

**GENERAL REMARKS**

Candidates did not adhere to the exam instructions. Candidates who did not answer the questions in Section B in full sentences were penalized.

Some candidates did not answer the prescribed number of questions. If the candidate answered too many questions only the first question was marked. Candidates must take note that they must answer only TWO of the questions from the choice module (Section C).

These two questions of 25 marks each represent only ONE 50 mark option in section C.

Candidates may not do all four questions from the choice modules. Only the first two questions will be marked.

Too many candidates know too little of the subject outside of the classroom. Educators must motivate their learners to read newspapers, listen to the news on TV or to study magazines, e.g. THE ECONOMIST or SARB Quarterly Journal.

Educators must structure their June and September exam papers according to the format used in the November paper. Especially Section C needs more attention. Each question in this section must consist of a 10 marks short question section; 10 marks data response question and two high cognitive discussion questions of 16 and 14 marks respectively.

Educators must use the correct terminology in their class discussions. A lot of the terminology in module 1 (NATIONAL INCOME) and module 4 (INTERNATIONAL TRADE) has changed. Study the information in ECONOMICS AND MANAGEMENT, Journal for professional educators of the Economic and Management Sciences, Vol. 12/2000. Educators must supplement outdated textbooks with up-to-date information.

The following time schedule may be of use to the candidates. Let them use it in the June and the September exams:

SECTION A SHORT QUESTIONS	25 MINUTES
SECTION B ESSAY TYPE QUESTIONS	(2 X 25 MINUTES)
SECTION C SHORT DISCUSSIONS	(4 X 25 MINUTES)

This leaves the candidate with approximately 5 minutes to check the paper.

7. Candidates must please start each question on a new page.

**SECTION B (SHORT QUESTIONS)**

This section was answered satisfactorily. Because each question in this section counts 3 marks, candidates must spend more time on this section when answering the paper. Candidates must spend more or less 30 minutes on this section of the paper. The first half (1.1-1.18) were answered generally better than the second half (1.19-1.33) (Module 4 and 5). Teachers must take note of the fact that more or less than seven questions were asked on each module.

**SECTION B (ESSAY TYPE QUESTIONS)**

ESSAYS or ANSWERS in this section must be in full sentences. If not, the candidate will be penalized. Each answer must have an introduction, body and conclusion as indicated in the paper. Candidates must leave open lines between paragraphs and may underline headings and examples.

**QUESTION 2 BUSINESS CYCLES**

Many candidates answered this question. Good marks were obtained. Some candidates confused the problems in the calculation of the national figures with the question asked.

**QUESTION 3 PRICE ELASTICITY**

A lot of candidates answered this question. Some candidates had problems with the graphs and the tables. Graphs were not labelled and the information in the tables was incorrect. Candidates must also note that the formula for price elasticity has to do with the percentage change in quantity demanded divided by the percentage change in price.

**QUESTION 4 URBANISATION**

Some candidates merely repeated facts. Advantages were discussed as disadvantages and characteristics.

**QUESTION 5 REASONS FOR PROTECTION**

Not a lot of candidates answered this question. The reasons for protection were confused with forms of protection and reasons for international trade.

Candidates must spend at least 60 minutes on this section of the paper.

## **SECTION C**

### **QUESTION 6 NATIONAL INCOME**

6.1 Educators must emphasise the difference between problems and shortcomings. They must also clearly differentiate between services not included and accuracy.

6.2 A lot of candidates left out the "R" and the million indicators in their calculations.

6.3 Candidates did not use the example given in the paper as part of their answer.

### **QUESTION 7 PRICE FORMATION**

7.2 Educators must please note that both the demand curves had to be drawn on the same axes.

This question was not answered well. Some of the candidates did not use the example given in the question in their answers.

### **QUESTION 8 ECONOMIC DEVELOPMENT**

8.2 The question was answered poorly. A lot of candidates could not define *poverty*. Reading the table of statistics was poorly done. These type of questions must be given as CASS assignments so that learners are familiar with them and have a chance to practise them.

This question was answered poorly. Many candidates discussed the characteristics of the informal sector instead of the policy. Some learners could not identify the informal sector, only a very few learners actually answered the question.

This question was answered poorly. Candidates tended to repeat themselves. Most of the candidates understood low living standards but struggled with *vulnerability*.

### **QUESTION 9 INTERNATIONAL TRADE**

This question was not answered well. Candidates did not know the different sections in the balance of payments. Use the Quarterly Journal of the South African Reserve Bank as an example.

No candidates were able to answer data response type of questions. Candidates still do not know the difference between depreciation and appreciation. Educators must include this type of question in June and September papers to prepare learners for the final examination.

## **10. THE STATE**

10.1 Candidates still do not know the difference between tax avoidance and tax evasion. The teacher must put more emphases on the terminology (language) of the subject.

10.2 10.2.3 Candidates did not know the main parts of the budget. Please consult the Quarterly Journal of the SARB for examples.

This question was answered well.

Candidates did not know the difference between direct and indirect taxation. Some candidates did not use the information given to answer the question.

## **CHOICE MODULES**

All four questions in this module were answered satisfactorily. The following sections need more attention:

1.1.2 (b and c) Calculations not well answered.

1.1.3 Very vague answers. Teachers must use different textbooks in dealing with this section of the syllabus.

11.2 Teachers must make sure that they keep up to date with the new terminology on this topic.

11.2.2 c This section in the syllabus needs more attention.

11.3 Teachers must note that there are different forms of inflation. Candidates must know the differences between the forms. Use the latest data to do this section in the syllabus. The Quarterly Journal of the SARB can be used to explain inflation.

11.3.2(b) This section of the syllabus needs more attention.