



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy

Statement: Occupational

Grades 8 and 9

Services Subjects

Consumer Studies

Food Production

Needlework Production

Patchwork and Quilting Production

Knitting and Crocheting Production

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SECTION 1

Introduction to the Curriculum and Assessment Policy Statement: Occupational Grade 8 and 9 Consumer Studies

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) National Curriculum and Assessment Policy Statements for each approved school subject;
 - (ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
 - (iii) The policy document, National Protocol for Assessment Grades R – 12 (January 2012).
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:

- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;
 - (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band d*, promulgated in *Government Notice No. 124 in Government Gazette No. 29626* of 12 February 2007;
 - (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005;
 - (iv) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in *Government Gazette, No.29466* of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
 - (v) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267 in Government Gazette No. 29467* of 11 December 2006.
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.2 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) **The National Curriculum Statement Grades R - 12 serves the purposes of:**
 - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;

- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;

- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) **Inclusivity** should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.3 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

Subject	Grade R (Hours)	Grades 1-2 (Hours)	Grade 3 (Hours)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
Total	23	23	25

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours

and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

Subject	Hours
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
Total	27,5

1.4.3 Senior Phase

- (a) The instructional time in the Senior Phase is as follows:

Subject	Hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
Total	27,5

A maximum of two subjects can be selected from the list of thirteen Elective Occupational subjects to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.

Elective Occupational Subjects (Not more than 2)	
1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Art and Design	
3. Digital Technology	
4. Early Childhood Development	
5. Mechanical Technology	
6. Electrical Technology	
7. Civil Technology	
8. Personal Care: Hairdressing, Nail and Beauty Technology	
9. Services: Hospitality Studies	
10. Services: Maintenance and Upholstery	
11. Services: Consumer Studies	
12. Wholesale and Retail Studies	

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

INTRODUCTION TO CONSUMER STUDIES

2.1 The subject Consumer Studies

Consumer Studies focuses on the development of knowledge and skills to become responsible and informed consumers of food, clothing, housing, furnishing and household equipment. Consumer Studies aims to teach learners to make informed decisions, make optimal use of resources to improve human well-being. It also includes entrepreneurship and the production and marketing of quality products for selling to encourage self-employment.

Topics to be studied in Consumer Studies

Theory

1. The Consumer
2. Food and Nutrition
3. Clothing
4. Entrepreneurship

Practical tasks

A school chooses ONE of the following options for small scale production for either Food or Needlework production as illustrated below.

Food Production	Needlework Production			
Food	Clothing	Soft Furnishing	Patch Work and Quilting	Knitting and Crocheting

2.2 Specific aims of Consumer Studies

In Grades 8 and 9 Consumer Studies the learner will study:

- Consumer rights and responsibilities
- Consumer Protection Policies
- Channels for complaints
- How to evaluate food outlets, clothing outlets, furniture and appliances
- How to evaluate design features of interiors, furniture and appliances
- Responsible buying behaviour
- Responsible use of resources such as water and electricity
- Ways to curb global warming
- Planning and managing of personal finances and payment methods
- Nutrition and the impact of food choices on health
- How to use product information to make informed consumer decisions
- The application of design elements and principles in the choice of clothing and furnishing
- Properties and use of textile fibres and fabrics
- Needs of the disabled for clothing and housing
- Entrepreneurship - planning for production and marketing
- Small scale production and marketing of quality, marketable products

2.3 Time Allocation for Consumer Studies

- The compulsory teaching time is two hours per week.
- As this subject involves practical work which constitutes 50% of the end-of-year promotion or certification marks, 90 minutes of this allocated time of two hours must be one continuous period for practical work.

2.4 Resources: Infrastructure, furniture, equipment and finances required to offer Grades 8 and 9 Consumer Studies

The school is responsible to ensure that a teacher has the required prescribed infra-structure, equipment, consumables and financial resources to implement quality teaching and learning in the subject.

It is compulsory for a school registered to offer Consumer Studies to have access to:

- The prescribed infra-structure and equipment to offer the subject and practical option selected by the school.
- Protective uniforms for practical lessons
- A Laptop and Data projector to expose learners to current culinary trends and to access teaching and learning resources.
- A mobile trolley with lockdown wheels for display and demonstration of teaching resources and equipment for practical lessons.
- Good housekeeping principles require that all work spaces to be cleaned and sanitized regularly. A suitable waste removal system should be in place to accommodate waste. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 needs to be complied with at all times.
- Safety rules and signs must be visible in the Training Kitchen/Needlework Room.

Notes to consider for the selection of the practical option for the school.

- The choice of the practical option must be informed by the infrastructure and available finances of the school.
- Schools should not offer food production to more than 32 learners per class for theory, as it becomes a safety risk. Schools with more learners offering Consumer Studies must select another practical option or consider appointing a second teacher to accommodate the number of learners. For practical lesson the group will need to be divided into two groups of 16 learners each.

2.4.1 Food Production

A. The Training Kitchen

The context of the school will determine the number and type of equipment. The subject requires the planning, preparation and production of food items for selling.

Appliances and equipment for the Training Kitchen

All appliances and equipment must be available for 12-16 learners to work simultaneously.

- Eight stoves to accommodate 16 learners (two learners per stove);
- Eye-level ovens are recommended.
- Built-in double wash basins per stove and two sinks;
- Hot and cold water supply at each of the wash basins and sinks;
- Cupboards with shelves or open shelf storage space;
- Electricity and or gas supply,
- Wall plugs at each work station for electrical equipment; (Electricity supply must be sufficient for all stoves and electrical equipment to operate simultaneously);
- The kitchen must be equipped with **easy to clean** work surfaces for each work station.
- **A primary Storeroom** large enough to store dry ingredients and small equipment should be available.
- **A secondary Storeroom** should be available to store linen and crockery and serving utensils.
- A storeroom for teaching resources and portfolios of evidence;
- Storerooms must have a **safety door** and **burglar proof windows** as well as a **burglar proof ceiling**, and an alarm system should be installed.
- Appliances such as a side-by-side fridge and freezer/fridge and chest freezer.
- Kettles or an urn.
- Electrical hand beaters
- A microwave oven is strongly recommended.
- Trolleys to push ingredients and equipment out of the storeroom for practical lessons should be available.
- All the necessary kitchen equipment and kitchen smalls for preparing food items.
- Different types and size pots and pans, cake tins, tart and pie plates;
- Electrical equipment such as mixers, deep fryers; air fryers.

- Small kitchen equipment such as egg lifters, large spoons, chef's knives, peeling knives, cutting boards, tin openers, mixing bowls, measuring equipment, kitchen scales, cups, saucers, dish plates, different spoons, knives and forks. etc.
- Ironing boards and two irons
- Appliances such as a side-by-side fridge and freezer/fridge and chest freezer.
- Washing lines or racks for dish cloths and table linen.
- Trolleys for ingredients and equipment.
- Four big colour-coded Trolley Bins for an effective waste management system.

B Theory Classroom

- A classroom with loose desks and chairs is required to teach the theory for Consumer Studies. The training kitchen may not be used as a classroom for teaching of theory, to comply with principles for health, hygiene and critical cross point contamination.
- Teaching and learning takes place in an environmentally friendly space where sustainable practices can be taught and implemented effectively.

2.4.2 Needlework production

A The Needlework Room

The context of the school will determine the number and type of equipment. The subject requires the planning, preparation and production of food items for selling.

(i) Needlework Room for Sewing

Appliances and equipment for the Sewing Room

All appliances and equipment must be available for 12-16 learners to work simultaneously.

- A large, well ventilated classroom with a storeroom, cupboards and electricity supply is required;
- Large tables for cutting and sewing are essential;
- Chairs for all learners are needed;
- At least 12 electrical zigzag sewing machines; (two learners share a machine)
- At least four over lockers are required; (four learners share an over locker.)
- Machine needles and machine bobbins must be supplied;

- Electricity supply at each work station is required and enough wall plugs and extension cords. (Electricity supply must be sufficient for all stoves and electrical equipment to operate simultaneously;
- At least 4 steam irons and two ironing boards;
- Small sewing equipment such as scissors, needles, pins, cotton are needed
- Burglar bars on all windows and doors of the classroom and storeroom.
- An alarm system is recommended;
- Built-in basins with hot and cold water supply at each of the wash basins;
- Cupboards with shelves or open shelf storage space;
- The work stations must be equipped with **easy to clean** work surfaces for each work station;
- **A primary Storeroom** large enough to store material and/ or small equipment should be available.
- A storeroom for teaching resources and portfolios of evidence;
- Storerooms must have a **safety door** and **burglar proof windows** as well as a **burglar proof ceiling**, and an alarm system should be installed.
- Trolleys to push material and equipment out of the storeroom for practical lessons should be available.
- Colour-coded Trolley Bins for an effective waste management system.

(ii) Needlework Room for Knitting and Crocheting Production

- No special classroom is needed, but strong cupboards that can be locked are essential;
- Knitting needles and crocheting hooks are essential;
- Wool / yarn for knitting /crocheting;
- Patterns for knitting and crocheting must be available;
- Trolleys to push material and equipment out of the storeroom for practical lessons should be available.
- Colour-coded Trolley Bins for an effective waste management system.

