



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES

EXAMINATION GUIDELINES

GRADE 12

2014

These guidelines consist of 14 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 learners 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

Consumer Studies is a dynamic subject and it is imperative that teachers and learners keep up with current trends/issues/developments.

2. ASSESSMENT IN GRADE 12

2.1 Format of the Consumer Studies paper for Grade 12 (p. 63 CAPS)

1. The Consumer Studies examination consists of one 3-hour 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.
4. Each topic has subtopics, e.g.

TOPIC	SUBTOPICS
Food and nutrition	Nutritional and food-related health conditions Food-borne diseases Food additives: commercial and domestic use Food labelling etc.

5. All the subtopics will be tested over a cycle of three years and not necessarily in each examination. Teachers must refrain from coaching learners on predicted topics. It is advisable to stick to the CAPS requirements.

FORMAT OF THE CONSUMER STUDIES PAPER

	CONTENTS	MARKS PER QUESTION	PERCENTAGE PER QUESTION PAPER	TIME (MINUTES)
QUESTION 1	Short questions (all topics)	40	20	20
QUESTION 2	The consumer	20	10	20
QUESTION 3	Food and nutrition	40	20	40
QUESTION 4	Clothing	20	10	20
QUESTION 5	Housing	40	20	40
QUESTION 6	Entrepreneurship	40	20	40
TOTAL		200	100	180

NO separate answer sheet will be provided for QUESTION 1 (short questions).
ALL questions must be answered in the ANSWER BOOK.

The paper starts with the following instructions and information for the learners:

The time allocation is added to assist the learners to manage their time well, in order to complete the question paper in time.

1. ALL the questions are COMPULSORY.
2. Answer all the questions in the ANSWER BOOK.

3. Number the answers correctly according to the numbering system used in this question paper.
4. Start EACH question on a NEW page.
5. You may use a calculator.
6. Write with blue or black ink only.
7. Pay attention to spelling and sentence construction.
8. Write neatly and legibly.

2.2 Cognitive levels

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

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

3. ELABORATION OF THE CONTENT FOR GRADE 12 (CAPS)

QUESTION 1 must be answered as follows:

QUESTION 1:

- 1.1. 1.1.1 C
 1.1.2 B
 1.1.3 A etc.

Note that NO lines are left open and the letters must be capital letters.

After QUESTION 1.1 has been answered, leave a line open and do QUESTION 1.2, e.g.

QUESTION 1.2

- 1.2.1 F OR 1.2.1 anaemia
 1.2.2 C etc. OR 1.2.2 cholesterol etc.

Note that NO line is left open and the capital letters must be used. After QUESTION 1.2 has been answered a line is left open. By leaving a line after each subsection has been answered, it is easy to see where the subsection starts and ends.

QUESTION 2: THE CONSUMER

This topic stands on its own but may also be merged with Food and Nutrition, Clothing and Housing, e.g. a case study/statement/picture/cartoon may be given which the learner must interpret and questions will be asked based on the information provided.

EXAMPLES OF QUESTIONS:

Clothing:

- 2.1 Give THREE guidelines on how to complain about the poor attitude of a salesperson at a local clothing store. (3)

The learner should use the consumer information regarding complaints and apply it to the information in the case study.

Housing:

- 2.2 Read the scenario below and answer the question.

When I left the house I was renting, my landlord pocketed most of my deposit by running through a list of things which were broken or missing before I moved in. He crossed off a shower which I had replaced at my own expense. He clearly cheats all his tenants with the same checklist.

How does one defend oneself against crooked landlords?

[Letter in *Business Times*, 2 October 2011]

- 2.2.1 Respond to the writer's question. (6)

The learner must use the knowledge he/she has regarding consumer rights and apply it to the problem in the case study.

