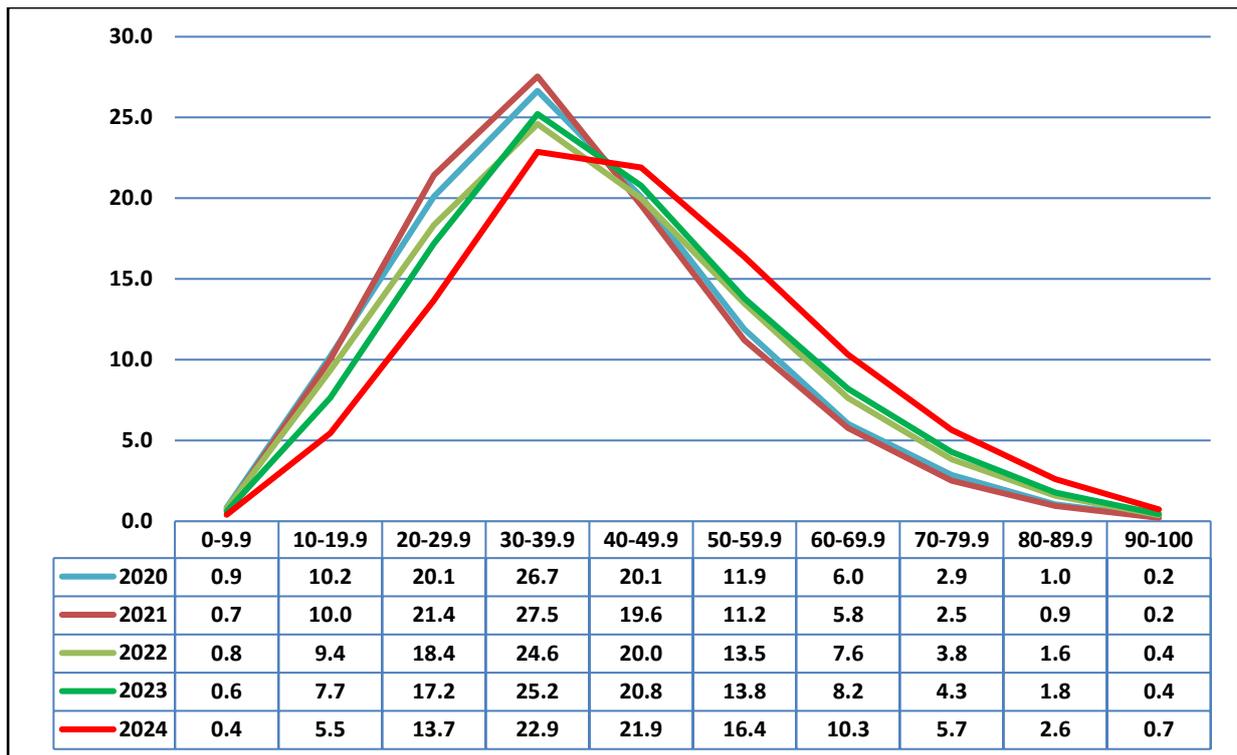
The various commendable support programmes employed by teachers, subject advisors and provincial education departments were continued in 2024. The resourcefulness and diligence of the above-average candidates also contributed to the overall improvement in the subject.

Table 5.1.1 Overall achievement rates in Economics

Year	No. wrote	No. achieved at 30% and above	% achieved at 30% and above	No. achieved at 40% and above	% achieved at 40% and above
2020	118 484	81 536	68,8	49 958	42,2
2021	139 191	94 479	67,9	56 145	40,3
2022	137 657	98 414	71,5	64 559	46,9
2023	123 661	92 140	74,5	60 957	49,3
2024	121 560	97 801	80,5	70 001	57,6

Graph 5.1.1 Overall achievement rates in Economics (percentage)



Graph 5.1.2 Performance distribution curves in Economics (percentage)

5.2 OVERVIEW OF CANDIDATE PERFORMANCE: PAPERS 1 AND 2

General comments

There has been a general improvement in the writing of essays in recent years. While there has been some improvement in the 8-mark higher-order questions, the candidates were still challenged by the additional part of the essay; the drawing of graphs; labelling of axes and interpretation thereof. The results will only improve in a meaningful and sustainable way, if these areas are addressed. On a positive note, the performance in some 8-mark higher-order questions in Section B were better than the content based 8-mark middle-order questions.

A thorough understanding of concepts in all topics would have greatly enhanced the performance in both papers, as they formed the basis of understanding subquestions which were pitched at various cognitive levels. This has had a direct impact on the candidates' performance in Section A, Section B (where concepts were tested as definitions and also applied in a particular context), and Section C (where concepts formed part of the introduction for the essays). An excellent knowledge of Economics terminology would have resulted in the correct interpretation and answering of indirect questions in Sections B and C.

It is imperative that the content of all topics be covered adequately and timeously to ensure sufficient opportunity for revision. When teachers fall behind in content coverage, topics under *Economic Pursuits* and/or *Contemporary Economic Issues* tend not to be taught thoroughly. Candidates who attempted questions on *Economic Pursuits* and/or *Contemporary Economic Issues* performed poorly, in comparison to questions on other topics. Teachers should structure assignments, projects and case studies in Grades 10 and 11 in a manner that will develop learners' writing skills, thus preparing them to cope with the Grade 12 content. This is also an area in which teachers must be supported by subject advisors especially where textbooks do not address the requirements of the *2021 Examination Guideline*.

In Grades 10 and Grade 11, learners' knowledge of topics/content should be extended wherever possible, so that a strong foundation is set to cope with the demands of the Grade 12 curriculum. Grade 10 topics, such as the *Circular Flow and Quantitative Elements, Budget, Government Intervention, Business Cycles*, and Grade 11 topics, such as *Calculation of the GDP, Market Structures, Cost and Revenue Curves, Income Inequalities, Indicators, North/South Divide, Globalisation and Environmental Sustainability*, have strong links to Grade 12 topics and should be emphasised and tested.

While there has been a general improvement in the drawing of graphs over the years, the technical aspects need to be reinforced. Teachers must ensure that learners have a thorough understanding of drawing and interpretation of graphs as this aspect is regularly tested in *Microeconomics*. These skills must be regularly reinforced in Grade 10 and Grade 11. With regard to *Perfect Markets and Imperfect Markets*, teachers need to address graphs with learners by drawing the *cost* and *revenue* curves step-by-step. As each step is done, it needs to be explained. After the teacher draws each step, learners should do likewise in their workbooks. This should include the correct shape, positioning and labelling of cost and revenue curves. Emphasis must be placed on the average cost curve (i.e. *smile*) which must always be drawn before the marginal cost curve (i.e. *tick*). This will ensure that the MC always intersects the AC at its minimum point. It is extremely important that teachers recognise the integration of topics from Grade 10 to Grade 12. Graphs relating to *cost* and *revenue* curves must be dealt with thoroughly in Grade 11 as this is the foundation for the more complex graphs in Grade 12. Many candidates were unable to explain a graph even though it was correctly drawn.

Simple calculations and formulae need to be reinforced and assessed regularly as these skills are tested frequently in the NSC examination papers, e.g. *national account aggregates, moving averages, tax burden, the multiplier, BoP, exchange rates, profit and loss, production cost, CBA, percentage changes* and the *inflation rate*.

Specific findings

- (a) A good understanding of tables, extracts, news articles, figures and graphs enabled many candidates to perform well.
- (b) Although candidates were able to complete each paper within the allocated time, it seemed that they had limited time to review and check their work as evidenced by some subquestions in Sections A and B being omitted.
- (c) The main reasons for underperformance were the following:
 - **Skills:** Poor language skills made it difficult for candidates to understand the requirements of questions and to express themselves clearly, especially in paragraph-type questions which formed a large part of the question paper. Most candidates were unable to solve problems, give their own opinions or evaluate data connected to their study material. Candidates also lacked basic knowledge of the general economic issues of the day.
 - **Content coverage:** It is evident from the poor performance of many candidates that their teachers had not covered some of the topics. Basic Economics concepts/terminology seemed to be lacking among many candidates and there was also a lack of knowledge on current economic issues, notably in the following subquestions:
 - Paper 1 Q3.3.5 How can a decrease in labour productivity impact the economy?
 - Paper 2 Q3.2.5 How can natural disasters contribute to inflation in the economy?