(iii) Needlework Room for Patchwork and / or Quilting (by machine or hand production)

- No special classroom is needed, but strong cupboards that can be locked are essential;
- Large tables for cutting and sewing are essential;
- Equipment for patchwork, such as cutting boards, scissors, rotary cutters, quilter's rulers, large table for cutting, iron and ironing boards;
- Equipment for sewing and embroidery by hand is needed;
- Patterns, fabric and thread must be available;
- Colour-coded Trolley Bins for an effective waste management system.

B Theory Classroom

- A classroom with loose desks and chairs is required to teach the theory for Consumer Studies. The Needlework Room may not be used as a classroom for teaching of theory, to comply with principles for health, hygiene and critical cross point contamination.
- Teaching and learning takes place in an environmentally friendly space where sustainable practices can be taught and implemented effectively.

2.5 Financial Resources required to offer Consumer Studies in Grades 8 and 9

Financial resources must be available to:

- Complete the Practical lessons for SBA and Practical Examination for PAT as prescribed in the NCS CAPS Policy Statement for Consumer Studies.
- Regularly maintain equipment as required.
- Regularly replace equipment as required.
- Give learners access to additional subject related reading material in class.
- Access current global trends in the industry.
- Display and access current 21st Century teaching resources.
- Ensure that learners develop and strengthen 21st Century skills to bridge the gap into the workplace more effectively.

Example of a budget for Practical Lessons and the Practical Assessment Task

The budget for the next academic year should be prepared annually and be ready for submission to the Financial School Management Team at the beginning of September for approval. All evidence of the submission and feedback /approval from the Management Team must be kept in safekeeping. All evidence submitted with the feedback/approval must be stamped, dated and signed.

The following evidence must be available:

- Approved budget for the relevant academic year.
- A Bookkeeping journal that reflects evidence of all income and expenditures. This is updated regularly to inform planning and responsible spending per quarter.
- A clear breakdown of funding per grade for: (a) Practical Lessons; (b) PATs; (c) Maintenance of equipment; (d) Replacement of equipment; (e) Recipes/Patterns (f) Ingredients / Material required for the practical lessons and PAT;
- All invoices and receipts of purchases.
- All receipts of additional funds that were raised/sponsored and paid into the Consumer Studies fund for practical work.

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject in Grades 8 and 9, as well as the items to be produced in each of the respective years. The budget needs to be revised annually and must consider all resources required per year. The funding must make provision for maintenance of equipment and the replacement over the years.

The budget must allow for at least 4 practical / enabling lessons per term in Grades 8 & 9.

Grade	Number of practical lessons	Cost per practical lesson	Cost per practical exam (individual work)
Gr 8	12	R20 per lesson	R20 per learner
Gr 9	12	R30 per lesson	R30 per learner

Grade	Number of learners	Number of lessons	Total cost for practical lessons	Cost for two practical examinations	Total
Gr 8					
Gr 9					
Total for practical work to be done by learners					
Maintenance and/or upgrading of machines /equipment					
Purchasing new equipment, replacing broken articles:					
Teaching resources					
Total including maintenance and new equipment					

2.6 Books and Magazines

- Every learner must have an approved textbook;
- The teacher should have several textbooks, dictionaries and other reading material relevant to the option selected by the school;
- The classroom should have access to Subject- Specific dictionaries;
- A number of good South African Recipe /Fashion/Interior books should be available in the classroom;
- The school should subscribe to Food/ Fashion/ Housing Magazines to stay up to date with new trends, and to find examples that reflect these trends;

2.7 Create awareness of Career opportunities

Create an awareness of new career and occupational opportunities for learners with a foundation in Consumer Studies

- Entrepreneur
- Fashion Stylist
- Assistant to a qualified seamstress
- Working at a haberdashery store
- Fashion Consultant
- Marketing and promoting products.
- Caterer
- Chef assistant
- Pastry cook (for example biscuit maker and cake decorator)
- Confectioner (for example chocolate and sweet maker)
- Confectionary baker (for example dough, bread or cake maker)
- Assistant cook at hostel, old age home, take-away, etc.

SECTION 3

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

Topic	Grade 8	Grade 9
Introduction to Consumer Studies	Understanding the scope of Consumer Studies	Understanding the scope of Consumer Studies
The Consumer	Definition of a consumer Consumer behaviour Consumer rights and responsibilities Consumer needs and wants. Sustainable water and electricity	Decision making Types of decisions Consumer rational decision-making process Sustainable consumption (RECAP) Sustainable consumption for electricity and water(REACP) Factors influencing consumer buying behaviour
Food and Nutrition	Composition of Food The six food groups In the SA Food Guide Pyramid. South Africa's Food-Based Dietary Guidelines Functions and food sources of the main nutrients Food labelling Waste Management	Functions And Food Sources Of Main Nutrients (Continued) Distinguish Between Meal / Menu Planning And Dishes Factors Influencing The Planning Of Meals Food Labelling Waste Management
Clothing	Clothing Styles Communication value of clothing Reasons why we wear clothes Choice of clothing Figure types Wardrobe planning	What is fashion Fashion decorations and accessories Factors that influence changes in fashion Clothing labels Care symbols / labels Professional appearance
Entrepreneurship	Explain the term: ' entrepreneur' Reasons for becoming an entrepreneur Qualities of a good entrepreneur Reasons why some entrepreneurs fail Factors to consider when choosing items / products for small scale production Contribution of an entrepreneur towards the economy of South Africa	Recap grade 8 content Marketing strategies Core principles of marketing Advertisements Costing – costs that make up the selling price of a product / item etc. Contribution of an entrepreneur towards the economy of South Africa Contribution of an entrepreneur towards the economy of South Africa
Health, Safety and Security	· Adhere to safety measures when working with, equipment and apparatus / appliances.	· Adhere to safety measures when working with, equipment and apparatus / appliances.

Topic	Grade 8	Grade 9
	<ul style="list-style-type: none"> · Explain the basic laboratory safety rules · The use of a fire extinguisher / blanket · Basic first aid principles · All dangerous equipment must be locked in the safe place · Apply good hygiene practices 	<ul style="list-style-type: none"> · Explain the basic laboratory safety rules · The use of a fire extinguisher / blanket · Basic first aid principles · All dangerous equipment must be locked in the safe place · Apply good hygiene practices

3.2 Practical work: Practical Lessons and Practical Assessment Task (PAT)

- The teacher demonstrates the practical lesson/skill and then learners practice the task /skill to prepare for the implementation of the task.
- Practical work and lessons and PAT's are performed in the Training Kitchen/Needlework Room. Offering the subject without the necessary infrastructure, equipment and financial resources for practical lessons and PAT's is not allowed.
- Omitting some of the practical work/lessons means that learners are deprived of the full curriculum.
- Practical lessons form part of formal SBA assessment. See Section 4.
- A minimum of 9 Practical lessons and 3 Skills Tests per year for Grades 8 and 9 are required.
- Exemplar Practical Lessons are indicated in the teaching plans for Grades 8 and 9 and are also highlighted in the table that follows. Suggested examples may be replaced with another example if better suited to the context of the school.

3.3 Annual Teaching Plans (ATP) for Grades 8 &9 Consumer Studies

- Each week / five-day cycle has compulsory contact time for Grades 8 and 9 Consumer Studies.
This includes:
 - **Theory:** 30 minutes to teach the theoretical content.
 - **Practical Lessons:** 1.5 hours to teach the theory for practical and Practical Lessons.
- Teaching plans should be completed over a quarterly ten week period. It is the teacher's responsibility to design and develop a **Work Schedule**.
- The **Work Schedule** accommodates the number of weeks in each term according to the school calendar.

- The **Work Schedule** reflects the teaching plan for the theoretical component of 30 minutes per week or 5 day cycle, to include informal assessment and formal assessment activities.
- The **sequence of content** *within a term* is **not compulsory**. The teacher may re-arrange to cover the content in a sequence better suited to the context of the school. **It is compulsory to complete all the content** in the teaching plan for the term.
- The teaching plan for the **practical lessons** and the **PAT** is also reflected on the **Work Schedule**.
- The infusion of the following focus topics throughout the teaching plans for is compulsory:
 - Awareness of career opportunities / job creation
 - Awareness of service excellence
 - Awareness of self-employment/entrepreneurship
 - Implementing sustainable and eco-friendly business practices to curb global warming.



