



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES

EXAMINATION GUIDELINES

GRADE 12

2017

These guidelines consist of 16 pages.

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1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Consumer Studies outlines the nature and purpose of the subject Consumer Studies. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate Examination in Consumer Studies.
- Assist teachers to adequately prepare candidates for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA), Practical Assessment Tasks (PATs) or final external practical examinations, as these are clarified in a separate PAT document which is updated annually.

These Examination Guidelines should be read in conjunction with:

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Consumer Studies*
- *The National Protocol of Assessment: 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)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12

2. ASSESSMENT IN GRADE 12**2.1 STRUCTURE OF THE QUESTION PAPER**

(CAPS p. 63)

1. The Consumer Studies examinations consist of one 3-hour question paper of 200 marks.
2. There are SIX COMPULSORY questions, covering all the topics.
3. Case studies, scenarios, cartoons, graphs, pictures, labels, recipes, menus and other sources will be used, where applicable.

	CONTENTS	MARKS	PERCENTAGE
QUESTION 1	Short Questions (all topics)	40	20
QUESTION 2	The Consumer	20	10
QUESTION 3	Food and Nutrition	40	20
QUESTION 4	Clothing	20	10
QUESTION 5	Housing and Interior	40	20
QUESTION 6	Entrepreneurship	40	20
TOTAL		200	100

2.2 COGNITIVE LEVELS

The question paper caters for a **range of cognitive levels** and **different degrees of difficulty/cognitive demands**. The CAPS (p. 62) provides a breakdown of the different cognitive levels of questions.

COGNITIVE LEVEL	MARKS	PERCENTAGE
Lower order: remembering	60	30
Middle order: understanding, applying	100	50
Higher order: analysing, evaluating, creating	40	20
TOTAL	200	100

2.3 COGNITIVE DEMANDS

The cognitive demands refer to the **degree of difficulty** of the question paper. When setting the question paper, an analysis is done to ensure the paper is weighted according to the CAPS.

The spread of the cognitive levels and the degree of difficulty will not only be evident in the question paper as a whole, but also within EACH question in the question paper.

Example/Guide per question

COGNITIVE LEVEL	COGNITIVE DEMAND	PERCENTAGE	TOTAL 40	TOTAL 20
Lower order: remembering	Easy, moderate, difficult	30	12 marks	6 marks
Middle order: understanding, applying	Easy, moderate, difficult	50	20 marks	20 marks
Higher order: analysing, evaluating, creating	Easy, moderate, difficult	20	8 marks	4 marks
TOTAL		100	40	20

2.4 FORMAT OF QUESTION PAPER

NO SEPARATE answer sheet will be provided for QUESTION 1.1 (multiple-choice questions). All multiple-choice questions must be answered on the answer sheet in the NATIONAL ANSWER BOOK. The rest of question paper, QUESTION 1.2 to QUESTION 6, must be answered in the NATIONAL ANSWER BOOK provided

3. PREPARATION FOR THE EXAMINATIONS

Only Grade 12 content will be assessed. However, prior knowledge from Grades 10 and 11 may be necessary to interpret and answer some of the questions.

On the day of the examinations candidates should:

1. Be in the examination room 20 minutes before the starting time to get settled and make maximum use of the reading time.
2. Bring a calculator, pen, pencil, eraser and ruler.
3. Manage their time well in order to complete the question paper in time. The following guideline could be used:

QUESTION	CONTENT	MARK ALLOCATION	TIME
1	Short Questions (all topics)	40	20
2	The Consumer	20	20
3	Food and Nutrition	40	40
4	Clothing	20	20
5	Housing and Interior	40	40
6	Entrepreneurship	40	40
TOTAL		200	180

4. Read through the question paper carefully and highlight the key words to ensure they understand what is asked.
5. Jot down any thoughts/words which come to mind on certain topics. These thoughts/words can be useful memory triggers when they answer questions.
6. Read all the instructions carefully. Candidates should be prepared to handle resources they have not seen before, because they should be able to apply their knowledge to any type of question.
7. Study each resource, e.g. a cartoon, graph, table, an illustration or a picture carefully and ask the following questions: 'What is this about?' 'What is this telling me?' 'What part of my knowledge does this relate to?'
8. Write neatly and legibly with a blue or black pen. Marks will be lost if the markers cannot read the handwriting.
9. Avoid slang or SMS language because the marker might not understand what is meant.
10. Leave a line after answering each subquestion in QUESTIONS 2–6. Start each question on a new page and draw a line after completing each question. This enables the marker to see where each question starts and ends and minimises the chances of markers making mistakes.
11. Leave time at the end of the question paper to read their answers and correct any mistakes made, e.g. spelling mistakes.

