

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2011

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units – each examined by the following papers:

- Paper 01 - Multiple Choice
- Paper 02 - Essay
- Paper 031 - The School-Based Assessment (SBA) (done by school candidates)
- Paper 032 – Alternative to School-Based Assessment (done by private candidates)

The overall performance of candidates was satisfactory for both units 1 and 2. Performance on Unit 1 was consistent with performance in 2010, while performance on Unit 2 was consistent with that of previous years.

DETAILED COMMENTS

UNIT 1: MICROECONOMICS

Unit 1 dealt with microeconomic theories, concepts and issues. Performance in Unit 1 was satisfactory. The mean mark was 170.95 out of 300 (56.98 per cent). The standard deviation was 43.34.

Unit 1 was divided into three modules:

Module 1 – Methodology of Economics and the Analysis of Demand and Supply.

Module 2 – Market Structure, Market Failure and Intervention

Module 3 – Distribution Theory and Application of Recent Theoretical Developments

Module 1 – Methodology of Economics the Analysis of Demand and Supply

This module tested candidates' understanding of fundamental concepts of economics – scarcity, choice, opportunity cost, the production possibilities frontier (PPF), Pareto efficiency criteria, the market, demand, supply, equilibrium, price floors, price ceilings, utility maximization, optimal output, normal profit and economic profit – and candidates' ability to apply these concepts to economic problems. Performance on this module was very good. The mean mark was 62.08 out of 100. The standard deviation was 18.93.

Module 2- Market Structure, Market Failure and Intervention

This module tested candidates' ability to analyse the efficiency with which the market system allocates scarce resources and to demonstrate understanding of economic concepts such as market structure, market failure, the characteristics that distinguish the four main market structures – perfect competition, monopolistic competition, oligopoly and monopoly, two measures of market power and the causes of market failure and government intervention in the market. Performance on this module was satisfactory. The mean mark was 56.82 out of 100. The standard deviation was 18.00.

Module 3 – Distribution Theory and Applications of Recent Theoretical Developments

This module required an understanding of the markets for the factors of production – land, labour, capital and entrepreneurship. It dealt with a number of popular issues. The topics dealt with included the equi-marginal principle (which some candidates found quite challenging), asymmetric information, the labour force, the marginal revenue product (MRP) and the demand for labour, factor mobility in the CSME, the determination of factor prices, rent and transfer earnings, the functional and size distribution of income, inequality and poverty. Performance on this module was satisfactory. The mean mark was 49.47 out of 100. The standard deviation was 14.20.

Paper 01– Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 63.70 out of 90. The standard deviation was 26.04.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programmes. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on the paper was good. The mean score was 73.10 out of 150. The standard deviation was 26.04.

Question 1

This question was attempted by 82 per cent of the candidates. Part (a) required candidates to explain the concepts of scarcity, opportunity cost and production possibilities frontier (PPF) with the use of examples. Part (b) required them to state the assumptions on which the PPF is based and to use the production possibilities frontier to demonstrate scarcity, choice, opportunity cost, efficiency (Pareto Optimality) and unattainable combinations of goods.

Most candidates were able to define the key terms and do a rough sketch of the PPF. Some candidates, however, lost marks for not drawing the PPF neatly and correctly labelling it. Many candidates failed to give the assumptions on which the PPF is based and were severely challenged to apply the concepts to it. Many candidates did not know that all points on the PPF were efficient (and therefore Pareto optimal) and that a choice of one of such efficient points had to be made.

Approximately 90 per cent of the candidates who attempted this question performed at an acceptable level, with 74 per cent of them earning at least 11 out of a possible 25 marks. The mean mark was 14.60 out of 25. The standard deviation was 6.09.

Question 2

This question was attempted by 18 per cent of the candidates, 60 per cent of whom received a satisfactory mark (between 11 and 25).

Candidates were required in Part (a) to explain consumer equilibrium and the effect of a change in income on consumer equilibrium, using the indifference curve approach. In Part (b), candidates were required to distinguish between movements along demand and supply curves and shifts of these curves, as well as explain market equilibrium.