- **Exposure to different types of questions:** Many candidates were unable to answer questions with different instructional verbs and lacked the ability to unlock the knowledge in different ways.
 - Paper 1: In response to Q5, the additional part, 'Analyse the impact of weaker currency (rand) on the South African economy', many candidates just explained the negative impact of a weak currency instead of discussing both the positive and negative impact of the economy. 'Analyse' involves breaking something into smaller parts, understanding how these parts interact or connect and drawing conclusions or making judgments. It is a critical thinking process aimed at gaining deeper insights or solving problems.
 - Paper 2: In response to Q6, the additional part, 'Analyse the international measures taken to reduce environmental problems', some candidates failed to distinguish between *international* measures and *local* measures. Answers included the charging of tax and promoting recycling which were relevant to the main part of the essay. Skilled candidates were better able to write essays and paragraphs and offer their opinions with confidence. Such candidates were able to focus on the information that was relevant to the answering of each question.
- **Problem-solving skills:** Candidates lacked the ability to apply their knowledge of how to solve everyday problems experienced in their own communities when answering a few of the questions, e.g.:
 - Paper 1 Q3.1.2 How can Broad-Based Black Economic Empowerment (BBBEE) help to promote industrial development?
 - Paper 1 Q4.1.2 How can the government achieve the macroeconomic objective of economic equity in South Africa?
 - Paper 2 Q2.3.5 How can the government encourage the consumption of merit goods?
 - Paper 2 Q4.1.2 How can the South African Reserve Bank (SARB) use open-market transactions to reduce money supply in the economy?
- **Language ability:** Proficiency in the language of assessment is still a drawback for many second-language candidates, however, some centres in rural areas produced good results compared to others in similar circumstances.

General suggestions for improvement

Teachers are advised to build the following practices into their work plan for the year:

- (a) **Use of past NSC and CAPS-aligned exam papers:** In preparation for the 2025 NSC examinations, all learners should have access to and make use of past NSC papers, which should include the final examination papers (2017–2024) and the supplementary examination papers (2018–2025) for clear guidance on style, format and different questioning techniques. Furthermore, teachers should refer to the *2021 Examination Guidelines* as a guide when it comes to the scope and depth of content and on how to assess learners' understanding of the specific content matter. Previous question papers and marking guidelines should be used as revision tools, not as teaching tools, as this will encourage spotting of questions for the exams. It is critical that teaching focuses on the interpretation of questions and a clear understanding of the different instructional verbs.
- (b) **Basic concepts:** Teachers should ensure that learners understand basic concepts and terminology before engaging in in-depth applications. More time should be spent on improving the reading skills of all learners – especially of those whose mother tongue is not the language of learning and teaching. Learners' understanding of terminology should be assessed on a continuous basis. A *glossary* of all concepts should be compiled for each topic. Quiz bowls, crosswords or team challenges are recommended

as useful tools to assess knowledge of economic concepts. Regular classwork or homework based on definitions will ensure that learners familiarise themselves with these basic concepts.

- (c) **Requirements of questions:** Teachers should ensure that learners understand the requirements of questions that might appear in NSC examination papers. For example, if a question requires the drawing or analysis of a well-labelled graph, this must be done effectively to earn the relevant marks, e.g. Paper 1, Q2.3.5: 'Use the information in the above graph to calculate the change in national income. Show all calculations.' and in Paper 2, Q.4.4: 'With the aid of a correctly labelled graph, explain the effect of maximum prices on the market.'

Teachers should ensure that their learners understand the phrasing of questions, e.g. the *what*, *why* and *how* type of higher-order questions. However, the misconception that if a question begins with *How* then it constitutes a higher-order question, must be clarified. The following example illustrates this point:

Paper 2 - Q4.1.2 How can the South African Reserve Bank (SARB) use open-market transactions to reduce money supply in the economy? (2)

This is a middle-order cognitive level and a moderate question. Learners should be guided by the mark allocation in terms of the depth of the answer required.

Regarding higher-order questions (especially Q2.5, Q3.5, Q4.5 and the additional part of the essay questions), candidates need to read the question carefully and highlight the key points required. Furthermore, it must be noted that answers to these questions are not necessarily found in textbooks but will require an application of content studied within a particular context. Reading the question more than once will ensure greater accuracy in the candidates' responses. The question should be checked constantly to ensure the response is logical.

Learners should be given practice in answering higher-order questions as these questions place advanced cognitive demands on learners and encourage them to think beyond literal answers to questions. Higher-order questions promote critical thinking skills where learners are expected to apply, analyse, synthesise, solve problems and evaluate information instead of simply recalling facts. They require learners to make inferences, draw relevant and insightful conclusions and use their knowledge in new situations. Learners should be able to apply their thinking to other situations and to their own background knowledge. Issues from the real world can be used to either support or refute a point of view. They should be encouraged to take the time to understand the question clearly before attempting to answer it.

Teachers need to realise that there are more interesting and creative ways to teach than by simply promoting rote learning. Techniques should include teaching for understanding, decision-making, problem-solving, connecting a part to a whole, detail-to-concept, and concept- to-concept. Learners should be taught how to infer, predict, analyse for bias and learn for transfer. Each of these techniques and processes requires some form of critical thinking. Opportunities for learners to develop critical thinking processes will not be found in classrooms dominated by the regurgitation of factual content. They are found in classrooms where active learning is an essential component.

- (d) **Comments and explanations:** Teachers should equip learners with the relevant skills needed to express themselves clearly where comments or explanations are required. Learners need guidance on how to express opinions that are relevant to the context of especially higher-order questions, e.g.:

- Paper 1: Q2.5 'How can the macroeconomic objective of price stability positively influence the economy.'
- Paper 2: Q2.5: 'How can a lack of information by various market participants lead to a misallocation of resources?'

(e) **The importance of formative testing:** Baseline assessments are crucial before introducing new topics as it helps to identify and mitigate on any content gaps that learners may have carried over from previous grades. Teachers should build the confidence of learners by using short, informal formative tests and tasks. These tasks should be used to ascertain whether learners are able to apply their knowledge, placing emphasis on their own opinion and understanding. The practice of drawing graphs on a regular basis is essential to understanding the content, especially in Microeconomics. This will encourage learners to take ownership of the learning process.

(f) **The structure of the paper:**

- **SECTIONS A AND B:** The demands of these sections should be explained to learners to enable them to organise their answers properly. Leaving lines between subsections, using the correct numbering system, and not omitting question numbers are examples of techniques that make assessment more effective.

Section A, Q1.1 requires candidates to write the letter of their choice (A, B, C or D) next to question numbers. However, if they decide to write the statement/option, then this would have to be the complete statement, as per the question paper. It is suggested that learners first attempt to determine the correct answer to multiple-choice questions before analysing the given options. Learners must be made aware that no marks will be awarded when they provide more than one answer to a short question. It is important that they cancel an incorrect choice of letter in Q1.1 and Q1.2 and write the correct one next to it, instead of writing over the incorrect letter chosen. In Q1.3 teachers must stress the importance of reading the instruction, as acronyms and abbreviations will be marked incorrect as these are not accepted per instruction.

In Section B, there is a misconception that answers to 1-mark questions in the *Data Response* items must come directly from the data. A question may require an application of knowledge when the answer appears in the data, or it may be a simple question related to the data.

- **SECTION C (Essay):** The importance of the layout of the essay should be emphasised, i.e. introduction, body (main and additional part) and conclusion. There should be a clear distinction between the various sections with line spacing between them. Using subheadings is crucial as these earn marks and provide structure to the response. Learners should structure the essay according to the outline provided in the question paper. Learners must be made aware that no marks will be earned if any part of the introduction or body is repeated in the conclusion. Instead, the conclusion should include the learner's own opinion/an alternative viewpoint/any fact to support the body or a summary of the discussion. Teachers must encourage learners to pay attention to the essay structure guideline given in the question paper as this will enhance the layout and quality of their essay writing.

