



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**National Curriculum Statement
Grades 10 – 12
(General)**

CONSUMER STUDIES

Department of Education

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ISBN 1-919975-75-6

Design and Layout by: Seriti Printing (Pty) Ltd
Printed for the Government Printer Pretoria by Shumani Printers

HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

■ Chapter 1 - Introducing the National Curriculum Statement

This chapter describes the principles and the design features of the National Curriculum Statement Grades 10 – 12 (General). It provides an introduction to the curriculum for the reader.

■ Chapter 2 - Introducing the Subject

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

■ Chapter 3 - Learning Outcomes, Assessment Standards, Content and Contexts

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade 12. The Assessment Standards are consequently laid out in double-page spreads. At the end of the chapter is the proposed content and contexts to teach, learn and attain Assessment Standards.

■ Chapter 4 – Assessment

This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

■ Symbols

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts.



= Learning Outcome



= Assessment Standard



= Grade



= Code



= Scale



= Competence Description



= Content and Contexts



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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CASS	Continuous Assessment
DO	Developmental Outcome
FET	Further Education and Training
GET	General Education and Training
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
NCS	National Curriculum Statement
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
RDA	Recommended Daily Allowance
SAQA	South African Qualifications Authority
SMMEs	Small, Medium and Micro Enterprises

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that ‘everyone has the right ... to further education which the State, through reasonable measures, must make progressively available and accessible’.

The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

- social transformation;
- outcomes-based education;
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;
- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10 – 12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10 – 12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10 – 12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10 – 12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10 – 12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, inclusivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10 – 12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as ‘intelligent’ only if they were adept in these ways. Now people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10 – 12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10 – 12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10 – 12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 – 12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10 – 12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or ‘knowledge’ fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10 – 12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10 – 12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

CONSUMER STUDIES

DEFINITION

The subject Consumer Studies focuses on developing knowledge, skills, values and attitudes in learners to enable them to become responsible and informed consumers of food, clothing, housing, furnishings and household equipment, and to use resources optimally and in a sustainable manner. The subject also promotes the application of knowledge and skills in the production of quality marketable products that will meet consumer needs.

PURPOSE

Consumer Studies educates learners to be wise consumers by developing the knowledge, skills, values and attitudes to:

- improve the quality of life experienced by individuals and communities;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others;
- collect, analyse and critically evaluate information to acquire the skills to be effective consumers;
- utilise different sources of product information to make consumer decisions using critical and creative thinking;
- communicate effectively using visual, symbolic and/or language skills in various modes
- recognise environmental concerns and their effect on consumers and producers (e.g. decreasing the supply of natural resources and the excess of waste);
- understand the impact of inequitable consumption and production on the natural and economic environment;
- appreciate the mutual benefits of working with others as members of a team or group in investigating issues, solving problems and producing products;
- develop cultural and aesthetic sensitivity about food, clothing and housing behaviour patterns across a range of social contexts;
- encourage positive attitudes towards work and empower individuals to become self-reliant through the application of food, clothing, housing and furnishings, and entrepreneurial knowledge and skills; and
- lay the foundation for Higher Education and Training, and explore career opportunities in food, clothing, housing and interior design.

SCOPE

Consumer Studies embraces three areas: Food and Nutrition, Clothing, and Housing and Furnishings.

The subject Consumer Studies lays a foundation for consumer education that will develop learners into responsible and informed consumers. This will contribute to the improvement of the quality of life of consumers and to the development of the economy and social fabric in South Africa.

Consumer Studies also prepares learners to acquire the necessary knowledge, skills, values and attitudes to produce and market food or clothing or furnishing products to satisfy consumer needs. South Africa's rich cultural heritage and indigenous knowledge should be used as an inspiration to produce culturally-acceptable products.

EDUCATION AND CAREER LINKS

The knowledge and skills gained in the General Education and Training band in the Learning Areas of Technology, Natural Sciences, Economic and Management Sciences, Mathematics, Languages and Life Orientation serve as a base for learners to proceed with their studies of Consumer Studies.

In Further Education and Training, the subjects Business Studies, Economics, Accounting, Agricultural Sciences, Mathematics, Mathematical Literacy, Geography, Design, Life Orientation, Languages and Electrical Technology provide possible linkages to Consumer Studies.

Consumer Studies involves integrated theory and practical skills that may create opportunities for self-employment and entrepreneurial ventures related to food, clothing and furnishings.

The subject will also provide learners with underpinning knowledge and skills to enter programmes in the Higher Education band in the areas of food, nutrition, clothing, textiles, housing and interior design.

LEARNING OUTCOMES



Learning Outcome 1: Management of the Consumer Role

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.

This Learning Outcome focuses on the rights and responsibilities of consumers, the redress available to consumers through various channels in South Africa, the household budget, marketing practices, and aspects of the economic environment impacting on consumer financial decision making.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can

describe consumer rights and responsibilities and identify the impact of marketing strategies.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can describe consumer policies and practices as they relate to consumer protection, and define the role of the household budget in managing financial resources responsibly.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can act responsibly in the economic environment and evaluate channels for addressing consumer issues.