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Curriculum and Assessment Policy

Statement: Occupational

Grades 8 and 9

Consumer Studies

Food Production

3.4 Content outline per term

3.4.1 Food Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test 25% Practical lessons 75%
Week	Topic	Content	Practical work (3x Practical Lessons to be completed) Exemplar Practical Lessons
1	The Consumer	Introduction to Consumer Studies What is Consumer Studies	Training Kitchen <ul style="list-style-type: none"> Rules and Safety procedures Introduction to procedures to follow during practical lessons.
2-3	Health, Safety and Security	Health ,Safety and Security <ul style="list-style-type: none"> Safety measures when working with, equipment and apparatus / appliances. Explain the basic laboratory safety rules; Use the fire extinguisher / blanket Basic first aid Work under supervision at all times Dangerous equipment must be locked in the safe place. Apply good hygiene practices. 	Practical Lesson Applying <ul style="list-style-type: none"> Safety Rules Basic First Aid Hygiene practices Safety precautions with electricity Handwashing procedures Using a fire extinguisher and blanket Identification Test
4	The Consumer	<ul style="list-style-type: none"> Explain what a consumer is. Discuss consumer behaviour Distinguish between wants and needs. Name and describe the rights and responsibilities of the consumer. 	Practical Lessons <ul style="list-style-type: none"> Compare the prices of different food products at different shops, using catalogues/pamphlets, and make a decision on where to buy.
5	Food and Nutrition	<ul style="list-style-type: none"> The composition of food Understanding the South African food guide pyramid. Name the SA food-based dietary guidelines 	Practical Lessons <ul style="list-style-type: none"> Utensils and name their use and care. Identify different measuring equipment and know their sizes. Explain how to measure dry ingredients and liquids correctly Read and interpret a basic recipe.

Week	Topic	Content	Practical work (3x Practical Lessons to be completed) Exemplar Practical Lessons
			<ul style="list-style-type: none"> Understand the meaning of basic recipe terminology Identification Test / Performance Test
6-7	Food production	<ul style="list-style-type: none"> Read and interpret a basic recipe Understand the meaning of basic preparation techniques/terminology, for example <ul style="list-style-type: none"> - Grease - Grate - Peel - Slice - Sprinkle - Decorate/garnish/glaze. 	Practical Lessons Practical Demonstration Basic preparation techniques/terminology, for example <ul style="list-style-type: none"> - Grease - Grate - Peel - Slice - Sprinkle
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment		SBA 3x Practical lessons (75) March Test (25)	PAT Task 1 Skills Test 1 (25) (Marks carried over to Term 4)

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons			SBA: Formal assessment June Examination: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Food and Nutrition Health Safety and Security	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> · Proteins · Carbohydrates · Fats and oils(lipids) Food labelling <ul style="list-style-type: none"> · Purpose · Health and Safety rules Waste management <ul style="list-style-type: none"> · Clearing and scraping of plates · Basic sorting of waste · Recycling of waste · Entrepreneurial waste · Waste: Opportunities for Entrepreneurship 	Practical Lesson Waste Management <ul style="list-style-type: none"> · Dry waste · Wet waste Sorting of waste Waste: Opportunities for Entrepreneurship
2-3	Entrepreneurship	<ul style="list-style-type: none"> · Core principles of marketing · Marketing strategies · Name the costs that make up the selling price of a product /item etc. · Mention factors to consider when choosing items / products for small scale production · Advertisement · Contribution of an entrepreneur towards the economy of South Africa. 	Practical Lesson Select a product for selling. Market the product <ul style="list-style-type: none"> · Marketing strategies selected to market this product. · Cost the product. Consider local competitors. · Define the target market for the product
4-7	Food Production	Flour Mixtures <ul style="list-style-type: none"> · Classify flour mixtures as dough and batters <ul style="list-style-type: none"> - Classify batters with examples (<i>thin, medium and thick batters</i>) - Classify doughs with examples (<i>soft and stiff dough</i>) · Mixing methods and techniques 	Practical Lesson <ul style="list-style-type: none"> · Prepare and present quality marketable flour mixture –batter products for selling. <i>(Select products from the flour mixture classification groups.)</i>
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i>

				(Exemplar Practical lessons)
4-7	Food Production <i>continued</i>	Cooking Methods Classify cooking methods A Moist heat <ul style="list-style-type: none"> · Moist heat methods: (Boil, simmer and steam.) Dry heat <ul style="list-style-type: none"> · Dry heat methods: (Bake, Grill, Fry-Shallow, deep and dry) · Guidelines for the cooking methods (Baking, Shallow fry and deep fry) Decorating / garnishing Packaging-Creative and eco-friendly Labelling Display for sale		
8	Revision			Practical Skills Test 2
9-10	Formal Assessment			June Examination
Formal Assessment	SBA 3x Practical lessons (75) June Examination (25)		PAT Task 1 Skills Test 2 (25) <i>(Marks carried over to Term 4)</i>	

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career opportunities Waste Management <ul style="list-style-type: none"> · Wet refuse · Dry refuse Waste Management: Entrepreneurial opportunities	Practical Lesson <ul style="list-style-type: none"> · Utensils and name their use and care. · Identify different measuring equipment and know their sizes. · Explain how to measure dry ingredients and liquids correctly · Read and interpret a basic recipe. · Understand the meaning of basic recipe terminology Identification Test
3	Clothing	<ul style="list-style-type: none"> · Introduce the different clothing styles · Give reasons for wearing clothes · Identify and explain the communication values of clothing · Give reasons for wearing clothes · Choice of clothing 	Practical Lesson Plan a 'Pop up Stall' to serve and sell dough or batter products. Consider the following: <ul style="list-style-type: none"> · Location of the stall. · Lay-out of the stall · Hygiene and safety · Permitted heating medium for the area. (Eg. Gas grid or flat top or electrical frying pan or charcoal / wood. Practical Lesson <ul style="list-style-type: none"> · Prepare and present the batter /dough product(s) for selling.
4-7	Food Production	Flour Mixtures <ul style="list-style-type: none"> · Classify flour mixtures as dough <ul style="list-style-type: none"> - Classify doughs with examples (soft and stiff dough) · Mixing methods and techniques 	Practical Lesson <ul style="list-style-type: none"> · Prepare and present quality marketable flour mixture –dough products for selling. (Select products from the flour mixture dough classification groups .e.g. fritters / puffs / vetkoek/scones/pies)

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
		Preparation of products for selling <ul style="list-style-type: none"> · Decorating / garnishing · Packaging-Creative and eco-friendly · Labelling · Display for sale 	
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		SBA 3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Clothing	<ul style="list-style-type: none"> · Figure types · Wardrobe planning 	
2-7	Revision		PAT Task 2 Project based Learning Task (Marketing and selling a product.)
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

Teaching plans Grade 9

Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · What is Consumer Studies · Career pathways 	Career pathways Guest Speaker <ul style="list-style-type: none"> · Introduce new careers
2-3	Health Safety and Security	Health, Safety and Security in the workplace <i>(premises you rent/buy)</i> <ul style="list-style-type: none"> · Safety legislations regarding food products · Requirements, regulations and safety aspects and for selling food products on the premises. · Safety aspects of the premises · Regulation for selling food products to people with health related illnesses and allergies. Waste Management <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	Practical Lesson <ul style="list-style-type: none"> · Washing/sanitising of hands. · General hygiene in the-food preparation area. · How to implement pest control in a food preparation area. · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket Identification Test Waste management – dry and wet waste Sorting of waste
4	The Consumer	<ul style="list-style-type: none"> · Decision-making · Types of decisions. · Consumer behaviour · Sustainable consumption · Sustainable consumption of electricity and water · Factors influencing consumer buying behaviour. 	Practical Lesson Compare the prices of different products / items at different shops and make an informed decision on where it would be best to buy the product. Motivate the decision. Cost a food product <ul style="list-style-type: none"> · Cost a dishes for selling. · Add a profit · Add transport cost, stall fees. · Calculate the selling price.

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	Food production	<p>Distinguishes between a meal, meal plan and dishes</p> <ul style="list-style-type: none"> List the factors influencing the planning of meals/food practices. Food labelling 	<p>Practical Lessons</p> <p>RECAP</p> <p>Measuring of ingredients</p> <ul style="list-style-type: none"> Measuring dry ingredients Measuring liquid ingredients <ul style="list-style-type: none"> Prepare and present three popular healthy meals with teenagers. Cost each meal.
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment	SBA		PAT Task 1
	3x Practical lessons	(75)	Skills Test 1 (25)
	March Test	(25)	(Marks carried over to Term 4)

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons		SBA: Formal assessment June Examination: 25% Practical lessons: 75%	
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1 -2	Hygiene, Safety and Security	Discuss the management of waste <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	Practical Lesson Waste management – dry and wet waste Sorting of waste Entrepreneurial opportunities in Waste Management
3-7	Entrepreneur-ship	<ul style="list-style-type: none"> • Core principles of marketing • Name the costs that make up the selling price of a product /item etc. • Mention factors to consider when choosing items / products for small scale production (RECAP) • Advertisement • Contribution of an entrepreneur towards the economy of South Africa 	Practical Lesson Prepare and present <ul style="list-style-type: none"> • Biscuits • Jam Squares • Roly Poly Cost each dish <i>(Dishes may be replaced with similar examples)</i>
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment		SBA 3x Practical lessons (75) June Examination (25)	PAT Task 1 Skills Test 2 (25) (Marks carried over to Term 4)

