



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES

EXAMINATION GUIDELINES

GRADE 12
2009

This guideline consists of 5 pages.

PURPOSE OF THE GUIDELINES

To assist educators and learners in their preparation for the National Senior Certificate examination for Consumer Studies (NSC).

These guidelines should be used together with the following documents

1. The National Curriculum Statement (NCS)
2. The content framework in the Learning Program Guidelines dated January 2008 (LPG)
3. The Subject Assessment Guidelines dated January 2008 (SAG)

STRUCTURE OF THE CONSUMER STUDIES PAPER

1. The Consumer Studies examination consists of one 3 hour paper of 200 marks.
2. There are five COMPULSORY SECTIONS, covering all the Learning Outcomes and Assessment Standards
3. Case studies and scenarios will be used when applicable

CONTENTS		MARKS
SECTION A	Short questions (Cover all the Assessment Standards)	40
SECTION B	Food and Nutrition	40
SECTION C	Clothing	40
SECTION D	Housing and household equipment	40
SECTION E	Theory of practical option-Food, clothing or soft furnishings	40
TOTAL		200

COGNITIVE LEVELS

The paper caters for a range of cognitive levels and abilities of the learners. The following guide in the Subject Assessment Guideline document (SAG) is used to compile questions:

COGNITIVE LEVEL	WEIGHTING (%)	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

When comprehension type questions are used e.g. case study, scenario, extracts, the following will be taken into consideration:

- 30% of questions from each section are knowledge based – may directly come from the case study/ scenario/extract or as applied knowledge linked to the situation.
- 20% comprehension which will be based on the context of the text used.
- 30% application – where learners will use the scenario for inferences and own conclusions.
- 20% will be high order questions where learners are expected to show/display their evaluation skills. This type of questions requires an in-depth understanding of the content where recommendation/suggestions and conclusions can be included in the answer.

PREPARATION FOR THE PAPER

It is imperative that the groundwork for this paper starts from grade 10. Because of the progression of the Learning Outcomes from grade 10 to 12, background knowledge from grade 10 and 11 may be assessed in grade 12.

On the day of the examination

1. Learners should be in the examination room at least 20 minutes before the starting time to get settled and make maximum use of the reading time. Learners should bring a **calculator** and all the necessary writing tools.
2. It is important that learners are taught to manage their time well so that they are able to finish the paper.
3. Learners must be encouraged to read through the question paper carefully before they start writing.
4. A neat, legible handwriting is essential. Many learners have disadvantaged themselves because of poor handwriting when markers were unable to decipher what was written.
5. Learners must be encouraged to leave time at the end of the exam to read their answers again. Correcting poor expression, spelling or checking calculations can make a huge difference.

WHAT TO EXPECT FROM THE PAPER

A. Multiple choice questions

40 marks

1. This section covers a variety of objective questions considering all the cognitive levels.
2. No '**fill in the missing words**' type of questions or TRUE/FALSE questions are included.
3. Match type and identification type questions are included.
4. All the learning outcomes are covered. For LO 4 only aspects that are generic to all practical options are asked, e.g. calculation of costs. Subject knowledge specific to one practical option is covered in the PAT.
5. Know the subject terminology well. It will be tested in this section.

B. Food and Nutrition

40 marks

1. Questions in this section come from LO 2 and LO 3. Applicable aspects from LO 1 could also be included.
2. The relevant content is described in the content framework in the LPG dated January 2008. Textbooks may not necessarily cover every aspect in the content framework.
3. The content asked comes from Assessment Standards 12.2.1, 12.2.7, 12.3.1. Integration with 12.1.1 and 12.1.2 is possible. Questions on 12.2.7 and 12.3.1 could be linked to case studies.
4. Questions on the prevention and management of nutritional and food-related health conditions could include a short description of the condition, nutrition and eating habits for the prevention of the condition, nutrition and eating habits for the management of an existing condition. Medical treatment does not form part of the content.