4. TYPES OF QUESTIONS

QUESTION 1: SHORT QUESTIONS

These questions should be answered on the ANSWER SHEET in the NATIONAL ANSWER BOOK. NO SEPARATE ANSWER SHEET WILL BE PROVIDED. All topics will be included in this question.

QUESTION 1.1: MULTIPLE-CHOICE QUESTIONS

- 1.1 Various options are provided as possible answers to the following questions. Write down the question number (1.1.1–1.1.20), choose the answer and make a cross (X) over the letter (A–D) of your choice in the ANSWER BOOK.

EXAMPLE:				
1.1.21	A	B	C	D

Candidates must make a cross (X) over the letter (A–D) of their choice in the ANSWER BOOK. This type of question tests candidates' knowledge of detail, facts and connections between content. Candidates should not guess, because examiners tend to structure their questions in the following way:

- One answer is completely wrong.
- One answer is partially wrong.
- One answer is nearly correct.
- One answer is correct.

Candidates should:

- Cover the answers while they read the question and try to give the answer before they look at the options provided.
- Circle words like always, never, only, but and except. Cross out definite incorrect options.

A combination of options could be required, which could count more than one mark.

QUESTION 1.2: MATCHING ITEMS

Candidates have to match an item in COLUMN B with an item in COLUMN A. Only the corresponding letter has to be written next to the question number. First read the column on the right that contains the answers. Then look at the column on the left. Match the items with the definition/term/statement. There could also be three columns which have to be matched.

QUESTION 1.3: IDENTIFICATION ITEMS

Select/Choose the correct answers (statements/terms/words) from the list given. Write only the letters (A–J) next to the question number (1.3) in the ANSWER BOOK.

Only the selected correct answers (A–J) must be written next to the question numbers. If a question asks for a specific number of responses, e.g. SIX, only the first SIX responses will be marked. Read the instructions carefully to determine which options are correct.

QUESTION 1.4: GIVE THE CORRECT TERM

Give the correct term for the description. Write only the correct term next to the question number. Read the description carefully to determine the correct term.

NOTE: TRUE/FALSE questions are NOT recommended.

QUESTIONS 2–6

All the questions must be answered in the ANSWER BOOK. See point 10 on page 5.

These questions could require short answers or longer answers.

Short-answer questions:

These questions test the ability of candidates to give detailed, brief and concise answers. Key words and phrases are very important. The mark allocation gives an indication of how much information is required.

State: Used when the answer is a statement or should be given in a sentence.

Name/List: Used when the answer is one word or consists of lists of items/words.

Give: Used when the answer is a reason or an example.

Longer-answer questions:

These questions require candidates to express their own opinion and will appear in all the questions, except QUESTION 1.

These questions may start with phrases like: 'Give your view on ...', 'Explain why ...', 'Discuss why ...', 'Analyse ...' or 'Evaluate ...'.

The examiners do not only want to test the candidates' knowledge of the subject, but also their ability to understand, interpret, apply and reason, which is why candidates will often be asked to explain/motivate their answers.

Below are some terms/verbs that are used in the longer-answer questions and tips on answering them.

Compare: Describe both situations and show the differences and similarities between them. This could be answered in table format, e.g.

CRITERIA	ANOREXIA	BULIMIA
1. Description		
2. Causes		

NOTE: If the question requires the candidates to answer the question in table format, the candidates must adhere to the instruction. ONE mark will be deducted if not answered as required.

Define: A simple definition is not enough. Candidates need to use appropriate examples, diagrams and formulae to demonstrate and explain their definition of the concept.

Discuss: Consider the argument for and against the concept that is presented in the question. Candidates must present both sides and then reach a definite conclusion.

Describe: List the main characteristics or give an account of something. Candidates may need to do more than just describe the idea in question. They also need to look at the idea critically.

Explain: Interpret, make clear and spell out the meaning of the idea in question. Candidates can use an example to show their understanding of the idea. Give reasons for differences in opinion and try to analyse causes.

- Justify:** Candidates need to prove or give reasons for decisions or conclusions. A logical argument must be presented.
- Outline:** Give a summary, using the main points and leaving out the minor details. This is usually required when candidates need to make a list of the steps in an idea. A concise definition of each of these steps is expected.
- Analyse:** Candidates have to examine the idea in detail and show the essence or structure of the idea.
- Evaluate:** Candidates have to assess or appraise the idea. Look at positive and negative aspects. Give reasons for conclusions or decisions.
- Critically analyse:** Candidates need to separate, examine and interpret critically. They must present a view on the theory, based on the evidence they have
- Create:** Candidates will need to use information/data to create/predict or make projections.