Learning Outcome 2: Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.

This Learning Outcome focuses on economic, socio-cultural, functional and aesthetic considerations in the choice of food, clothing, housing and furnishings, the food needs of consumers with different types of requirements, design elements and principles as aesthetic considerations in evaluating floor plans and selecting furnishings and clothing, and the evaluation of living spaces for accessibility and safety.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can describe the food and clothing practices of different socio-economic and cultural groups, discover the impact of food choices on health, identify appropriate clothes for different purposes, and recognise aspects affecting the choice of housing in different socio-economic and cultural groups.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can compare their own food intake with nutritional requirements and come to a conclusion, explain basic principles and elements of design related to the selection of clothing to meet aesthetic needs, construct a floor and furniture plan to illustrate the principles of functionality and safety in living spaces, and explain choices of furnishings and textiles to meet aesthetic needs and functional considerations.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can describe guidelines for the prevention of nutritional and food-related diseases and health conditions, investigate and describe current fashion trends, and explain the selection of clothing for the world of work. Learners can describe the contractual and financial responsibilities applicable to consumer choices of housing, furniture and household equipment, investigate and describe role-players in accessing housing, compare household equipment using specified criteria, and investigate and report on a consumer issue.



Learning Outcome 3: Responsible Use of Resources

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.

This Learning Outcome focuses on the interaction between the consumer and the social, cultural, economic and natural environment, the interaction between available resources and the choice of food, clothing, housing, and furnishing, criteria for evaluating food, clothing, furniture and furnishing outlets, safe food-handling practices and aspects of food spoilage, and ergonomic principles in the choice of furniture.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can explain the use of resources related to the choice of food, clothing, furniture and household equipment, identify safe food-handling practices in the home, and describe ergonomic principles related to the choice of furniture and household equipment.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can act responsibly in the community by explaining safety, quality, price and variety as criteria for evaluating of food, clothing and furnishing outlets, and describe the effects of pathogenic organisms on the safety of food.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can contribute towards the sustainability of the environment by analysing the impact of the selection and use of food, clothing, household equipment or furnishing on the natural or economic environment, and identify a consumer issue and suggest a strategy for addressing this issue.



Learning Outcome 4: Production and Marketing of Food, Clothing and Soft Furnishing Products

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.

This Learning Outcome focuses on the application of the theoretical knowledge and practical skills necessary for the small-scale production of food, clothing and furnishings that are marketable and safe for human consumption. Indigenous knowledge, skills, customs and practices should be considered in the creation of these products.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can describe the theoretical knowledge and basic processes, techniques and skills needed to produce acceptable food, clothing or furnishing products, use processes, techniques, skills and theoretical knowledge correctly, produce acceptable products, adapt processes and workflow to suit small-scale production, and calculate the unit price of products.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can describe the theoretical knowledge and advanced processes, techniques and skills applied in the production of acceptable food, clothing or furnishing products, apply knowledge, processes, techniques and skills to the adaptation of recipes or patterns to make them suitable for small-scale production, and calculate the production cost of products.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can describe the theoretical knowledge, applicable processes, techniques and skills used to produce a product, apply the knowledge, processes, techniques and skills to the production of products, work as a member of a production team, compile a production and marketing plan, evaluate the enterprise for sustainability, produce and market product, and evaluate the enterprise for sustainable profitability.

CHAPTER 3

LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Grade 10



Learning Outcome 1

Management of the Consumer Role

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.



Assessment Standards

We know this when the learner is able to:

- Explain the rights and responsibilities of consumers.
- Assess the impact of marketing strategies on consumer buying behaviour.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Explain consumer protection policies and practices.
- Explain the household budget as an instrument for managing financial resources.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Investigate and evaluate channels for consumer complaints.
- Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings.

Grade 10



Learning Outcome 2

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Discuss the daily food intake of young adults.
- Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health.

Clothing

- Discuss the young adult's choice of suitable clothing for different purposes.
- Describe the effect of clothing choices on physical comfort.

Grade 11



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Compare a young adult's daily food intake with the nutritional requirements using food composition tables, and recommend necessary improvements.
- Explain the nutrient needs of consumers from different age groups and with different energy requirements.

Clothing

- Select clothing to meet aesthetic needs.
- Compare the effect of clothes on figure shapes, using the elements and principles of design.

Grade 12



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Suggest guidelines for the prevention of nutritional and food-related health conditions.

Clothing

- Apply clothing theory to the selection of clothing for the world of work.
- Examine and describe current fashion trends for young adults.



Learning Outcome 2 Continued

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.



Assessment Standards

We know this when the learner is able to:

Housing and Furnishings

- Explain different aspects to consider in the choice of housing.

Grade 11



Assessment Standards

We know this when the learner is able to:

Housing and Furnishings

- Analyse and explain the functionality and safety of existing floor and furniture plans, and apply the elements and principles of design to the choice of furnishings for living and work spaces.
- Describe the functional considerations in the choice of textiles for furnishings.

