



**Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION**

**DIRECTORATE: CURRICULUM
FET PROGRAMMES**

**PROVINCIAL
SUBJECT IMPROVEMENT PLAN**

**CONSUMER STUDIES
2013**

PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR CONSUMER STUDIES

	1. GENERAL INFORMATION	
1.1	NAME OF SUBJECT PLANNER	MS N.A POHLONGO
	DESIGNATION	DCES: SERVICES LEARNING FIELD
1.2	CONTACT DETAILS : Tel: 040 – 608 4724 Cell: 082 083 6107 Fax: 040 – 608 4394 email: bongwe.pohlongo@edu.ecprov.gov.za	

2. INTRODUCTION		
2.1	Purpose of the Provincial Subject Improvement Plan for Consumer Studies	<ul style="list-style-type: none"> To guide Subject Advisors on planning for effective teaching, learning and assessment so as to improve results To assist schools to set target for national examination, implement academic activities with a clear understanding of the subject perspective.
2.2	How will the Subject Improvement Plan be used?	This is a resource document to be used by Subject Advisors to advise, monitor, give instruction and evaluate actions / performance of teachers in the classroom. This should be adapted or customized to suit the context of the particular district.
2.3	My vision for my subject for 2013	<ul style="list-style-type: none"> To strive for 100% pass in Consumer Studies To improve the quality of levels achieved by learners starting from level 3 as the intended minimum and increase in level 7 passes.

2.4	Personal achievable/do-able goals set for Consumer Studies for the current school year	<ul style="list-style-type: none"> • Achieving 100% pass in Grade 12 in 2013 • Improving the quality of SBA tasks developed during the course of the year • Improving the performance of learners in PAT by ensuring that weekly practical lessons are done as required by policy. 	
2.5	Subject Pass rate pledge for Grade 12 for 2013 in each of the 23 districts	NAME OF DISTRICT	TARGET PASS RATE FOR 2013
		Butterworth	100%
		Cofimvaba	100%
		Cradock	100%
		East London	100%
		Fort Beaufort	100%
		Graaff Reinet	100%
		Grahamstown	100%
		Dutywa	100%
		King William's Town	100%
		Lady Frere	100%
		Libode	100%
		Lusikisiki	100%
		Maluti	100%
		Mbizana	100%
		Mount Frere	100%
		Mount Fletcher	100%
		Mthatha	100%
		Ngcobo	100%
		Port Elizabeth	100%
		Queenstown	100%

		Qumbu	100%
		Sterkspruit	100%
		Uitenhage	100%

3. GENERAL AREAS REQUIRING INTERVENTION

3.1 Establishment of Provincial Subject Committee 2013

Time frame: 11 – 13 February 2013

Name	Contact details			Designation
	Cell	Fax	Email	
Ms NA Pohlongo	0820836107	040 6084394	bongwe.pohlongo@edu.ecprov.gov.za	Chairperson

3.2 Development of Committee Meeting agendas and reporting tools with timeframes

Provincial Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools	District Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools
11- 13 Feb	Overview of 2012, Analysis of results, Election of Provincial Committee, Roles and responsibilities, Induction of new Subject Advisors	Subject Planner	Agenda, Attendance register, Minutes & Report	20 -28 February	Resolutions taken at the Subject Advisors' Indaba	Subject Advisor	Agenda, Attendance register, Minutes & Report
10 – 11 April	Grade 10 & 11 CAPS	Subject Planner	Agenda, Attendance	02 – 03 May	Resolutions taken in the	Subject Advisor	Agenda, Attendance

		implementation, Grade 12 CAPS training, Provincial moderation, June Exam, Trainings for Services subjects (2013), PAT moderation		register, Minutes & Report		Provincial Subject Committee meeting held on 10 – 11 April 2013		register, Minutes & Report
	29 – 31 July	½ Yearly Subject Advisors Workshop Agenda and deliverables	Subject Planner	Agenda, Attendance register, Minutes & Report	12 – 13 August	Resolutions as at ½ Yearly meeting	Subject Advisor	Agenda, Attendance register, Minutes & Report
	04 – 05 Sep	National Tourism Careers Expo, Trial Exam, Itinerary for PAT moderation, Provincial PAT moderation monitoring	Subject Planner	Agenda, Attendance register, Minutes & Report	17 -19 September	Resolutions taken in the Provincial Subject Committee meeting held on 04 – 05 September 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report
	06 – 07 Nov	Subject Improvement Plan for 2014, Planning for 2014	Subject Planner	Agenda, Attendance register, Minutes & Report	12 – 14 Nov	Resolutions taken in the Provincial Subject Committee meeting held on 06 – 07 November 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report