The mark allocation is usually an indication of how many facts candidates have to write down. Candidates sometimes have to write down a fact and discuss or explain it for two marks.

If the question specifies that the candidates must write a paragraph, they must do so and not give the answer in bullet format. ONE mark will be deducted if candidates do not adhere to the instruction.

5. SUBJECT CONTENT PER QUESTION

5.1 QUESTION 1: SHORT QUESTIONS (ALL TOPICS) (40 marks)

5.2 QUESTION 2: THE CONSUMER (20 marks)

Candidates should be able to:

- Explain the financial and contractual responsibilities consumers should take note of
- Identify and describe the different types of taxes
- Know all the different terms
- Explain the difference between simple and compound interest (NO calculations)
- Discuss the interest rates applicable to different types of credit
- Compare different sources of electricity
- Evaluate the responsible use of electricity and water
- Know the responsibility of municipalities with regard to municipal services
- Evaluate municipal service delivery

Financial and contractual aspects consumers should take note of

- A contract:
 - Definition of a contract
- Types of contracts relevant to consumers:
 - Employment contracts
 - Credit contracts
 - Rental and lease contracts
 - Contracts for gym membership and cellphone, Internet and DStv subscriptions
 - Business ownership or partnership contracts
- A cooling-off period
- Exemption clauses (legal/illegal)
- Unfair business practice

Examination Guidelines

- A warranty and a guarantee:
 - Definitions and differences
- Grey goods/Parallel imports:
 - Definition
 - Implication for consumers
- Scams: types of scams consumers should be aware of:
 - Work-from-home
 - Phishing
 - Lottery/Prize notification
- Stokvel (legal/illegal):
 - How a stokvel works
 - Requirements for a legal stokvel
- Pyramid schemes (legal/illegal):
 - How a pyramid scheme works
 - Illegal pyramid schemes
 - Legal pyramid schemes (multilevel marketing/tiered-level marketing)

Taxes, interest rates and inflation

- Types of taxes paid by South Africans, such as income tax, VAT, property taxes, taxes on goods and services (such as petrol, liquor, cigarettes, motor licenses, capital gains tax, environment tax, sugar tax):
 - Why do South Africans pay tax?
 - Whom are taxes paid to: South African Revenue Services (SARS)
 - Short description of the following taxes:
 - Income tax: pay as you earn (PAYE), provisional tax
 - VAT and foods exempted from VAT
 - Property tax (not paid to SARS but to the municipality)
 - Excise duty: taxes levied on liquor and cigarettes
 - Levies paid on petrol and motor licenses
- Interest rates: applicable to different types of credit:
 - Definition of interest rates
 - Repo rate is the interest rate charged by the Reserve Bank
- Simple and compound interest (the difference, NO calculations)
- Inflation: definition, inflation rate, the CPI in South Africa:
 - Inflation: definition
 - Inflation rate: definition
 - Explain what the CPI is and how it is measured
 - The effect of inflation on consumers
- Include any legal changes/new developments that might occur:
 - The National Credit Act governs the interest rates charged by credit providers.
 - Information on any new developments that might occur in future will be given in the examination question paper and questions will be based on the given information.

Sustainable consumption of electricity

- Comparison of the main sources of electricity supply such as fossil fuels and regenerative forms such as water, wind and solar
- Responsible use of electricity related to housing and household equipment and appliances
- The use of gas in households as a source of energy: advantages, disadvantages and cost

Sustainable consumption of water

- Water (explain the issue in general, but then focus on households): pollution of water, shortage of water, shortage of fresh, clean water
- Responsible use of water related to housing and household equipment and appliances

Municipal services

- The responsibilities of municipalities regarding services and service delivery:
 - Listing and explaining services that municipalities are responsible for
 - Funding of municipal services
- Responsibilities of communities regarding the use of municipal services

Keep in mind that the responsibility towards the environment (going green) can be infused here.

5.3 QUESTION 3: FOOD AND NUTRITION (40 marks)

Cartoons, tables, graphs, food labels, meal plans, menus or recipes could be used as resources in the questions.

Nutritional and food-related health conditions

Candidates have to focus on eating habits to prevent or manage an existing condition.

