



**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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**NSC 2015 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>CONSUMER STUDIES</b>
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<b>PAPER</b>	<b>1</b>
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<b>DATE OF EXAMINATION:</b>	<b>26 OCTOBER 2015</b>	<b>DURATION:</b>	<b>3 HOURS</b>
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

**Section 2:** Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- (b) Why the question was poorly answered?
- (c) Provide suggestion for improvement in relation to teaching and learning
- (d) Describe any other specific observations relating to responses of learners
- (e) Any other comments useful to teachers, subject advisors, teacher development

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

This was one of the question papers that was not very difficult to write but, learners
did not perform so well in this paper as a whole. The problem with the learners is the
reading, understanding and the interpretation of the questions. Learners do not
scan the questions before giving the answer, they answer the question looking to
their face value of the question that is they are not looking for the action verbs used in
the question, they quickly write the answer without through thinking to the correct
relevant answer.

**SECTION 2: Comment on candidates’ performance in individual questions  
(It is expected that a comment will be provided for each question on a separate sheet).**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners performance was satisfactory in question 1. Most of the learners scored more
marks in this question. Learners who lost marks in question 1 are mostly those learners
who used the answer sheet in the answer book. They lost marks because the answer
sheet in the answer book does not correspond with the Consumer studies question
paper. The questions are not corresponding at all this made learners to lose marks as
they made crosses(X) where it was not applicable for example question 1.2.1 and 1.3.1.
There were few learners who could not score marks in question 1.4.they did not
understand or did not know that they were suppose to give one word answer for the
statements given , instead they wrote sentences.

<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners who used the whole answer sheet of the answer book to write question 1 ,
lost marks. Question 1.2 and 1.3 had only option up to the letter G. Learners forced
writing in the small space without the letter F and G in the answer sheet.



Question 1 was answered satisfactory as compared with the previous years. In question 1, 1.1 (Multiple choice items) learners performance was satisfactory. Very few learners had more than one alternative answers. Question 1.2(Food Additives, learners scored more marks their performance was also satisfactory. Question 1.3(Housing Terminologies), most learners did not do well in this section of work, learners could not match the housing terminology in Column A with the description given in Column B. Question 1.4 (One item question ) learners scored good marks, only very few learners struggled to answer as they did not read the questions. Question 1.5 (The Graph interpretation, also learners performance was not very bad learners managed to score more marks. Question 1.6 (Design elements and principles) learners performance not very good, this question is the application of the grade 11 work. Few learners scored full marks in this question. The question wanted the learners to identify FOUR but the learners either identify 3 or 5, and yet the marker will only mark the first 4 and ignore the rest.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers must emphasize to their learners that they must write ALL questions in the answer book and ignore the answer sheet in the answer book since it confuses them as it is not aligned in the same manner as the Consumer Studies question paper.

More questions of this nature must be given at all times to the learners as revision and to familiarize the learners in this type of questioning.

Teachers must emphasize to the learners that they must write neatly and legibly.

Learners must refrain from overwriting this makes very difficult what the learner has written.

Learners must strictly thought that instruction from ALL the questions are important, they form part of the question paper. They are penalized for not following the instructions.

Teachers must also emphasize to the learners not to leave any unanswered questions

In question 1.Learners do have a chance to guess even if they do not know the correct answer, since there are answers given to chose from.

**(d) Describe any other specific observations relating to responses of learners**

Some learners make more than one cross in question 1.1 this makes them to loose a mark. Some question in question 1 are left unanswered. Question 1.2 was not correctly written as a result learners lost marks.



**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Teachers and Subject Advisors must expose learners to these type of questions in all

their tasks, be it is the informal tasks or the formal tasks. Emphasize to all learners to

write neatly and legibly.



**QUESTION 2**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Learners performance in question 2 was not very good at all. Most of the learners had no understanding of the content in this question. There are learners who confused the content of the syllabus within the questions, some learners wrote about 'grey water' that should be in question 5 (Housing) in question 2 The Consumer.

**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

(2.1) Learners find it difficult to define the 'Grey goods/parallel imports' they only gave one point in their definitions instead of two points . In 2.2 learners struggled to explain the types of taxes. Learners did not know how these taxes are deducted and if it is applicable on fulltime employment learners gave examples or the method of payment instead of giving the explanation as it was asked in 2.2.1 & 2.2.2 instead, so they lost (6) marks in that question.2.2.2( Provisional tax) learners did not know how this type of tax is a applied. 2.3 "Municipal services', although this was an easy question, learners did not score full marks. Learners could not discuss the negative influence of the lack of these Services to the community. Question 2.4 (Scenario on the gas heater )was poorly answered because learners could not apply their knowledge of the cooling off period. The learners gave the responsibilities of the consumer instead of the responsible choice. 2.4.1 and the learners could not explain why Mona 2.4.2 Most made a more responsible consumer choice.

