

**1. GENERAL REMARKS**

- 1.1 Candidates still do not adhere to the exam instructions on the front page of the exampaper.
- 1.2 The candidates must start each question on a NEW page.
- 1.3 If the candidate answer more that the required number of questions, only the required number of questions will be marked. All work you do NOT want to be marked, must be clearly crossed out.
- 1.4 Candidates must leave 2 to 3 lines open between subsection of questions.
- 1.5 The question on the choice modules are still answered wrong. Candidates must answer any TWO of the four choices given.

**2. SECTION A**

This question is COMPULSORY and must be answered bay all candidates ON THE ANSWER SHEET provided. There are still canidates who do not use the answer sheet provided.

The following structure for this section may be used by teachers in their June and September exams:

**1.1 MUTIPLE CHOICE QUESTIONS (Q 1.1.1-1.1.20 – 20 X 3 = 60 MARKS)**

- NATIONAL INCOME (4 QUESTIONS)
- PRICE FORMATION (4 QUESTIONS)
- ECONOMIC DEVELOPMENT (4 QUESTIONS)
- INTERNATIONAL TRADE (4 QUESTIONS)
- THE STATE (4 QUESTIONS)

**1.2 TRUE OR FALSE QUESTIONS (1.2.1-1.2.10 – 10 x 2 = 20 MARKS)**

- These questions are set on the whole syllabus .

**1.3 CHOOSE A WORD OR COMPLETE THE STATEMENT (Q1.3.101.3.10 – 10 X 2 = 20 MARKS)**

- These questions are set on the whole syllabus.

THIS SECTION ADD UP TO A 100 MARKS

Candidates should spend at least half an hour in answering this section.

**PAPER 2006**

1.3.7 Candidates must know the meaning of capital gains tax in South Africa.

1.3.9 Candidates must know the role of industrial development zones/corridors in the South African economy. Consult the grade 12 FET outcomes based textbooks and Levin's economic magazine.

### 3. SECTION B

Candidates must answer any FOUR questions from this section.

#### GERNERIC REMARKS

The following structure for this section may be used by teachers in their June and September exams:

##### 2.1-3.1-4.1-5.1-6.1

The first part of this section will be direct short questions where the candidate will have to choose the correct word/complete the sentence etc. The marks structure for this direct question section will be  $2 + 2 + 2 + 2 + 6 = 14$  marks.

##### 2.2-3.2-4.2-5.2-6.2

In the second part of this section all the question data response question will be asked. Teachers must make use of current economic issues. Newspapers, magazines etc. must be used. In this section the application of the theory will be tested. Teachers must also make use of the quarterly journal of the South African Reserve Bank to get the latest figures, tables and graphs. The marks structure for this data response question section will be  $3 + 3 + 3 + 3 + 6 + 2 = 20$  marks.

##### 2.3-3.3-4.3-5.3-6.3

In the third part of this section the question will be of a higher cognitive character. Verbs like DISCUSS/EXPLAIN may be used. Candidates will have to answer these questions in FULL SENTENCES. These questions will be set on a specific topic in that module. Two marks will be awarded for each fact.

Question 7 is set on the four choice modules. Candidates must answer ONLY TWO QUESTIONS (  $2 \times 25$  MARKS = 50 MARKS) of the the four given. All the questions in this section will also be divided into 3 part i.e. direct questions (8 marks), data response questions (9marks) and a short higher cognitive question (8 marks), thus  $8 + 9 + 8 = 25$  marks  $\times 2 = 50$ .

#### PAPER 2006

##### Question 2

2.2 Please note the different economic classifications for economic activities.

2.3 Monetary causes for business cycles need more attention.

##### Question 3

3.1.5 Candidates must know the reasons for exceptional demand curves and also list examples.

3.3 The relationship between price, value and utility needs more attention.

##### Question 4

4.1.5 Spatial development initiatives in South Africa needs more attention.

4.3 Candidates must know the difference between the role of the informal sector in South Africa and its charaters.

##### Question 5

5.1.5 The demand and supply of foreign exchange needs more attention. Note the difference between foreign and the currency in South Africa.

5.3 Teachers must use the latest structure for the Balance of Payments as it is indicated by the South African Reservebank. Use the banks Quaterly Journal to help you in this matter.

#### Question 6

6.3 Teachers must take note of the latest monetary policy instruments used by die SARB to influence the money supply in SA. Please consult the Quarterly Journal of the SARB.

#### Question 7

7.3 Work placed forums needs more attention.

7.9 This section in the syllabus needs more attention.

7.10.3 Candidates must know the difference between renewable and non-renewable energy sources in South Africa.

The candidates need more or less 20 minutes to answer each question in this section.

### **3. SECTION C**

Q8 – 11.

Answer any TWO questions from this section. Essays MUST be well structured and presented in a SYSTEMATIC format. Responses should have an:

- INTRODUCTION
- BODY
- CONCLUSION

In the introduction part of the answer candidates must define the concept given and explain shortly how they will approach the question or how their answer will be structured.

In the body learners must answer the question asked. They may leave open lines between paragraphs, they may underline or highlight headings and or examples. Examples given must relate to the question asked or statement given. Candidates may also label their answers: A Characteristics, B advantages, C disadvantages. Candidates must answer all questions in this section in FULL SENTENCES.

In the conclusion candidates must reply on the statement given if asked: e.g. "I agree with the statement because...." Candidates MUST motivate their choice or give a reason why they agree or disagree with the statement given.

One of the questions in this section may be a question where the candidate will have to debate an issue. To approach this question candidates will have to use advantages, disadvantages if a critical evaluation is necessary. When it is a problem solving question it may be necessary for the candidate to use different parts in the syllabus to answer this question.

### **PAPER 2006**

#### Question 8

Teachers must consult other textbooks when teaching this topic. There are different methods that can be used to achieve economic growth in a country.

#### Question 9

This question was answered by most of the candidates. Teachers must take note that graphs need to be labeled (Price and quantity demand). Candidates must also be able to calculate the different types of elasticity. If they use tables in their answers the figures in those tables must correlate to the type of elasticity and must therefore be accurate.

#### Question 10

In this question the candidate had to evaluate the VAT system against the requirements for a good system of taxation. A maximum of 6 marks were awarded to each requirement i.e. heading (2 marks) + explanation (2 marks) and evaluation (2 marks). Some candidates evaluate the PAYE system and did not receive marks. Candidates must say why VAT is not fair – no marks were awarded if the candidate did not give a valid reason. (16 marks in total were allocated towards VAT)

#### Question 11

This question was answered poorly by most of the candidates. Candidates did not relate the given statement to South Africa or did not discuss the South African government's endeavours to alleviate and eradicate poverty. This section (Poverty) was part of the addendum to the syllabus for economics that was sent by the WCED to all schools this year. Teachers MUST adapt their syllabi with these recommendations and additions to the learning area. You must consult your subject advisor to help you in this matter if you did not receive this information.

Please take note of the following:

Low income: Discuss the Living Standards Measure (LMS) in South Africa

Malnutrition and low life expectancy: Refer to the HIV/Aids pandemic in South Africa

Low levels of education: Refer to the role of SETA's in South Africa.

Sub-standard services and housing: Refer to the RDP program in South Africa.

In all of the above essays questions the following marks structure was used:

Introduction – 3 marks for any relevant fact

Body – maximum of 45 marks

Conclusion – 2 marks for any relevant conclusion.

(3+45+2 = 50 marks)

The candidates need more or less 30 minutes to answer each essay question.