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Entrepreneurship	Recap Grade 8 content Marketing <ul style="list-style-type: none"> Marketing strategies –Apply to your business Market your product Core principles of marketing Name the costs that make up the selling price of a product / item etc. Mention factors to consider when choosing an item /product for small scale production. Recap <ul style="list-style-type: none"> Contribution of an entrepreneur towards the South African economy. 	Practical Lesson How to: <ul style="list-style-type: none"> Greet a customer Serve a customer Manage the purchase Provide a quality service and buying experience to the customer.
2	Clothing	Terminology <ul style="list-style-type: none"> Fashion, fad, classic fashion. Fashion decorations and accessories Name the factors that influence fashion change Identify the information on a clothing label. 	Practical Lesson Design a label for a food product.
3-7	Food Production	Flour Mixtures <ul style="list-style-type: none"> Classify flour mixtures as dough <ul style="list-style-type: none"> Classify doughs with examples (soft and stiff dough) Mixing methods and techniques Preparation of products for selling <ul style="list-style-type: none"> Decorating / garnishing Packaging-Creative and eco-friendly Labelling Display for sale 	Practical Lesson Prepare and present <ul style="list-style-type: none"> Koeksisters Biscuits Cost the product (Dishes may be replaced with similar examples)

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment	SBA	3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Clothing	<ul style="list-style-type: none"> Identify and interpret the care symbols Professional appearance for the world of work 	
5-7	Revision		PAT Task 2 Project based Learning Task <i>(Marketing and selling a product.)</i>
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**Curriculum and Assessment Policy
Statement: Occupational
Grades 8 & 9**

CONSUMER STUDIES

**Needlework Production for
Clothing or Soft Furnishing Production**

3.4.2 Clothing / Soft Furnishing Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test 25% Practical lessons 75%
Week	Topic	Content	Practical work <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	The Consumer	Introduction to Consumer Studies What is Consumer Studies	Needlework Room <ul style="list-style-type: none"> · Rules and Safety procedures · Introduction to procedures to follow during practical lessons.
2	Health, Safety and Security	Health ,Safety and Security <ul style="list-style-type: none"> · Safety measures when working with, equipment and apparatus / appliances. · Explain the basic laboratory safety rules; · Use the fire extinguisher / blanket · Basic first aid · Work under supervision at all times · Dangerous equipment must be locked in the safe place. · Apply good hygiene practices. 	Practical Lesson Applying <ul style="list-style-type: none"> · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket Identification Test
3	The Consumer	<ul style="list-style-type: none"> · Explain what a consumer is. · Discuss consumer behaviour · Distinguish between wants and needs. · Name and describe the rights and responsibilities of the consumer. 	Practical Lessons <ul style="list-style-type: none"> · Compare the prices of different clothing /soft furnishing products at different shops, using catalogues/pamphlets, and make a decision on where to buy.
4	Sewing production	Basic sewing equipment and tools: Identify: <ul style="list-style-type: none"> · Name, and provide the use and care. · Different ironing equipment · Different measuring tools; · Explain how to measure by using different tools; · Demonstrate hand stitches; 	Practical Lessons <ul style="list-style-type: none"> · Explain how to measure by using different tools; · Demonstrate hand stitches;

Week	Topic	Content	Practical work (3x Practical Lessons to be completed) Exemplar Practical Lessons
5-7	Sewing production	Identify and apply the following: Basic Embroidery stitches <ul style="list-style-type: none"> · Basic back and stem stitch · Give the properties of good embroidery work. 	Practical Lessons Apply the hand stitches on an article. E.g. book cover, pot holder, pencil holder, cell phone holder.
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment		SBA 3x Practical lessons (75) March Test (25)	PAT Task 1 Skills Test 1 (25) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons			SBA: Formal assessment June Examination: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career opportunities Waste Management <ul style="list-style-type: none"> · Wet refuse · Dry refuse 	Needlework Room <ul style="list-style-type: none"> · Rules and Safety procedures. · Introduction to procedures to follow during practical lessons. Waste Management <ul style="list-style-type: none"> · Sorting waste.
2-3	Health, Safety and Security	Health ,Safety and Security <ul style="list-style-type: none"> · Safety measures when working with, equipment and apparatus / appliances. · Explain the basic laboratory safety rules; · Use the fire extinguisher / blanket · Basic first aid · Work under supervision at all times · Dangerous equipment must be locked in the safe place. · Apply good hygiene practices. 	Practical Lesson Applying <ul style="list-style-type: none"> · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket · Identification Test
4-7	Clothing and Soft Furnishing	<ul style="list-style-type: none"> · Identify the parts of the sewing machine and their uses. (Spool pin, bobbin, bobbin case, thread guides, take up lever, presser foot, presser foot lever, feed dog, feed plate, bobbin winder, hand wheel, stitch length regulator, hand wheel screw.) · Practical use of the sewing machine · Pulling the bobbin thread through the feed plate. The Pattern <ul style="list-style-type: none"> · Read and interpret a pattern envelope and instruction sheet. · Understand the meaning of basic pattern markings Decoration / packaging	Practical demonstration by teacher parts and functions of the sewing machine TIP: Draw dots on the fabric to assist struggling learners to sew straight. Second opportunity: When they master the skill let them sew without lines.

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment	SBA		PAT Task 1
	3x Practical lessons	(75)	Skills Test 2 (25)
	June Examination	(25)	<i>(Marks carried over to Term 4)</i>

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> Scope of the subject Career opportunities Waste Management <ul style="list-style-type: none"> Wet refuse Dry refuse Waste Management: Entrepreneurial opportunities	Practical Lesson <ul style="list-style-type: none"> Utensils and name their use and care. Identify different measuring equipment and know their sizes. Explain how to measure dry ingredients and liquids correctly Read and interpret a basic recipe. Understand the meaning of basic recipe terminology Identification Test
3	Clothing	<ul style="list-style-type: none"> Introduce the different clothing styles Give reasons for wearing clothes Identify and explain the communication values of clothing Give reasons for wearing clothes Choice of clothing 	Practical Lesson Plan a 'Pop up Stall' to sell quality products as gifts. Consider the following: <ul style="list-style-type: none"> Location of the stall. Lay-out of the stall Hygiene and safety
	Clothing or Soft Furnishing production	Seams <ul style="list-style-type: none"> Different seams and their uses Seam finishes Hems <ul style="list-style-type: none"> Putting up a hem Hem stitches 	Practical Lessons Practice on a sampler <ul style="list-style-type: none"> Seams Seam finishes Practice on a sampler <ul style="list-style-type: none"> Hem stitching on a hem Apply the skills to the practical item. Design a care label for an item for selling. Design a brand label for an item for selling.
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		SBA 3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) (Marks carried over to Term 4)

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Clothing	<ul style="list-style-type: none"> · Figure types · Wardrobe planning 	
2-7	Revision		PAT Task 2 Project based Learning Task (Marketing and selling a product.)
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

Teaching plans Grade 9

Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · What is Consumer Studies · Career pathways 	Career pathways Guest Speaker <ul style="list-style-type: none"> · Introduce new careers
2-3	Health Safety and Security	Health, Safety and Security in the workplace <i>(premises you rent/buy)</i> <ul style="list-style-type: none"> · Safety legislations regarding food products · Requirements, regulations and safety aspects and for selling food products on the premises. · Safety aspects of the premises · Regulation for selling food products to people with health related illnesses and allergies. Waste Management <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	Practical Lesson <ul style="list-style-type: none"> · Washing/sanitising of hands. · General hygiene in the-food preparation area. · How to implement pest control in a food preparation area. · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket Identification Test Waste management – dry and wet waste Sorting of waste
4	The Consumer	<ul style="list-style-type: none"> · Decision-making · Types of decisions. · Consumer behaviour · Sustainable consumption · Sustainable consumption of electricity and water · Factors influencing consumer buying behaviour. 	Practical Lesson Compare the prices of different products / items at different shops and make an informed decision on where it would be best to buy the product. Motivate the decision. Cost a food product <ul style="list-style-type: none"> · Cost an item for selling. · Add a profit · Add transport cost, stall fees. · Calculate the selling price.

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	Clothing or Soft Furnishing production	<ul style="list-style-type: none"> · Taking measurements · Using a commercial pattern · Layout of a pattern · Cutting out a pattern · Transfer pattern markings · Apply fusible interfacing(iron-on) where applicable 	<p>Practical Lessons</p> <ul style="list-style-type: none"> · Using a commercial pattern · Laying out the pattern · Transfer of pattern markings · Cutting out · Interfacing · Seams · Advanced pattern markings <p>Apply to a small item for selling.</p>
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment	SBA		PAT Task 1
	3x Practical lessons	(75)	Skills Test 1 (25)
	March Test	(25)	(Marks carried over to Term 4)

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons		SBA: Formal assessment June Examination: 25% Practical lessons: 75%	
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1 -2	Hygiene, Safety and Security	<p>Discuss the management of waste</p> <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	<p>Practical Lesson</p> <p>Waste management – dry and wet waste</p> <p>Sorting of waste</p> <p>Entrepreneurial opportunities in Waste Management</p>
3-4	Entrepreneurship	<ul style="list-style-type: none"> • Core principles of marketing • Name the costs that make up the selling price of a product /item etc. • Mention factors to consider when choosing items / products for small scale production (RECAP) • Advertisement • Contribution of an entrepreneur towards the economy of South Africa 	<p>Practical Lesson</p> <ul style="list-style-type: none"> • Disposal of fullness • Apply different techniques to a sampler. <p>Apply the skills to a small article for selling.</p>
5-7	Clothing or Soft Furnishing production	<ul style="list-style-type: none"> • Taking measurements • Using a commercial pattern • Layout of a pattern • Cutting out a pattern • Transfer pattern markings • Apply fusible interfacing(iron-on) where applicable 	<p>Practical Lessons</p> <ul style="list-style-type: none"> • Produce a quality marketable article. • Fasteners: Select an appropriate fastener for the article /item. • Decorate the article / item. • Design a care label and packaging (<i>Creative and eco-friendly</i>) <p>Determine the price of the article or item.</p>
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment		<p>SBA</p> <p>3x Practical lessons (75)</p> <p>June Examination (25)</p>	<p>PAT Task 1</p> <p>Skills Test 2 (25)</p> <p>(Marks carried over to Term 4)</p>