Approximately 75 per cent of candidates knew that consumer equilibrium occurred at the point where the indifference curve and the budget line were tangential, but they did not sufficiently explain consumer equilibrium. Many candidates could not relate the budget line to income and prices and some candidates even confused consumer equilibrium with market equilibrium. However, about 90 per cent were able to explain the effect of an increase in income on consumer equilibrium. In Part (b), many candidates were able to construct a labelled diagram showing market equilibrium, demand, supply, price and quantity and to explain the effect of an increase in consumer income on market equilibrium; however, some candidates could not explain the effect of a change in technology on market equilibrium. The mean mark for this question was 12.74 out of 25. The standard deviation was 5.40.

Question 3

This question was attempted by approximately 80 per cent of the candidates with approximately 75 per cent to them scoring at least 11 of the 25 available marks.

Part (a) required candidates to explain the concept of market structure, outline the characteristics of different market structures and distinguish among different market structures. In Part (b), candidates were required to explain the pricing and output decisions in monopolistic competition and monopoly and compare and evaluate their performance.

Many candidates performed well on Part (a), though some of them could not give a complete definition for market structure. Some candidates also did not focus on how the characteristics of a market structure affected the firm's behaviour and performance. Sections of Part (b) were also well done. Many candidates demonstrated knowledge and understanding of the monopoly and monopolistic competition in the long- and short-run. They were challenged to demonstrate understanding of the term *conduct* relating to the monopoly and monopolistic competition and failed to mention the efficiency criteria in terms of output and the associated cost incurred at that output level relative to price and revenue. The mean mark for this question was 13.63 out of 25. The standard deviation was 5.00.

Question 4

This question was attempted by approximately 20 per cent of the candidates. Candidates found this question very challenging, 41 per cent of them scored at least 11 of the 25 available marks.

Part (a) required candidates to distinguish among private goods, public goods, private cost and social cost. Part (b) required them to evaluate the measures used by government to correct market failure and to outline the causes of market failure.

Most candidates were able to define private cost and social cost and identify relevant examples of each. They were also able to distinguish between private goods and public goods, but were unable to explain the terms. Candidates' greatest challenge was in identifying pricing solutions in regulating a natural monopoly. The mean mark on this question was 8.67 out of 25. The standard deviation was 4.83.

Question 5

This question was attempted by 54 per cent of the candidates, 34 per cent of whom scored between 11 and 25.

Part (a) required candidates to explain the rewards of the factors of production. Part (b) required them to outline the marginal productivity theory and Part (c) required candidates to state the relationship between the variable marginal price of labour and the demand curve for labour and apply the marginal productivity theory to decision making.

Part (a), which related to the rewards of the factors of production, was well done by most candidates, the majority of whom (60 per cent) were able to draw the diagram. Part (c) presented the greatest challenge to candidates. Some candidates were able to score the full marks in this section. The following is the response of a candidate who scored the full marks for Part (c).

The relationship between the value of the marginal product of labour and the firm's labour demand is that the falling part of the variable marginal product curve is the firm's demand curve for labour as diminishing returns sets in. It shows the inverse relationship between the wage rate and the quantity of labour where an increase in the wage rate would result in a decrease in the quantity of labour employed and a decrease in the wage rate would result in an increase in the quantity of labour demanded).

The mean mark was 9.06 out of 25. The standard deviation was 4.33.

Question 6

This question was attempted by 46 per cent of the candidates, with 56 per cent of them gaining satisfactory scores.

Part (a) required candidates to explain the concepts of wage differentials and compensating wage differentials. Part (b) required them to distinguish between absolute and relative poverty and to outline the factors that contribute to poverty. Part (c) required candidates to outline government strategies to alleviate poverty, to analyse the cost of poverty and the benefits of policies aimed at poverty alleviation.

Most candidates were able to define poverty and address the topic of basic needs and the poverty line. The concepts of wage differentials and compensating wage differentials provided the greatest challenge to candidates. Most candidates were unable to explain why a minimum wage imposed on a labour market in perfect competition may not alleviate poverty. The mean mark for this question was 10.60 out of 25. The standard deviation was 3.75.

Paper 03/2 – Alternative to School-Based Assessment

Paper 032 consisted of three questions, one from each module. Candidates were required to research a given theme in preparation for the examination. Paper 032 attempts to simulate the skills assessed in the internal assessment.

The theme for Paper 032 was “Investigate the impact of the mobile services operations in your country.” Forty-four candidates wrote this paper. Performance on this paper was poor. The mean mark was 12.86 out of 60. The highest mark on this paper was 29 out of 60.

