



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 NSC CHIEF MARKER'S REPORT

SUBJECT	Consumer Studies		
QUESTION PAPER	1 X	2	3
DURATION OF QUESTION PAPER	3 Hours		
PROVINCE	Eastern Cape		
NAME OF THE INTERNAL MODERATOR	Dr. F. Hendricks		
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DATES OF MARKING	01 Dec – 13 Dec		
HEAD OF EXAMINATION:	Mr Mabona		

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
<ul style="list-style-type: none"> General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>(a) Question 1 was moderately to well answered.</p> <p>(b) Learners struggled with the correct functions of different types of additives.</p> <ul style="list-style-type: none"> Most learners could answer the consequences of brand piracy as they simply had to select from the list provided Learners struggled with the terminology Most learners managed to answer the question regarding the four stages of conducting quality control. They simply had to select the correct answers from the given list. Learners struggled with the terminology regarding housing. <p>(c) Suggestion for improvement</p> <ul style="list-style-type: none"> Teachers must thoroughly explain terminology per sub-topic and provide learners with a list of this terminology or allow learners to summarise terminology per lesson.

- Informal assessment activities using previous question papers may be used to expose learners with different types of short question for each sub-topic as it is dealt with per week.
- Teachers must follow the ATP and the examination guidelines to ensure that all topics are well covered.
- Learners could 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) It appears that learners simply did not study terminology.

Developmental feedback and remedial work must be given to learners after marking these informal tasks for learners to improve.

QUESTION 2

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

Topic: The Consumer

(a) Question 2 was poorly to moderately answered.

(b) 2.1 Learners struggle with the terminology regarding the terms of consumer price index (CPI)

and pay as you earn (PAYE).

2.2. Learners did not know the body that is responsible for setting the repo rate.

2.3. Most learners could answer this question on the basic services that are provided by the municipalities.

2.4. Most learners could answer the types of contracts in which goods and services are bought and paid later for.

2.5. Most learners could answer this question on ways to reduce the consumption of electricity when drying clothes.

2.6. Learners struggled to explain why compound interest is beneficial for investments/savings.

2.7. Most learners could not explain why it is advantageous for a consumer to buy a product that has a warranty/guarantee

2.8. Most learners could answer this question on the type of scams and why is the SMS regarded as a scam.

2.9. Learners struggled to answer this question.

2.10. Learners struggled to link the causes of prices to goods and services that continue to increase drastically.

2.11. Learners struggled to validate the statement about how the communities and municipalities can combat the carelessly thrown rubbish away.

(c) Suggestion for improvement:

- Teachers must explain words as CPI, PAYE, warranty, guarantee validate to the learners.
- Apply English across the curriculum to improve learners' language skills.
- Encourage learners to look up the meaning of words in dictionaries or on their cell phones.
- Teachers must teach in the LOLT and encourage learners to verbally answer questions in English while teaching.
- Assist learners when they make mistakes in explanation of answers in class. This will build learners language abilities and confidence to respond to questions, make this a rule in the class while teaching.
- Teachers must stay abreast on current consumer studies broadcasted on the news. Make the learners aware of these issues and let learners come up with possible questions that could be asked on these issues. Learners must then be encouraged to develop marking guidelines from the approved textbooks, for the questions that they come up with. This will develop their reading and writing skills.

(d) Teaching and learning should take place in the LOLT of the school.

Learners must be reminded that they are assessed in English or Afrikaans in content subjects.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

Topic: Food and nutrition

(a) There is a slight improvement on how learners responded to this question compared to this question composed to 2024.

(b)3.11-3.1.2 Learners did not know the terms.

3.2 Learners could answer the information found on a food label that could assist in preventing food poisoning.

3.3 Learners could not write a paragraph on high- density lipoprotein (HDL) and low-density lipoprotein (LDL) cholesterol.

3.4 Learners could not discuss how hepatitis A can be transmitted in the food environment

3.5 Most learners could not explain the advantages of the irradiation of fruits and vegetables.

3.6 Learners could not explain how anaemia can be prevented and managed by vegetarians. Application abilities of learners were lacking in this question.

3.7. Learners found it difficult to link the effect of a diet high in fruits, vegetables and fish may have on the prevention and management of hypertension and coronary heart

disease. They simply had to apply their knowledge on a high diet within fruit, vegetables and fish may have on the prevention of hypertension and coronary heart disease.