Learners should be given the opportunity to practise the answering of essay questions at the end of a topic or chapter, either in the form of a test or as homework. If given as homework, the essay can be assessed in terms of the following important aspects (detailed assessment is not necessary):

- Relevant introduction
- Subheadings in the main part

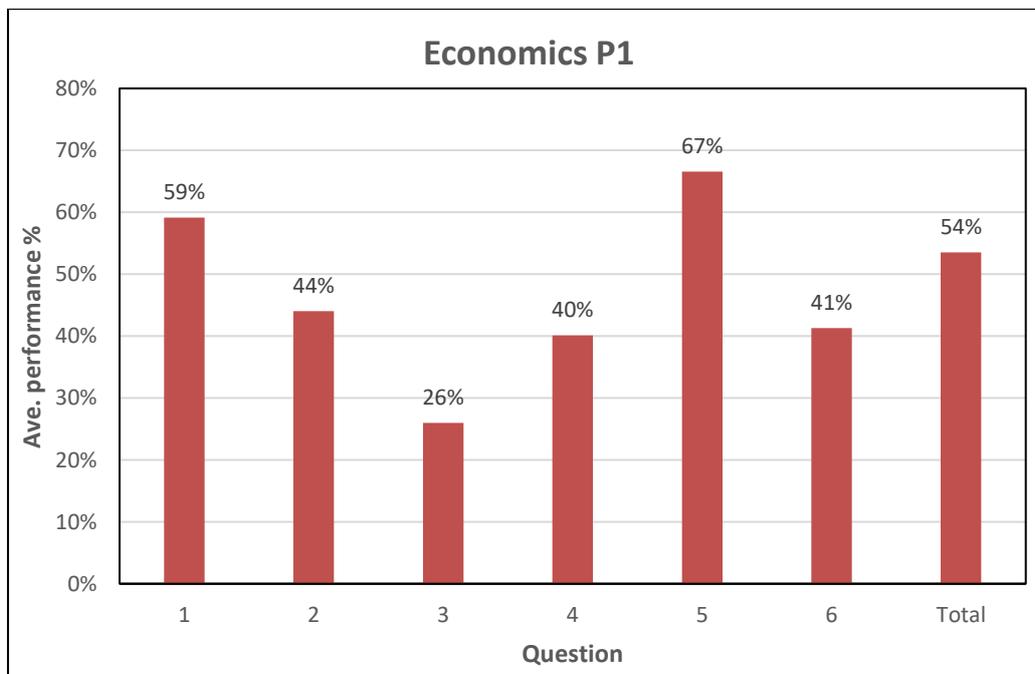
- The appropriateness of the additional part
- Relevant conclusion
- Most resources are outdated and have not been revised recently, although there have been amendments to the *Examination Guidelines*. Teachers must be encouraged to identify content gaps in their sources when interrogating the *2021 Examination Guidelines* and network with other schools, the cluster, or the subject adviser in obtaining the relevant content to supplement their resources.
- Topics earmarked as possible essays in the *2021 Examination Guidelines* should be used to prepare thoroughly for the examination. Spotting of questions disadvantages learners and leads to poor performance. In both Paper 1 and Paper 2, the content of various essay topics was covered in lower-order, middle-order and higher-order questions:
 - Paper 1 reflected a total of 59 marks of these questions (see Q1.1.1, Q1.1.2, Q1.1.5, 1.1.8, 1.2.2, 1.2.6, 1.2.7, 1.2.8, Q1.3.2, Q1.3.4, Q2.2.1, Q2.2.3, Q2.5, Q3.1.2, Q3.2.2, Q3.2.4, Q3.3, Q4.1.1, Q4.1.2, Q4.2.3, Q4.2.4, Q4.3.4, Q4.4.)
 - Paper 2 reflected 57 marks of these questions (see Q1.1.2, Q1.1.4, Q1.1.5, Q1.2.2, Q1.2.3, Q1.3.3, Q2.3, Q2.5, Q3.2.1, Q3.2.2, Q3.2.4, Q3.5, Q4.1.2, Q4.4, Q4.5.)

5.3 DIAGNOSTIC QUESTION ANALYSIS OF PAPER 1

The performance in Section A decreased marginally when compared to that of 2023. However, an improvement in Q1.3 was noted. In Section B, there was a decline in the performance of candidates in Q3 and Q4. In Section C, Q5 showed an improvement, while the performance in Q6 remained steady.

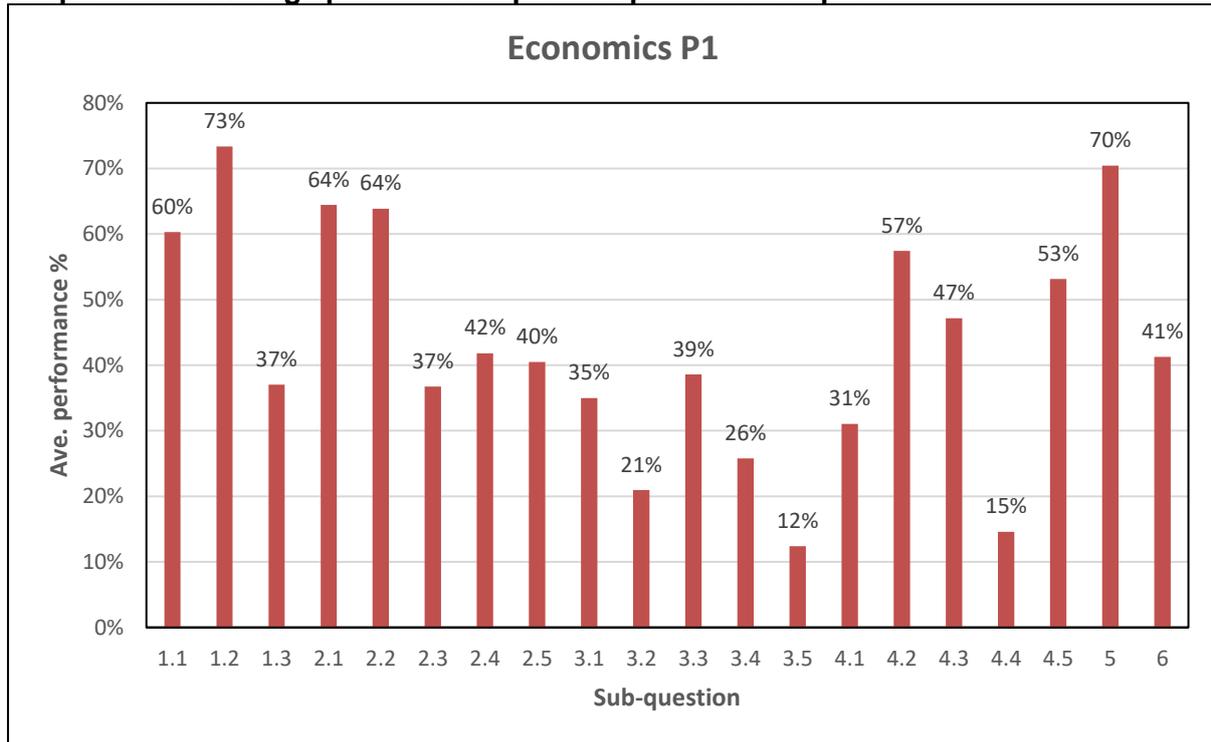
The following graph is based on data from a random sample of candidates' scripts. While this graph may not reflect national averages accurately, it is useful to assess the relative degrees of challenge of each question, as experienced by candidates.