3.3	List professional development needs for Subject Advisors and Teachers with timeframes		
	3.3.1 Designing a reporting template		
	3.3.2 Questioning taking into consideration Bloom's Taxonomy		
	3.3.3 Designing minute taking template		
	3.3.4 Training on new practical options		
	3.3.5 Conducting moderation sessions		
	How will the identified professional development needs be addressed?		
3.4	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Designing a reporting template	Subject Planner	11 – 13 February 2013
	Mediation of questioning techniques	Subject Planner & Subject Advisors	Ongoing
	Discussions on moderation conducting skills	Subject Planner & Subject Advisors	11 – 13 February 2013
	How will the teaching and learning methodologies identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Assessment workshop for teachers	Subject Planner & Subject Advisors	February 2013
	Moderation of question papers	Subject Advisors	Ongoing
3.5	List moderation processes and procedures to be developed		
	3.5.1. Conducting moderation sessions at cluster level		
	3.5.2. Moderation process versus shadow marking		
	3.5.3 PAT moderation (On-site)		
	3.5.4 Empowering SMT on SBA moderation		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussion on how to conduct a	Subject Planner & Subject Advisors	11 – 13 February 2013

	moderation session		
3.6	List ways in which the interpretation of Policies and Guidelines is to be cascaded to Subject Advisors and teachers with timeframes		
	3.6.1 Subject Advisors Indaba		
	3.6.2 Workshops		
	3.6.3 Subject Committee meetings, Cluster meetings, Memoranda		
	How will the interpretation of Policies and Guideline be cascaded with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Development of pamphlets.	Subject Planner	As per need
3.7	Designing power point presentations	Subject Planner	As per need
	Memorandum to districts	Subject Planner	As per need
	Identify Subject Planning needs (Work Schedule/ Annual Teaching Plan, Lesson Plans and Programme of Assessment) and how these will be accomplished with timeframes		
	3.7.1 Weekly practical lessons		
	3.7.2 Practical Assessment Task		
	3.7.3 How to develop a case study		
	How will the identified subject planning need be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
3.8	Discussions around PAT and weekly practical lessons	Subject Planner & Subject Advisors	During Subject Advisors Indaba
	Development of exemplars of case studies	Subject Advisors	During subject / cluster meetings
	List classroom practice (questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1 Use of an assessment tool when marking a project		
3.8	3.8.2 Skills on developing questions in relation to Bloom's Taxonomy		
	3.8.3 Marking of PAT		
	How will the classroom practice identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussion of PAT and project before implementation	Subject Advisors	On going
	Districts setting common controlled tests	Subject Advisors	During the year

	and common June examination		
3.9	Problem areas identified in the teaching of content (using SBA moderation reports, examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)		
	3.9.1 Teaching theory in conjunction with practical (not teaching practical as a standalone)		
	3.9.2 Costing of products		
	3.9.3 Focus on PAT and neglecting weekly practical lessons		
	Suggested remediation for identified problem areas:		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Guiding teachers to integrate theory when teaching practical	Subject Advisors and Teachers	Ongoing
	Revisiting costing	Subject Advisors	Ongoing
	Monitoring and support of practical implementation	Subject Advisors	Ongoing
3.10	Problem areas identified in the setting of exam question papers and memoranda (using examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)		
	NONE		
3.11	Problem areas identified in the moderation of School Based Assessment (SBA) using Department of Basic Education Moderation report and the Provincial Moderation Reports		
	3.11.1 Developing higher order questions when setting controlled tests and common exams		
	3.11.2 Shadow marking instead of genuine moderation		
	3.11.3 Lack of developmental comments on the part of SMTs and Subject Advisors		
	3.11.5 Conversion of marks		
	3.11.6 Cut and paste of questions from previous question papers		
	3.11.7 Designing of case studies		
	Suggested remediation of identified problem areas		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Assessment workshop / revisit Bloom's Taxonomy in the CASS document	Subject Planner & Subject Advisors	February 2013