(c) Suggestion for improvement:

- Teachers must ensure that they teach the food related health conditions stipulated in the current ATP and examination guidelines. Focus on the sub-topics as indicated in these documents.
- Develop worksheets and easy to study notes on the topics that must be covered.
- Provide learners with enough informal assessments to expose them to different ways and cognitive levels in which questions can be asked.
- Ensure all topics are taught.
- Provide learners with examples of food items/dishes/recipes/menu from which questions can be asked on the food related health conditions. Allow learners to develop lists of nutrients and their functions related to a specific food related health condition.
- Highlight food items that will cause the condition as well as food items that will help to prevent and manage the food related health condition.
- Cover the content timeously to make provision for revision.
- Use questions from previous question papers to assist with understanding how to answer questions and not to study these questions or answers.
- Teachers must stay informed about current food consumer issues in South Africa and make learners aware of issues and how they impact consumers.

(d) Teachers must teach learners to focus on the underlined keywords and action verbs when reading a question.

QUESTION 4

Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Topic: Clothing

The questions were poorly answered.

4.1 Most learners could name the factors that influence fashion change.

4.1 Learners struggle to explain the term trademark.

4.3 Most learners could state the illegal clothing practices.

4.4.1 Learners struggled to identify the type of fashion that is represented by the graph.

4.4.2 Most of the learners could not name the stage in the fashion cycle that was represented.

4.4.3 Learners struggled to explain what happens to the cost of clothing items in February and March.

4.5 Learners could not discuss the versatility of the shoes.

4.6 Learners could not link the long-term effects that fashion will have on the natural environment.

(c) Suggestions for improvement:

- Teachers must teach Grade 11 content on design elements and principles very well with application of clothing.
- Teachers must clearly explain and differentiate clothing terms while teaching
- Make teachers aware of basic knowledge of suitable clothes for the work environment especially about corporate dress codes and clothing in the world of work.
- Teachers must explain the fashion cycles and link it to fashion terms where applicable.
- Learners should be exposed to different graphs and how to interpret it.
- Teachers must stay in the loop of current clothing consumer issues and factors that may influence changes in fashion.
- Use relevant pictures from websites and bring the reality of workplace dress codes into the learners' contexts. Both approved textbooks must be used in conjunction with the ATP and the examination guidelines in all lessons.

(d) All topics must be covered as per ATP and Examination Guidelines.

Teachers must remain up to date with the Consumer issues in the clothing industry and Fashion to update learners of new developments.

QUESTION 5: Housing and Interior

This question was poorly answered

5.1 Most learners could answer the housing ownership option that is managed by a body corporate.

5.2 Most learners could describe what the body corporate is.

5.3 Learners could not state the disadvantages of buying household appliances on credit.

5.4 Learners struggled to list of information that must be included in a lease agreement to protect both the tenant and the landlord.

5.5 Learners could not differentiate between energy sources and human energy.

5.6 Learners struggled to discuss how the fridge/freezer save human energy and electricity.

5.7 The learners struggled to link negative financial impact that non-payment of accommodation will have on landlords.

(c) Suggestion for Improvement:

- Terminology must be prioritized in every topic taught.
- Teachers must explain the impact of appliances on the natural environment, water and electricity consumption. Focus should be placed on consumption in the applicable appliances.

(d) Teachers must teach in the LOLT of the school.

Content coverage should be monitored at school cluster and district level.

QUESTION 6: ENTREPRENEURSHIP

(a) The question was moderately answered.

(b) 6.1. Most learners could answer this question.

6.2.1 – 6.2.2. Terminology was slightly better answered in this question.

6.3. Most learners could state how a business can use its time effectively.

6.4. Learners struggled to describe characteristics of sustainable producers.

6.5. Most of the learners could explain how the training of staff improves productivity in a business.

6.6.1 Learners could not explain how the couple identified a potentially profitable business opportunity.

6.6.2. Most of the learners could identify the target market in the case study.

6.6.3. Most of the learners could describe how expresso café was marketed.

6.6.4. Learners struggle to link why it was important for them to spend two years refining their model.

6.6.5. Learners struggle to get full marks because they did not read that 30% profit included.

6.6.6. Learners struggle to obtain full marks because they had to calculate the new selling price.

6.6.7. Learners struggled to validate if this business able to sustain its profitability.

(c)Suggestion for improvement:

- Teachers must teach learners to underline and understand what the action verb requires in a question.
- Learners must be taught to read the whole question before answering.
- Learners must be taught to look at the mark allocation per question as a guide to cater for the depth of the answer when answering questions.

- Teachers must constantly make learners aware of current consumer issues influencing small business in South Africa and stay informed themselves on the latest news regarding entrepreneurship.

(d) Teachers must teach learners how to answer questions e.g. How to evaluate and analyse

- 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.

GENERAL COMMENTS AND CONCLUSION:

- Teachers must ensure that the content is sufficiently covered as prescribed by the ATP and Examination Guidelines.
- Ensure that enough quality informal assessment is done with learners.
- Feedback and remedial works must be done for each informal assessment given to learners.
- Teachers must use both approved textbooks when preparing lessons.
- Teachers must remain up to date regarding consumer issues in South Africa.