Food and Nutrition:

- 2.3 Consumers must read product labels carefully before buying/purchasing food. Explain each of the following with regard to the labelling of food products:

2.3.1 Claims

2.3.2 'Sell-by date' and 'Best-before date'

QUESTION 3: FOOD AND NUTRITION

A case study/statement/picture/cartoon/recipe/meal plan/diet plan may be given which the learner must interpret and questions based on the information supplied will be asked.

EXAMPLES OF QUESTIONS:

3.1 Study the recipe below and answer the questions that follow.

SWISS ROLL WITH BERRY FILLING

3 large eggs
100 ml castor sugar
155 ml cake flour
5 ml baking powder
5 ml vanilla essence

FILLING:
500 ml fruit, cubed (mangoes, peaches, pears, plums)
250 g strawberries, sliced
200 g low-fat Greek vanilla yoghurt
15 ml castor sugar

3.1.1 Give THREE reasons why this recipe would be suitable for a person suffering from diabetes. (3)

3.1.2 Suggest changes to the above recipe to make it suitable for a person suffering from heart disease. Motivate the changes made. (8)

3.2 Read the case study below and answer the question that follows.

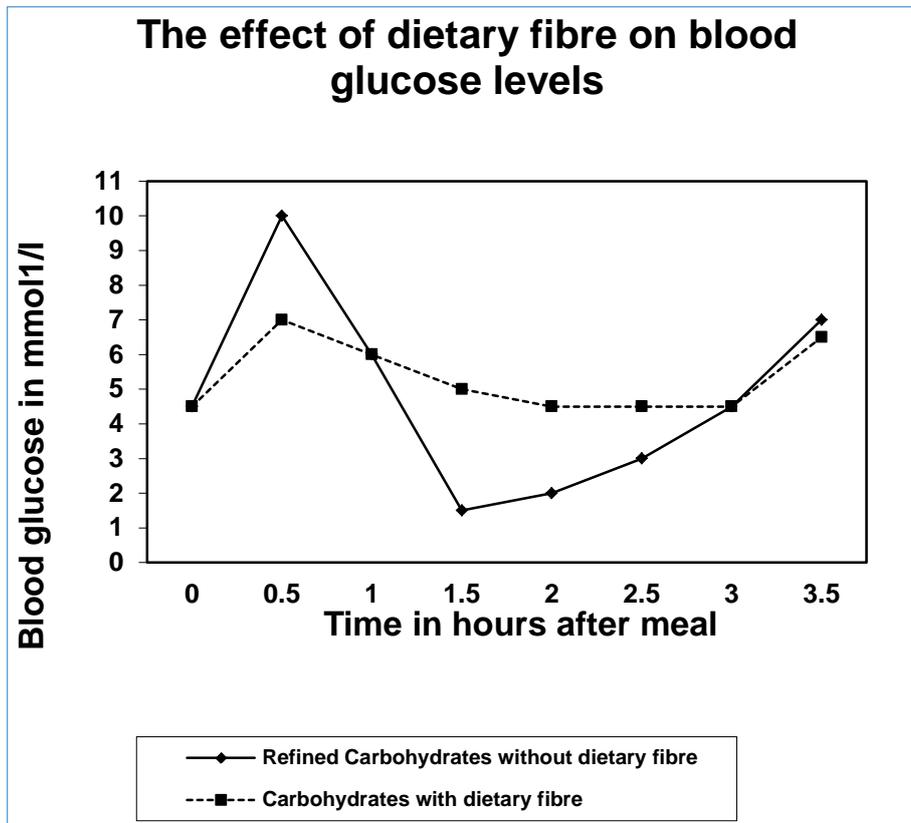
After a serious accident, Mary's mother was in hospital for a long time. Mary had to look after her little brother. Mary was only 12 years old. Suddenly she had a full programme because she was responsible for the household as well as her school work. She also regularly visited her mother in hospital. She seldom had time for breakfast and would buy a quick snack from the school tuck shop to keep her going. On her way back home from the hospital she usually bought hotdogs or pizza for supper. Soon she was feeling very tired.