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Entrepreneurship	Recap Grade 8 content Marketing <ul style="list-style-type: none"> Marketing strategies –Apply to your business Market your product Core principles of marketing Name the costs that make up the selling price of a product / item etc. Mention factors to consider when choosing an item /product for small scale production. Recap <ul style="list-style-type: none"> Contribution of an entrepreneur towards the South African economy. 	Practical Lesson How to: <ul style="list-style-type: none"> Greet a customer Serve a customer Manage the purchase Provide a quality service and buying experience to the customer.
2-3	Clothing	Terminology <ul style="list-style-type: none"> Fashion, fad, classic fashion. Fashion decorations and accessories Name the factors that influence fashion change Identify the information on a clothing label. 	Practical Lesson Design a label for a clothing / soft furnishing product. Design a packaging for a clothing / soft furnishing product. (<i>Creative and eco-friendly</i>)
3-7	Clothing or Soft Furnishing production	Recap <ul style="list-style-type: none"> Taking measurements Using a commercial pattern Layout of a pattern Cutting out a pattern Transfer pattern markings Apply fusible interfacing(iron-on) where applicable Fasteners 	Practical Lesson Practice on a sampler. <ul style="list-style-type: none"> Practice attaching fasteners Attach a suitable fastener for the article, Plan a 'Pop up Gift Stall' to sell small items as gifts. Consider the following: <ul style="list-style-type: none"> Location of the stall. Lay-out of the stall Hygiene and safety Practical Lesson <ul style="list-style-type: none"> Produce a small item for selling. Label the product. Package the item. Add a price tag. Display for sale.

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment	SBA	3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Clothing	<ul style="list-style-type: none"> Identify and interpret the care symbols Professional appearance for the world of work 	
5-7	Revision		PAT Task 2 Project based Learning Task <i>(Marketing and selling a product.)</i>
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**Curriculum and Assessment Policy
Statement: Occupational
Grades 8 & 9**

CONSUMER STUDIES

**Needlework Production for
Patchwork and Quilting Production**

3.4.3 Patchwork and Quilting Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test 25% Practical lessons 75%
Week	Topic	Content	Practical work <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	The Consumer	Introduction to Consumer Studies What is Consumer Studies	Needlework Room <ul style="list-style-type: none"> · Rules and Safety procedures · Introduction to procedures to follow during practical lessons.
2	Health, Safety and Security	Health ,Safety and Security <ul style="list-style-type: none"> · Safety measures when working with, equipment and apparatus / appliances. · Explain the basic laboratory safety rules; · Use the fire extinguisher / blanket · Basic first aid · Work under supervision at all times · Dangerous equipment must be locked in the safe place. · Apply good hygiene practices. 	Practical Lesson Applying <ul style="list-style-type: none"> · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket Identification Test
3	The Consumer	<ul style="list-style-type: none"> · Explain what a consumer is. · Discuss consumer behaviour · Distinguish between wants and needs. · Name and describe the rights and responsibilities of the consumer. 	Practical Lessons <ul style="list-style-type: none"> · Compare the prices of different patchwork and quilted products at different shops, using catalogues/pamphlets, and make a decision on where to buy.
4	Patchwork and Quilting Production	Basic sewing equipment and tools: Identify: <ul style="list-style-type: none"> · Name, and provide the use and care. · Different ironing equipment · Different measuring tools; · Explain how to measure by using different tools; · Demonstrate hand stitches; 	Practical Lessons <ul style="list-style-type: none"> · Explain how to measure by using different tools; · Demonstrate hand stitches;

Week	Topic	Content	Practical work (3x Practical Lessons to be completed) Exemplar Practical Lessons
5-7	Patchwork and Quilting Production	<p>Identify and apply the following: Basic Embroidery stitches</p> <ul style="list-style-type: none"> · Basic back and stem stitch · Properties of good embroidery work. 	<p>Practical Lessons</p> <p>Demonstration:</p> <ul style="list-style-type: none"> · How to measure using the equipment · How to cut using the rotary cutter. · Planning a design. <p>Planning and preparation for the article</p> <ul style="list-style-type: none"> · Define Patchwork · Basic stitches used-Practice on a sampler · Select suitable fabrics for the patchwork article. · Select a suitable colour combination for the article /item. · Layout and cutting of strips. · Sew the strips together for an article. · Use hand stitches to decorate the article. · Complete and finish off the article. <p>Apply the hand stitches on an article. E.g. book cover, pot holder, pencil holder, cell phone holder.</p>
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment	SBA	3x Practical lessons (75) March Test (25)	PAT Task 1 Skills Test 1 (25) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons			SBA: Formal assessment June Examination: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career opportunities Waste Management <ul style="list-style-type: none"> · Wet refuse · Dry refuse 	Needlework Room <ul style="list-style-type: none"> · Rules and Safety procedures. · Introduction to procedures to follow during practical lessons. Waste Management <ul style="list-style-type: none"> · Sorting waste.
2-3	Health, Safety and Security	Health ,Safety and Security <ul style="list-style-type: none"> · Safety measures when working with, equipment and apparatus / appliances. · Explain the basic laboratory safety rules; · Use the fire extinguisher / blanket · Basic first aid · Work under supervision at all times · Dangerous equipment must be locked in the safe place. · Apply good hygiene practices. 	Practical Lesson Applying <ul style="list-style-type: none"> · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket · Identification Test
4-7	Patchwork and Quilting Production	<ul style="list-style-type: none"> · Identify the parts of the sewing machine and their uses. (Spool pin, bobbin, bobbin case, thread guides, take up lever, presser foot, presser foot lever, feed dog, feed plate, bobbin winder, hand wheel, stitch length regulator, hand wheel screw.) · Practical use of the sewing machine · Pulling the bobbin thread through the feed plate. The Design <ul style="list-style-type: none"> · Read and interpret a patchwork design. · Understand the meaning of basic pattern markings. 	Practical demonstration by teacher parts and functions of the sewing machine TIP: Draw dots on the fabric to assist struggling learners to sew straight. Second opportunity: When they master the skill let them sew without lines. Practical lessons Identify the parts of the sewing machine and threading the machine; Obtain the sewing licence;

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment	SBA	3x Practical lessons (75) June Examination (25)	PAT Task 1 Skills Test 2 (25) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career opportunities Waste Management <ul style="list-style-type: none"> · Wet refuse · Dry refuse Waste Management: Entrepreneurial opportunities	Practical Lesson <ul style="list-style-type: none"> · Utensils and name their use and care. · Identify different measuring equipment and know their sizes. · Explain how to measure dry ingredients and liquids correctly · Read and interpret a basic recipe. · Understand the meaning of basic recipe terminology Identification Test
3	Clothing	<ul style="list-style-type: none"> · Introduce the different clothing styles · Give reasons for wearing clothes · Identify and explain the communication values of clothing · Give reasons for wearing clothes · Choice of clothing 	Practical Lesson Plan a 'Pop up Stall' to sell quality products as gifts. Consider the following: <ul style="list-style-type: none"> · Location of the stall. · Lay-out of the stall · Hygiene and safety
4-7	Patchwork and Quilting Production	<ul style="list-style-type: none"> · Suitable fabrics for patchwork. · Basic rules for selecting a colour scheme for patchwork. · Preparation of fabric for patchwork article. · Quilting the patchwork · Decorating the patchwork. 	Practical Lessons Demonstration: <ul style="list-style-type: none"> · How to measure using the equipment · How to cut using the rotary cutter. · Planning a design. Planning and preparation for the article <ul style="list-style-type: none"> · Define the patchwork type · Basic stitches used-Practice on a sampler · Select suitable fabrics for the patchwork article. · Select a suitable colour combination for the article /item. · Layout and cutting of strips. · Sew the strips together for an article. · Use hand stitches to decorate the article. · Complete and finish off the article.