Lack of the Subject matter was evident in this question as learners showed little or no understanding of the Subject content. Question 2.5 the cartoon question. Very few learners managed to get full marks in this question. The cartoon had a Reserved Bank with a big scissor and Banks with small scissors, then the question expected the learners to discuss "HOW" repo rate affects the consumers. Learners showed little or no understanding of the subject content in this question.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

A terminology book for ALL the term per Subject content must be developed. More of the informal tasks must regularly given to the learners to give them enough chance to be exposed to any question that may be asked . Factual information must be the KEY point of departure in any class during teaching and learning . Most learners responses in 2.3 was about the 'strike' that the communities protests always embark to when the Municipality does not service them, this was not applicable to the question asked.

**(d) Describe any other specific observations relating to responses of learners**

In question 2.3 learners could not differentiate between Sewage removal and Refuse removal. In this question they discussed the strike that the community will embark on.

**(e )Any other comments useful to teachers, subject advisors, teacher development etc.**

Question 2 The Consumer, is only 20 marks out of the 200 marks of the question paper. Very few learners scored more than 15 marks in this question. This section of the work is done during Term 3. Teachers do not pay much time and attention to this section. This is disadvantaging the learners very negatively . Teachers must develop a terminology book for every section of the work so that learners can understand the terms and the concepts correctly. Teachers MUST use the Language of teaching all the time LAC(Language Across the Curriculum) as it was obvious in many of the learners responses that LAC is not used during teaching and Learning in classrooms. Teacher must familiarize themselves with current trends so as to empower themselves with latest information in this section.

<b>QUESTION 3</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
This question was not very well answered. Learners responses were not fully specific enough to be awarded full marks. Food and Nutrition section needs more planning and preparation .

<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners responses in question 3.1.1 was satisfactory full marks were scored with only few learners who lost marks because of writing casual answers like “cramps” the body might have body cramps but in this question, learners were asked to give symptoms of gastro-enteritis, so by giving ‘cramps’, they lost a mark they have to be specific in their answers ‘body cramps’ as the correct answer. In question 3.1.2 learners were expected to state how gastro-enteritis is transmitted, learners failed to state in full this also caused them to lose a mark. Question 3.2 was very poorly done, learners struggled to name with regard to the economic environment their advantages of GM foods responses were based on the organic farming.
Question 3.3 this question was based on the label given. Learners were expected to answer all the questions based on the label given. Question 3.3.1 very few learners managed to explain why Oats is NOT suitable for a person with Celiac disease. Learners could not give specific answers as it was asked, they gave general answers about oats. Learners only made mention of fibre. NOT gluten as it was expected, then this made them to lose marks.
Question 3.3.2 was a give away mark question but due to fact that are not reading the questions, they lost a mark.
Question 3.3.3 learners struggled to explain why champion Oats with low-fat milk will be suitable for an obesity .Learners could not dissect the meal properly so that they can reach to a conclusion of why it is suitable for an obese person. Few of learners managed to do well because they could refer their answers on the low fat content of the milk no mention of the management of obesity.
Question 3.4 was also an easy question but learners could not get the full marks because some of the learners could not differentiate between poor sanitation and lack of personal hygiene. Learners confuse their responses with the answers in question 2.3.1 (Sewage and Refuse removal ) 2.3.2



Question 3.5.1 (Food additives)most learners managed to score full marks as they referred to question 1.2 in the multiple choice items. Learners did not know why potato chips contain food additives. Some learners confused potato chips with ‘Slap chips”
In question 3.5.2 learners were required to write in a paragraph form. Most learners only gave points on physical health not on emotional health, by so doing they lost 2 or 3 marks out of 5 marks. Some learners lost marks because of not writing in a paragraph form.
Question 3.6 again learners were expected to read the scenario, in question 3.6.1 they were expected to explain hypoglycaemia, very few learners managed to score full marks.
Question 3.6.2 learners also got only 1 or 2 marks very few got 3 full marks simply because they could not explain the condition in question 3.6.1.
Question 3.6.3 The evaluation question remains a challenge, this question was poorly done. Learners could not evaluate whether the lunch box is suitable or not. Learners gave vague or general answers about the fact that whole wheat bread is a good fibre, nothing else was said about Low GI content of the bread for the diabetic people. Learners could not unpack the food items in the packed lunch box in order to reach to a conclusion. In this question learners lost a mark (1) by not concluding whether the lunch box is suitable or not.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Section on Food and Nutrition needs through planning and preparation of the lesson before the lesson is administered .Teachers must always have CAPS documents to prepare the lesson. Under teaching learners, will affects them negatively. All the content in Food and Nutrition must be thoroughly taught with reference to their effect in the body. Each food health disease must thoroughly though with all the advantages and disadvantages of each nutrient in each food health disease. Teachers must give learners more of the evaluation questions to practice in class, and give learners feedback by discussing the responses with the learners so that they get a clear picture and gain knowledge and understanding. Teachers must thoroughly dissect the meal with the learners so that they can score more marks.