In this paper, candidates were presented with a short scenario which formed the stimulus for the three questions which followed.

Question 1

Part (a) required candidates to identify and explain four major factors that affect the demand and supply of mobile services. Part (b) required candidates to state and apply the formula for calculating elasticity and evaluate the result.

Many candidates were able to identify the factors that determine demand, but found explaining how the factors affect demand for mobile services very challenging. Part (b) was very challenging for most candidates. Many of them were unable to state the formula and apply it to the calculation of elasticity. Many candidates were also unable to evaluate the elasticity coefficient. Performance on the question was poor. The mean mark was 3.12 out of 20. The standard deviation was 2.95.

Question 2

Part (a) required candidates to identify the goals of firms in the cellular industry and explain how the goals can be achieved. Part (b) required them to explain the characteristics of the market structure of the industry.

The performance of candidates on this question was generally poor. In part (a), many candidates were able to state the goals of firms, but were unable to explain how they can be achieved. Only a few candidates were able to define corporate responsibility. In Part (b), many candidates were able to identify some of the characteristics of the oligopoly market structure but were unable to give adequate explanations of them. The mean mark on this question was 6.19 out of 20. The standard deviation was 3.76.

Question 3

Part (a) required candidates to draw and use a demand and supply diagram of the labour market to explain how the wages of highly skilled mobile service workers can be divided into transfer earnings and economic rent. In Part (b), candidates were required to explain the effect of labour mobility on wages.

Part (a) was well done by most candidates. Many of them were able to draw the demand and supply diagram. However, they were challenged in explaining transfer earnings and economic rent. Many candidates were unable to define the terms or identify the areas on the diagram that represented them. In Part (b), candidates seemed not to have understood the terms geographical and occupational mobility. The question was poorly done. The mean mark was 3.49 out of 20. The standard deviation was 2.05.

UNIT 2: MACROECONOMICS

Unit 2 dealt with macroeconomic theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, the responses were good. The mean for Unit 2 was 173.04 out of 300 (57.68 per cent). The standard deviation was 45.70.

Unit 2 was divided into three modules:

Module 1 – Models of the Macroeconomics

Module 2 – Macroeconomic Problems Policies

Module 3 – Growth, Sustainable Development and Global Relations,

Paper 01 – Multiple Choice

Module 1 - Models of Macro economy

This module required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, national income accounting, the Keynesian consumption function, the determinants of money demand, real interest rates, the labour supply and labour demand, the natural level of unemployment, and real and nominal gross domestic product (GDP) at factor cost and market prices. Performance on the module was fair. The mean mark was 57.79 out of 100. The standard deviation was 17.56.

Module 2 – Macroeconomic Problems and Policies

Module 2 tested candidates' knowledge of monetary and fiscal policy: money demand, money supply, the interest rate, the effects of changes in the interest rate, the role of the central bank, the Keynesian liquidity preference framework and motives for holding money. The module also dealt with discretionary fiscal policy and automatic stabilizers, deficits, surpluses, the national debt and the debt service ratio, unemployment and crowding out. The mean mark was 56.81 out of 100. The standard deviation was 18.48.

Module 3 – Growth, Sustainable Development and Global Relations

This module dealt with the determinants of growth, foreign trade and commercial policy, international organizations, multinational corporations, economic integration, globalization, the balance of payment accounts, the determination of exchange rates, the advantages and disadvantages of fixed and floating exchange rate regimes. Performance on the module was good. The mean mark was 54.36 out of 100. The standard deviation was 17.83.

Paper 01– Multiple Choice

This paper consisted of 45 items, 15 questions on each module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 68.72. The standard deviation was 30.02. Approximately 87 per cent of the candidates scored at least 50 per cent of the maximum available marks on this paper. One candidate achieved the maximum mark.

Paper 02 – Essays

This paper consisted of six questions, two per module. Candidates were required to answer one of two questions from each of the modules. Each question was worth 25 marks. The mean score was 46 per cent.

Question 1

This question was attempted by 55 per cent of the candidates, 61 per cent of whom scored between 11 and 25 marks. Part (a) required candidates to explain the concept of National Income Accounting and the different approaches to arriving at national income. Part (b) required candidates to use the National Income Accounts to analyse the performance of the economy and derive real GDP and nominal GDP and relate them to economic growth. Part (c) required candidates to draw the Keynesian 45° diagram and use it to explain how the equilibrium level of national income is determined.