Graph 5.3.1 Average performance per question in Paper 1



Q	Topics
1	Objective Questions
2	Macroeconomics
3	Economic Pursuits
4	Macro And Pursuits
5	Macroeconomics
6	Economic Pursuits

Graph 5.3.2 Average performance per subquestion in Paper 1



SubQ	Topic	SubQ	Topic
1.1	Multiple choice	3.3	Economic Indicators - Labour productivity
1.2	Matching	3.4	Import substitution
1.3	Give a term	3.5	Policies promoting Industrial Development
2.1	Methods to calculate GDP & Competition	4.1	Employment indicators
2.2	Public Sector Failure	4.2	Business Cycles
2.3	Multiplier	4.3	International trade Restrictions
2.4	Exogenous explanations of Business Cycles	4.4	Social indicators
2.5	Price Stability	4.5	Circular flow - Injections
3.1	Broad Based Black Economic Empowerment	5	Reasons for International Trade
3.2	Industrial Development Strategies	6	Demand Side Approach in promoting growth and development

5.4 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 1

QUESTION 1: MACROECONOMICS AND ECONOMIC PURSUITS

Most candidates achieved moderate results in Q1. The performance of candidates ranged from excellent to poor. Some candidates attained full marks, while others did not even attempt to answer some of the questions, despite the fact that Q1 is a compulsory question.

Common errors and misconceptions

- (a) In Q1.1 a lack of content knowledge, especially in *Economic pursuits*, led to many candidates being unable to choose the correct alternative. Poor performance was recorded in Q1.1.3, Q1.1.6 and Q1.1.7.

- (b) The majority of the candidates performed well in Q1.2 and there were candidates who managed to obtain full marks for this question. The implication is that candidates perform better if they are provided with a few concepts from which they could choose. However, poor performance was recorded in Q1.2.2 and Q1.2.4, where some candidates lacked the knowledge and understanding of *Moving Averages* and *Special Drawing Rights*, respectively.
- (c) In Q1.3 most candidates performed poorly compared to Q1.1 and Q1.2. Lack of understanding of economic terminology and concepts led to poor performance in this question. Some candidates wrote *circular flow* instead of *real flow* in Q 1.3.1. Some of the candidates confused *Phillips curve* with *Laffer curve* in Q1.3.2. Most candidates performed poorly in Q1.3.4 as they responded with 'subsidy' instead of 'direct subsidy'. In Q1.3.5 a fair percentage of candidates wrote *capital-intensive industries* instead of *labour-intensive industries*. Some candidates used abbreviations when responding to Q1.3.6 as they wrote CPI instead of consumer price index.

Suggestions for improvement

- (a) Teachers should focus on helping learners develop a deeper understanding of macroeconomic concepts and economic pursuits concepts, rather than just memorising key terms. Short formative tests on basic concepts are recommended to ensure that learners become familiar with economics terms and concepts. Learners should be exposed to *English across the Curriculum* activities. Assessment on short questions should be covered in a class test, or any type of assessment such as a quiz or a word puzzle. This would assist learners to memorise concepts. Teachers should also randomly ask questions during the lesson as this will ensure that learners are engaged and participate in the lesson. Teachers should make use of previous question papers to intensify assessment of economic concepts.
- (b) Commence each lesson by testing concepts that were taught in the previous lesson. Continuous and constant revision of concepts and terminology is strongly advised. Learners should attempt to answer all the items in Q1.1 and Q1.2 where the options are provided. Learners should also concentrate on more detailed preparation in respect of concepts and terminology to ensure that they attain higher marks for Q1.3.
- (c) Learners should be encouraged to create their own glossary for each chapter. They may keep a separate book/document containing all the terms they have to study. Use informal concept tests to reinforce these concepts. Make use of flashcards, '30 seconds game' for Economics, etc.
- (d) Subject advisors should monitor the teaching of Economics concepts by checking activities in learners' books during their school visits.

QUESTION 2: MACROECONOMICS

Common errors and misconceptions

- (a) In Q2.1.2 the candidates' performance was below 50%. Most candidates explained the effects of competition on the economy rather than addressing how competition can stimulate aggregate supply. Some candidates wrote about an *increase in demand stimulating aggregate supply* instead of focusing on *competition amongst firms stimulating aggregate supply*.
- (b) In Q 2.2.5 candidates explained *what demerit goods were* instead of explaining *the reason for government imposing tax on demerit goods*.

- (c) In Q2.3.1 some candidates could not identify the value of *marginal propensity to consume* on the graph.
- (d) In Q2.3.4 most candidates' responses presented a *positive relationship between the mps and the multiplier* instead of an *inverse or negative relationship between the mps and the multiplier*.
- (e) In Q2.3.5 most candidates were unable to use the information given on the graph to calculate the change in the national income. Most did not know that they had to calculate the *value of the multiplier* before doing the rest of the calculations.
- (f) Candidates' responses in Q2.4 showed that some candidates confused the *explanations of business cycle features* with *exogenous explanations* as some responses discussed *endogenous explanations*. Some candidates confused the term *monetarist* with *monetary policy* in their discussion.
- (g) A fair percentage of the candidates misinterpreted Q2.5. Instead of discussing *positive effects of price stability*, candidates explained *what price stability was* and *discussed inflation target of 3–6%*. Some candidates demonstrated confusion between *price stability and low prices*. Candidates also lost marks due to mere listing of facts.

Suggestions for improvement

- (a) Teachers need to use the *2021 Examination Guidelines* when preparing lessons to cover all aspects that are required for a topic. They must ensure that learners are adequately exposed to middle- and higher-order questions where they have to explain questions, such as *how can competition stimulate aggregate supply in the economy?*
- (b) Teachers should expose learners to standardised informal assessments that should drill them to respond to instructional verbs, such as *why*. E.g. *Why is it necessary for the government to impose taxes on demerit goods?*
- (c) A variety of calculations should be practised during class time. Teachers should make use of practical examples when teaching to indicate that *extra saving reduces consumption and the multiplier*. Learners should be exposed to different calculations of the multiplier. Team teaching, outsourcing and workshops should be encouraged.
- (d) Learners need to be guided on how to interpret and respond to the cognitive demands of a question, especially higher-order questions.
- (e) Subject advisers need to support teachers by developing content-based documents that address challenging topics. Workshops based on content knowledge should be organised for newly appointed teachers and for those with content knowledge gaps.
- (f) The use of print media and current economic issues should be linked to content to develop a better understanding and appreciation of the content. Teachers should demonstrate to learners how the macroeconomic objective of price stability can positively influence the South African economy. The use of internet for extended knowledge and understanding of the subject needs to be encouraged.

QUESTION 3: ECONOMIC PURSUITS

Common errors and misconceptions

- (a) In Q3.1.1 some candidates mentioned countries that are outside the *SADC region* such as China and India. It is evident that these candidates were not exposed to *forms of protocol and economic integration*, of which South Africa is a part.
- (b) In Q3.1.2 most candidates could not explain how Broad-Based Black Economic Empowerment (BBBEE) helped to promote industrial development. They demonstrated a lack of understanding of *BBBEE in relation to industrial development*.
- (c) Responses to Q3.2.2 showed that candidates were not exposed to government departments and their roles, such as the *Department of Trade, Industry and Competition (DTIC)* as some did not know that its name had changed.
- (d) Candidates' performance in Q3.2.3 was very poor, as many of them could not describe the term *duty-free incentives*. Some candidates wrote the description of either *tariffs* or *taxation*.
- (e) Q3.2.5 was poorly answered by most candidates as they demonstrated a lack of knowledge about *the National Research and Development Strategy (NRDS)*.
- (f) In Q3.3 most candidates demonstrated that they were not exposed to economic indicators content.
- (g) In Q3.4, some candidates struggled to differentiate between advantages and disadvantages of *import substitution* to the South African economy. They responded by discussing the benefits for households instead of benefits to the economy.
- (h) Most candidates demonstrated a lack of understanding of the challenges faced by South Africa in promoting industrial development through various policies, particularly in relation to economic pursuits in Q3.5.