Grade 12



Assessment Standards

We know this when the learner is able to:

Housing and Furnishings

- Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing.
- Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities in buying furniture and household equipment.
- Investigate and report on an issue related to *one* of the following:
 - nutrition;
 - food;
 - clothing;
 - textiles;
 - housing;
 - furnishings;
 - equipment.

Grade 10



Learning Outcome 3

Responsible Use of Resources

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Make judicious food choices in terms of the resources available to the household.
- Describe safe food-handling practices.

Clothing

- Explain clothing choices in terms of the resources available to the household.

Housing and Furnishings

- Apply ergonomic principles to the choice of furniture and household equipment.

Grade 11



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community.
- Explain the effect of pathogenic organisms on food spoilage and safety.

Clothing

- Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community.

Housing and Furnishings

- Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community.

Grade 12



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Identify a consumer issue related to the impact of the selection and use of food on the natural or economic environment, and suggest a strategy for addressing the issue.

Clothing

- Identify a consumer issue related to the impact of the selection and use of clothing on the natural or economic environment, and suggest a strategy for addressing the issue.

Housing and Furnishings

- Discuss the responsible use of water, electricity and municipal services related to housing and household equipment.



Learning Outcome 4

Production and Marketing of Food, Clothing and Soft Furnishing Products

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.



Assessment Standards

We know this when the learner is able to:

- Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using basic methods and techniques.
- Adapt household processes and workflow for a product according to principles of small-scale production.
- Calculate the unit price of products.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using advanced methods and techniques.
- Adapt recipes or patterns to make them suitable for small-scale production.
- Calculate the cost of products in terms of human and other resources used.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques, while working in a production team.
- Compile and implement a plan for the production and marketing of a product.
- Evaluate the sustainable profitability of the enterprise.



CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way as to assist learners to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to learners and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learners. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

Note: The term 'young adult' below refers to males and females in the age group 15 to 18 years.

Grade 10



Learning Outcome 1

Management of the Consumer Role

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.

Proposed content

- When discussing responsible consumer behaviour, the rights and responsibilities of consumers should be explained.
- When investigating marketing strategies, include a variety of applicable strategies.

Grade 11



Proposed content

- When explaining consumer protection, include consumer practices, policies and organisations relating to consumer information and protection.
- Explain how the household budget functions as an instrument to manage financial resources.

Grade 12



Proposed content

- When investigating channels for consumer complaints, investigate the range of channels available in the country.
- Analyse the influence of taxes, interest rates and inflation on the funds available to the household for food, clothing and housing.

Grade 10



Learning Outcome 2

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.

Proposed content

Food and Nutrition

- When discussing the daily food intake of young adults, consider the food practices of various groups of people as influenced by culture, religion and socio-economic status, as well as the influence of knowledge, attitudes and education on food habits and patterns.
- Compare food-based dietary guidelines with the daily food intake of young adults in terms of foods, portions and portion sizes. The information obtained can then be used to describe the impact of food choices on own health.

Clothing

- Focus on the impact of socio-economic and cultural considerations on the choice of clothing and styles when discussing the young adult's choice of suitable clothing for different purposes.
- Focus on the effect of clothing choices on physical comfort in terms of functional, socio-cultural and economic considerations. Functional considerations include the characteristics of the fabric used (e.g. properties of the fibre, structure of the fabric, finishes).

Grade 11



Proposed content

Food and Nutrition

- Compare a young adult's daily food intake with the recommended nutritional requirements so that suggestions for improvements can be made. Use nutrients and other components of food and their functions as a point of departure.
- Use the Recommended Daily Allowances (RDAs) for different stages in the life cycle and for people with different nutritional requirements (e.g. pregnancy, illness, physical requirements such as work and sport) when explaining the nutrient needs of consumers from different age groups and with differing energy requirements.

Clothing

- Apply the elements and principles of design to the selection of clothing for young adults to meet aesthetic needs (style and colour) and to compare the effect of clothes on figure shapes. Consideration should be given to those with physical disabilities.

Grade 12



Proposed content

Food and Nutrition

- When suggesting guidelines for the prevention or management of nutritional and food-related health conditions, include one or more health problems (e.g. HIV/AIDS, obesity, osteoporosis, high cholesterol or high blood pressure), as well as foods related to allergies and eating disorders.

Clothing

- When investigating the role of appearance in the world of work, include:
 - the influence of socio-psychological factors on the choice of clothing;
 - wardrobe planning for the world of work;
 - the symbolic meaning of appearance for social interaction.
- When examining current fashion trends for young adults, consider the fashion cycle and the influence of brand labels on the choice of clothing.



**Learning Outcome 2
Continued**

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.

Proposed content

Housing and Furnishings

- Examine housing within the socio-economic and cultural context in terms of:
 - functions (e.g. affording privacy, reducing crowding);
 - health and safety;
 - material used in relation to climate control and durability;
 - style and orientation of house as related to effective use of natural light and heat.

Grade 11



Proposed content

Housing and Furnishings

- Analyse floor and furniture plans, as well as traffic patterns in work, rest and social areas in a home, in order to:
 - explain safety and accessibility of housing and space;
 - make recommendations for purchasing furniture and maintenance of living space and apply the elements and principles of design to the choice of furnishings for living and work spaces.
- Describe functional considerations in the choice of furnishings in terms of the characteristics of the fabric used (e.g. properties of the fibre, fabric construction, characteristics of textiles, finishes).