3.2.1 Identify FOUR possible consequences of this lifestyle for Mary's health and state ONE cause of each. Tabulate the answer as follows:

CONSEQUENCES	ONE CAUSE
(a)	(a)
(b)	(b)
(c)	(c)
(d)	(d)

(8)

3.3 Study the graph below and answer the question that follows.



3.3.1 Explain why it would be beneficial for people suffering from diabetes to eat food high in dietary fibre.

The learner must know the effect of dietary fibre on the blood glucose levels and how dietary fibre can assist in the management of diabetes.

3.4 Discuss the food-related health risks illustrated below.



The learners should study the cartoon:

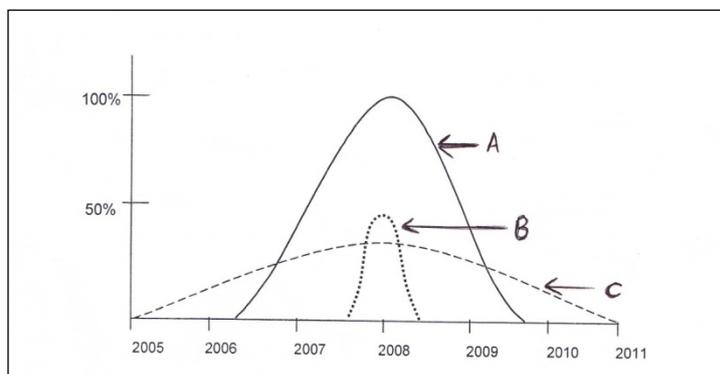
- The two people are obese/overweight.
- There is a huge amount of food – too much for two people.
- Their food is stacked in the shape of a pyramid – the food contains a lot of fat, carbohydrates, (starch and sugar) and protein.
- They must use their knowledge of the food pyramid as well as the food-related health risks to discuss the risks which are evident in the cartoon and give reasons why.

QUESTION 4: CLOTHING

A case study/statement/pictures/list of clothing/outfits may be given which the learner must interpret and questions will be asked based on the information provided.

EXAMPLES OF QUESTIONS:

- 4.1 The graph below illustrates three different types of fashion. Identify and explain each type (**A, B, C**).



(3 x 2) (6)

- 4.2 Study the outfits for men below and answer the question that follows.

OUTFIT A	OUTFIT B	OUTFIT C
<ul style="list-style-type: none"> • Slim-fit, stretch, long-sleeved shirt with leopard print • Black linen waistcoat • Black lace tie • Designer denim jeans • Black shoes 	<ul style="list-style-type: none"> • Brown Madiba silk shirt with long sleeves • Black trousers • Black shoes 	<ul style="list-style-type: none"> • White long-sleeved shirt • Black pinstripe suit • Floral tie • Black shoes

- 4.2.1 Identify the outfit which is an example of a fashion fad. Give a reason for your answer. (2)

- 4.3 Study the outfit below which Thabo wears to work. He works for a corporate company.



- 4.3.1 Thabo will be attending an informal party after work. Explain what he should change in the outfit to suit the occasion. (3)

QUESTION 5: HOUSING

A case study/statement/pictures/advertisement may be given which the learner must interpret and questions based on the information supplied will be asked.

EXAMPLES OF QUESTIONS

- 5.1 Study the extract/scenario below and answer the questions that follow.

A housing complex comes with duties and rules. Arm yourself with information about the body corporate when you consider buying property in a housing complex.

[Adapted from *Business Times*, 21 August 2011]

- 5.1.1 Which type of housing ownership is referred to in the extract? (1)
- 5.1.2 Give a brief description of what a *body corporate* is. (2)

5.2 Read the scenario below and answer the questions that follow.

Lucky and Nelly have recently started a life together and enjoy entertaining their friends. They are currently saving to buy a home in three years' time. They live in a rented apartment with a small fitted kitchen with specific measurements of 2 000 mm height x 620 mm width for the refrigerator. Nelly would like to buy a refrigerator as one of their short-term goals.

