

GENERAL

1. Once again, some candidates again did not follow the exam instructions. Teachers must make copies of these instruction at the beginning of the year and hand them out to candidates so that they can study them before exams. Teachers must also set exam papers according to those instructions.
2. Many candidates did not use the latest statistics, probably because their teachers do not study the latest publications.
3. It was evident from the scripts that ABET centres do not cover the entire syllabus.
4. Once again, some candidates answered more than the required number of questions. In such cases, only the required number of questions were marked.
5. Answers to essay questions in Section C must have an INTRODUCTION, a BODY and a CONCLUSION. Teachers MUST convey this information to their students.

SECTION A**QUESTION 1**

Most of the candidates did well in this section of the paper. Between 50 and 60% of candidates pass this section. Some of the candidates left out questions that they had to answer in their answer books and not on the answer sheet. Candidates must be very careful in future. They must also leave lines open between the different subsections of a question.

SECTION B**QUESTION 2**

Subsections 2.1.1 - 2.1.3, as well as Question 2.3, were answered poorly. Teachers must expose candidates throughout the year to questions such as these.

QUESTION 3

Candidates encountered difficulty in drawing and interpreting graphs. Question 3.2 was poorly answered.

Some candidates misread the factors influencing demand. It was also evident that candidates were unable to use the applicable examples in their discussions.

QUESTION 4

This question was answered satisfactorily by most of the candidates.

QUESTION 5

- 5.2 was answered poorly. Teachers must use the latest figures of the SARB when they teach this part of the syllabus. Candidates must be able to make calculations and interpretations from given statistics.
- 5.3 was answered poorly. It was evident that most of the centres did not cover this part of the syllabus.

QUESTION 6

- 6.3 Most candidates did not read this question well and therefor did not provide what was asked. The emphasis was on the economic policy of the state. Most candidates discussed methods of policy making, and not the aims or objectives.

QUESTION 7

- 7.1.1 Most candidates did poorly in this question because they did not have the latest information on labour laws, changes and regulations. Teachers must make sure that they have the latest information on this sector if they choose to do this section of the syllabus. Contact your subject advisers for help.
- 7.2 Although many candidates answered this question, they did poorly in it because they could not do calculations or because they did not know the formulas for measuring productivity.
- 7.3 Most candidates did not know the meaning of "cost-push inflation".
- 7.4 Most of the candidates did well in this question. Some candidates did not answer Question 7.3.4 correctly. Some of them wrote about the secondary section – this was not asked.

SECTION C

QUESTION 8

Most candidates who answered this question did well.

QUESTION 9

This question was set on the factors influencing price elasticity and NOT on the forms of elasticity. Because of this misinterpretation many students did not score any marks for this question.

QUESTION 10

Although this question was answered by most of the candidates – many of them could not use applicable examples in their answers. Teachers must make sure that they use the latest figures or examples in class discussions.

QUESTION 11

Most of the candidates did well in this question.