	Close monitoring by Subject Advisors during cluster moderation	Subject Advisors		Cluster moderation sessions		
	Districts setting common controlled tests and common June examination	Subject Advisors		During the year		
3.12	Identify any co-curricular activities related to the subject that will be initiated or continued in 2013 and how information will be cascaded to subject advisors and teachers with timeframes					
	ACTIVITY	TIMEFRAME	TARGET GROUP	RESPONSIBILITY	METHOD OF ADVOCACY	WHAT WILL THE ACTIVITY ACHIEVE FOR THE SUBJECT?
	National Tourism Careers Expo	September 2013	Learners and teachers	National Department of Tourism, DEDEAT officials, Subject Planner & Subject Advisors	Meetings & memos to districts and schools	Empowering teachers with content knowledge on challenging topics
	Awareness Day for Services subjects	Date convenient for the district	Subject Advisors, District managers, EDOs, Principals, SMTs & teachers	Subject Advisors and CES Curriculum	Meetings and memos to schools	Awareness about Services subjects
3.13	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes					
	ACTIVITY	RESPONSIBILITY		TIMEFRAME		
	School support visits – checking progress as per ATP & work schedule, lesson preparation and learners’ work	Subject Advisors & Subject Planner		Ongoing		
	Monitoring weekly practical lessons	Subject Advisors		Ongoing		
3.14	Extra LTSM identified for usage					
	3.14.1 “The Answer Series – notes & questions per module plus exam papers & answers” 3.14.2 Relevant recipe books					
3.15	List equipment and resources available					
	3.15.1 The list will be attached as an Annexure for districts 3.15.2 Consumables will be bought according the practical option chosen					

4. ANALYSIS OF RESULTS

4.1

Percentage pass rate for 2012 (Grades 12) in each district

Grade 12

Name of District	% pass rate	No of learners Level 1	No of learners Level 2	No of learners Level 3	No of learners Level 4	No of learners Level 5	No of learners Level 6	No of learners Level 7	
Butterworth	91.3	12	77	56	12	2	0	0	
Cofimvaba	100	0	8	12	18	4	0	0	
Cradock	97.5	3	37	45	17	14	6	0	
Dutywa	97.2	3	65	33	7	1	0	0	
East London	100	0	30	92	101	70	37	10	
Fort Beaufort	81.9	21	61	29	4	1	0	0	
Graaff Reinet	78.7	10	21	15	1	0	0	0	
Grahamstown	93.2	8	60	34	14	2	0	0	
King William's Town	84.7	29	80	47	15	12	6	0	
Lady Frere	93.5	3	22	9	8	4	0	0	
Libode	85.9	13	42	25	12	0	0	0	
Lusikisiki	99.0	2	90	88	22	0	0	0	
Maluti	100	0	7	22	11	3	1	0	
Mbizana	85.4	12	35	28	7	0	0	0	
Mount Fletcher	97.7	2	42	30	10	3	0	0	