Overall, the question was well done. Some candidates were unclear of the nature of intermediate goods and did not know that intermediate goods should be excluded from the calculation of national income to avoid double counting. In Part (b), most candidates were able to calculate GDP, but some of them could not distinguish between real and nominal GDP. Many candidates were severely challenged to draw the Keynesian 45° diagram and explain how equilibrium is determined. The mean mark was 11.53 out of 25. The standard deviation was 4.96. Two candidates achieved the maximum available mark.

Question 2

This question was attempted by 45 per cent of the candidates, 68 per cent of whom scored between 11 and 25 marks. Part (a) required candidates to explain the relationship between savings and consumption. Part (b) required candidates to explain the consumption function. Part (c) required them to calculate the simple multiplier and Part (d) required them to explain the factors that influence aggregate supply.

Many candidates correctly defined the marginal propensity to consume (MPC) and the average propensity to consume (APC), but some of them found the formulae challenging. Many candidates seemed unfamiliar with the Keynesian consumption and did not know how increases in income affect the MPC and the APC. Many of them also could not draw the required diagram correctly and neatly. In Part (c), most candidates calculated equilibrium income and the multiplier correctly and in Part (d) most of them were able to identify the determinants of aggregate consumption, though a few candidates gave microeconomic responses. The mean mark was 13.57 out of 25. The standard deviation was 6.12. Eighteen candidates achieved the maximum available mark.

Question 3

This question was attempted by 67 per cent of the candidates and 66 per cent of them achieved a score of 11 or more out of 25 marks. Part (a) required candidates to identify the types of demand for money. Part (b) required them to define and explain the tools of monetary policy. Part (c) required candidates to explain the relationship between monetary policy and aggregate demand. Part (d) required candidates to outline and explain the quantity theory of money and identify the school of thought with which the quantity theory is associated. In Part (e), candidates were required to explain how changes the money supply by the Central Bank could lead to inflation.

Most candidates were able to identify the motives for holding money, but many of them failed to explain the speculative motive. The tools of monetary policy were generally well known, though some candidates lacked this knowledge. Most candidates had a good understanding of the relationship between monetary policy and aggregate demand. Most candidates knew the quantity theory of money, but found explaining the variables in the equation quite challenging. Part (e) was well understood by most candidates. Candidates' performance on this question was good. The mean mark was 12.78 out of 25. The standard deviation was 6.06. Five candidates achieved the maximum mark.

Question 4

This question was attempted by 33 per cent of the candidates, 34 per cent of whom gained 11 marks or more out of 25 marks. Part (a) required candidates to outline three methods of financing a fiscal deficit, while Part (b) required them to explain the effects on specific variables of financing the deficit. Part (c) required candidates to rationalize the high demand for the United States (US) dollar. Part (d) required candidates to distinguish between fiscal policy and monetary policy and to evaluate the effectiveness of fiscal policy.

For Part (a), many candidates were able to state the methods of financing fiscal deficits and explain taxation, but they found the explanation of other methods challenging. Part (b) appeared to have challenged most candidates as they were unable to explain the effects on specific variables of financing the variables. Many candidates found Part (c) particularly challenging and were unable to give reasons for the high demand for the US dollar. Candidates were also challenged in Part (d). They found distinguishing between monetary and fiscal policy measures to be very challenging. Candidates made a good attempt at evaluating the effectiveness of fiscal policy measures, but did not adequately explain the effects of fiscal measures. The mean mark on this question was 9.08 out of 25. The standard deviation was 4.65. The highest mark on this question was 24 out of 25. This was achieved by one candidate.

Question 5

This question was attempted by 38 per cent of the candidates, 40 per cent of whom earned at least 11 of the 25 marks. It required candidates to state the main economic features of globalization and to evaluate the effectiveness of the major factors on the process of globalization. Candidates were also required to define the term *balance of payments* and demonstrate knowledge of a balance of payments deficit and the effect of a financial crisis on the balance of payments.