Candidates should be able to:

- Describe a food-related health condition
- Name the causes of the health-related conditions or identify/explain the cause of the condition after reading an extract/scenario
- Explain how each condition could be prevented, focusing on nutrition and eating habits
- Explain how each condition could be managed, focusing on nutrition and eating habits
- Suggest dietary changes to manage the disease
- Compare different health conditions, e.g. anorexia with bulimia

Candidates must study the following content:

- Glycaemic index (GI) of food:
 - Definition of the glycaemic index
 - Difference between high, intermediate and low GI foods
 - The best source of information on the GI of food is the GI Foundation: www.gifoundation.com.

Various sources differ on the GI of foods but the information in the table below comes from the GI foundation and is scientifically correct.

THE GI OF FOODS GENERALLY EATEN BY MANY PEOPLE			
FOOD CATEGORY	LOW GI	INTERMEDIATE GI	HIGH GI
Breads, cakes and crackers	Low GI breads (e.g. low GI seed loaf or low GI brown bread) Provita	Bran muffin Most rye breads Croissant	White bread Cakes Marie biscuits
Cereals and porridge	Most All Bran flakes	Cooked oats porridge	Maltabella porridge Mealie meal porridge Weetbix Corn flakes
Dairy and dairy products	Milk (full cream, low fat and fat free) Buttermilk Yoghurt	Condensed milk Ice cream	
Drinks and juices	Apple juice Grapetiser Peartiser	Iced teas Mango juice Orange juice	Energade, sports or energy drinks Litchi juice
Flour	Digestive Bran Oat Bran	Rye flour	Bread flour Cake flour Corn flour

Fresh fruit	Apples, berries, grapes, mangos, guavas, pears, peaches, plums	Apricot Banana Pawpaw/Papaya Pineapple	Watermelon
Legumes	Most beans		
Sugars		Brown, white and icing sugar	
Starches	Brown and white rice, cooked Green mealies Pasta, cooked Sweet corn	Couscous Basmati rice	Samp Most potatoes
Vegetables	Aubergines, cooked Butternut, cabbage, cauliflower, carrots, cucumber, gem squash, green beans, onions, spinach, fresh tomato	Beetroot Marogo	Cooked pumpkin Green beans with potato

- A short description, the causes, prevention and management of the food-related health conditions listed below. The focus must be on nutrition and eating habits to prevent or manage an existing condition.

Food-related health conditions:

- Low/High blood glucose levels (hypoglycaemia and hyperglycaemia)
- Diabetes
- Coronary heart disease, including high blood cholesterol, leading to atherosclerosis
- Osteoporosis
- Anaemia
- High blood pressure (hypertension)
- Food allergies
 - Listing common allergens
- Dairy and gluten intolerance
 - Explaining the difference between an allergy and intolerance
- Eating disorders: anorexia, bulimia, obesity
- HIV/Aids (improving the immune system through correct nutrition)

Food-borne diseases

Candidates should be able to:

- Identify and explain transmission possibilities in the food environment
- Give a short description of each of the food-borne diseases
- List or identify the symptoms of the listed food-borne diseases
- List and explain the incubation period and treatment of the listed food-borne diseases

Candidates must study the following content:

- Transmission possibilities in the food environment
- The symptoms, incubation period and treatment of the following diseases:
 - Hepatitis A (infective jaundice)
 - Tuberculosis

NOTE: Tuberculosis is NOT a food-borne disease. It is spread through the air. Nutrition, however, plays a very important role in the treatment of the disease as good nutrition strengthens the immune system.

- E-coli infection
- Dysentery
- Gastro-enteritis

Food additives: commercial and domestic use

Candidates must be able to:

- Explain what food additives are
- Give reasons for the use of food additives
- Explain the effect of additives on food
- Discuss the safety of additives and the (possible) influence on health
- Discuss the issue of possible allergic reactions of food additives
- Give the definition, function and explanation of the use of nutrients, emulsifiers, stabilisers, bleach and colourants, chemical preservatives, anti-oxidants and additives to improve taste
- Discuss consumer issues regarding food additives. Information on new issues will be given in the examination and candidates will be expected to use the given information to answer the questions.

