



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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## **2018 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>CONSUMER STUDIES</b>
<b>PAPER:</b>	<b>1</b>
<b>DURATION OF PAPER:</b>	<b>3 HOURS</b>
<b>DATES OF MARKING:</b>	<b>1-14 DECEMBER</b>

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

The performance overall as a province is below par. Of the six questions, question 1 the short question, was the candidates best mark. For the most part, the questions that required a basic knowledge and understanding of the subject content were answered well. Candidates who did not perform satisfactorily in the questions requiring moderate thinking and application, were those who did not have enough knowledge of the subject matter and therefore had not prepared adequately for the exam. It was pleasing to note that some learners who were not strong in the application questions were able to score some marks in the higher order questions through the utilisation of the information given in the case studies. Lower order questions where the answers were sourced from the case study were better answered than in the past.

Challenges with the FAL candidates are still evident as this poses a barrier to understanding what is required from the questions. All learners are to read the questions more carefully as marks cannot be awarded when the content given does not line up with the specifics of the question. The calculations required in the entrepreneur question showed an improvement from previous years.

### **SECTION 2: Comment on candidates' performance in individual questions**

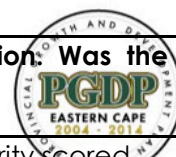
**(It is expected that a comment will be provided for each question).**

#### **QUESTION 1**

**(a) General comment on the performance of learners in the specific question: Was the question well answered or poorly answered?**

The multiple choice Q1.1, which was half the question's total was where the majority scored their marks. This part touched on all the components in the syllabi and was well answered.

Q1.3 on the stages of the fashion cycle was generally well answered. It was disappointing that



some learners lost marks on this straight forward question.

Q 1.2 and Q1.5, identifying facts/statements from the entrepreneurship and housing content was answered fairly well. There was some difficulty in attaining all the marks for question 1.4, contracts and Q1.6 on hypertension.

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

Q1.2. Incorrect choices were made if learners did not know the specific factors that fall under the topic 'efficient production of quality products.'

Q 1.3. When learners did not know any of the names of the stages for this question, it was clear that no learning had taken place for the fashion cycle.

Q1.4 It is important that all terminology in the consumer section is learned.

Q1.6 Incorrect choices reflected a lack of factual knowledge of the management of the lifestyle diseases (food- related health conditions) covered in the syllabus. It appeared as though this question was a guessing game as the incorrect choices- letters C, G and H were selected regularly.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

The syllabus covers a lot of content. At the end of each section taught, pupils can make notes where the main concept/ topic is placed in a burr diagram or table with the relevant facts or factors relating to the topic to clarify content. Terminology and definitions/explanations need to be summarized so that these notes are made throughout the year and can be used as tools for studying in preparation for the final exam.

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

Learners are to follow instructions and only write the letter for short questions. Some learners copy out the sentence in place of the chosen letter.

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Overall the questions that were not answered well were Q 2.2.2 and Q2.5 and Q2.6.

Q2.1 Defining Stokvel was well answered and pupils are familiar with this method of saving.

Q2.2 Learners who knew that within 5 days was the time required to apply for the cooling off period did not specify 5 working or business days. The conditions under which a cooling off period is valid was not well answered.

Q2.3 and Q 2.4 could be answered. Most candidates got a mark for 2.4.1 and 2.4.2 which shows that consumers are aware of water as a scarce resource. However, some gave general ways of saving water.

Q2.5. This question was misinterpreted and was poorly answered.

Q2.6. Few learners got eight marks for this question. The average number of marks was 2.

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

Q2.4.1 Grey water was incorrectly referred to as dish washing water. In Q2.5 learners answered the responsibilities of the municipality with regards to electricity spent as the electricity expenditure needed for the community needs instead of focusing on what was spent on electricity within the municipalities own budget. In many cases the answer given was that electricity was spent on replacing stolen electricity which is not electricity usage. Funding for the provision of free basic electricity to poor households was seldom mentioned as an answer.

Q 2.6 The candidates focused only on the *interrelationship* word in the question and failed to bring in the aspect of a *high salary* with regards to extra forms of taxes that one encounters. It was assumed that as the question had the words 'high salary' that the tax referred to must be income tax. This cut out all the other tax possibilities that could be mentioned in the answer. Some incorrectly mentioned the uses of taxes by government.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Q2.2.1 The implication of saying 5 working days must be highlighted by the teachers as many businesses that are not open on weekends cannot count these days as part of the 5 days. This would give the consumer more time to utilize the cooling off period.