	Mount Frere	100	0	41	53	18	3	0	0	
	Mthatha	91.8	20	123	91	19	2	0	0	
	Ngcobo	97.3	2	44	24	3	0	0	0	
	Port Elizabeth	98.6	10	219	255	131	52	23	10	
	Queenstown	96.0	6	22	66	37	10	8	1	
	Qumbu	96.2	6	67	65	17	1	0	0	
	Sterkspruit	93.8	8	49	45	14	7	5	0	
	Uitenhage	96.7	8	66	90	47	20	9	0	
4.2	Comparison of the % pass rate to other years									
	DISTRICT	GRADE	2012	≤ ≥	2011	≤ ≥	2010	Identified reasons for the decline or increase in the % pass rate		
	Butterworth	12	91.3	≤	93.8	≥	85.9	As per examiners reports		
	Cofimvaba	12	100	=	100	≥	94.1			
	Cradock	12	97.5	≤	100	≥	94.9			
	Dutywa	12	97.2	≥	94.2	≥	87.3			
	East London	12	100	=	100	≥	99.2			
	Fort Beaufort	12	81.9	≤	97.2	≤	95.7			
	Graaff Reinet	12	78.7	≤	100	≤	96.7			
	Grahamstown	12	93.2	≤	94.1	≥	90.6			
	King William's Town	12	84.7	≤	98.7	≤	98.5			
	Lady Frere	12	93.5	≤	100	≤	100			

	Libode	12	85.9	≤	89.1	≤	97.8	As per examiners reports
	Lusikisiki	12	99.0	≥	90.0	≤	100	
	Maluti	12	100	≥	97.9	=	100	
	Mbizana	12	85.4	≤	94.1	≤	95.4	
	Mount Fletcher	12	97.7	≥	92.7	≥	97.4	
	Mount Frere	12	100	≥	99.1	≥	98.8	
	Mthatha	12	91.8	≤	97.4	≤	95.5	
	Ngcobo	12	97.3	≥	95.3	≥	92.7	
	Port Elizabeth	12	98.6	=	98.6	≥	98.4	
	Queenstown	12	96.0	≥	88.8	≥	93.5	
	Qumbu	12	96.2	≥	90.4	≥	83.7	
	Sterkspruit	12	93.8	≤	98.4	≤	96.8	
	Uitenhage	12	96.7	≤	96.9	≤	98.6	
	District intervention strategies							
	DISTRICT	INTERVENTION / S			TIMEFRAME		METHOD / HOW?	
	Butterworth	To be supported and monitored on regular basis			Ongoing		District support visits	
	Cofimvaba	To be supported and monitored on regular basis			Ongoing		District support visits	
	Cradock	To be supported and monitored on regular basis			Ongoing		District support visits	
	Dutywa	To be supported and monitored on regular basis			Ongoing		District support visits	
	East London	To be supported and monitored on regular basis			Ongoing		District support visits	
	Fort Beaufort	To be supported and monitored on regular basis			Ongoing		District support visits	

	Graaff Reinet	To be supported and monitored on regular basis	Ongoing	District support visits
	Grahamstown	To be supported and monitored on regular basis	Ongoing	District support visits
	King William's Town	To be supported and monitored on regular basis	Ongoing	District support visits
	Lady Frere	To be supported and monitored on regular basis	Ongoing	District support visits
	Libode	To be supported and monitored on regular basis	Ongoing	District support visits
	Lusikisiki	To be supported and monitored on regular basis	Ongoing	District support visits
	Maluti	To be supported and monitored on regular basis	Ongoing	District support visits
	Mbizana	To be supported and monitored on regular basis	Ongoing	District support visits
	Mount Fletcher	To be supported and monitored on regular basis	Ongoing	District support visits
	Mount Frere	To be supported and monitored on regular basis	Ongoing	District support visits
	Mthatha	To be supported and monitored on regular basis	Ongoing	District support visits
	Ngcobo	To be supported and monitored on regular basis	Ongoing	District support visits
	Port Elizabeth	To be supported and monitored on regular basis	Ongoing	District support visits
	Queenstown	To be supported and monitored on regular basis	Ongoing	District support visits
	Qumbu	To be supported and monitored on regular basis	Ongoing	District support visits
	Sterkspruit	To be supported and monitored on regular basis	Ongoing	District support visits
	Uitenhage	To be supported and monitored on regular basis	Ongoing	District support visits