Many candidates demonstrated limited knowledge of the main features of globalization and the major factors influencing the process of globalization. They found distinguishing between the two quite challenging. Many candidates were also unable to define the term *balance of payments*. They confused balance of payments deficit with budget deficit. Some candidates also confused financial crisis with natural disasters and were unsure of what the global crisis was as well as its economic effects. The question required the use of higher-order competencies, but many candidates did not demonstrate these abilities in answering the question. Many of them simply stated points. The mean mark was 9.53 out of 25. The standard deviation was 5.43.

Question 6

This question was attempted by 62 per cent of the candidates, 49 per cent of whom earned at least 11 of the 25 available marks. Part (a) required candidates to define the term *exchange rate* and to state the exchange rate of three countries. In Part (b), candidates were required to distinguish between a fixed exchange rate regime and a flexible exchange rate regime and to explain the advantages and disadvantages of each.

Most candidates were able to define the term exchange rate, many cited the exchange rate for their particular country only but not those of other countries. Candidates were also not conversant with the advantages and disadvantages of the two exchange rate regimes and were unable to develop them. Candidates also confused free trade and integration. The mean mark was 11.04 out of 25. The standard deviation was 6.10.

The theme of Paper 032 was “Investigate the effectiveness of the transportation system in your country and comment on the implication for the rest of the economy”. Thirty-one candidates wrote this paper. Performance was less than satisfactory. The mean mark was 21.45 out of 60. The standard deviation was 8.96.

Question 1

In Part (a), candidates were required to define the term *aggregate supply*, to describe the shape of the classical aggregate supply curve and the Keynesian short-run aggregate supply curve. In Part (b), they were required to explain, using demand and supply curves, how during a recession, government spending to build transportation infrastructure can contribute to the economic recovery of an Economy. In Part (c), candidates were required to explain how the classical school of economics would respond to a recession.

A fair number of candidates were able to define the term aggregate supply. However, many of them were unable to describe the shape of the classical aggregate supply curve and the Keynesian short-run aggregate supply.

Many candidates did not label the diagram correctly, neither did they show a shift in the aggregate demand. Most candidates demonstrated that they understood that the classical model does not allow for government intervention. The mean mark was 5.48 out of 20. The standard deviation was 4.23.

Question 2

Part (a) required candidates to define basic economic terms such as *fiscal policy*, *budget surplus and transfer payments*. Part (b) required them to identify sources from which government may borrow large sums of money to finance infrastructural development and Part (c) required them to evaluate two negative consequences of government borrowing to the economy. Part (a) was fairly well done, however some candidates had difficulty identifying suitable sources of financing for specific purposes. Part (a) was poorly done. Many candidates simply stated the negative consequences rather than evaluated them. The mean mark was 8.65 out of 20. The standard deviation was 3.29.

Question 3

This question tested candidates' knowledge of balance of payments and economic growth. Part (a) required candidates to define the term *balance of payments* and to identify accounts that are included in the balance of payments. Part (a) required them to define the term *economic growth* and to outline ways in which an inefficient transport system can hinder a country's economic growth. Part (c) required candidates to discuss three ways in which an efficient transportation infrastructure can have a positive impact on a country's balance of payments. Part (a) was fairly well done by most candidates. Many candidates also gave reasonable definitions for economic growth, in Part (b)(i), but many of them failed to outline ways in which a country's economic growth can be hindered by an efficient transportation system. Part (c) was not well done, many candidates focused on the impact of an efficient transport system on government revenue and economic growth, rather than on the balance of payments. The mean mark was 7.32 out of 20. The standard deviation was 4.50.

RECOMMENDATIONS TO TEACHERS

Economics has been deemed the dismal science, perhaps because it brings to the fore the truth that every choice or decision has consequences, good and bad. Those who focus on the bleak side of economics eschew the benefits of the science and the joys of teaching and learning the discipline. Scarcity is a fact of life and gives rise to choices. The choices people make determine what commodities the society will produce and the size of the GDP, which businesses will prosper or lay-off workers, the prices at which commodities will be sold, how much of the GDP will be consumed and saved for investment, the inflation rate, the level of imports and exports and the exchange rate. A student preparing for CAPE examinations must decide which subjects to take and how much time he or she will devote to each subject and how much time to give to entertainment and other activities. The teacher introduces the student to the various models and graphical techniques and others that facilitate the teaching and learning of economics. The following are some useful tips recommended to teachers:

- Paying attention to details pays high dividends. Teachers must ensure that students go beyond the superficial and see the logical linking of ideas that culminate in a conclusion. The consumer buys more of a normal good when its price falls because the good becomes relatively cheaper compared to those goods whose prices remained unchanged and hence became relatively more expensive (the substitution effect) and because the real income of the consumer increased (the income effect).
- Teachers must ensure that basic concepts and ideas are thoroughly understood by students. Students need to know the resources and factors of production. They must understand what is meant by scarcity of resources and how the scarcity of resources leads to society and individuals having to make choices as well as the consequences of the choices.
- Decisions are made at the margin and it is important for students to grasp the equi-marginal principle and optimality.
- Teachers must encourage students to capitalise on the links between economics and other disciplines. Students should be encouraged to take mathematics along with economics. Algebra and geometry facilitate the learning of economics.

- Many questions in the examination require candidates to draw diagrams and marks were awarded for neatness and accurate labelling of diagrams, but many candidates presented shoddy work which resulted in the loss of marks. Teachers can assist students in this area by insisting that these practices are demonstrated in the classroom.
- Teachers must emphasize the diagram of the market, the slopes of the demand curves and the factors that cause the curves to shift. Similarly, teachers should emphasize the small Keynesian model of the economy, the consumption function, the investment function, import and export functions and the government in the economy, using equations to calculate national income equilibrium, the multiplier and closing the recessionary and inflationary gaps.
- In effect, teachers should spend the most time on the most challenging aspects of the syllabus; the comparison of the market structures, the determination of the exchange rate, the effectiveness of fiscal and monetary policy measures and similar topics.

Overall performance was at best fair, candidates' performance can be improved if they engage in higher-level competencies.

RECOMMENDATIONS TO CANDIDATES

- In order for private candidates to perform well on Paper 032, they ought to prepare thoroughly for the examination by researching the given theme, gathering relevant information on the theme and organizing the information by to the modules.
- Many private candidates may be constrained by time and resources because of obligations, and hence may not be able to devote as much attention to their studies. In addition, many private candidates try studying on their own without formal, supervised instructions but they need to be aware that the demand at the CAPE level is greater than that at the level of CSEC, hence, it will be beneficial if they are enrolled in an academic institution where they received guidance.
- Private candidates need to familiarize themselves with the syllabus, the format and requirement of the examination.

Paper 031 – School-Based Assessment (SBA)

The majority of students performed well on the SBA component of the examination, this is evidence of improved teacher supervision of students' projects. Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented and analysed and warranted conclusions were drawn. Many students demonstrated an excellent understanding of the concepts, principles and theories. The mean for the SBA for Unit 1 was 40.23 out of 60. The standard deviation was 8.77. The mean for Unit 2 was 38.01 out of 60. The standard deviation was 10.62.

While performance on the SBA was satisfactory, further improvements can be gained by implementing the following suggestions:

- The writing of the bibliography can be improved by using a standard, acceptable format consistently.
- The presentation of diagrams, tables and charts need to be neater and must be used efficiently. Students should choose the method of data presentation that is most appropriate for the type of data to be presented. In addition, diagrams and charts need to be labelled and discussed or explained.
- Students should use the word processing software to enhance their presentations thereby ridding them of spelling and grammatical errors as far as possible.
- Students must elevate their performance at the higher level competencies. They must practice applying the theories and using them to analyse events that are constantly occurring. They should use the theories to evaluate policies and synthesise novel solutions. Teachers should encourage this approach to learning the subject.
- Some students continue to confront methodological challenges. Teachers should set an early deadline for students to submit a proposal (a plan) for doing their SBA. Such a proposal will identify the topic to be done, why that topic was chosen, what is expected to be learnt, what was done on the topic by others, how the research was conducted, the findings and implications.
- Students must avoid plagiarism and must practise good ethical behaviour when conducting research. Credit must be given for all work of other researchers. The recycling of previous work is totally unacceptable. Sources must be given in the body of the work and the full citation in the bibliography.
- Students must keep their project within the word limit and should include their data in an appendix.
- Teachers seem to be monitoring more closely the work done by students. They are encouraged to maintain their vigilance by following the progress of students' work closely.

Teachers and students must be commended for the improvements observed in the quality of the projects submitted.