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		SBA 3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

PUBLIC COMMENTS

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Clothing	<ul style="list-style-type: none"> · Figure types · Wardrobe planning 	
2-7	Revision		PAT Task 2 Project based Learning Task
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

Teaching plans Grade 9

Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> What is Consumer Studies Career pathways 	Career pathways Guest Speaker <ul style="list-style-type: none"> Introduce new careers
2-3	Health Safety and Security	Health, Safety and Security in the workplace <i>(premises you rent/buy)</i> <ul style="list-style-type: none"> Safety legislations regarding food products Requirements, regulations and safety aspects and for selling food products on the premises. Safety aspects of the premises Regulation for selling food products to people with health related illnesses and allergies. Waste Management <ul style="list-style-type: none"> Clearing and scraping of plates Basic sorting of waste Recycling of waste Entrepreneurial waste skills 	Practical Lesson <ul style="list-style-type: none"> Washing/sanitising of hands. General hygiene in the-food preparation area. How to implement pest control in a food preparation area. Safety Rules Basic First Aid Hygiene practices Safety precautions with electricity Handwashing procedures Using a fire extinguisher and blanket Identification Test Waste management – dry and wet waste Sorting of waste
4	The Consumer	<ul style="list-style-type: none"> Decision-making Types of decisions. Consumer behaviour Sustainable consumption Sustainable consumption of electricity and water Factors influencing consumer buying behaviour. 	Practical Lesson Compare the prices of different products / items at different shops and make an informed decision on where it would be best to buy the product. Motivate the decision. Cost a Patchwork article <ul style="list-style-type: none"> Cost an item for selling. Add a profit Add transport cost, stall fees. Calculate the selling price.

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	Patchwork and Quilting Production	<ul style="list-style-type: none"> · Suitable fabrics for patchwork. · Basic rules for selecting a colour scheme for patchwork. · Preparation of fabric for patchwork article. · Quilting the patchwork · Finish off with a crossway binding · Decorating the patchwork. 	Practical Lessons <ul style="list-style-type: none"> · Set up fabric swatches, different threads and other equipment required. · Demonstrate different hand stitches to use for patchwork. · Plan the colour combination. · Proceed to apply strip patchwork to produce a small marketable article. · Finish off with a crossway binding · Decorating the patchwork. · Cost the article
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment	SBA		PAT Task 1
	3x Practical lessons (75) March Test (25)		Skills Test 1 (25) (Marks carried over to Term 4)

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons			SBA: Formal assessment June Examination: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1 -2	Hygiene, Safety and Security	Discuss the management of waste <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	Practical Lesson Waste management – dry and wet waste Sorting of waste Entrepreneurial opportunities in Waste Management
3-4	Entrepreneurship	<ul style="list-style-type: none"> • Core principles of marketing • Name the costs that make up the selling price of a product /item etc. • Mention factors to consider when choosing items / products for small scale production (RECAP) • Advertisement • Contribution of an entrepreneur towards the economy of South Africa 	Practical Lesson Demonstrate How to: <ul style="list-style-type: none"> • Greet a customer • Serve a customer • Manage the purchase Provide a quality service and buying experience to the customer.
5-7	Patchwork and Quilting Production	<ul style="list-style-type: none"> • Suitable fabrics for patchwork. • Basic rules for selecting a colour scheme for patchwork. • Preparation of fabric for patchwork article. • Quilting the patchwork • Decorating the patchwork. 	Practical Lessons Demonstration: <ul style="list-style-type: none"> • How to measure using the equipment • How to cut using the rotary cutter. • Planning a design. Planning and preparation for the article <ul style="list-style-type: none"> • Define the patchwork type • Basic stitches used-Practice on a sampler • Select suitable fabrics for the patchwork article. • Select a suitable colour combination for the article /item. • Layout and cutting of strips. • Sew the strips together for an article. • Use hand stitches to decorate the article. • Complete and finish off the article.

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment	SBA 3x Practical lessons (75) June Examination (25)		PAT Task 1 Skills Test 2 (25) (Marks carried over to Term 4)

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Entrepreneurship	Recap Grade 8 content Marketing <ul style="list-style-type: none"> Marketing strategies –Apply to your business Market your product Core principles of marketing Name the costs that make up the selling price of a product / item etc. Mention factors to consider when choosing an item /product for small scale production. Recap <ul style="list-style-type: none"> Contribution of an entrepreneur towards the South African economy. 	Practical Lesson How to: <ul style="list-style-type: none"> Greet a customer Serve a customer Manage the purchase Provide a quality service and buying experience to the customer.
2-3	Clothing	Terminology <ul style="list-style-type: none"> Fashion, fad, classic fashion. Fashion decorations and accessories Name the factors that influence fashion change Identify the information on a clothing label. 	Practical Lesson Design a label for a patchwork product. Design a packaging for the item. (Creative and eco-friendly)
3-7	Patchwork and Quilting Production	Select an item for small scale production. Market the product. <ul style="list-style-type: none"> Suitable fabrics for the patchwork article. Apply the basic rules for selecting a colour scheme for the patchwork article. Preparation of the fabric for the patchwork article. Quilting the patchwork Decorating the patchwork. 	Practical Lesson Plan a 'Pop up Gift Stall' to sell small patchwork items as gifts. Consider the following: <ul style="list-style-type: none"> Location of the stall. Lay-out of the stall Hygiene and safety Practical Lesson <ul style="list-style-type: none"> Produce a small item for selling. Label the product. Package the item. Add a price tag. Display for sale.

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment	SBA	3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Clothing	<ul style="list-style-type: none"> Identify and interpret the care symbols Professional appearance for the world of work. 	Practical Lesson <ul style="list-style-type: none"> Produce a small item for selling. Label the product. Package the item. Add a price tag. Display for sale.
5-7	Revision		PAT Task 2 Project based Learning Task <i>(Marketing and selling a product.)</i>
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**Curriculum and Assessment Policy
Statement: Occupational
Grades 8 & 9**

CONSUMER STUDIES

Needlework Production for
Knitting and Crocheting Production

3.4.3 Knitting and Crocheting Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test 25% Practical lessons 75%
Week	Topic	Content	Practical work <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	The Consumer	Introduction to Consumer Studies What is Consumer Studies	Needlework Room <ul style="list-style-type: none"> · Rules and Safety procedures · Introduction to procedures to follow during practical lessons.
2	Health, Safety and Security	Health ,Safety and Security <ul style="list-style-type: none"> · Safety measures when working with, equipment and apparatus / appliances. · Explain the basic laboratory safety rules; · Use the fire extinguisher / blanket · Basic first aid · Work under supervision at all times · Dangerous equipment must be locked in the safe place. · Apply good hygiene practices. 	Practical Lesson Applying <ul style="list-style-type: none"> · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket Identification Test
3	The Consumer	<ul style="list-style-type: none"> · Explain what a consumer is. · Discuss consumer behaviour · Distinguish between wants and needs. · Name and describe the rights and responsibilities of the consumer. 	Practical Lessons <ul style="list-style-type: none"> · Compare the prices of different knitted /crocheted products at different shops, using catalogues/pamphlets, and make a decision on where to buy.
4-7	Knitting Production	<ul style="list-style-type: none"> · History of knitting · Identify the knitting equipment and their uses · Explain the importance of using the correct size needles corresponding with the type of yarn Yarn Labelling <ul style="list-style-type: none"> · Study the information on the label of the yarn · Textile Care labels · Creating your own yarn · Finger knitting 	Practical Lessons <ul style="list-style-type: none"> · Knitting equipment and their uses. · Different yarns and needle sizes · How to read a yarn label · Care labelling · Creating your own yarn from plastic or old t-shirt · Finger knitting: Practice the skill.

Week	Topic	Content	Practical work (3x Practical Lessons to be completed) Exemplar Practical Lessons
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment	SBA 3x Practical lessons (75) March Test (25)		PAT Task 1 Skills Test 1 (25) (Marks carried over to Term 4)

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons			SBA: Formal assessment June Examination: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career opportunities Waste Management <ul style="list-style-type: none"> · Wet refuse · Dry refuse 	Needlework Room <ul style="list-style-type: none"> · Rules and Safety procedures. · Introduction to procedures to follow during practical lessons. Waste Management <ul style="list-style-type: none"> · Sorting waste.
2-3	Health, Safety and Security	Health ,Safety and Security <ul style="list-style-type: none"> · Safety measures when working with, equipment and apparatus / appliances. · Explain the basic laboratory safety rules; · Use the fire extinguisher / blanket · Basic first aid · Work under supervision at all times · Dangerous equipment must be locked in the safe place. · Apply good hygiene practices. 	Practical Lesson Applying <ul style="list-style-type: none"> · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket · Identification Test
4-7	Knitting Production	<ul style="list-style-type: none"> · Read and interpret a knitting pattern and abbreviations, · Demonstrate the technique of knitting: <ul style="list-style-type: none"> - Casting on - Plain stitch - Casting off - Importance of tension in knitting - Fixing mistakes - Frogging vs Tinking - Weaving in loose ends 	Practical Lesson Practical Demonstration <ul style="list-style-type: none"> · Demonstrate the technique of knitting · The correct method for holding the needle and yarn · Apply the technique for knitting. Practical article Prepare a small sample by applying the following skills: <ul style="list-style-type: none"> · Pattern reading · Knitting skills

