

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2024 NSC CHIEF MARKER'S REPORT

SUBJECT	Consumer Studies.		
QUESTION PAPER	1 *	2	3
DURATION OF QUESTION PAPER	3	Hours	
PROVINCE	Eastern Cape		
NAME OF THE INTERNAL MODERATOR	F. Hendricks		
NAME OF THE CHIEF MARKER	G. Novem		
DATES OF MARKING	1-12 December 2024		
HEAD OF EXAMINATION:	Mr Mabona		

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

Learners performed Moderately to well.

QUESTION 1

Topic: Short questions.

QUESTION 2

Topic: The Consumer.

QUESTION 3

Topic: Food And Nutrition.

QUESTION 4

Topic: Clothing.

QUESTION 5

Topic: Housing and Interior

QUESTION 6

Topic: Entrepreneurship

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).

QUESTION 1: TOPIC SHORT QUESTIONS.

A General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Question 1 was moderately to well answered.

B WHY WAS THE QUESTION POORLY ANSWERED?

- Some learners struggled to give the correct consumer terms for each description that was given in question 1.4.

C Provide suggestion for improvement in relation to teaching and learning?

- Teachers must provide learners with a list of terminology per sub-topic and clearly explain these topics to the learners.
- Teachers should use different types of short question for each sub-topic, as it is dealt with per week, as informal assessments activities using previous question papers. The ATP and the examination guidelines to ensure topics are well covered.
- Teachers could make learners write short class tests using different types of short questions on a weekly basis. These types of tests should not exceed 10-15 minutes.

D Describe any other specific observations relating to responses of learners?

- None

E Any other comments useful to teachers, subject advisors and for teacher development

- Teachers should expose learners to various types of short questions including terminology when homework, classwork, tests by using previous question NSC papers.
- Developmental feedback and remedial work must be given to learners after marking these informal tasks for learners to improve.

QUESTION 2: THE CONSUMER

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

A) Question Two was poorly to moderately answered.

B WHY WAS THE QUESTION POORLY ANSWERED?

- Most learners were unable to explain the difference between an exemption clause and an unfair business practice.
 - 2.9 The learners could not discuss the role communities can play to help municipalities reduce their debt to Eskom.
 - Learners were unable to analyse the impact that the increase minimum wage will have on South African household and the economy.

C Provide suggestion for improvement in relation to teaching and learning?

- Teachers must not just teach the difference between an exemption clause and an unfair business practice. The teachers must explain on what it is applicable.
- Teachers must teach learners in which ways communities can reduce water pollution.
- Teachers must teach learners of basic services and other non-basic services that municipalities must render to communities.
- Teachers must keep abreast to the current consumer issues and makes their learners aware of these issues impact all on South Africans.
- Learners must be given quality homework or classwork for each lesson taught. Learners must also do remedial work after homework, classwork, tests and examinations were marked, to reinforce topics covered and to identify mistakes for improvement.

D Describe any other specific observations relating to responses of learners

- Learners do not have the necessary vocabulary to express the answers correctly, thus answering questions in such a manner that marks cannot be allocated.

E Any other comments useful to teachers, subject advisors and for teacher development

- Teachers must ensure that they thoroughly plan their lessons and know the content of the topic that must be taught.
- Teaching and learning should take place in the LOLT of the school.
- Teachers must refrain from teaching in learner's home language and encourage learners to speak and correctly write answers in English or Afrikaans in Consumer Studies.
- Learners must be reminded that they are assessed in English and Afrikaans in Content subjects.

QUESTION 3: Topic: Food and Nutrition.

A General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Question 3 was poorly answered.

B Why was the question poorly answered?

- 3.1.1 Learners lack knowledge in terminology in this question thus losing most of marks.
- 3.4 Learners struggled to differentiate between organic foods and genetically modified foods. Although it was a straightforward question.
- 3.5.2 Learners failed to validate the statement that tinned fish will assist South Africans to fight food insecurity.
- 3.6.3 Learners struggled to evaluate the dagwood sandwich for a person with diabetes. They gave answers about obesity.

C Provide suggestion for improvement in relation to teaching and learning?

- Teachers must teach terminology across all topics and diabetes as per CAPS.
- Teachers must teach topics according to the ATP and Examination Guidelines and not according to the sequence of topics in the textbooks. This will ensure that all the topics and sub-topics are sufficiently covered.

D Describe any other specific observations relating to responses of learners?

- Teachers must teach learners to focus on the underline keywords and action

verbs when reading question.