Food labelling

Candidates must be able to:

- Use food labels as a source of nutritional and other information to select products
- Know, identify and interpret basic information that must appear on food labels
- Identify misleading nutrient content claims that appear on food labels
- State conditions for nutrient content claims for energy, fat, saturated fat, cholesterol, sodium, dietary fibre, proteins, vitamins and minerals
- Identify whether a nutrient content claim is valid, or not

Food-related consumer issues impacting on the natural and economic environment, including public health

Candidates must be able to:

- Describe or define genetically modified food, organically grown food and irradiated food
- Give examples of genetically modified crops and irradiated foods
- Identify, explain and evaluate the impact of genetically modified food, organically grown food and irradiated food on the natural and economic environment
- Describe or define food security
- Discuss the problems regarding food security in South Africa
- Discuss self-sufficiency, exports and imports of food in South Africa
- Discuss the problems associated with local food supplies and possible remedies

5.4 QUESTION 4: CLOTHING (20 marks)

Candidates should be able to:

- Describe the concept fashion.
- Explain influences that determine contemporary fashion.
- Identify, explain and describe fashion cycles: fads, classic and standard trends
- Explain and describe fashion revivals: retrospective fashions
- Explain why fashion changes
- Describe contemporary fashion trends for young adults
- Explain the role of appearance in the world of work
- Suggest guidelines for choosing and purchasing clothes and accessories
- Know how to plan a wardrobe for the world of work and different seasons and occasions. A motivation regarding the suitability of an outfit for a certain work environment might be required.

- Apply clothing theory to select clothing for the world of work
- Discuss/Analyse/Evaluate issues regarding the impact of clothing and textiles on the natural and economic environment

Pictures, photographs, graphs, cartoons, case studies or statements may be used as resources. Candidates may have to comment on any given resource and suggest solutions to address problems.

NOTE: The application of colour, the design elements and principles (Grade 11) should be incorporated.

Consumer issues regarding clothing and textiles impacting on the natural and economic environment

- Eco-fashion and the sustainable use of textiles and clothing:
 - Description of eco-fashion
 - Organic textiles
- Reduce, reuse, recycle
- The influence of the piracy of legally protected brand names (trademarks):
 - Ethical clothing practices
 - Explanation of piracy
 - Consequences of piracy

5.5 QUESTION 5: HOUSING AND INTERIOR (40 marks)

Candidates should be able to:

- Discuss and compare the THREE different housing options (advantages and disadvantages)
- Explain and discuss the financial responsibilities for the different options
- Discuss and explain the contractual responsibilities for the different options
- Explain and discuss the factors to consider when shopping for household appliances
- Compare and evaluate different appliances and make the choice that would be most suitable for a specific scenario. The following must be kept in mind: universal design and other features, functionality, energy and water consumption.
- Explain the financial and contractual responsibilities in buying household equipment
- Calculate the total cost of instalment sale transactions
- Identify and explain the rights of consumers and sellers

A statement, case study, scenario, cartoon, picture or advertisement could be given as a resource. Candidates may have to comment on the given resource and/or suggest solutions to the problem.

Different housing acquisition options

- Renting, building and buying (full title and sectional title):
 - Full title: description, examples, advantages and disadvantages
 - Sectional title: description, examples, advantages and disadvantages, functions of the body corporate, what the levy is used for
- Advantages and disadvantages of renting, building and buying
- Financial responsibilities for the three housing options:
 - Renting: paying deposit, rent, household insurance, water, electricity, municipal services
 - Buying and building: bond repayments (if bond is used), rates and taxes, household insurance, homeowners insurance, water, electricity, municipal services, maintenance

- Contractual responsibilities for the three housing options:
 - Renting: lease agreement
 - Buying: offer to purchase becomes the sales agreement/deed of sale once signed by the buyer and seller (a contract), mortgage bond (if bond is used)
 - Building: contract with the builder, mortgage bond (if bond is used)

Financing related to buying a house

- Deposits (when not buying cash)
- Bonds (definition)
- Insurance (bond protection insurance, home owner's insurance and household insurance)
- Monthly repayments of bond (all costs involved)
- Transfer costs: transfer duty, transfer fees/conveyancing fees, deeds office fees, postage and petties
- Financing relating to a bond: bond registration costs (including VAT), deeds office fees, postage and petties, initiation fee and property valuation fees
(All the banks have websites with information on buying a house, e.g. www.fnb.co.za, click on calculators.)
- Other hidden costs such as occupational rent, moving expenses, service connection fees
- Banks' requirements for granting bonds
- Government subsidised housing:
 - Qualifying criteria
- Employer support:
 - Some employers provide support in different ways, such as subsidies or rental accommodation.