<b>(d) Describe any other specific observations relating to responses of learners</b>
Most of the learners did not have any idea about celiac disease. Their responses were based on the fibre content of the oats that will give him more energy, not mentioning anything about gluten and linings of the intestines(Villi)
Learners gave general answers saying oats is a good source of fibre, not mentioning the role of fibre in managing obesity. Learners who did not read the question with understanding, lost the 2 marks. They could not link question 3.5.1 with question 1.2
Learners in question 3.5.5 could not illustrate the physical and emotional effect of these foods they generally gave function of proteins and calcium in the body which was not asked. In question 3.6.3 most of the learners got marks between 1 and 2 out of 8 simply because they only mentioned one or two facts about the suitability of the lunch box.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers and Subject Advisors must strengthen paragraph writing. It is commendable that most of the do wrote their responses in a paragraphs very few lost marks by not writing a paragraph. Consumer Studies teachers must ask the Life Sciences teachers to borrow them the Human torso model so that they familiarize learners with the different parts of the body of human being during teaching these food health diseases. Under reading of the question affected the learners negatively as they lost marks
Teachers must emphasize that when learners are asked to evaluate, a conclusion must be given at all times.

<b>QUESTION 4</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Question 4 Clothing was not a bad question .Learners got performance was satisfactory.
Learners must be able to read all question asked properly and answer them accordingly.

<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Question 4.1. Learners were expected to define clothing terms. Question 4.1.1 most of the learners managed to score full marks some could not write definitions . In question4.1.2, very few got a full mark because learners gave an example of retrospective fashion not a definition as it was asked.
Question 4.2 was a giveaway mark question, but due the fact that our learners are very casual when they are writing, responses given were not related to the question asked answers, they lost marks simply because there answers were not relevant.
Question 4.3 learners were asked to read the information on Hemp Fabric, learner's performance in 4.3.1 (a) was very satisfactory most learners got that full mark. Question 4.3.1 (b) wanted the learners to describe the fashion stage mentioned in 4.3.1(a) most learners managed to get that full mark. Those learners who could not get 4.3.1(a) also made them to lose two marks in 4.3.1(b).
Question 4.3.2 was not easy question most learners were confused by the term 'Eco friendly textiles '.4.3.3 learners managed to discuss why hemp is considered an eco friendly textiles because the information was given in the text.
Question 4.3.4 Not all learners managed to get full marks, same reason again learners are not reading the given text. Those who read the text scored all the 2 marks.
Question 4.4 was an easy question but some learners could not get the full marks. The question expected the learners to give reasons why the outfit is UNSUITABLE for a corporate meeting, NOT to give the recommendation. Learners were expected to apply their knowledge to the outfit, but they wrote in general.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers must emphasize to the learners to read the given text thoroughly with understanding. Again a terminology book is recommended since ALL the terms for each section will be recorded and dealt with in class.

If the question wants only the reasons, (4.4) learners needs to be specific. They need not to give an overview.

**(d) Describe any other specific observations relating to responses of learners**

Learners lost marks simply because they did not read the given information.

Some learners did not read the description of an outfit , they only evaluated the outfit and jump to a conclusion of giving the recommendations about the outfit.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Teachers must expose learners to these type of questions by giving them pictures to evaluate. Magazine books ac be use to have these pictures or teachers may ask the learners to use their cell phones and Google the pictures to evaluate. Very few learners are without cell phones.

<b>QUESTION 5</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners performance in housing section was not good. Learners seemed to lack the knowledge of the syllabus content and understanding of the questions asked. Question 5.5.2 asked learners to tabulate , but learners failed to do so, they lost (1) mark for not writing in a tabular form.