E Any other comments useful to teachers, subject advisors and for teacher development?

- Expose learners to different cognitive level questions in all assessments given to learners.
- Teachers must explain words that learners do not understand as well as meaning of the action verb in questions.
- Content coverage must be monitored by HOD's, cluster leaders, and subject advisors to ensure that the correct and all topics on the ATP is covered per term.

QUESTION 4: Topic: Clothing.

A General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?

- This question was poorly answered for a topic that is so short in the ATP.

B Why was the question poorly answered?

- Learners could not give three characteristics of clothing companies to comply with fair- trade practices. The learners explained what is fair-trade.
- Learners score low marks because they misinterpret the question.
- The learners could not analyse how increased interest on clothing store credit cards and increased electricity costs have influenced contemporary fashion that consumers wore in 2024.

C Provide suggestion for improvement in relation to teaching and learning?

- Teachers must cover all the topics in clothing according to the ATP and the Examination Guidelines.
- Questions from previous question papers will enhance learners' interpretation of clothing questions when giving informal activities.
- The internet are very useful resources for revision of clothing topics, pictures of the clothing outfits should be discussed with learners as a form of revision.
- Clothing topics and current consumer issues must be discussed in class and can

be successfully taught in a practical way.

D Describe any other specific observations relating to responses of learners?

- It seems as if some of the sub-topics in clothing were not covered by some teachers.
- Learners are not always able to express themselves when answering questions.
- Teaching must take place in the LOLT.

E Any other comments useful to teachers, subject advisors and for teacher development?

- All topics must be covered as per ATP and Examination Guidelines.
- Teaching must take place in the LOLT.
- Teachers must remain up to date with consumer issues in the clothing industry and fashion to update learners of new development.

QUESTION 5: Topic: Housing and Interior

A General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?

- The learners performed moderately.

B Why was the question poorly answered?

- Learners could not differentiate between an offer to purchase agreement and a deed of sale agreement. There was simply the difference in the terms.
- Learners struggled to score full marks to explain why it may be still better to build a home rather than to buy an existing full-title house.
- Learners scored low marks in this question because they could not describe the positive environmental impact of the microwave oven.

C Provide suggestion for improvement in relation to teaching and learning?

- Teachers must encourage learners to study terminology.
- Regular short tests on terminology can be written to strengthen knowledge of

terms.

- Teachers must teach the appliances as per the current ATP and Examination Guidelines. Refrain from teaching content not in the current ATP or Examination Guideline as this is a content overload which learners may not be able to cope with.

D Describe any other specific observations relating to responses of learners?

- Teachers must explain the similarities of terms or words.

E Any other comments useful to teachers, subject advisors and for teacher development?

- Teachers must teach in the LOLT of the school.
- Content coverage should be monitored at school, cluster and district level.

QUESTION 6: Topic: Entrepreneurship

A General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?

- In general, there is an improvement in learners answering question 6.
- Questions were straight forward however some learners showed lack of foundational knowledge.
- Question 6.8 pose a challenge to learners. The learners wrote about loadshedding in general and not on the positive impact that loadshedding have on a small business.
- Some learners struggled to apply content that has been taught during the year.

B Why was the question poorly answered?

- Learners did not know the factors that an entrepreneur must consider when choosing a product for a small-scale business.
- Learners did not score full marks for this question; the learners mentioned the P's of a marketing strategy but not the examples.
- Learners could not explain the positive impact that a plant-based packaging has

on the environment.

- Learners could not predict the positive impact that the state of no load-shedding may have on small businesses.

C Provide suggestion for improvement in relation to teaching and learning?

- Teachers must teach entrepreneur as per ATP and Examination Guidelines.
- Teachers must clearly explain to learners what a financial feasibility study is when it is conducted and why it is conducted.
- Teachers must clearly explain the marketing strategy with examples.

D Describe any other specific observations relating to responses of learners?

None.

E Any other comments useful to teachers, subject advisors and for teacher development?

- School must ensure that the curriculum is monitored by the HOD for Consumer Studies to ensure that the content is covered for each term in all schools offering the subject.
- Teachers must teach learners how to answer questions e.g. how to evaluate and analyse. Learners does not always know what is expected with the action verbs in questions.
- Focus should be on teaching in English and Afrikaans depending on the LOLT of the school.
- Marking and feedback of any form of assessments is essential and this will assist learners in understanding the content, errors made in answering and expressing themselves in the LOLT on paper.
- Revision is essential per term to give learners the last push that they so desperately need into an examination.