Q.2.6 Questions must be read carefully. In general, bring pupils attention to looking at the mark allocation as a guide to answering the question.

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

Provide learners with more informal tasks so that they can be trained on how to approach a question. Point out that taxes is not only for short questions and focus on higher order questions with a greater mark allocation.

**QUESTION 3**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This question had various responses with the first half dealing with easy to moderate question levels being better answered than the second half which required more challenging questions. Q 3.2 on food labels was fairly accurate and Q 3.3.2 and Q 3.3.4 were well answered as they were sourced directly from the case study.

Q3.3.3 b) dealt with the explanation for diabetes type 2 in the case study. Learners could give

answers directly pertaining to the case study for their reasons but most failed to answer the cause of diabetes with the depth required for this answer. Likewise, Q 3.3.5 on high cholesterol levels was poorly answered when the depth of knowledge was required. Q3.3.6 on the positive impact of exercise and the inclusion of monounsaturated fats should have been better understood. Q.3.4 on listeriosis was particularly poorly answered.

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

Q 3.3.3 b) Candidates were unable to explain the role of insulin with regards to the impact that it would have on the resulting high glucose blood levels. Q3.3.5 learners did not know the role of LDL and HDL for the cholesterol in the body. This impacted on Q 3.3.6 which also required knowledge of these fats. There was also a muddling of facts for example diabetes and cholesterol when answering the questions. Few knew the benefits of physical exercise for Nicole's condition highlighted in the case study.

Q 3.4.1. Learner could have panicked when they read the question in listeriosis. This question required a little 'out of the box' thinking and was not a question that you would have been able to study from notes. The relevant points that were mentioned unfortunately were swapped around for Q3.4.1 and 3.4.2 and marks could not be awarded.

**3.4.1 (c) Provide suggestions for improvement in relation to Teaching and Learning**

Reading the questions carefully remains a concern. In Q 3.2 which was an easy question on information for labelling, some still missed the key words in the question 'for a healthy diet'. Revise the types of fat dealt with in the grade 11 nutrition section. Work on the impact that these fats have in the body in relation to heart disease and atherosclerosis. Much of this section of is detailed so high cholesterol levels is not sufficient as an answer and clarity between good and bad cholesterol is necessary. In addition, types of fats such as trans-fat and saturated fats were not referred to with Q 3.3.5. Point out that if a question says 'list' as in Q3.2 one should not be answering this in paragraph form. Learning definitions as in Q 3.3.1 with obesity is important to get all the marks, as well as learning facts such as in Q3.1 where learners should have scored full marks for the reasons why stabilisers are added to food. Each lifestyle disease must be summarized with the key information such as the food or condition contributing to the problem, the symptoms and how to prevent it and the management thereof. When referring to the information in a case study it must be integrated fully into the answer and not just quote a few key words/phrases. Note for Q 3.4.1 the emphasis was on poor hygiene as a contributing factor for listeriosis and in Q 3.4.2 the focus was on socio economic factors and learners failed to write on how a lack of money contributed to the problem of listeriosis.

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

Try and bring current issues and events into the classroom when related sections are taught. Example when teaching food borne diseases, this was an ideal opportunity to bring in listeriosis which was topical at the end of 2017 and 2018. Newspapers and access to the internet is useful for topical issues. Teach them to look for key words in a question so that they stay on track. Reemphasize the meaning of terminology used in questions such as explain, discuss, describe, define etc. as learners do not appear to understand the differences.

#### QUESTION 4

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

On the whole for this question candidates did score marks however, the question on optical illusions in Q 4.3.2 and in Q 4.3.4, the analysis of accessories left room for improvement. Most learners could identify the retrospective fashion question; however, some could not get the answer-a tie. Many got good marks for the first question Q 4.1. For Q 4.3.3 on the versatility of the suit, they were able to follow instructions and answer this in paragraph form.

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

Q4.3.2 was not answered well as the question in optical illusion was not on the effect of stripes but on light verse dark colours. Q4.3.4 some candidates found the word 'analyse 'used in the question uncertain as to how to tackle this question so did not bring up various responses.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Learners are to learn the elements and principle design as covered in the grade 11 syllabus and be able to apply it to work- wear in the grade 12 syllabus.