Suggestions for improvement

- (a) *Economic Pursuit* should be taught and assessed thoroughly. This will assist and instil confidence in learners when responding to the question. Practical and real-life situations (current economic issues) should form part of teaching to make lessons more meaningful to learners. Learners should be taught *the forms of protocol and economic integration*, and which countries form part of SADC. Teachers should teach learners to understand what *BBBEE* is and, a clear distinction between *redress policies and industrial development policies* should be made.
- (b) Learners should be guided on the interpretation of questions. In-depth content knowledge by the subject teacher is important. This will assist learners to analyse, synthesise, make their own judgements and build confidence in responding to higher-order questions.
- (c) Additional learning material should be given to learners during the academic year. Teachers should always seek and update recent economic information to empower learners with recent knowledge. Learners should be exposed to all government departments, their roles and the SOE's that report to them. Teachers should:

- Assign learners to research and present on economic issues, such as *the department responsible for promoting industrial development and the challenges faced by South Africa in promoting industrial development through various policies;*
 - Provide *examples of duty-free incentives* and ask learners to *analyse their impact on industrial development;*
 - Use real-life examples to illustrate *the importance of corridors in promoting regional development.*
- (d) More case-study questions should be discussed in class and given as homework activities. Data provided in data-response questions should be analysed thoroughly before learners attempt to answer any questions set. Debates and presentations of certain topics should be conducted regularly. Teachers must endeavour to include the *why* and *how* types of questions to enable learners to think beyond typical textbook knowledge. Teachers should give learners more class activities based on economic indicators including recent real-life situations. Classroom activities and topic tests based on imports substitutions' benefits for the economy should be administered by teachers to ensure that learners are empowered to respond to this middle-order question with confidence.
- (e) Subject advisers need to support teachers by developing content-based documents that address challenging topics. Data-response activities that can be used as formative assessment in the classroom should be collated.

QUESTION 4: MACROECONOMICS AND ECONOMIC PURSUITS

Common errors and misconceptions

- (a) Many candidates misinterpreted Q4.1.1 as they provided business cycle indicators, such as *leading, coincident and lagging indicators* instead of *economic indicators that relate to employment.*
- (b) In Q4.1.2 some candidates failed to respond to the action verb of '*how can government achieve the macroeconomic objective of economic equity*' in South Africa.
- (c) Poor performance was also evident in Q4.2.4 as some candidates confused the term *amplitude* with the *length* of the business cycle.
- (d) Some candidates failed to explain how an economic recession influences households in the economy in Q4.2.5. They mentioned other participants such as government and businesses instead of discussing the households.
- (e) Q4.3.2 was poorly answered because most candidates did not know the name of the international organisation that promoted the removal of trade restrictions.
- (f) Candidates could not answer Q4.3.3 properly as they used words like '*preventing*' or '*restricting trade*' with a particular country instead of '*banning imports*' from other countries. They could not describe the economic term *embargo.*
- (g) In Q 4.3.4 candidates repeated or wrote the question as the answer. Most candidates could not explain the importance of protecting infant industries from foreign competition.
- (h) Q4.4 was very poorly answered. Most candidates confused the social indicator that related to *nutrition* with those that related to *health.*

- (i) Although most of the candidates performed well in Q4.5, some candidates confused *injections* with *leakages*.

Suggestions for improvement

- (a) Content mapping must be done at school to identify the concepts that are used from Grades 10–12 so that these concepts can be covered in detail. Teachers should discuss and clarify the difference between *business cycle indicators*, *economic indicators* and *social indicators* to learners during lesson presentations.
- (b) Teachers should use a variety of resource materials to prepare learners adequately for the examination. Current economic issues should be used as examples to illustrate the subject in context. Economics in the classroom should be linked to economics in real life by exposing learners to actual data, graphs and statistics. Print media and video clips can be used to clarify content. Teachers should not only explain activities taking place when the economy is in recession, but they should also explain the impact they have in all the phases in the economy and use current data.
- (c) Teachers should ensure that learners understand what is expected of them when instructional verbs such as *argue*, *analyse*, *evaluate* or *differentiate* are used in a question. Teachers should cover the *ATP* including economic pursuits topics thoroughly and drill learners using previous question papers.
- (d) Application of knowledge should form part of daily teaching. Learners should be taught to make their own judgements based on particular content. Different forms of discussion from debate to case study may be used during lessons to argue and make opinion-based decisions. Teachers should explain the difference between *injections* and *leakages* to simplify the content for the learners and expose them to higher-order questions. They should also explain the impact of *leakages* and *injections* in the economy.
- (e) Learners should be guided on the process of selecting questions from both Section B and Section C as part of exam-answering techniques. It is noted that often all the questions in Section B are answered; this is a clear indication of poor planning and a waste of valuable time. Instructions need to be explained and reinforced to learners during their revision sessions so that they are clear about the requirements.

QUESTION 5: MACROECONOMICS

Common errors and misconceptions

- (a) In the introduction, few candidates displayed lack of understanding and knowledge of the concept being discussed. Those who had a challenge left blank spaces or provided irrelevant reasons for international trade, such as international trade was the exchange of goods and services in currency.
- (b) Some candidates were unable to categorically list the subheadings for *demand* reasons and *supply* reasons, for international trade. They mentioned *demand* and/or *supply* reasons in their discussion but failed to demonstrate how they contributed to international trade.
- (c) The additional part of the essay was of a higher cognitive demand and was allocated 10 marks. Most candidates had challenges to respond to the additional part of the essay, as it was of a higher cognitive demand and required application skills. They displayed a lack of understanding of *the impact of a weaker rand on the economy*. Some candidates merely listed facts on a weaker currency such as *imports will become expensive* but

failed to explain how that would impact the South African economy. This inadequate explanation resulted in candidates being unable to score the full 10 marks for this part of the essay.

- (d) The conclusion was deemed to be the higher-order part of the question that challenged many candidates. They tended to repeat facts that were already mentioned and allocated marks in the main part such as *production inputs cost may decrease domestic production and will slow down economic growth*.

Suggestions for improvement

- (a) It is important that subject advisers supplement content on this topic through teacher development workshops to address gaps in teachers' content knowledge. Teachers should use the *2021 Examination Guidelines* to identify all macroeconomics essays and give learners activities to write introductions, as an informal activity. This will build the capacity of learners to understand the *reasons for international trade*.
- (b) Teachers must focus on guiding learners in the writing of introductions, bodies, and conclusions, when dealing with essay questions.
- (c) Teachers should expose learners to past question papers to enable wider awareness of different types of questions. Learners should be exposed to questions on all levels of difficulty during class activities, tests, and internal examinations.

QUESTION 6: ECONOMIC PURSUITS

Common errors and misconceptions

- (a) Most of the candidates failed to score marks in the introduction as they provided irrelevant information that did not respond to the question. This indicated that candidates lacked understanding and knowledge of *the discretionary changes in monetary and fiscal policies* involved in the demand-side approach with the aim of changing the level of aggregate demand and output. Those who had a challenge left blank spaces or provided irrelevant information on the topic being discussed.
- (b) Some candidates were unable to list the subheadings for the *South African demand-side approach*.
- (c) Most candidates failed to distinguish between *monetary policy instruments* and the *fiscal policy elements*. Some of those who attempted this question only listed the subheadings correctly but were unable to provide relevant information.
- (d) Most candidates displayed challenges in responding to the additional part of the essay, as it was of a higher cognitive demand and required application skills. They displayed a lack of understanding of the importance of promoting small business in the South African economy. Some candidates merely listed facts such as *small businesses helping to create employment* but failed to explain how that will impact the South African economy.
- (e) The conclusion is the higher-order part of the question challenged many candidates as they repeated facts that were already mentioned and awarded marks in the main part of the essay, such as *small businesses may create a source of income for the households which will help to alleviate poverty in South Africa*.