<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Question 5.1 was not poorly done although some learners lost marks due to the confusion of terms used. Instead of giving transfer fees, they wrote transfer costs, bond administration costs instead of registration cost. These are two different terms
Question 5.2 learners were expected to give advantages of building a house. This was a tricky question learners confused it with the advantages of owning the house .Learners were expected to be specific to their answerers only to stick to the advantages of building a new house NOT advantages of an already built house.
Question 5.3 was an easy question most learners managed to score this question.
Question 5.4 was not done every well, learners could not define collateral security but only gave the examples of it (as the security for the house). Question .5.5.1(a) and (b) was moderately done very few but 5.5.2 learners were expected to compare the responsibility for the maintenance costs, for the same reason mentioned earlier our learners are not reading the question properly, they wrote other relevant answerers NOT on maintenance.
Instructions to all questions are part of the question paper, learners who did not tabulate their answerers as it was asked, lost one mark as (1) was deducted for not having a table.
Question 5.6 learners were expected to read the information given and give an advice. at least their performance was satisfactory.
Question 5.7 this was a difficult question to answer. Learners were expected to justify the statement. Learners just wrote the advantages of renting a house instead of placing the emphasis on the financial advantages without taking note of the verb (Justify) used. This is a higher cognitive level question. Learners lost marks
Question 5.8.1 was also an easy question but some learners could not name the features of a universal design very few learners got all of the 4 marks
Question 5.8.2 learners were expected to evaluate the suitability of the dishwasher. general answers. Learners could not evaluate the dish washer. This is a big challenge as learners are losing more marks in these type of questions.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers must emphasize to the learners to note that when they evaluate, they have to give the pros and cons then a conclusion

**(d) Describe any other specific observations relating to responses of learners**

Features of a universal design are part of a grade 10 work syllabus. Some learners did not even had a clue of what a universal design is, they identified (AAA energy level, Metallic finish as a universal design). Learners could not evaluate the Dishwasher, they only mentioned the advantages of using a dishwasher in your home.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Teachers must let the learners to use their cell phones to download all the appliances from the internet, this will enlighten and broaden their knowledge and understanding about the electrical appliances even if the school does not have any access to the internet. Different questions must be given to the learners on the appliances so that they are fully exposed to the questions on appliances.

<b>QUESTION 6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
In general question 6 was poorly done. Terminology explanations were the main problems in this question. Learners lost marks in calculations simply because they did not show all the steps of calculation.

<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Question 6.1 was moderately done by the learners. 6.2.1 learners struggled to get a full a full mark for this question. They were expected to explain the term Quality control and Sustainable production. Learners gave examples and ambiguous answers not explaining what is meant by the terms. Very few got full marks in this question. Learners do not understand that control is a check process along the all the steps of the production line.
Question 6.3 learners were asked to write a paragraph to explain the importance of a cash flow projection. Few learners managed to write this question correctly.
Question 6.4 learners were expected to read the scenario. Few learners managed to name the human skill and give an explanation of each. Two marks were lost in this question.
Question 6.4.2 not all learners got full marks, learners struggled to discuss the two ways
Question 6.4.3 this question was challenging. The information was left out and that created a problem. More (9) options were provided in the memorandum so that learners get full marks if possible. Most of the learners managed to get better marks in this if they showed all the calculations and all steps, definitely they got full (9) marks.
Question 6.4.4 learners performance was satisfactory full marks were scored.
Question 6.4.5 this was a higher cognitive level question, learners struggled to predict whether the business will have a sustainable profitability. Learners were confused with the Two combined terms, Sustainability and Profitability. Learners cannot apply their knowledge.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
CAPS documents, Examination Guidelines of 2014 and Grade 12 Errata must be in teachers possession at all times during teaching and learning. Paragraph writing must emphasized at all times learners are losing marks for not writing in a paragraph style.
Teachers must emphasize to the learners that when they write a paragraph, they must not write in point form. Learners must decipher the question by looking at the mark allocation.
A (10 mark) question (6.4.5) learners need to draw everything they can out of the case study. Learners must be encouraged to write neatly at all time.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners must show all the calculations so as to score full marks. Learners cannot define terms.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Although CAPS document page 32 states Cash flow projection is optional, the Grade 12 CAPS Errata on page 19 made corrections from Creating a cash flow projection to Interpreting a cash flow projection. Teachers are advised to make use of all the documents sent to schools during teaching and learning .
Language is a huge problem in learners' responses to express themselves. Teachers Must continue to use case studies for the learners to practice entrepreneurship terms.

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NAME OF THE CHIEF MARKER:

SIGNATURE

12 DECEMBER 2015

DATE