4.3	Questions in which the learners did not answer successfully
	<ul style="list-style-type: none"> • There was a common error amongst the learners when answering Question 2.2. Learners did not know that lactase is an enzyme that is needed to digest lactose. They indicated that the body reacts to lactase and cause an allergic reaction • The clothing question is always the most challenging question • Question 4 (Housing and household equipment) was poorly answered
4.4	Suggested reasons (e.g. content was not taught, content not assessed during SBA)
	<ul style="list-style-type: none"> • Most learners are not used to answering Higher order questions • Most teacher do teach their learners how to answer questions based on the scenario or a case study • Question 4.4.2 had contradicting facts in the scenario and therefore not a good question
4.5	Remedial action in identified challenge areas.
	<ul style="list-style-type: none"> • Assessment workshop for teachers is highly needed • Teachers should be taught how to design scenarios or case studies • It is advisable that teachers must make of different textbooks and also the “Question and answer series”
4.6	Questions in which learners did well
	<ul style="list-style-type: none"> • The multiple choice questions were answered the best of all questions • Questions 2.4.1 (Definition of cholesterol) and 2.4.2 (Dangers of high blood cholesterol levels) were answered well
4.7	Suggested reasons
	<ul style="list-style-type: none"> • Teachers managed to cover the content as stipulated in the Work Schedule.
4.8	How can these reasons be translated into good practice for other areas of the curriculum?
	Content coverage is key for attaining the best results
4.9	Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why?
	NONE
4.10	How the distribution of the three cognitive levels was across the range of questions in the Grade 12 final exam papers?

	The three cognitive levels were well distributed across a range of questions in the Grade 12 final exam paper
4.11	How can this information in terms of the three cognitive levels determine remedial lesson planning?
	Teachers must take into consideration the three cognitive levels when setting controlled tests and June examination for Grades 11 and 12