Suggestions for improvement

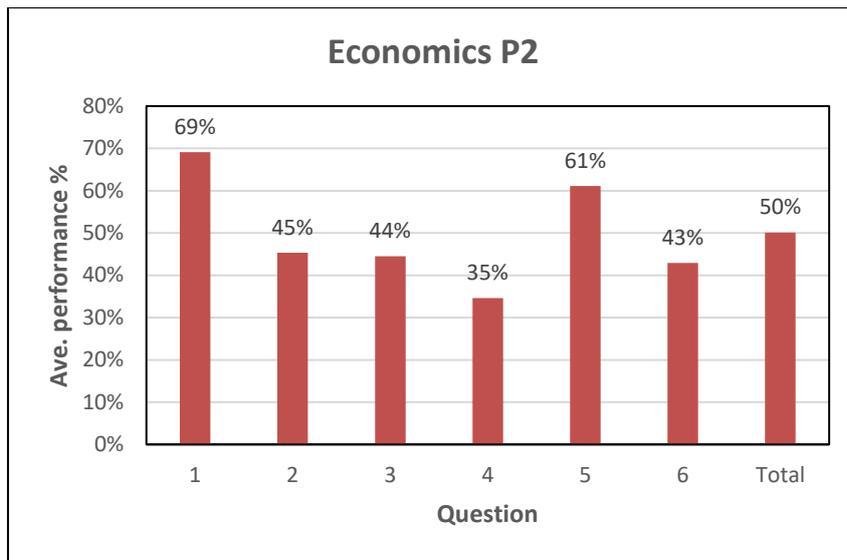
- (a) Teaching of these topics should be done holistically. Learners should be guided in discussing each fact in detail. This will ensure that they do not omit any crucial aspect of the answer. More time should be used to teach areas that prove to be challenging for learners.
- (b) When teaching the essays, teachers should highlight the importance of mentioning sub-headings as marks can be awarded for such, including examples (1 mark per subheading or example).
- (c) The use of the *2021 Examination Guidelines* is strongly encouraged as it serves as a fundamental document for teachers to thoroughly prepare learners for essays that might appear in the question paper. Teachers should use the examination guidelines to identify all economic pursuits essays and give learners activities to write introductions, as an informal activity to build the capacity of learners in understanding content.
- (d) Different teaching methods can be used to teach the *demand side approach to growth and development*. Use can be made of the *Aggregate Demand-Aggregate Supply (AD-AS) model* to show how policies shift the AD curve. Students can be encouraged to analyse and debate the effectiveness of demand-side policies. The class could be divided into groups to argue for or against the use of fiscal or monetary policy for growth and development. Engaging learners in policymaking roles can help them understand how demand-side policies work.
- (e) Subject advisors need to monitor that assessment tasks contain a balance of all the cognitive levels. Workshops on cognitive levels and levels of difficulty should form part of content workshops conducted during the year.

5.5 DIAGNOSTIC QUESTION ANALYSIS OF PAPER 2

The candidates' performance in Section A showed a decline when compared to that of the 2023 cohort. In Section B, candidates performed marginally worse in Q2. However, there was an improvement in the candidates' performance in Q3 and Q4. In Section C, there was a satisfactory improvement in Q5, while Q6 showed a large decline in performance. The performance in the higher-order questions and *Microeconomics* in general has improved.

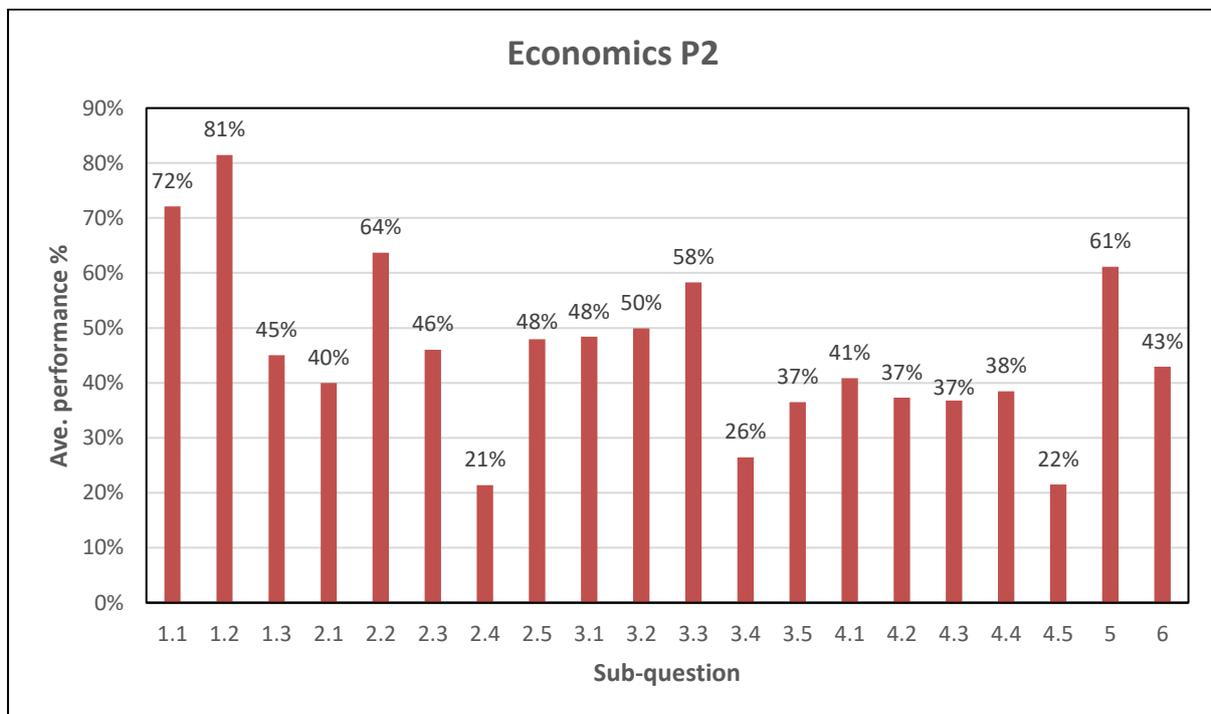
The following graph is based on data from a random sample of candidates' scripts. While this graph might not accurately reflect national averages, it is useful in assessing the relative degrees of challenge of each question as experienced by candidates.

Graph 5.5.1 Average performance per question in Paper 2



Q	Topic/s
1	Objective questions
2	Microeconomics
3	Contemporary economic issues
4	Microeconomics and contemporary economic issues
5	Microeconomics
6	Contemporary economic issues

Graph 5.5.2 Average performance per subquestion in Paper 2



Sub-Q	Topic	Sub-Q	Topic
1.1	Multiple choice	3.3	Tourism
1.2	Matching	3.4	Causes of demand-pull inflation
1.3	Concepts	3.5	Negative impact of tourism activities
2.1	Perfect competition/Cost Benefit Analysis	4.1	Types of inefficiencies/
2.2	Monopolistic competition	4.2	Perfect market long-run equilibrium graph
2.3	Positive Externalities	4.3	Types of tourism
2.4	Total, Fixed and Variable cost curves	4.4	Maximum prices - graph & explanation
2.5	Misallocation of resources	4.5	Measures to combat cost-push inflation
3.1	Consumer inflation/Tourism tax	5	Oligopoly/competition policy
3.2	Inflation	6	Government measures to ensure sustainability/International measures

5.6 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 2

QUESTION 1: MICROECONOMICS AND CONTEMPORARY ECONOMIC ISSUES

Most candidates performed well in Q1, especially in the multiple choice and matching questions. In Q1.3 an improvement was noted but it was evident that candidates still struggled with concepts and often confused related concepts. Overall, there was an increase from the previous year. The performance of candidates ranged from excellent to poor. Some candidates attained full marks, while a few did not attempt to answer some of the questions.

Common errors and misconceptions

- (a) Q1.1.3 was poorly answered by many candidates, as options chosen suggested a lack of thorough understanding of *shut-down point*.
- (b) The term, *direct controls*, was confused with *deregulation* regarding the government passing laws to reduce market failures.
- (c) Poor performance can be attributed to the misunderstanding between *long run* and *short run* in Q1.2.1 – candidates selected the incorrect matching statement.
- (d) In Q1.3.1 candidates had difficulty distinguishing between the remuneration of an entrepreneur, *explicit cost* and *implicit cost*. The most common responses were *explicit cost* and *profit*, instead of *implicit cost*.
- (e) Confusion between concepts in Q1.3.3 was evident. Instead of *minimum wages* many candidates gave *minimum price*, *minimum earnings* and *wages and salaries* as the answer.
- (f) In Q1.3.4 a fair percentage of candidates wrote the abbreviation *IKS* instead of *Indigenous Knowledge Systems*. This could be attributed to candidates not reading the instructions to the question. Incorrect responses included *world heritage site*, *cultural tourism* and incomplete terminology such as *indigenous*.