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment	SBA	3x Practical lessons (75) June Examination (25)	PAT Task 1 Skills Test 2 (25) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> Scope of the subject Career opportunities Waste Management <ul style="list-style-type: none"> Wet refuse Dry refuse Waste Management: Entrepreneurial opportunities	Practical Lesson <ul style="list-style-type: none"> Utensils and name their use and care. Identify different measuring equipment and know their sizes. Explain how to measure dry ingredients and liquids correctly Read and interpret a basic recipe. Understand the meaning of basic recipe terminology Identification Test
3	Clothing	<ul style="list-style-type: none"> Introduce the different clothing styles Give reasons for wearing clothes Identify and explain the communication values of clothing Give reasons for wearing clothes Choice of clothing 	Practical Lesson Plan a 'Pop up Stall' to sell quality products as gifts. Consider the following: <ul style="list-style-type: none"> Location of the stall. Lay-out of the stall Hygiene and safety
4-7	Knitting Production	Recap <ul style="list-style-type: none"> Knitting equipment and their uses Advanced knitting equipment and their uses Explain the importance of using the correct size Needle sizes that correspond with the type of yarn Yarn Labelling <ul style="list-style-type: none"> Study the information on the label of the yarn Textile Care labels Creating your own yarn Interpret a care label	Practical Lessons Demonstrate the technique of knitting: <ul style="list-style-type: none"> Casting on Plain stitch Pattern reading Casting off (Recap) Purl stitch/ stocking stitch Ribbing stitch Counting of rows Joining side seams Finishing off the article. Decoration / packaging (Recap from theory) Design a care label Design a brand label Packaging (Recap from theory) <i>.(Creative and eco-friendly</i> <ul style="list-style-type: none"> Price tag Display for selling

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		SBA 3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

PUBLIC COMMENTS

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Clothing	<ul style="list-style-type: none"> · Figure types · Wardrobe planning 	
2-7	Revision		PAT Task 2 Project based Learning Task
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

Teaching plans Grade 9

Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Test and 3 x Practical lessons			SBA: Formal assessment March Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> · What is Consumer Studies · Career pathways 	Career pathways Guest Speaker <ul style="list-style-type: none"> · Introduce new careers
2	Health Safety and Security	Health, Safety and Security in the workplace <i>(premises you rent/buy)</i> <ul style="list-style-type: none"> · Safety legislations regarding food products · Requirements, regulations and safety aspects and for selling food products on the premises. · Safety aspects of the premises · Regulation for selling food products to people with health related illnesses and allergies. Waste Management <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	Practical Lesson <ul style="list-style-type: none"> · Washing/sanitising of hands. · General hygiene in the-food preparation area. · How to implement pest control in a food preparation area. · Safety Rules · Basic First Aid · Hygiene practices · Safety precautions with electricity · Handwashing procedures · Using a fire extinguisher and blanket Identification Test Waste management – dry and wet waste Sorting of waste
3	The Consumer	<ul style="list-style-type: none"> · Decision-making · Types of decisions. · Consumer behaviour · Sustainable consumption · Sustainable consumption of electricity and water · Factors influencing consumer buying behaviour. 	Practical Lesson Compare the price of different crocheted products / items at different shops and make an informed decision on where it would be best to buy the product. Motivate the decision. Cost a crocheted article <ul style="list-style-type: none"> · Cost an item for selling. · Add a profit · Add transport cost, stall fees. · Calculate the selling price.

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
4	Crocheting production	The history of crochet	Practical Lesson Demonstrate: <ul style="list-style-type: none"> · Crocheting equipment and their uses · Different yarns and hook sizes · How to read a yarn label · Matching yarn with a hook size. · The technique of crocheting · Finger crocheting · The correct method for holding the hooks and yarn.
5-7	Crocheting production	Basic Crochet stitches <ul style="list-style-type: none"> · Chain stitch · Single crochet (UK) · Half double crochet (UK) · Slip stitch · Double crochet (UK) · Joining edges · Weaving in (recap) 	Practical Lesson Demonstrate: <ul style="list-style-type: none"> · Making a slip knot · Chain stitches · Single crochet (UK) · Half double crochet (UK) · Slip stitch · Double crochet (UK) · Joining edges · Weaving in (recap) <p>Apply the above skills on a small marketable article.</p>
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
Formal Assessment		SBA	PAT Task 1
		3x Practical lessons (75) March Test (25)	Skills Test 1 (25) (Marks carried over to Term 4)

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons		SBA: Formal assessment June Examination: 25% Practical lessons: 75%	
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1 -2	Hygiene, Safety and Security	Discuss the management of waste <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	Practical Lesson Waste management – dry and wet waste Sorting of waste Entrepreneurial opportunities in Waste Management
3-4	Entrepreneurship	<ul style="list-style-type: none"> • Core principles of marketing • Name the costs that make up the selling price of a product /item etc. • Mention factors to consider when choosing items / products for small scale production (RECAP) • Advertisement • Contribution of an entrepreneur towards the economy of South Africa 	Practical Lesson Demonstrate How to: <ul style="list-style-type: none"> • Greet a customer • Serve a customer • Manage the purchase Provide a quality service and buying experience to the customer.
5-7	Crocheting production	Basic Crochet stitches <ul style="list-style-type: none"> • Filet crochet • Edges/scallops • Joining (recap) <ul style="list-style-type: none"> • Pattern development • Decoration • Packaging (Recap) 	Practical Lessons <ul style="list-style-type: none"> • Design a care label Demonstrate <ul style="list-style-type: none"> • Double crochet stitch • Slip Stitch • Edging stitches • Filet crochet and edging/scallops Practice the above skills. Apply the above skills to create a small marketable article.
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment		SBA 3x Practical lessons (75) June Examination (25)	PAT Task 1 Skills Test 2 (25) (Marks carried over to Term 4)

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Test and 3 x Practical lessons			SBA: Formal assessment September Test: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Entrepreneurship	Recap Grade 8 content Marketing <ul style="list-style-type: none"> Marketing strategies –Apply to your business Market your product Core principles of marketing Name the costs that make up the selling price of a product / item etc. Mention factors to consider when choosing an item /product for small scale production. Recap <ul style="list-style-type: none"> Contribution of an entrepreneur towards the South African economy. 	Practical Lesson How to: <ul style="list-style-type: none"> Greet a customer Serve a customer Manage the purchase Provide a quality service and buying experience to the customer.
2-3	Clothing	Terminology <ul style="list-style-type: none"> Fashion, fad, classic fashion. Fashion decorations and accessories Name the factors that influence fashion change Identify the information on a clothing label. 	Practical Lesson Design a label for a crocheted product. Design a packaging for the item. (Creative and eco-friendly)
3-5	Crocheting production	Basic Crochet stitches <ul style="list-style-type: none"> Chain stitch Single crochet (UK) Half double crochet (UK) Slip Stitch Double crochet (UK) Joining edges Weaving in (recap) <ul style="list-style-type: none"> Filet crochet Edges/scallops Joining (recap) 	Practical Lessons <ul style="list-style-type: none"> Produce a quality marketable article. Apply all the acquired skills and techniques not yet applied. Decorate the article / item. Design a care label Packaging.(Creative and eco-friendly)

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
7	Crocheting production	Plan a 'Pop up Stall' to sell quality products as gifts at a Craft Market Consider the following: <ul style="list-style-type: none"> · Location of the stall. · Lay-out of the stall · Hygiene and safety 	Practical Lesson Craft Market <ul style="list-style-type: none"> · Plan the layout of the stall. · Plan the marketing and signage for the stall.
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		SBA 3x Practical lessons (75) September Test (25)	PAT Task 1 Skills Test 3 (25) (Marks carried over to Term 4)

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Clothing	<ul style="list-style-type: none"> Identify and interpret the care symbols Professional appearance for the world of work. 	Practical Lesson <ul style="list-style-type: none"> Produce a small item for selling. Label the product. Package the item. Add a price tag. Display for sale.
5-7	Revision		PAT Task 2 Project based Learning Task <i>(Marketing and selling a product.)</i>
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
25%	50%	25%
Term 1: 100	PAT Task 1	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

SECTION 4

4.1 Introduction

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Consumer Studies Grades 8 & 9

4.2 Informal or Daily Assessment

Assessment for learning has the purpose of continuously collecting information about learner performance that can be used to improve learning.

Informal assessment is a daily monitoring of learner progress. This is done through observation, discussions; practical demonstrations, learner-teacher discussions, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allows the learner to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance.

The results of the informal / daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes. The main purpose of informal assessment is to inform and strengthen the learning process.

4.3 Formal Assessment

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to **moderation** for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a Year and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks forms part of a year-long formal Programme of Assessment in each grade and subject, is school-based and is weighted as indicated in the tables that follow for the Grades 8 & 9.

Grades	Formal school-based assessments	End-of-year examinations
R -3	100%	
4 - 6	75%	25%
7 – 9 Academic stream Occupational stream	40% 25%	External examination 60% 75%
10 and 11	25% including a mid-year examination	External examination: 75%
12	25% including mid-year and trial examinations	External examination: 75%

4.3.1 Formal Programme of Assessment for Grades 8 – 9

Table 1 a Formal School-Based Assessment Grade 8				Final End-of-Year Promotion Mark
	Term 1	Term 2	Term 3	Term 4
SBA	Practical Lessons 75%	Practical Lessons 75%	Practical Lessons 75%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	March Test 25%	June Examination 25%	September Test 25%	
SBA	100%	100%	100%	25%
PAT 1	Skills Test 1 25%	Skills Test 2 25%	Skills Test 3 25%	PAT : PAT 1: Skills Tests 1-3 $25+25+25 = 75$ PAT 2: Project based Learning Term 4 Task = 25 $= 100$
PAT 1	25%	25%	25%	50%
				November Examination $75 \div 3$
				25%

Table 1 b Formal School-Based Assessment Grade 9				Final End-of-Year Promotion Mark
	Term 1	Term 2	Term 3	Term 4
SBA	Practical Lessons 75%	Practical Lessons 75%	Practical Lessons 75%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	March Test 25%	June Examination 25%	September Test 25%	
SBA	100%	100%	100%	25%
PAT 1	Skills Test 1 25%	Skills Test 2 25%	Skills Test 3 25%	External PAT : PAT 1: Skills Tests 1-3 $25+25+25 = 75$ PAT 2: Project based Learning Term 4 Task = 25 $= 100$
PAT 1	25%	25%	25%	50%
				External November Examination $75 \div 3$
				25%

Clarification and breakdown of the Programme of Assessment in Grades 8 & 9 for the theory and practical components.

