EKONOMIE HG

ALGEMEEN

1. Sommige kandidate het nie al die eksamenvoorskrifte nougeset nagekom nie. Leerkragte moet gebruik maak van die Junie- en Septembereksamens om kandidate hierin te skool.
2. Soos in 2002 was daar steeds kandidate wat nie hul grafieke byskrifte gegee het nie. Die vertikale asse (prys) en horisontale asse (hoeveelheid) sowel die vraag- en aanbodgrafieke moet byskrifte hê om vakkundig korrek te wees. Ewewigpryse op die grafieke moet deur 'n e1 of e2 aangedui word. Hoërgraad-kandidate moet oor die vaardigheid beskik om vraag- en aanbodgrafieke te kan trek vanaf gegewe data. Afleidings moet gemaak kan word vanaf hierdie grafieke of vanaf moontlike veranderinge in die vraag- en aanbodgrafieke.
3. Leerkragte in Ekonomie moet van meer as een handboek gebruik maak. Koerante, Internet, Joernale, Tydskrifte en die TV moet ingespan word om feite in kontak te bring met die praktyk.(Sien eksamenverslag 2002 1.1) Kandidate moet beskik oor die vermoë om gebruik te maak van toepaslike voorbeelde om feite te ondersteun.
4. Kandidate moet beskik oor die vermoë om vrae te ontleed – bv. Indien toepaslike voorbeelde gevra word kan die kandidaat nie voorbeelde gebruik wat nie van toepassing is op die vraag soos gegee nie.
5. Leerkragte moet seker maak dat hulle die Tydskrif vir Professionele Opvoeders in die Ekonomiese en Bestuurswetenskappe Volume 12/2000 kry. Bestellings kan geplaas word by M. Levin, Posbus 2950 George 6430 of by levin-m@mweb.co.za of by ecoman@mweb.co.za

AFDELING A

Alhoewel die afdeling goed beantwoord was, was daar steeds kandidate wat vrae uitgelaat het of verkeerde antwoorde nie behoorlike uitgewis het nie. Dit het gelei daartoe gegee dat kandidate waardevolle punte verloor het.

AFDELING B

ALGEMENE OPMERKINGS

Opstelle in hierdie afdeling moet goed gestruktureerd wees en sistematies uiteengesit word. Argumente moet deur relevante feite ondersteun word. Vanaf 2004 moet alle opstelle in hierdie afdeling beskik oor 'n **inleiding, inhoud en 'n gevolgtrekking**. In die inleiding kan die kandidaat definisies of verduidelikings gee van die terminologie wat in die vraag of die aanhaling voorkom. Die inhoud moet gestruktureerd en sistematies uiteengesit wees. Parragrawe moet hoofopskrifte hê en die kandidate kan bv. hul voorbeelde onderstreep.

In die slotgedeelte kan daar bv. verwys word na moontlike probleme in die toepassing van 'n beskermingsbeleid of na die feit dat alhoewel nasionale inkomesyfers onakkuraat is, dit nog steeds 'n goeie aanduiding van welvaart of armoede is. (hoogstens 1 sin)
Feite in hierdie opstel-tipe vrae moet in **volsinne** gegee word.

VRAAG 2 NASIONALE INKOMSTE

Sommige kandidate het die tekortkominge verwar met die probleme. Leerkragte moet dit beklemtoon dat PROBLEME ondervind word in die *berekening* van nasionale inkomstesyfers en dat daar TEKORTKOMINGE is wanneer die *syfer as aanwyser* in die ekonomie gebruik word.

VRAAG 3 PRYSVORMING

Dit is belangrik dat die kandidaat die korrekte syfers in die tabelle gebruik wanneer hulle die verskillende vorme van pryselastisiteite bespreek. Kandidate het heelwat punte verloor vir grafieke wat nie oor byskrifte beskik het nie.