5. The following aspects of the GI index of food should be covered: Definition, benefits, difference between High GI and Low GI foods, types of foods in the GI Symbol Program, how to switch to a Low GI diet whilst maintaining a balanced diet, false/ misleading claims in relation to GI foods
6. Both positive and negative impact of Consumer issues related to the impact of the selection and use of food on the natural or economic environment must be explored. (AS 3.1)
7. About 10% of grade 10 and 11 work, directly linking with nutrition related issues, may be asked.
8. Issues related to food and nutrition should be adequately covered. Sources other than textbooks may be used.

C. Clothing**40 marks**

1. Questions in this section come from LO 2 and LO 3. Applicable aspects from LO 1 could also be included.
2. The relevant content is described in the content framework in the LPG dated January 2008. Textbooks may not necessarily cover every aspect in the content framework.
3. The content asked in this section covers Assessment Standards 12.2.2, 12.2.3 and 12.3.2. Some questions may include relevant content from grade 11.
4. Current fashion trends include every aspect that relates to how young adults dress in public gatherings, sporting activities, for work and cultural festivities. Factors promoting and restricting fashion change should be covered.
5. Graphics and designs are very important for this section.
6. Articles from newspapers and magazine can be used as case studies for analysis and application questions.
7. Teachers should ensure that issues related to clothing aspects, are adequately covered. Sources other than textbooks may be used.

D. Housing and household equipment**40 marks**

1. Questions in this section come from LO 2 and LO 3. Applicable aspects from LO 1 could also be included.
2. The relevant content is described in the content framework in the LPG dated January 2008. Textbooks may not necessarily cover every aspect in the content framework.
3. Other sources may be used for the latest relevant content e.g. information from estate agents, banks and other institutions involved in the sales of houses, furniture, furnishings and household appliances.
 - a. Comparison of different household appliances can be used for the understanding of energy saving strategies in the home.
 - b. Evaluating household appliances for suitability in the home.
 - c. The financial and contractual responsibilities in buying furniture and household equipment.
 - d. The rights and responsibilities of the buyers and sellers.
4. The different types of housing in South Africa and an in-depth understanding of the different transactions and costs involved during the process of buying a house are important.
5. Teachers should ensure that issues related to housing and soft furnishings are adequately covered. Sources other than textbooks may be used.

E. Theory on practical options**40 marks**

1. Questions in this section come from LO 4, to apply theoretical knowledge necessary to produce quality marketable products on small scale.
2. This section focuses on LO 4 but may incorporate content from LO1- LO 3 e.g. tax.
3. General understanding of the processes and procedures for production of quality products is necessary
4. Theory on the compilation and implementation of a plan for the production and marketing of products must be covered for examination purposes
5. Questions generic to all three practical options may be asked.
6. Calculations may form the basis of questions to evaluate the sustainable profitability of an enterprise. All steps for a calculation must be shown. Scenarios and case studies for evaluating an enterprise may also be used
7. Understanding standardisation and quality control within an enterprise or small business is important.
8. If the question is presented as a choice question, it will cater for all three practical options.

General

1. Relevant content from LO 1 could be included. Integration with grade 10 and 11 work is considered
2. Consumer complaints;
 - Channels for consumer complaints available in South Africa
 - knowledge of how a complaint is lodged and bodies through which consumers can complain.
 - Claims on food labelling need to be understood in context of the terminology used for special nutrients, and the over emphasis of special features that are presumed to offer more. The meaning thereof is important.
3. Types of taxes paid by South Africans: Understanding the concepts, and their application. Implications of taxes as applies to specific goods and commodities are important, e.g. hire purchase as an incurred expense when purchasing goods on credit or instalment transactions.
4. Interest rates applicable to different types of credit. Simple and compound interest. No calculations will be asked for simple and compound interest, but it is necessary that learners are able to interpret a transaction that has incurred simple or compound interest.
5. Inflation: Definition, inflation rate, Consumer Price Index (CPI). CPI must be understood in relation to price increases and inflation rate. Newspaper articles from the Business section will be of use.
6. Environmental issues across the Consumer Studies content is relevant.