

**QUALITATIVE ANALYSIS OF LEARNERS’ RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **COMBINED REPORT – CHIEF MARKERS’ REPORT**  **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **CONSUMER STUDIES** | |
| **PAPER** | **1** | |
| **DURATION OF PAPER:** | **3 HOURS** |  |

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

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| Candidates performed better this year in the following two questions resulting from a change in the mark allocation namely Question 2 (20 to 40) and Question 5 (40 to 20). Question 2 provided an opportunity for learners to achieve a good mark as they could relate to the work covered. Unfortunately, learners still performed poorly in Question 5 but since it was a smaller percentage of the total mark, the impact was less. Question 6 was well answered by most of the learners. Based on the marking of the scripts, it emerged that most learners could not satisfactory answer most of the questions. Most questions were not well understood. |

**SECTION 2: Comment on candidates’ performance in individual questions**

**(It is expected that a comment will be provided for each question).**

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| **QUESTION 1** |
| 1. General comment on the performance of learners in the specific questions. Was the questions well answered or poorly answered? |
| Question 1.1 – Most learners scored their highest mark in Question 1. Q1.1 All learners attempted this question. Q.1.5 was found to be the most challenging question. Candidates need to adhere to the Instructions as in Q 1.2 and Q.1.6 only the letter was required yet words were given. It was noted that candidates left blank spaces in this question when they were unsure of the answer. |

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| 1. **Why was some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| It is better to select a letter for a question that one is unsure of rather than to leave a blank space. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Teachers need to expose the candidates to different types of short questions other than multiple-choice and matching items. Emphasize the importance of following instructions because no marks will be awarded if a phrase is written down instead of a letter. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Candidates should be told to never leave any blank spaces and to write clearly so that there is no confusion between similar looking letters e.g., E or F. Refer to Examination Guidelines for 2021page 4. |

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| **QUESTION 2** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Fifty percent of the question was well answered by the candidates. Q 2.3 Many learners confused it with tax and mentioned SARS instead of SA Reserve Bank. Q 2.7 was attempted by all learners but learners did not always refer to taps (2.7.1) or toilets (2.7.2) and made general comments on saving water. The word ‘community’ is used in the question and many learners referred to their own communities where they use a communal tap / portable toilet. Q 2.8.1 – Learners gave examples of scams instead of a definition. Q 2.8.2 – Learners could identify the three warning signs of a scam but failed to explain why they are warning signs. Q 2.10 was poorly answered. Learners wrote about Covid and the effect of inflation on the consumer’s income instead of referring to factors increasing the food prices. |

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| **(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Q 2.3 lack of knowledge and/or learners got confused between SARS and SA Reserve Bank. Q. 2.5 Learners referred to their home circumstances which were not included in the marking guideline or their answer was off the topic (general hints on saving water). Q.2.8 Learners lack knowledge to substantiate their answers and do not know the term ‘scam’. Q 2.10 Learners misinterpreted the question. They saw ’increase in food basket’ and wrote about the CPI and how it affects consumer income. |

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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| Compile a terminology list and test learners regularly to ensure they know the definitions and correct terms. Make use of previous examination questions to teach learners how to identify the keyword/s in the question. Draw their attention to the mark allocation in each question. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Ensure that learners understand the difference between similar sounding organisations such as Revenue Services and Reserve Bank. Make sure that learners understand the basic terms. |

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| **QUESTION 3** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Q 3.1 and Q 3.2 were well answered. In Q 3.3 many learners referred to the general reasons for food infection and failed to refer to E. Coli. Q 3.4 learners wrote about the advantages of organic food in general and did not refer to the effect of organic food on the environment. Q 3.5 most learners understood the question but, in order to obtain full marks more depth was required in the answer. Q 3.6 several learners did not tabulate the answer as requested and could not differentiate between the causes of hyper- and hypoglycaemia. Q 3.7 learners lacked knowledge of how irradiation extends the shelf life of food. Q 3.8 was poorly answered as learners misinterpreted the question. In Q 3.9 learners were able to identify the foods suitable for a diabetic but failed to substantiate their answers. A large percentage did not comment on whether the meal was suitable or not. |