VRAAG 4 EKONOMIESE ONTWIKKELING

Dit is van uiterse belang dat meer as een handboek gebruik word in die aanbieding van veral hierdie module. Die GEAR en HOP-projekte behoort meer aandag te geniet. Die HOP-handleiding kan bestel word van Umayano Uitgewers, Posbus 3851 Johannesburg 2000. Raadpleeg asseblief ook NEPAD and Foreign Direct Investment: African Renaissance, ILRIG Uitgewers Kaapstad, Posbus 1213, Woodstock 7915.

VRAAG 5 INTERNASIONALE HANDEL

Hierdie vraag is bevredigend beantwoord.

AFDELING C

VRAAG 6 NASIONALE INKOMSTE

6.2 Leerkragte moet hulle vereenselwig met die nuwe terminologie. Hoërgraad-kandidate moet berekenings kan doen van gegewe data en moet ook afleidings en gevolgtrekkings kan maak.

VRAAG 7 PRYSVORMING

7.3 Hierdie afdeling in die sillabus verdien meer aandag. Die nodige grafieke moet gebruik kan word om die markprys oor die korttermyn en die normale prys oor die langtermyn aan te wys.

VRAAG 8 EKONOMIESE ONTWIKKELING

8.2 Leerkragte moet gebruik maak van gevallestudies en spotprente om feite toe te lig. Aktiwiteite, Junie- sowel as die Septembereksamens moet gebruik word om hierdie vaardigheid in te skerp by die kandidate.

8.4 Daar moet gebruik gemaak word van die HOP-handboek om feite aan te vul. Die HOP kan ook as 'n moontlike projek gegee word vir die leerders.

VRAAG 9 INTERNASIONALE HANDEL

9.2 Die vraagstelling in hierdie vraag kan met vrug ingeoefen word in aktiwiteite. Kandidate moet nie net die inligting kan vertolk nie, maar moet ook berekeninge kan maak.

9.3 Sommige kandidate het nie die regte voorbeelde gebruik in die beantwoording van hierdie vraag nie.

9.4 Kandidate moet gebruik maak van toepaslike voorbeelde soos die Euro, Europese Gemeenskapsmark en die Afrika Unie.

VRAAG 10 DIE STAAT

10.4 Kandidate moet die verskil ken tussen belastingontduiking en belastingvermyding.

VRAAG 11 KEUSEMODULES

Kandidate moet slegs TWEE van die gegewe keuses beantwoord.

11.1 PRODUKTIWITEIT en WERKLOOSHEID

11.1.2 Sommige kandidate het probleme gehad om afleidings te maak uit die gevallestudie en of die spotprent. Aktiwiteite moet deur die jaar gebruik word om hierdie vaardigheid in te skerp by die kandidate.

11.2 ARBEID

11.2.3 Kandidate moet die verskil ken tussen die funksies van vakbonde en die funksies van die Arbeidshof.

11.3 INFLASIE

11.3.2 Aktiwiteite moet gebruik word om hierdie manier van vraagstelling in te oefen.

11.4 STRATEGIESE HULPBRONNE

11.5 Hierdie vraag is baie goed beantwoord.

GENERAL REMARKS

1. Some candidates did not adhere to the examination instruction at the beginning of the paper. Educators should make of their June and September examinations to train candidates to follow these instuctions.
2. As in 2002, some candidates did not label their graphs. Horizontal (quantity) and vertical (price) axes must be labelled, and demand and supply curves must clearly indicated. Furthermore, the equilibrium price must also be indicated on the graph as *e1* or *e2*. Educators must spend time teaching their candidates to draw demand and supply curves from given data. Higher Grade students must have the ability to draw conclusions from these graphs as well as from changes in the graphs, e.g. shift in demand or supply.
3. Economics educators must make use of more than one textbook. They must also use newspapers, the internet, journals, magazines and television to enhance the content n the textbooks. Candidates must be able to use suitable examples to illustrate statements.
4. Higher Grade candidates must also be able to interpret questions correctly and follow instructions. For example, they must use suitable examples when these are requested.
5. Educators must make sure that they obtain the *Magazine for Professional Educators in Economics and Business Sciences,* Volume 12/2000. You can place your order with M. Levin. P.O. Box 2950, George, 6430 or at levin-m@mweb.co.za or ecoman@mweb.co.za

SECTION A

QUESTION 1

Although this question was well answered, some candidates still left answers blank. Mistakes were sometimes not clearly deleted, resulting in candidates losing valuable marks.