Grade 8

Term	Programme of Assessment: Theory	Weighting
Term 1	Theoretical assessment for SBA to consist of Term 1 content only. March Test - Term 1 content = (Total = 50 marks)	25%
Term 2	Theoretical assessment for SBA to consist of work done in Terms 1 and 2. June Examination – Terms 1 and 2 content = (Total = 75 marks) (<i>Term 1 work=30% (Was already assessed in Term 1) and Term 2 new work =70%</i>)	25%
Term 3	Theoretical assessment for SBA to consist of Term 3 content only: September Test – Term 3 content = (Total = 50 marks)	25%
Term 4	Final promotion mark November Examination – Term 1-4 content (75 marks)	25%

Grade 9

Term	Programme of Assessment: Theory	Weighting
Term 1	Theoretical assessment for SBA to consist of Term 1 content only. March Test - Term 1 content = (Total = 50 marks)	25%
Term 2	Theoretical assessment for SBA to consist of work done in Terms 1 and 2. June Examination – Terms 1 and 2 content = (Total = 75 marks) (<i>Term 1 work =30% (Was already assessed in Term 1) and Term 2 new work =70%</i>)	25%
Term 3	Theoretical assessment for SBA to consist of Terms 1, 2 and 3 content: Internal Preparatory Examination – Term 1,2 and-3 content Total: 75 marks <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i>	25%
Term 4	Final promotion mark <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i> External GEC examination – Maximum total of 75 marks	25%

Grades 8 & 9

Programme of Assessment: Practical Lessons /Skills PAT/		Weighting
SBA Term 1 -3	Practical Lessons Three practical lessons are completed per Term. Ensure that a variety of skills are built into and developed per lesson.	25%
PAT 1 Term 1-3	Skills Test The Skills Test is an objective measure of the ability to perform a specific task. A Skills Test is implemented at the end of Terms 1-3. The skills applied in the three practical lessons in the term are assessed in a Skills Test. The mark for the Skills Test is carried over to Term 4 to consolidate the weighting for PAT 1.	75%
PAT 2 Term 4	Project Based Learning A Task is included in Term 4 that reflects knowledge and skills applied to a scenario for: <ul style="list-style-type: none"> • Entrepreneurship • Career development / World of Work 	25%

The cognitive demand in assessment should be **appropriate for the age and developmental level** of a learners in the grade. Assessment in Consumer Studies, must cater for a range of cognitive levels and learner abilities. The assessment tasks should be designed carefully to cover the content in the subject as well as the range of skills and cognitive levels, identified in the specific aims in Section 1 of this CAPS Policy Document.

The design of assessments should therefore ensure that a full range of content and skills are assessed in each grade. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessment tasks.

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below.

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS PROGRAMME OF ASSESSMENT: SBA TASKS		
Cognitive level	Grade 8	Grade 9
Lower order: Remembering	60%	50%
Middle order: Understanding Applying	30%	40%
Higher order: Analysing / Evaluating and Creating	10%	10%

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS: PRACTICAL LESSONS AND PAT		
Cognitive level	Grade 8	Grade 9
Lower order: Isolated single steps	60%	50%
Middle order: Multiple limited steps	30%	40%
Higher order: Several operations required, Creative production / design.	10%	10%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question / skill that is implemented for assessment.

In judging the level of difficulty of each question skill, both the demands that each question makes on the cognitive ability of an average Grade 8 & 9 learner and the intrinsic difficulty of the question or task is considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) has been used in this identification process.

This framework comprises the following four general sources of difficulty:

- **Content difficulty:** this indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** this relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting and understanding the question.
- **Task difficulty:** this refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** this refers to difficulties because of the mark scheme or memorandum, in other words how marks are allocated.

4.4 Types of Formal Assessment Tasks

4.4.1 Tests

- A test for formal assessment **may** NOT comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.
- It is compulsory to include scenario / case study-based questions that require:
 - Longer reflective responses in a paragraph format.
 - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

4.4.2 Examinations

- In Consumer Studies a **75 mark** examination paper is written in June and November. 1.5 hours are allocated to write the paper that comprises 25% of learner's total mark for promotion.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

Guidelines for setting of Tests and Question papers in Consumer Studies in Grades 8 & 9

- Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of the examiner and moderator.
- Page two of the paper should include instructions and a breakdown of time per question.
- All question/test papers must be neatly typed, using the grid for setting and layout of question papers.
- Numbering per question and sub-question must be accurate and reflect the correct format used.
- All graphics/illustrations/sketches must be *print clear* and placed in a frame.
- No spelling, language or translation errors are allowed.

- The format of the question paper should adhere to the latest Examination Guidelines for Consumer Studies.

Short Questions (Question 1)

- **Caution learners to:**
 - Write clearly printed letters in Question 1.
 - Not write one letter over the other.
 - Cross out a letter neatly to cancel it.
- Include different question types for short questions in class tests as well as Formal Assessment Tasks to prepare candidates for exam readiness.
- Ensure that learners are exposed to answering short questions based on illustrations; graphs; data and short case studies/scenarios where understanding, interpretation and application of knowledge is required.
- Use the same format and layout as reflected in Examination Guidelines.

Long Questions (Question 2 and questions that follow)

It is compulsory to include:

- Questions that require a longer response.
- Question that requires a response in paragraph format (minimum 3 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements/menus for interpretation.
- An action verb to open the question. This gives a clear instruction for the question and expected response.

Marking Guidelines

- Cover page: Must contain name of the school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- Numbering must correlate accurately with the question paper.
- The mark allocation for each fact must be indicated by a tick (✓)
- Reflect all alternative responses that are considered and marked as correct answers.

4.4.3 Practical Lessons; Skills Tests and Practical Assessment Tasks

(a) Practical lessons

- Each learner must do a minimum of **three (3) assessed practical lessons** per term in Term 1-3.
- It is important to prioritise and include a variety of skills in the different lessons.
- Examples for the assessed practical lessons are reflected in the Teaching plans per term.

(b) Practical Assessment Task (PAT)

(i) PAT 1: (Practical Skills Test)

A Practical Skills Test:

- Provides an objective measure of a candidate's ability to perform a specific task.
 - Measures skills or knowledge accurately.
 - Assists to determine the level of achievement.
 - Prescribes specific criteria for efficient performance of a skill.
 - Includes the benefit of having learner feedback to encourage personal growth and development.
 - Assesses soft skills to encourage personal growth and development.
- Examples of soft skills that are important for promotion: Communication, listening, observation, manipulation, planning, interpretation, analysing, creative design, self-discipline and time-management. These skills are addressed in the Practical Lessons.

(ii) PAT 2: Project based Learning

- The teacher sets the task to assess the skills that were developed in the theory for practical and practical lessons.

The skills include:

- i. Subject specific practical skills according to the Annual Teaching Plan
- ii. Soft skills

- iii. Entrepreneurial skills
- iv. Create a small micro-enterprise
- v. A career focus

- It is recommended that PAT Task 2 is taken up in the school's timetable.
- The school has the responsibility to provide resources for the Practical Assessment Task (PAT).

4.5 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a Year and her/his readiness to progress or promote to the subsequent Year. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments for SBA and PAT.

4.6.1 Formal assessment (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels. It further needs to verify the accuracy of correlation and alignment of Teacher and Learner evidence

4.6.2 Practical Assessment Task (PAT)

The PAT is internally set and marked in Grade 8 and externally set and internally marked in Grade 9. Teacher and learner portfolios of evidence must be moderated to ensure that the correct number of lessons in preparation of the Skills Test and PAT are implemented and that the tasks are implemented at the correct standard.

Moderation further serves to ensure that:

- Teacher evidence reflects the required planning and preparation for the implementation of the Practical Lessons, Skills Tests and PATs'.
- Evidence in Learner and Teacher portfolios align and correlate.
- Learner evidence includes a consolidation sheet that aligns with Teacher and SASAMS recorded marks.

4.7 General

This document should be read in conjunction with:

- 4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- 4.7.2 *National Protocol for Assessment Grades R-12;*
- 4.7.3 *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);*
- 4.7.4 *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- 4.7.5 *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- 4.7.6 *Policy on Screening, Identification, Assessment and Support (2014);*
- 4.7.7 *Guidelines for Full-service/Inclusive Schools (2010); and*
- 4.7.8 *4.7.8 Standard Operating Procedures for Assessment of Learners who Experience Barriers*