Grade 12



Proposed content

Housing and Furnishings

- When investigating the financial and contractual responsibilities of the occupants for different housing options and when investigating the different role-players in accessing housing, focus on:
 - different housing options (e.g. buying, renting, building);
 - relevant costs and contractual implications;
 - financing related to buying and maintenance of the house;
 - the different role-players (e.g. government housing schemes, financial and other housing NGOs, subsidies, employers, the estate agent).
- When comparing and evaluating the choice of household equipment, consider the relevant technological context in order to evaluate household equipment with regard to function, energy (human and non-human) and water consumption. Pay special attention to the possible environmental impact of technology. When investigating the financial and contractual responsibilities related to buying furniture and household equipment, include the meaning and implication of instalment sales transactions, other ways of financing the purchase, relevant contracts, and the rights and responsibilities of consumers and sellers.



**Learning Outcome 2
Continued**

Proposed content

**Food and Nutrition, Clothing, Housing
and Furnishings**

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.

Grade 11



Proposed content

Food and Nutrition, Clothing, Housing and Furnishings

Grade 12



Proposed content

Food and Nutrition, Clothing, Housing and Furnishings

- Investigate an issue related to nutrition *or* food *or* clothing *or* textiles *or* housing *or* furnishings *or* household equipment. Examples include national and household food security, genetically engineered food, clothing for physically disabled people, new developments in textile fibres, recycling of textiles, and interior planning for disabled persons.

Grade 10



Learning Outcome 3

Responsible Use of Resources

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.

Proposed content

Food and Nutrition

- When explaining food choices in terms of the resources available to the household, include the human and material resources needed for obtaining and preparing food and how this relates to food choices made by young consumers.
- In describing safe food-handling practices, focus on hazards to food (e.g. bacteria, moulds, parasites, natural toxicants, storage procedures).

Clothing

- Explain clothing choices in terms of the human and material resources needed for obtaining and using clothing and how it relates to clothing choices by young consumers.

Housing and Furnishings

- Study ergonomic principles related to the choice of furniture and household equipment.

Grade 11



Proposed content

Food and Nutrition

- Apply the criteria for buying food (safety, quality, pricing) to evaluate food outlets in the local community.
- Discuss the pathogenic organisms related to food spoilage and food safety.

Clothing

- Apply the criteria for buying clothing (variety, quality, pricing) to evaluate clothing outlets in the local community.

Housing and Furnishings

- Apply the criteria for buying soft furnishings, furniture and household equipment (variety, quality, pricing) to evaluate soft furnishings, furniture and household equipment outlets in the local community.

Grade 12



Proposed content

Food and Nutrition

- Investigate any consumer issue related to the impact of the selection and use of food on the natural or economic environment.

Clothing

- Investigate any consumer issue related to the impact of the selection and use of clothing on the natural or economic environment.

Housing and Furnishings

- Stress the importance of the responsible use of water, electricity and municipal services.



Learning Outcome 4

Production and Marketing of Food, Clothing and Soft Furnishing Products

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.

Comments on the choices between food production, clothing production and the production of soft furnishings:

- Depending on the available resources in the school, at least ONE of the following options should be offered. A learner takes only ONE option:
 - food production;
 - clothing production;
 - soft furnishings production.
- Depending on the context of the school:
 - food production may focus on the general production of food items, production of food items using farm produce, catering from home, food preservation or sugar cookery;
 - clothing production may focus on producing clothing items using a sewing machine or the production of clothing and clothing accessories using equipment other than sewing machines;
 - soft furnishings production may focus on producing items using a sewing machine or the production of soft furnishings and interior accessories using equipment other than sewing machines.

Underpinning knowledge from the General Education and Training band

For Grades 10, 11 and 12 the following business theory from the General Education and Training band is deemed as underpinning knowledge: market research, marketing and selling practices, costing and pricing of products, financing and the financial management of a small business, entrepreneurship, financial concepts, business plans and small, medium and micro enterprises (SMMEs).

Grade 10



Proposed content

Food Production

- The principles, basic processes, techniques and skills necessary for food production that result in a variety of products with specified characteristics.
- The principles and techniques of storing and preparing food in order to retain nutrients and quality.
- Theory about equipment and work space:
 - suitable equipment;
 - hygienic standards;
 - suitable work space for the production of food items that are safe for eating.

Clothing and Furnishing Production

- The principles and techniques of home industry production of garments and soft furnishing items using basic construction techniques.
- Theory about fashion trends.
- Changing patterns to suit different tastes:
 - techniques of adapting patterns through the use of structural and decorative lines to meet the needs of consumers;
 - using South Africa's rich cultural heritage for inspiration.
- Theory about equipment and work space: suitable equipment and work space for the production of clothing products.