SECTION B

GENERAL COMMENTS

The answers in this section must be presented in a systematic way. Arguments must be supported by relevant facts. As from 2004 the essays in this section should have **an introduction, a body and a conclusion.** Educators should inform candidates about this and use the June and September exams to teach them in this format. The introduction should be used to give definitions or explanations of the terminology used in the question or statement. The body must be well structured and answers should be presented in a systematic way – meaning that the candidate may make use of paragraphs and headings, and may underline the examples used in the question. In the conclusion, candidates may refer to, for example, possible problems associated with a protection policy or to the fact that, although national income figures are not accurate, they are still an indication of wealth or poverty (maximum 1 sentence).
Answers must be in FULL SENTENCES.

QUESTION 2 NATIONAL INCOME

Some candidates confused the “problems” with the “shortcomings” Educators must explain to their candidates that there are some PROBLEMS in the **calculation** of income figures and that the **figures, once calculated,** have SHORTCOMINGS.

QUESTION 3 PRICE FORMATION

The candidate must use the correct figures in their tables in order to explain the different forms of price elasticity. In some cases the figures in the tables were incorrect. Again graphs must have labels.

QUESTION 4 ECONOMIC DEVELOPMENT

It is of utmost importance that educators use more than one textbook, especially in teaching this module. More emphasis should be placed on GEAR and the RDP. Please make use of the RDP textbook, obtainable from Umanyano Publications. P.O. Box 3850, Johannesburg, 2000. Also please use *NEPAD and Foreign Direct Investment: African Renaissance*, obtainable from ILRIG Publishers, P.O.Box 1213, Woodstock, 7915.

QUESTION 5 INTERNATIONAL TRADE

No problems.

SECTION C

QUESTION 6 NATIONAL INCOME

6.2 Educators must familiarize themselves with the new terminology. Higher Grade candidates must be able to make calculations and draw conclusions from given data.

QUESTION 7 PRICE FORMATION

7.3 This section of the syllabus should be receiving more attention. It is important for the educator to explain this section with a graph, indicating the market price in the short term and the normal price in the long run.

QUESTION 8 ECONOMIC DEVELOPMENT

8.2 Educators must make use of case studies and cartoons in their tests, assignments and examination papers.

8.4 Please make use of the RDP textbook. The RDP can also be given as a project for the learners.

QUESTION 9 INTERNATIONAL TRADE

9.2 This is the sort of question that is suitable for assignments and activities. Candidates must be able to make calculations and draw conclusions.

9.3 Candidates did not refer to the given trade between South Africa and Iran.

9.4 Candidates must make use of practical examples like the Euro, the European Union and the African Union to illustrate ststements.

QUESTION 10 THE STATE

10.4 Candidates must be able to explain the difference between “tax avoidance” and “tax evasion”.

QUESTION 11 CHOICE MODULES

Candidates were required to answer only TWO choices from this module.

11.1 PRODUCTIVITY and UNEMPLOYMENT

11.1.2 Some candidates had problems interpreting the given cartoon and case study. Educators must use this type of question in assignment and activities.

11.2 LABOUR RELATIONS

11.2.3 It is important to distinguish between the functions of trade unions and those of the Labour Court.

11.3 INFLATION

11.3.2 Use assignments and activities to develop the skill to answer this type of question.

11.4 STRATEGIC RESOURCES

This question was well answered.