5. OUTLINE OF INTERVENTIONS FOCUSSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
1	PLANNING	<p>CAPS GRADE 10 AND 11</p> <p>Theoretical Topics: Teachers need to familiarize themselves with the overview of theoretical topics per grade in the CAPS document.</p> <p>Teaching Plan:</p> <ul style="list-style-type: none"> Teachers must stick to the annual teaching plan for each Grade. This serves as a guide on what must be taught in each term. The sequence within the term is not compulsory and the teacher can cover it in any appropriate sequence. <p>N.B: It is compulsory to do the content in the term indicated.</p>	SMTs Teachers	<ul style="list-style-type: none"> End January 2013 SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		GRADE 12 Work Schedule: <ul style="list-style-type: none"> Teachers should adhere to the Work Schedule which is provided by the National Department of Education for NCS Grades 12 This would ensure uniformity in terms of the sequence and the pace in which the content is dealt with This would also enable Grade 12 learners to write a possible common June examination at district level To ensure that all Assessment Standards have been dealt with thoroughly for Grade12, check the Content Framework as it states clearly the content to be covered. 	SMTs Teachers and Subject Advisors	<ul style="list-style-type: none"> End January 2013 SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits
		Examination guidelines: Subject Advisors must ensure that all Grade 12 teachers are in possession of examination guidelines (2009) together with its Annexure.	Subject Guidelines	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		Lesson Preparation: <ul style="list-style-type: none"> The lesson planning has been done away with and instead the lesson preparation must be the main focus. Teachers would realize how they can best utilize the planning template in order to minimize complex planning 	SMTs Teachers and Subject Advisors	Per term
		Subject Committees / Cluster meetings <ul style="list-style-type: none"> Subject Advisors must ensure that subject committees are functional in the districts Teachers are advised to plan together in clusters so that they share experiences, knowledge, ideas and challenges in the subject Teachers with content expertise can be utilized to develop other teachers where they experience problems regarding content. 	Provincial Subject Planner Teachers and Subject Advisors	As per Circular 03 of 2013 and dates outlined in Curriculum Management Year Planner
2	TEACHING	Content Coverage Content coverage is crucial. All Learning Outcomes and Assessment Standards should be addressed in Grade 12. For Grade 10 & 11 teachers must stick to the Annual Teaching Plan. Mastery of Concepts Teachers should drill learners on basic concepts, principles, rules, functions etc. <ul style="list-style-type: none"> Teachers must ensure that they have the correct number of periods per week Four hours per week is allocated for Consumer Studies Out of the 4 hours per week, 1 ½ hours is for practical work (e.g a double period of 45 	SMTs Teachers	Ongoing <ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		minutes)		
		<ul style="list-style-type: none"> The use of textbook is key to teaching and learning which means that every learner must be in possession of a textbook in all grades Teachers must expose learners to the terminology and concepts of Consumer Studies more often. The use of terminology booklet where learners can jot down important terms and definitions is essential. Learners must also be given tasks on how to make mind maps and summaries on what has been taught. 	SMTs Teachers	Ongoing
		<ul style="list-style-type: none"> Teaching must ensure tasks to be done according to the LOs and ASs indicated in the Work Schedule for Grade 12 	Subject Advisors	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013
		<ul style="list-style-type: none"> Teachers must also take examination guidelines into consideration when teaching It is recommended that all Grade 12 teachers must make best use of "The Answer Series – notes & questions per module plus exam papers & answers" as a resource when teaching. 	Subject Advisors	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
				Curriculum management Year Planner and Circular 03 of 2013
		<ul style="list-style-type: none"> Teachers should relate the content to relevant contexts in order to make it meaningful. 	Subject Advisors	Cluster Committee meetings as per Curriculum management Year Planner
		<ul style="list-style-type: none"> Teachers are also advised to share content expertise in teaching areas where they experience difficulty. 	Subject Advisors	Cluster Committee meetings as per Curriculum management Year Planner
3	ASSESSMENT	<ul style="list-style-type: none"> Teachers are expected to develop Annual Assessment Plan and submit it to the SMT before the start of the school year This will be used to draw up a School Assessment Plan which should be provided to learners and parents in the first week of the first term. 	SMTs Teachers Subject Advisors	Ongoing
		SBA Tasks <ul style="list-style-type: none"> PoA – 6 tasks for grades 10 – 12 Weekly Practical <ul style="list-style-type: none"> Teachers must do weekly practical as indicated in the Annual Teaching Plan / Work Schedule These weekly practicals also form part of the PoA and marks cannot be awarded without evidence. They also prepare learners for the PAT which is an examination. Tests	SMTs Teachers Subject Advisors	Ongoing <ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<ul style="list-style-type: none"> Tests in the Programme of Assessment are controlled tests and should be written under controlled conditions. Note that there is a difference between a controlled test and a class test Controlled tests should cover the terms work and focus on different cognitive levels. Teachers must enter marks as reflected on the recording sheets regardless of the total for a given test or a project e.g if a test given was out of 100 / 200 it must be converted to the required percentage 		Planner and Circular 03 of 2013 <ul style="list-style-type: none"> On-site visits
		June / Trial & Final examination papers <ul style="list-style-type: none"> Make use of Provincial and National exemplars as basis for setting internal question papers Outline the format of the question paper to learners as stipulated in the 2008 Subject Assessment Guidelines Consumer Studies. 	Subject Advisors and Teachers	Ongoing
		Cluster Moderation <ul style="list-style-type: none"> Ensure that all learners have completed the formal tasks in the Programme of Assessment Ensure that marks are converted to the correct percentages Post moderation meeting must be conducted to evaluate the standard of work presented by schools 	Subject Advisors and Teachers	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		June / Trial & Final examination papers <ul style="list-style-type: none"> • Make use of Provincial and National exemplars as basis for setting internal question papers • Outline the format of the question paper to learners as stipulated in the 2008 Subject Assessment Guidelines Consumer Studies. 	Subject Advisors and Teachers	Ongoing
	PRACTICAL ASSESSMENT TASKS	<ul style="list-style-type: none"> • Practical Assessment Tasks for Grades 10 – 12 should be completed as stipulated in the PAT document for the current year • PAT consists of two practical exams which when combined and divided by 2 will give 100 marks • PAT counts 25% of the total mark for Consumer Studies at the end of the year • The correct practical option for the available resources must be chosen • The food production option requires an equipped training kitchen and a budget for the ingredients 	SMTs Teachers Subject Advisors	<ul style="list-style-type: none"> • SBA Moderation sessions as per Assessment Instruction 10 Of 2013 • Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 • On-site visits