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| **(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Q 3.3 - 3.4 – Lack of knowledge and failure to identify the keyword/s in the questions resulted in a poor performance. Q 3.5 asked the learners to identify three nutrients from the food listed and explain how it will prevent osteoporosis. Marks could only be awarded once for strengthen bones yet two nutrients, calcium and phosphorus, both contribute to strengthening bones. Q 3.6. the learners did not read the entire question before they started answering it and therefore several learners did not tabulate the answer or had to cross out the answer once they have realized that they are supposed to tabulate. Learners were not specific enough in their comparison e.g. Hypoglycaemia eat high GI foods on their own and hyperglycaemia eat a lot of high GI in one meal. Several learners just wrote ‘high GI food’. Q 3.8 was misinterpreted by the learners. Learners went off the topic and wrote about unemployment and loss of money instead of focusing on the government and communities ensuring food security. In Q 3.9 learners were unable to substantiate why the food is suitable or not. |

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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| Teachers should emphasise the importance of following instructions. Training on reading and interpreting what the question is requiring would assist learners to know exactly what the question requires. This was evident in Q 3.8 where learners wrote about the lockdown but failed to notice that the question was on government assisting with food security during lockdown. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| The ability to obtain marks for higher order questions requires the candidate to be able to link topics. In Q 3.9 learners could identify if the food is suitable or not but they were unable to link the nutrients in the food with the dietary disease. Good knowledge forms the foundation on which learners would be able to see the connection.  More emphasis to be done in Grade 10 and 11 concerning basic nutrients and their functions as it was evident that there were gaps in content knowledge required for grade 12 questions. |

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| **QUESTION 4** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Q 4.1- 4.2 were straightforward questions requiring remembering facts and most learners managed to score marks. Q.4.4 The question asked the learner to ‘discuss the versatility of the blazer as a clothing item to wear to work’. The learners focused on the ‘clothing to work’ part and not on the versatility. Q 4.5 was poorly answered as learners explained how to re-use items instead of linking it to a sustainable environment. |

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| **(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| The basic facts need to be learnt. Q 4.3 indicated that learners were unsure of the differences between the stages in the fashion cycle. Q 4.4 -4.5 Learners failed to identify the key concept in the question and wrote answers that were off the topic. |

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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| Q 4.3 let the learners tabulate the differences between the stages of the fashion cycle. Use current fashion examples and ask learners to identify the stages in the fashion cycle. Q 4.4 Ensure that learners understand terminology such as versatility and practice answering questions in class. Use different examples e.g., jeans or a white shirt. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Compile a terminology list for this section. Encourage learners to answer definitions/descriptions fully. They must be led by the mark allocation. Warn learners against repeating the question or parts of the question e.g., ‘sustainable environment’ in Q4.5 in their answer. |

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| **QUESTION 5** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Q 5.1 most learners scored marks as this was a straightforward question. Q 5.2 was poorly answered. Comments regarding ownership / investment was made instead of mentioning the advantages of being an owner or a tenant etc.  Q 5.3 was poorly answered. Learners referred to the size of the stove / payment method which was irrelevant. 5.4 Majority of learners scored marks in the calculation. Q.5.4 was very poorly answered. Learners digressed and wrote about job losses and moving in with family instead of the effect of the lockdown on the landlord’s finances. |

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| **(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Q 5.2 – 5.3 Learners did not read the question carefully. They focused on the table / advertisement and wrote what came to mind.  Q.5.3 Learners did not understand the non-human resources which resulted in the incorrect answer given.  In Q 5.4.2 learners misinterpreted the question and wrote what happened to the tenant during lockdown. |

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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| Teacher should use relevant real-life scenarios and discuss how the topic they are dealing with will be impacted by current events e.g., lockdown on the landlords.  This section has a lot of terminology and facts to memorise. Regular revision is crucial |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Advise learners to use the ten minutes reading time before the start of the examination optimally. During this time, they need to read through the questions and pay attention to the instructions. Instructions not followed will result in unnecessary marks lost. |

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| **QUESTION 6** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Q 6 was well answered by most of the learners. Q 6.1 – 6.4 was attempted by all learners and most of them scored marks. Q 6.5 was a case study and learners managed to answer Q 6.5.1 – 6.5.4 moderately. Most learners scored some marks for Q 6.5.5. Q 6.5.6. – majority of learners failed to provide a reason for (a) consistent profitability but could provide a reason for (b) increase in profitability. Q 6.5.7 was misinterpreted by some learners – they referred to ‘responsible’ consumer as a personality trait instead of responsible towards the environment. |

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| **(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Q 6.1 -6.4 were knowledge-based questions and learners could achieve good marks. Q 6.5.1 – 6.5.5 -The case study was very clear and concise. Most learners were able to get answers from the case study. The poor performance in Q 6.5.6. and 6.5.7 are mainly due to lack of understanding of the terminology. |

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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| Compile a terminology list and test learners frequently. Make use of previous examination papers to practice application of knowledge. |
| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Once again remind learners to read the questions carefully and identify the keyword/s |