Suggestions for improvement

- (a) Emphasis on distinguishing between the related concepts such as *long run and short run*, *explicit cost and implicit cost*, *minimum wages and minimum prices* is essential in avoiding confusion.
- (b) Definitions and concepts should be emphasised. The use of a glossary at the beginning of each topic should form the basis of the teaching and learning of Economics.
- (c) Learners should be advised to write the complete economic concept although similar words may appear in the stem. E.g. *minimum wage* should not be written as *minimum* although the word 'wage' appears in the stem.
- (d) Teachers are encouraged to spend time reading the instructions to the learners, especially those in Q 1.1.3.

- (e) Revision by means of short, regular formative tests on basic concepts is strongly recommended. Learners should be encouraged to make a list of the key concepts of each topic, especially in Microeconomics.

QUESTION 2: MICROECONOMICS

Common errors and misconceptions

- (a) In Q2.1.1 many candidates failed to interpret the question fully as they gave examples of products instead of markets. Incorrect answers included oil, gold, names of supermarkets and names of market structures.
- (b) A fair percentage of candidates were unable to explain the importance of *cost-benefit analysis* for public projects in Q2.1.2. Instead, answers related to businesses and explanations related to cost or benefit only and not both.
- (c) Answers to Q2.2.3 suggested that candidates did not fully understand *monopolistic competition* as market structure. The characteristics of a monopoly such as 'a single seller of a product' was used as a description.
- (d) Most candidates misunderstood the requirements of Q2.2.5. Answers did not suggest a comparison. Answers related to *monopoly* only instead of a comparison to *monopolistic competition*.
- (e) In Q2.3.1 many candidates failed to identify the marginal private benefit curve as 'D'. Some answers included *Phillips curve* and *Laffer curve* which were not in the data given.
- (f) Most candidates' answers in Q2.3.2. suggested confusion between *negative externalities* and *demerit goods*. Examples such as cigarettes and alcohol were given instead of pollution and congestion.
- (g) Candidates performed poorly in Q2.3.4 misinterpreting the question coupled with a lack of understanding the graph. Many answers were incorrect or random and there was a failure to reference the answers to the graph.
- (h) In Q2.4 a large percentage of candidates struggled with the drawing of the graph and explanation thereof. Some candidates misunderstood the question and instead drew graphs related to *perfect market equilibrium positions*. While graphs were correct in some cases, the explanations of the curves were incorrect.
- (i) While most candidates attempted Q2.5, answers were generic and some focused on only one participant, instead of other participants as well.

Suggestions for improvement

- (a) Misinterpretations of questions seem too common among candidates. Attempting past papers and unpacking a question in terms of what is required will help learners to write what is relevant to the question, especially for the 2-mark, 4-mark and 8-mark questions. Key words within the question should be underlined so that learners can respond to the requirements of the question.
- (b) Learners should be encouraged to complete a table showing differences and similarities of the four market structures according to specific criteria, such as numbers of *sellers*, *nature of product*, *demand curve*, etc. The *market structures* must be arranged from the most perfect (*perfect competition*) to the most imperfect (*monopoly*).

- (c) A clear distinction between *private benefit*, *external benefit* and *social benefit* (which is the sum of *private benefit* and *external benefit*) must be emphasised to avoid confusion. The same applies to *private cost*, *external cost* and *social cost*. These concepts must be consolidated further by explaining them in relation to the *externality* graphs.
- (d) *Negative externalities* and *demerit goods* are related concepts in economics, but they are distinct and refer to different phenomena. *Negative externalities* relate to unintended side effects (costs to third parties) of economic activities which leads to overproduction or overconsumption of the goods, while *demerit goods* focus on personal or social harm from overconsumption of certain goods.
- (e) A clear distinction must be made between similar or related concepts such as *monopolistic competition* and *monopoly*, *negative externalities*, and *positive externalities*, *fixed*, *variable* and *total cost*. Knowledge of these concepts will enhance question interpretation.
- (f) Terminology related to cost and revenue must be emphasised from as early as Grade 11. The graphs are essential as this sets the foundation for Grade 12 content in Microeconomics. This should be re-emphasised thoroughly in Grade 12.
- (g) While the practice of drawing and labelling graphs is essential to learners' understanding of various concepts and content related to a topic, teachers should also encourage learners to provide explanations of given graphs on a regular basis. Credit must be given for explanations related to the graph. Regular testing and feedback will ensure improved performance in *Microeconomics*.
- (h) Subject advisors, through teacher development, should develop more material on *market structures* and *market failures*. It is evident from candidates' responses that teachers need support in this section.

QUESTION 3: CONTEMPORARY ECONOMIC ISSUES

Common errors and misconceptions

- (a) In Q3.1.1 many candidates provided the general types of inflation instead of types of consumer inflation. Common responses included *stagflation*, *demand pull inflation*, *cost push inflation* and *hyperinflation*.
- (b) A fair percentage of candidates were unable to provide a complete description of *stagflation* in 3.2.3. They failed to link high inflation with low economic growth and/or high unemployment.
- (c) Many candidates performed poorly in Q3.2.5 and were unable to link natural disasters to inflation. Responses were mostly on the damage caused by natural disasters without showing the effect on costs and inflation.
- (d) In Q3.3.2 candidates' responses indicated knowledge of the World Heritage Sites but failed to distinguish between cultural and environmental World Heritage Sites.
- (e) Many candidates failed to interpret Q3.2.4 as answers were incomplete. While candidates understood the impact of a weaker rand and that foreigners would have more purchasing power, they were not able to relate this to tourist arrivals.

- (f) Q3.3.5 was poorly answered as it was evident that the question was misunderstood. Responses included actions by individuals and businesses that were harmful to the environment instead of focusing why international measures had failed.
- (g) Although Q3.4 was a middle-order question and content-based, the majority of the learners performed poorly in this question. *Exports* and *Government spending* were merely described without explaining how these factors resulted in inflation.
- (h) Many candidates misunderstood the question in Q3.5. Reference was made to the negative publicity that tourism activities brought to South Africa, citing crime, drug trafficking and unemployment. Responses also included the positive impact of tourism activities which was not required.

Suggestions for improvement

- (a) The teaching of contemporary economic issues is imperative and basic concepts need to be emphasised. Sometimes these topics may not be covered in some schools, possibly due to poor time management. Teachers should cover *Environmental Deterioration* thoroughly in Grade 11 as a large part of the content overlaps with the Grade 12 topic, *Environmental Sustainability*. Some key aspects of *inflation* could also be covered under *Money and Banking* in Grade 11 as well. Assessment should also be comprehensive to give learners a head-start in Grade 12. This will allow for more time to teach other topics which are sometimes neglected.
- (b) Learners must be exposed to more data-response questions, i.e. 4-mark questions that require application skills. A thorough understanding of key concepts is necessary to interpret such subquestions. These questions should be discussed in class with the emphasis on using the relevant data to address the requirements of the question. Logical reasoning would enable learners to earn marks, especially if they can show an understanding of the question. Data-response questions should not merely require learners to re-produce answers from the given data. Learners should be able to apply the data in the appropriate context.
- (c) The importance of infusing current economic issues in lessons cannot be over-emphasised, especially where content can be linked to real-life issues. Issues relating to causes, consequences and combatting inflation can easily be linked to the South African Reserve Bank's repo (repurchase) rate changes and inflation targeting.
- (d) In teaching Economics, a crucial element is to motivate learners to think laterally about the topic. Where possible, teachers must relate the different topics to real-world issues. This will help learners prepare for higher-order questions. Learners must gain practice in evaluating, assessing or critiquing issues/topics whenever possible. Teachers are encouraged to set their own higher-order questions, to extend the engagement and knowledge acquisition of the learners in their respective classes. They should realise that textbooks are not adequate in providing all relevant and current responses to questions. Teachers are encouraged to use other relevant resources that will give more information, to supplement textbook information.
- (e) Sufficient informal activities on higher-order questions are crucial in preparing learners for subsequent formal assessment tasks. These cognitive verbs must be unpacked with learners to improve and understand the requirements of a question.