The two refrigerators/freezer combinations below were advertised in a flyer of a long established dealership and they were all from the same well-trusted manufacturer.

MODEL A Combi-fridge/freezer	MODEL B Combi-fridge/freezer
A energy rating 346 litres Auto-defrost Adjustable thermostat 24-month guarantee Size: 1 740 mm height x 600 mm width x 618 mm depth Price: R3 989,00 SABS approved	A energy rating 430 litres Manual defrost Electronic control 24-month guarantee Size: 1 881 mm height x 595 mm width x 646 mm depth Price: R4 989,00 SABS approved

5.2.1 State SIX ways in which one can save electricity at home when using a refrigerator. (6)

5.2.2 Select the combi-fridge/freezer which is the more suitable choice for Nelly according to the following FIVE criteria:

- (a) Space available in the house
- (b) Environmental impact
- (c) Features/Functions
- (d) Affordability
- (e) Quality

Motivate your choice. (10)

QUESTION 6: ENTREPRENEURSHIP

A case study/statement/flyer may be given which the learner must interpret and questions will be asked based on the information provided.

EXAMPLES OF QUESTIONS

- 6.1 The success of a small-scale business is not only about product returns, but customer service and good marketing strategy must also be a top priority. Suggest how the success of a small-scale business can be achieved by implementing the following:
- 6.1.1 Good customer relations (5)
- 6.1.2 Managing time (3)
- 6.2 The packaging of a product influences a consumer to buy. Justify this statement. (3 x 2) (6)
- 6.3 Study the flyer below and answer the questions that follow:

Tired of being cold in winter?



Imagine ...

warm ears, neck and hands
and steaming hot soup ...

What and where?

- Beanies in a variety of colours @ R45,00 each
- Chunky scarves in a variety of colours @ R60,00 each
- Warm gloves @ R50,00 per pair
- Variety of home-made soups from R15,00 per serving



These products can be bought from
Winter Warmers
at the market every Saturday
on the Village Square from 09:00–15:00

Buy NOW! Don't let another week pass without being geared for the cold!
You deserve to be warm!

Products can also be ordered from Dudu
083 706 5434

- 6.3.1 List **FOUR** material/non-human resources that this small-scale business will need in order to produce the products in the flyer (4)

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 learners 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, ruler and if possible a highlight pen.
3. Read through the paper carefully and highlight the main/key words to ensure they understand what is asked.
4. Jot down any thoughts/words which come to mind on certain topics. These thoughts/ words can be useful memory triggers when they answer questions.
5. Read all the instructions carefully. Learners should be prepared to handle resources they have not seen before because the learners should be able to apply their knowledge to any type of question.
6. Study each resource, e.g. a cartoon, a graph, a 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?'
7. Write neatly and legibly with blue or black ink.
8. Avoid slang or sms language.
9. Leave a line open after answering each subquestion in QUESTIONS 2–6. Start each question on a new page and rule off on completion of each question.
10. Leave time at the end of the paper to read their answers and correct any mistakes made, e.g. spelling mistakes.

NOTE:

In the table below please take note of the differences in translation which could be confusing and cause problems:

TOPIC	PAGE NO.	CAPS ENGLISH	CAPS AFRIKAANS	TEXTBOOKS
The Consumer	p. 36	A warranty and a guarantee	'n Waarborg en 'n vrywaring	The Afrikaans textbooks only refer to a 'waarborg' for a warranty and a guarantee
Clothing	p. 33	Brand piracy	Ongeoorloofde gebruik van handelsmerke	Focus/Verken: 'handelsmerkplagiat' Successful C Studies: 'handelsmerkrowery'

4. CONCLUSION

It is envisaged that this Examination Guidelines document will serve as an instrument to strengthen and empower teachers to set valid and reliable assessment items in all their classroom activities.

This Examination Guidelines 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.