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

Use images/pictures from magazines to try and visualize different workwear options for pupils to discuss in class

#### QUESTION 5

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The questions requiring factual information were answered well for the learners who had learnt the facts. These were the first six questions which included covering various aspects of the

acquisition of housing. In Q5.2 and Q5.6 incorrect responses for example were- the body corporate collects rent from tenants reflects poor understanding. In Q 5.3 learners did not know the different costs that make up the monthly bond repayment. Q5.7 which focussed on the *financial* disadvantages of renting and not just disadvantages were well answered considering more thought processes had to be worked through to arrive at this answer. Q 5.8 on universal design features had various responses resulting in a range of scores. Q 5.9 The case study contained all the clues needed to answer this question. However too many learners misread this question and answered general disadvantages of building a house.

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

Q5.5 The government housing subsidy was assumed to be for RDP housing. Learners often wrote that the government gives people the house instead of that they are given assistance to buy a house through an allowance. Q5.6. Many lost marks when they wrote about the maintenance verses no maintenance issue when differentiating between full title and sectional title and did not write the difference pertaining to the *ownership* issues on the property with regards to one's tenure. They failed to write that you have shares in the common property. Many just list any features of appliances when answering the universal design question and this shows a lack of understanding of this term. They also wrote the features under two separate headings for gas and electric stove and did not realize that this was a combination stove. Q 5.9. Learners lose a lot of marks when questions are misread. If a case study is given in the question paper, the question will relate to the scenario in the story and answers in the memo will be based on the story given.

**(c)) Provide suggestions for improvement in relation to Teaching and Learning**

Q5.3. Emphasize the different types of insurances as learners wrote insurance as a cost towards your monthly bond repayment instead of being specific. Universal design is taught in the grade 10 year. When teaching this section one can revise over the principles covered in grade 10 first and then move onto the features as required in the grade 12 syllabus to assist understanding. Not all features on appliances are necessarily those that are referred to as universal design. Pictures/images of different types of housing like a cluster/ complex housing scheme, apartments/flats etc. need to be shown to learners to assist with the understanding of full title verses sectional title. This will also help visualize these differences and assist in the understanding of the role of the body corporate in sectional title ownership. Learners need clarity on the difference between human energy and non-human energy so key words can be given and also working through previous question papers. This section has a lot of terminology and perhaps teachers can use the terms in a case studies so that they can read them used in a particular context hence gain a better understanding.

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

Using property 24 from the internet will help learners to understand how the home loan is calculated as they can select a home and use the bond calculator on the page to see what the cost of the house would be over 20 years for example and the interest is worked out and clearly shown. This will help with understanding the financial costs involved for taking a home loan. Use furniture flyers to look at appliances available at local stores to talk about universal design.

#### **QUESTION 6**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Overall the entrepreneur question was better answered than in previous years in that more was written in the answers. Few got direct and indirect distribution for Q 6.1. For Q 6.3.1 – 6.3.3, many learners had a reasonable amount correct with Q 6.3.3 being well answered. Q 6.3.4 many did not elaborate enough on customer queries to warrant five marks. Q6.3.5 was poorly answered and there was a confusion between the availability of financial resources verses raw materials. Application to the story scenario was lacking. Many attempted to do the calculations in Q 6.3.6 and there were those who did not get any marks here. Q 6.3.7 was poorly answered as a whole although some learners did achieve full marks for this question and were able to think “out of the box”

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

Many just rewrite phrases from the case study in the hope of getting some marks. Using the name of the person from the case study may help to apply the question to that person's situation and guide one's thoughts to answer appropriately. This was the case for Q6.3 1 and 6.3.2 as this was answered in a more general manner. Learning the differences between stock control and a tidy work place needs to be brought to their attention. Learners also answered the question from a buyers perspective example that the place would be neat and impress the customer but this question is about the making( production)of the goods. Q 6.3.3 - although this was a straightforward question some learners state that the information on the label would be the list of ingredients instead of materials used as this was a jewelry item.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

The case study was detailed and required reading a few times to extract the information correctly for the different questions. Learners are encouraged to practice reading larger volumes of information to get familiar with having to read a case study more than once. Numbering the questions, the same as the question paper can be brought to their attention as they will lose marks.

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

Learners must be encouraged to write in full sentences when questions require them to discuss or explain. Continue to work on different examples for the calculations for learners to get good practice at the different ways that these can be asked. More practice with application to case studies is recommended.