Buying household appliances

- Factors to consider when shopping for household appliances: needs of the family, budget, easy to operate
- The choice of the household appliances listed below with regard to universal design and other features, functionality, energy consumption (human and non-human, including energy-efficient ratings), water consumption and possible environmental impact
Household appliances that need to be studied:
 - Washing machine
 - Tumble dryer
 - Dishwasher
 - Refrigerator
 - Freezer
 - Stove
 - Microwave oven
 - Vacuum cleaner
- The financial and contractual responsibilities of buying furniture and household appliances:
 - Explain the following types of transactions: cash, instalment sale transactions, laybys, credit account transactions, bank credit card transactions
 - Candidates must be able to calculate the total cost of instalment sale transactions.
- Rights and responsibilities of consumers and sellers (this could be linked with all the other topics)

5.6 QUESTION 6: ENTREPRENEURSHIP (40 marks)

Candidates will have to:

- Identify a potentially profitable business opportunity
- Explain the factors to consider in the choice of a suitable product for small-scale production
- Identify, explain or discuss the factors influencing the efficient production of quality products (in general: in terms of food, textiles or soft furnishing – only the option your school has selected)
- Develop a marketing plan for the production and marketing of a product
- Analyse and/or evaluate the sustainable profitability of a business
- Make suggestions how to improve the sustainable profitability of a business
- Determine the costing for start-up needs, production costs, selling price and profit

A statement, case study, scenario, cartoon, budget, business plan, graph or table could be provided as a resource. Candidates would have to comment on the resource and suggest solutions to solve the problem.

Moving from an idea to producing and marketing a product

- Identifying a potentially profitable business opportunity (link with Grade 11)
- The formulation of the idea and specification of the product

Factors to consider in the entrepreneur's **choice of a suitable product** for small-scale production:

- The availability of human skills
- Financial resources
- Available workspace
- Available raw materials (locally available)
- Consumer appeal

Factors influencing the **efficient production** of quality products:

- Planning
- Adhering to specifications
- Quality control
- Tidy workspace
- Hygiene of workers
- Careful control of finances
- Stock control

Requirements for **quality (end) products**:

- Appropriate for target group
- Presentation of the product
- Quality of raw materials used
- Quality and design of packaging
- Quality of storing
- Safety
- Labelling
- Efficient use of time
- Efficient storage procedures
- Customer relations
- Maintenance of equipment
- Training of staff
- Sustainable production and consumption: responsibilities of consumers and producers
- Storage and delivery strategies

Developing a marketing plan according to the 5P marketing strategy

- **Product:** trade mark/name, image, labels and packaging
- **Promotion/Advertising**
- **Price and pricing strategy**
- **Place:** Where will the product be produced? Where will the point of sale be?
- **People:** target group and people doing the marketing
- Doing a financial feasibility study to determine the sustainable profitability of the enterprise:
 - Information (case study/scenario/graph/table) will be provided and questions will be asked on the provided information
- Determining production costs, selling price, profit and start-up needs:
 - Some calculations will be included in every examination.
 - The R (rand value) must be indicated in all calculations.
- Interpreting a 'best sale scenario' and a 'worst sale scenario':
 - Information (case study/scenario/graph/table) will be provided and questions will be asked on the information provided.
- Interpreting a cash-flow projection

6. GENERAL GUIDELINES FOR MARKING

- Marks will be allocated for the correct answer.
- If the answer is incorrect, it will be marked as incorrect, but no marks will be deducted, e.g. no negative marking.
- If one answer is required, but more than one answer is provided, the first answer will be marked, irrespective of which one is correct.
- If a question asks for a specific number of responses, e.g. SIX, only the first six responses will be marked.
- If a calculation is required, the mark allocation for each step in the calculation will be clearly indicated in the memorandum/marking guideline. Candidates **MUST** show all the steps in the calculation.
- In the case of paragraph type responses, the memorandum/marking guideline will clearly indicate where the marks should be allocated.
- It could be useful to number the ticks (✓) as it will help with moderation, e.g. ✓¹. Candidates often do not use the same responses as those on the memorandum, but the answer could still be correct. A mark must be awarded and the candidate's answer can then be linked with the number of the tick (✓¹). This will help the moderator to follow the marker's line of thinking.

7. APPROVED TEXTBOOKS

- *Focus Consumer Studies Grade 12*, Van Zyl, Van Wyk, Schubotz, Van der Linde
- *Oxford Successful Consumer Studies Grade 12*, Booyesen, De Villiers, Schulze, Turley

Additional recommended resources:

- *Oxford Successful Consumer Studies Grade 12 – Teacher's Guide*

8. CONCLUSION

This Examination Guideline document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which teachers should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.