

GENERAL REMARKS

1. Some candidates did not adhere to the examination instructions and ignored information in the paper. The following instructions were not followed:
 - 1 and 7. Candidates should answer only the required number of questions in each section. Additional answers will NOT be marked.
 - Teachers should provide each candidate with a copy of the instruction page at the beginning of the year. These instructions should also be used in the June and September exam papers.
 - Once again there were centres where the candidates did not number their answers according to the numbering system used in the question paper.
2. The terminology used in this subject seemed to be way above the ability of 70% of the students. Teachers should put a lot of emphasis on subject terminology. Ten-mark tests on terminology should be conducted every day. Teachers must also test terminology in their revision as a baseline evaluation at the start of each lesson. There is a lot of new terminology in the new syllabus. Teachers should create a glossary for their classes of the most important terminology or of the difficult terms. Terminology must be emphasized from Grade 10 onwards.
3. Teachers must make sure that they study the Subject Assessment guidelines. You cannot teach without this document.
4. Please make copies of the structure of the question paper, as on page 3 of the 2008 national paper. Explain the time allocation for each section and question.
5. Teachers should include conclusions in assessment tasks so that candidates will be able to draw conclusions when answering essay questions. Candidates must be able to indicate why they agree or disagree with the given statement – they can make use of advantages or disadvantages to support their conclusions.

SECTION B

It is very important that teachers realise that there is a particular structure to this section of the paper. The questions in this section consist of the following:

- Choose the correct word given in brackets (8)
- Name three types (6)
- Data-response questions (20)
- Explain (16)

The 16-mark questions were not answered at all satisfactorily. Teachers should give more attention to this type of question in future.

QUESTION 2

Candidates must be able to distinguish between a point, a phase and a period when dealing with a business cycle. Teachers must use a diagram to explain these.

QUESTION 3

Candidates had difficulty interpreting graphs with regard to externalities. Teachers should make use of graphs to explain this concept in class. Please note the difference between a positive and a negative externality graph. Externalities must be explained within the context of market failure. Collusion by oligopolies needs more attention. Applicable examples must be used by teachers to explain this concept.

QUESTION 4

Teachers should give more attention to SA growth policies and their relationship to international benchmarks. Only the following international benchmarks will be accepted:

- Economic growth
- Inflation
- Employment
- Exchange rate stability

QUESTION 5

Candidates must be able to discuss pollution in terms of environmental sustainability. Candidates must be able to use applicable examples in their discussions.

QUESTION 6

Teachers must make use of the quarterly journal of the SARB when dealing with the balance of payments. Candidates must be able to calculate money values in the balance of payments.

SECTION C

To answer this section candidates must be able to write an essay, a long response and a letter/memorandum.

The following assessment grid was used for questions 7-10:

MARKS	INTERPRETATION OF TOPIC	
0	Candidate has shown no understanding of the topic.	
1	Candidate has shown some understanding of the topic but has missed important aspects of topic.	(1-15 marks)
2	Candidate has interpreted topic correctly but has not linked facts to topic.	(16-30 marks)
5	Candidate has interpreted topic correctly and has linked facts to topic.	(31-45 marks)

QUESTION 7

Teachers must give more attention to the injections and withdrawals in an open economy circular flow model. Many candidates did not know the difference between injections and withdrawals. Teachers must give all positive examples to their candidates. The multiplier effect needs more attention.

QUESTION 8

A lot of candidates could not answer the last part of this question. Teachers must give more attention to the reasons why people will not participate in the market under conditions of monopolistic competition.

QUESTION 9

Many candidates could not critically evaluate the SA international trade policies and major protocols regarding free trade.

The following pointers are of importance:

- Customs union
- SADC
- African Union
- European Union SAFTA
- Mercusor
- WTO
- Trade with Indian Ocean Rim Association for Regional Co-operation
- Marrakesh Agreement
- Cotonou Agreement
- International Trade and Economic Development Division of Department of Trade.

Google the above-mentioned policies for more information.

QUESTION 10

The impact of inflation on the poorest of poor needs more attention. Please note the following:

- Purchasing power of money
- Income and wealth
- Social impact