QUESTION 4: MICROECONOMIC/CONTEMPORARY ECONOMIC ISSUES**Common errors and misconceptions**

- (a) In Q4.1.1 many candidates had difficulty naming the types of *inefficiencies* and instead responded by naming the causes of *market failure*.
- (b) A fair percentage of candidates discussed other monetary policy instruments instead of open-market transactions. Some answers included a general description of *open-market transactions* that included the buying and selling of government securities instead of selling only, as this will reduce the money supply in the economy.
- (c) Candidates' responses in Q4.2.3 suggested confusion between *revenue* and *cost* terminology. Responses included the word 'cost' instead of 'revenue' in the description. The reference to *marginal* was also omitted in the responses.
- (d) In Q4.2.5 many candidates performed poorly as many responses were not referenced to the graph. In addition, candidates explained *long run* and *short run* without linking it to normal profit. Explanations included how *normal profit* is achieved from *economic profit* instead of *economic loss*.
- (e) Many candidates confused *maximum prices* with *minimum prices* in Q4.4 as the incorrect graph was drawn, thus the explanation was incorrect.
- (f) In Q4.5 many candidates responses related to combatting *demand-pull inflation* instead of *cost-push inflation*.

Suggestions for improvement

- (a) A major contributing factor to poor performance is the incorrect interpretation of the question due to a lack of thorough understanding of a particular concept. This negatively influences its application in a context that is relevant to the question and compromises logical reasoning. Teachers should refrain from providing marking guidelines to learners before they attempt challenging questions, as this prevents them from thinking critically about the question themselves.
- (b) A clear distinction must be made between similar or related concepts under market structures such as *marginal revenue* and *marginal cost*, *average revenue* and *average cost*, *total revenue* and *total cost*, *average cost* and *average variable cost*, *long run* and *short run*. The *marginal* aspect of the concept must be thoroughly explained as this would ensure the understanding of *market equilibrium positions* and the interpretations thereof.
- (c) Teachers must ensure that learners understand what *maximum prices* are and why they are imposed as this will enable learners to draw the graph correctly. *Maximum price* is an upper price limit because *equilibrium price* is too high in the market, hence it will fall below *equilibrium price*. This helps to make goods affordable but creates a shortage. Similarly *minimum prices* are a lower price limit (price floor) because *equilibrium price* is too low in the market, hence it will be above *equilibrium price*. This benefits producers but creates a surplus in the market.
- (d) Teachers must expose learners to adequate practice in the drawing of graphs and the correct labelling of curves, as this will aid in the correct explanation of the graph.
- (e) Learners must be trained to analyse questions. A fundamental reason for learners' misinterpreting questions is a lack of understanding of the terminology contained within

the question. This compromises the learners' ability to apply the information within a given context.

- (f) Teachers must spend time explaining the instructional verbs from the *2021 Examination Guidelines* to learners in detail. Learners should clearly understand the expectations of these verbs, especially in relation to higher-order questions such as *analyse* and *evaluate*. A mere listing of facts without an explanation in context will earn only 2 marks, instead of the full 8 marks.
- (g) Subject advisers and teachers must be made aware that some textbooks and guides have incorrect information, and this is being taught to learners. There is a need to filter the content that is being taught to ensure accuracy as incorrect information compromises learners in the learning and examination processes.

QUESTION 5: MICROECONOMICS

In general, the level of performance in the question was satisfactory. This particular essay was popular. The candidates, however, performed poorly in the additional part.

Common errors and misconceptions

- (a) The following common errors were identified in the main part of the essay:
 - Listing of characteristics, instead of explanations was evident in a fair percentage of candidates' responses;
 - Repetition of facts already mentioned in the introduction;
 - Inclusion of characteristics of other market structures; and
 - A lack of subheadings and irrelevant subheadings.
- (b) Most candidates performed poorly in the additional part of the essay. *Roles of the regulatory institutions (Competition Commission, Competition Tribunal and Competition Appeal Court)* were discussed instead of explaining *the use of competition policy in reducing anti-competitive behaviour*. Some responses related to *monetary and fiscal policy instead of competition policy*.
- (c) Although guided in the question paper as to what a conclusion should entail, the writing of a relevant conclusion was a challenge for most candidates. Some candidates repeated content from the introduction and the body, in the conclusion.

Suggestions for improvement

- (a) Teachers must assess learners regularly on essay questions by focusing more on the structure of essays. Teachers should focus on the additional part and the conclusion of the essay; these areas have been identified as problematic for many learners. Learners must be encouraged to make reference to the guidelines provided in the question paper to enhance their essay writing skills.
- (b) Teachers should ensure that learners are able to interpret questions correctly to avoid including irrelevant information in their responses. Learners should be exposed to different questions on the same topic and guided on the interpretation of questions. In this regard, learners should practise how to identify the key issues to be discussed.
- (c) A framework structure (mind map) is encouraged before the commencement of essay writing.

- (d) Learners should be encouraged to practise answering higher-order questions. Teachers must unpack questions in a way that guides learners to focus on the key issues demanded by the question. Learners should be engaged in classroom discussions, which will promote their ability to interpret content and to think critically because of the feedback they receive from others.

QUESTION 6: CONTEMPORARY ECONOMIC ISSUES

In general, the level of performance in response to this question was below average.

Common errors and misconceptions

- (a) In the introduction most candidates confused *environmental sustainability* with *conservation and preservation*.
- (b) The following common errors were identified in the main part of the essay:
- Repetition of facts already mentioned in the introduction;
 - Writing of correct facts under incorrect subheadings;
 - Discussion of environmental problems and international measures; and
 - A lack of subheadings and irrelevant subheadings.
- (c) The mere listing of facts instead of full explanations was evident in the main and additional part of the essay.
- (d) The additional part of the question was not answered well. The *international measures* were listed without linking them to addressing the *environmental problems*.
- (e) The conclusion of many candidates' responses lacked depth and was not reflective of higher order thinking. Facts from the introduction and the main part were repeated.

Suggestions for improvement

- (a) The teaching of all content should be completed timeously so that more opportunities for revision are created. Poor planning and delivery often lead to some teachers rushing through the last few modules and not spending enough time on contemporary economic topics. Teachers need to ensure that each topic is given adequate attention, as outlined in the *ATP*.
- (b) In their conclusions, learners should be taught how to structure a response in support of, or against the facts mentioned in the body of the essay. During revision sessions, teachers should constantly remind learners of the guideline in the question paper regarding the conclusion to the essay. Learners must be encouraged to write more than one sentence to conclude as it is challenging to capture a good higher-order response in just one sentence.
- (c) Learners must be exposed to current affairs/news/events on a continuous basis from Grade 10. SBA tasks should be prepared based on current issues to help learners to relate the content to the real world. Teachers must be encouraged to expose learners to the latest developments related to the *Contemporary Economic Issues* such as agreements related to climate change.
- (d) Teachers should make the *2021 Examination Guidelines* available to all learners as this will help them to check whether all aspects of the curriculum have been completed and to identify areas where the textbook lacks the relevant information. This will prevent

content gaps in the teaching-learning process. It will provide opportunities for the teacher to set small tasks for learners to research and they can be given as part of regular homework.

- (e) Most resources are outdated and have not been revised recently. There have been amendments to the *Examination Guidelines*. Teachers must be encouraged to identify content gaps in their sources when interrogating the *2021 Examination Guidelines* and network with other schools, the cluster, or the subject advisor to obtain the most relevant content to supplement the resources.



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222 Struben Street

Private Bag X895, Pretoria, 0001

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