Grade 11



Proposed content

Food Production

- The principles, advanced processes, techniques and skills necessary for food production that result in a variety of products with specified characteristics.
- Adapting and standardising existing recipes, taking into account locally available foods, cultural and religious beliefs, sensory requirements, hygienic quality and economic viability.
- Costing and pricing products for profitability.

Clothing and Furnishing Production

- The principles, techniques and skills of home industry production of garments and/or soft furnishings items using advanced construction techniques.
- Adapting patterns for small-scale production: theory and techniques for altering patterns to make them suitable for small-scale production.
- Costing and pricing products for profitability.

Grade 12



Proposed content

Food/Clothing/Furnishing Production

The theoretical knowledge and skills necessary for the production of selected consumer products that will be produced by the production teams should include:

- Product specific (food or clothing or furnishings) theoretical knowledge and skills for the production of quality products.
- Workflow, production line, adaptation of the processes, recipes or patterns to make them suitable for small-scale production.
- Selection and economical use of production resources.
- Calculating unit price in terms of money and other human and material resources.
- Standardisation and quality control to ensure standardised and quality products.
- Compiling and implementing a production and marketing plan.
- Applicable sections of labour law and employment contracts.

Relevant knowledge of South Africa's rich cultural heritage should be used as inspiration for choosing, inventing and adapting products for production and marketing.

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT SHOULD ASSESSMENT BE AND DO?

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on the pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible;
- use a variety of instruments;
- use a variety of methods.

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in

the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1 Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10 – 12 (General)*.

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, provided that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10 – 12 (General)* as it relates to learners who experience barriers to learning. Refer to *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*.



Code



Scale

6

80%-100%
Outstanding



Competence Descriptions

By the end of Grade 10 the learner with outstanding achievement can:

- accurately evaluate consumer buying behaviour by using consumer rights and responsibilities and marketing strategies as criteria;
- display creativity and imagination in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- evaluate the food habits of young adults and the impact of food choices on health;
- display in-depth knowledge of safe food-handling practices;
- analyse the young adult's choice of suitable clothing for different purposes;
- evaluate the effect of clothing choices on physical comfort;
- apply ergonomic principles in the choice of furniture and household equipment;
- evaluate different aspects to consider in the choice of housing;
- apply theoretical knowledge, basic processes, techniques and skills correctly to consistently produce quality products and to evaluate products using quality, price and processes as criteria;
- independently make accurate adaptations of processes and calculate prices correctly.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement can:

- apply knowledge of consumer policies and practices to analyse case studies;
- apply the principles of budgeting to analyse given household budgets;
- demonstrate in-depth knowledge of the effect of pathogenic organisms on the safety of food;
- provide supporting evidence to analyse and compare the nutritional requirements of different cultural groups;
- anticipate the nutritional requirements of each member of a given household;
- access a variety of relevant sources of information in order to evaluate food and clothing outlets, analyse the findings and write a report;
- apply design elements and principles to evaluate the effect of clothes on different figure types;
- display imagination and creativity when selecting clothing to meet aesthetic needs;
- exercise appropriate judgement when evaluating floor and furniture plans;
- show imagination and creativity when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate a good knowledge of textile fibres and fabrics and show creativity in the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets, analyse findings and write a logical report;
- consistently apply theoretical knowledge, advanced processes, techniques and skills correctly to produce and evaluate quality products;
- independently make accurate adaptations to recipes and patterns and consistently calculate production costs correctly.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement can:

- critically evaluate case studies for solving given consumer complaints;
- investigate and evaluate the implication of taxes, interest rates and inflation on the management of available funds;
- evaluate relevant information and data from sources, compile a unique report and recommend guidelines to prevent nutritional and health-related diseases and conditions;
- carry out an extensive investigation into a food-related or clothing-related issue impacting on the natural or economic environment, formulate relevant guidelines and write a report;
- evaluate information relevant to the selection of clothing for specific situations;
- analyse the functions and contributions of each of the different role-players in accessing housing and write a report;
- analyse consumer responsibilities in the acquisition of housing, furniture and household equipment using specified criteria to make comparisons and come to conclusions;
- correctly explain the theoretical knowledge, applicable processes, techniques and skills involved in producing high quality marketable products;
- compile and implement a plan, evaluate an enterprise, and take a supportive role in the production team.

Grade 10



Code



Scale

5

60%-79%
Meritorious



Competence Descriptions

By the end of Grade 10 the learner with meritorious achievement can:

- accurately analyse consumer buying behaviour by using consumer rights and responsibilities and marketing strategies as criteria;
- display imagination in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- analyse the food habits of young adults and the impact of food choices on health;
- display sound knowledge of safe food-handling practices;
- analyse the young adult's choice of suitable clothing for different purposes;
- evaluate the effect of clothing choices on physical comfort;
- display logical understanding of ergonomic principles in the choice of furniture and household equipment;
- analyse different aspects to consider in the choice of housing;
- apply theoretical knowledge, basic processes, techniques and skills correctly to almost always produce quality products;
- explain quality characteristics for the acceptability of products;
- make accurate adaptations of processes and usually calculate prices correctly.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with meritorious achievement can:

- address a consumer protection issue;
- apply principles of budgeting to draw up a household budget;
- demonstrate sound knowledge of the effect of pathogenic organisms on the safety of food;
- analyse the nutrient needs of consumers with regard to energy requirements and the age of the individual;
- analyse the daily food intake of a young adult and make comparisons with nutritional requirements in order to draw independent conclusions and make recommendations;
- access a variety of relevant sources of information in order to evaluate food and clothing outlets and analyse the findings;
- apply design elements and principles to analyse the effect of clothes on different figure types;
- exercise appropriate judgement when selecting clothing to meet aesthetic needs;
- exercise appropriate judgement when analysing floor and furniture plans;
- show imagination when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate a good knowledge of textile fibres and fabrics in the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- apply theoretical knowledge, advanced processes, techniques and skills correctly to produce and evaluate quality products;
- exercise skill to make the required adaptations to recipes and patterns and calculate production costs.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with meritorious achievement can:

- critically evaluate case studies for solving given consumer complaints;
- investigate and analyse the implication of taxes, interest rates and inflation on the management of available funds;
- analyse relevant information and data from sources, compile a report and recommend guidelines to prevent nutritional and health-related diseases and conditions;
- carry out an investigation into a food-related or clothing-related issue impacting on the natural or economic environment, formulate relevant guidelines and write a report;
- analyse information relevant to the selection of clothing for specific situations;
- identify their functions and prepare a report on the different role-players in accessing housing;
- analyse consumer responsibilities in the acquisition of housing, furniture and household equipment using specified criteria to make comparisons;
- correctly explain the theoretical knowledge, applicable processes, techniques and skills involved in producing quality marketable products;
- compile and implement a plan, evaluate an enterprise, and perform as a productive member of a team.



Code



Scale

4

50%-59%
Satisfactory



Competence Descriptions

By the end of Grade 10 the learner with satisfactory achievement can:

- explain consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour;
- apply knowledge in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- explore the food habits of young adults and describe the impact of food choices on health;
- display sound knowledge of safe food-handling practices;
- discuss the young adult's choice of suitable clothing for different purposes;
- discuss the effect of clothing choices on physical comfort;
- demonstrate knowledge of ergonomic principles in the choice of furniture and household equipment;
- explain different aspects to consider in the choice of housing;
- explain theoretical knowledge, basic processes, techniques and skills correctly to produce quality products, mostly without guidance;
- identify quality characteristics for the acceptability of products;
- make accurate adaptations of processes and calculate prices correctly, mostly without guidance.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with satisfactory achievement can:

- accurately explain consumer policies and practices;
- explain the role of the household budget in the responsible management of financial resources;
- demonstrate knowledge of the effect of pathogenic organisms on the safety of food;
- explain that the nutrient needs of consumers are dependent on the energy requirements and the age of the individual;
- compare the daily food intake of a young adult with nutritional requirements in order to draw conclusions and make recommendations;
- access a variety of relevant sources of information in order to evaluate food and clothing outlets;
- apply design elements and principles to compare the effect of clothes on different figure types;
- exercise appropriate judgement when selecting clothing to meet aesthetic needs;
- exercise appropriate judgement when analysing floor and furniture plans;
- demonstrate competence when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- apply knowledge of textile fibres and fabrics to the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- explain theoretical knowledge, advanced processes, techniques and skills correctly to produce quality products;
- exercise adequate skill to make the required adaptations to recipes and patterns and calculate production costs.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with satisfactory achievement can:

- carry out an investigation to analyse the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation on the management of available funds;
- extract relevant information and data from sources and recommend guidelines to prevent nutritional and health-related diseases and conditions;
- use evidence to carry out an investigation into a food-related or clothing-related issue impacting on the natural or economic environment and formulate relevant guidelines;
- use concepts such as fashion trends to examine information relevant to the selection of clothing for specific situations;
- prepare a report on the different role-players in accessing housing;
- demonstrate knowledge of consumer responsibilities in the acquisition of housing, furniture and household equipment, using specified criteria to make comparisons;
- correctly explain the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products;
- adequately compile and implement a plan, evaluate an enterprise, and work satisfactorily as a productive member of a team.

Grade 10



Code



Scale

3

40%-49%
Adequate



Competence Descriptions

By the end of Grade 10 the learner with adequate achievement can:

- describe consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour;
- apply basic knowledge in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- explore the food habits of young adults and explain the impact of food choices on health;
- display basic knowledge of safe food-handling practices;
- explain the young adult's choice of suitable clothing for different purposes;
- explain the effect of clothing choices on physical comfort;
- demonstrate basic knowledge of ergonomic principles in the choice of furniture and household equipment;
- explain different aspects to consider in the choice of housing;
- describe theoretical knowledge, basic processes, techniques and skills correctly to produce quality products, often with guidance,
- identify quality characteristics for the acceptability of products;
- accurately adapt processes and calculate prices correctly, mostly with guidance.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with adequate achievement can:

- describe consumer policies and practices and define the role of the household budget in the responsible management of financial resources;
- demonstrate basic knowledge of the effect of pathogenic organisms on the safety of food;
- discuss nutrient needs of consumers with regard to the energy requirements and the age of the individual;
- compare the daily food intake of a young adult with nutritional requirements;
- access a limited number of relevant sources of information in order to evaluate food and clothing outlets;
- apply design elements and principles to identify the effect of clothes on different figure types and exercise basic competence when selecting clothing to meet aesthetic needs;
- exhibit adequate ability to analyse floor and furniture plans and apply design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate a basic understanding of textile fibres and fabrics in the choice of fabrics for furnishings;
- use basic knowledge to apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- correctly describe the theoretical knowledge, advanced processes, techniques and skills involved in producing quality products, mostly without guidance;
- exercise skill to make the required adaptations to recipes and patterns and calculate production costs, mostly without guidance.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with adequate achievement can:

- identify the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation on the management of available funds;
- use data sources to compile basic guidelines to prevent nutritional and health-related diseases and conditions;
- carry out an investigation into a food-related or clothing-related issue impacting on the natural or economic environment;
- use basic information to examine aspects relevant to the selection of clothing for specific situations;
- identify different role-players in accessing housing;
- demonstrate basic knowledge of consumer responsibilities in the acquisition of housing and furniture, and compare household equipment using specified criteria;
- correctly describe the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products;
- compile and implement a plan, evaluate an enterprise, and co-operate as a member of a team.

Grade 10



Code



Scale

2

30%-39%
Partial



Competence Descriptions

By the end of Grade 10 the learner with partial achievement can:

- describe consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour, but with some difficulty;
- choose food and clothing but lacks sufficient knowledge to make optimal use of the resources available to households;
- has some difficulty comparing daily food intake with food-based dietary guidelines;
- explore the food habits of young adults and describe the impact of food choices on health;
- lack sufficient knowledge of safe food-handling practices;
- choose clothing for different purposes but choices are not always suitable;
- show a limited ability to describe the effect of clothing choices on physical comfort;
- choose furniture and household equipment but does not have a sound knowledge of ergonomic principles;
- not demonstrate a sound knowledge of the different aspects to consider in the choice of housing;
- produce products but lacks sufficient knowledge to apply theoretical knowledge, basic processes, techniques and skills correctly;
- identify quality characteristics for the acceptability of products with some guidance;
- adapt processes and calculate prices correctly with some guidance.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with partial achievement can:

- with difficulty, describe consumer policies and practices and define the role of the household budget in the responsible management of financial resources;
- understand the effect of pathogenic organisms on the safety of food;
- describe the nutrient needs of consumers with regard to the energy requirements and the age of the individual;
- use basic knowledge to compare the daily food intake of a young adult with nutritional requirements;
- engage with sources of information to evaluate food and clothing outlets;
- explain design elements and principles and identify their effect on the different figure types;
- show a fair amount of competence when selecting clothing to meet aesthetic needs;
- exhibit limited ability to analyse floor and furniture plans and when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate limited understanding of textile fibres and fabrics in the choice of fabrics for furnishings;
- to a limited extent, apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- correctly describe the theoretical knowledge, advanced processes, techniques and skills involved in producing quality products, but with guidance;
- exercise skill to make the required adaptations to recipes and patterns and calculate production costs, but with guidance.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with partial achievement can:

- list the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation but has difficulty applying the knowledge to the management of available funds;
- compile very basic guidelines to prevent nutritional and health-related diseases and conditions;
- carry out a limited investigation into a food-related or clothing-related issue impacting on the natural or economic environment;
- use basic information to examine aspects relevant to the selection of clothing but has difficulty applying it to specific situations;
- list different role-players in accessing housing;
- demonstrate very basic knowledge of consumer responsibilities in the acquisition of housing and furnishings, and has difficulty comparing household equipment using specified criteria;
- correctly describe the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products, but requires guidance;
- compile and implement a plan and evaluate an enterprise, but with guidance;
- demonstrate a reasonable amount of co-operation as member of a team.



Code



Scale

1

0%-29%
Inadequate



Competence Descriptions

By the end of Grade 10 the learner with inadequate achievement can:

- describe consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour, but with difficulty;
- choose food and clothing but lacks knowledge to make optimal use of the resources available to households;
- compare daily food intake with the food-based dietary guidelines, but with difficulty;
- explore the food habits of young adults and describe the impact of food choices on health, but with difficulty;
- display limited knowledge of safe food-handling practices;
- choose clothing for different purposes but has limited ability to make suitable choices;
- describe the effect of clothing choices on physical comfort, but with limited ability;
- choose furniture and household equipment but has limited knowledge of ergonomic principles and of the different aspects to consider in the choice of housing;
- produce products but has difficulty applying theoretical knowledge, basic processes, techniques and skills correctly;
- identify quality characteristics for the acceptability of products, but with guidance;
- adapt processes and calculate prices correctly, but with guidance.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with inadequate achievement can:

- describe consumer policies and practices and define the role of the household budget in the responsible management of financial resources, but to a limited degree;
- identify the effect of pathogenic organisms on the safety of food;
- identify the nutrient needs of consumers with regard to energy requirements and the age of the individual;
- use limited knowledge to compare the daily food intake of a young adult with nutritional requirements;
- perform a limited investigation to evaluate food and clothing outlets;
- identify design elements and principles but has difficulty identifying their effect on different figure types;
- show a limited amount of competence when selecting clothing to meet aesthetic needs;
- read floor and furniture plans but has limited ability to analyse them;
- apply design elements and principles to meet the aesthetic needs of living and working spaces, but with difficulty;
- demonstrate very limited understanding of textile fibres and fabrics in the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets, but to a very limited extent;

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with inadequate achievement can:

- list the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation but cannot apply the knowledge to the management of available funds;
- compile very basic guidelines to prevent nutritional and health-related diseases and conditions;
- carry out a limited investigation into a food-related or clothing-related issue impacting on the natural or economic environment;
- use basic information to examine aspects relevant to the selection of clothing, but has difficulty applying it to specific situations;
- list different role-players in accessing housing;
- demonstrate very basic knowledge of consumer responsibilities in the acquisition of housing and furnishings, and show limited knowledge when comparing household equipment using specified criteria;
- correctly describe the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products, but requires extensive guidance;
- compile and implement a plan and evaluate an enterprise, but with extensive guidance;
- demonstrate very little co-operation as member of a team.



C Code

S Scale

Cd Competence Descriptions

1

**0%-29%
Inadequate
(continued)**

Grade 11



Competence Descriptions

- correctly describe the theoretical knowledge, advanced processes, techniques and skills involved in producing quality products, but with extensive guidance;
- exercise skill to make the required adaptations to recipes and patterns and calculate production costs, but with extensive guidance.

Grade 12



Competence Descriptions

GLOSSARY

aesthetic – concerned with beauty or the appreciation of beauty; beautiful, in good taste

brand label – label showing the brand name of clothing (e.g. Calvin Klein jeans, Woolworths dresses)

budget – an estimate or plan of expenditure in relation to income

community – all the people living in a specific area within which they satisfy many of their needs, identify with the geographic area, and share common interests and goals; a number of people sharing traditions or interests (e.g. an ethnic group, a community of scholars)

consumer – one who enjoys the final use of a service, commodity or idea; an individual who makes choices to obtain and use products and services. By this second definition everyone in South Africa is a consumer.

consumer behaviour – the behaviour that consumers display in searching for, purchasing, using, evaluating and disposing of products, services and ideas that they expect will satisfy their needs

consumer education/learning – the process by which individuals acquire the knowledge and experience in purchasing and consumption that they apply to future related behaviour

consumer environment – the financial and retail environment with which the consumer interacts

consumerism – a social movement by people for people in the interest of their well-being as consumers, which attempts to educate, inform and protect consumers in the marketplace

consumer study – the study of consumer behaviour and consumption

consumption – the final use of goods, ideas or services in the satisfaction of human needs and wants. This includes the processes of consuming, possessing, collecting and disposing of things and experiences.

context – the circumstances or facts that surround a particular situation or event

cultural heritage – a nation's customs, traditions, historical buildings and monuments that are regarded as worthy of preservation

culture – the sum total of learned beliefs, values and customs that serve to guide the behaviour of members of a particular society. It covers all languages, traditions, customs, values, beliefs, rules of conduct and institutions. It also includes those things in which cultural achievements are embodied such as buildings, tools, machines, communication devices, art objects, dress and food.

customs – modes of behaviour that comprise culturally approved or acceptable ways of behaving in a specific situation

design elements – the portions of interiors or clothing that can be manipulated by the designer (e.g. space, shape or form, mass, line, texture, patterns, light and colour)

design principles – scale, proportion, balance, rhythm, emphasis, and harmony (unity and variety)

ergonomics – the study of people’s efficiency in their working environment. Ergonomics aims to design appliances, furniture, technical systems and tasks in such a way as to improve human safety, health, comfort and performance.

environment – the surroundings and setting that impact on the consumer’s choices

entrepreneur – one who assumes the financial risk of initiating, operating and managing a given business or undertaking

financial instrument – means or mechanism used to perform financial actions (e.g. a budget)

food composition tables – tables that provide information about the nutrients contained in different foods (e.g. macro-nutrients, carbohydrates, fats, proteins, vitamin and mineral composition)

furnishings – furniture, fitments, bed linen, blankets, pillows, duvets, table linen, kitchen linen, carpets/mats, floors, curtains, pictures, ornaments, lampshades, etc., in a house or room

household equipment – electrical and non-electrical equipment used for cooking, cooling, freezing, cleaning and laundry

human needs – a condition marked by the feeling of lack or want of something, or of requiring the performance of some action. Maslow’s hierarchy of human needs states that once basic or lower order needs are fulfilled or partly fulfilled, higher order needs will receive attention. A need that is satisfied is no longer a motivator for human action. Maslow’s hierarchy puts physiological needs as the most basic needs (e.g. need for food, rest, protection from the elements), followed by safety needs (e.g. need for protection), affection or belongingness needs (need to belong to a group), ego needs (what one thinks of oneself and what others think of one), and self-actualisation (to become what one potentially can become).

human wants – a motivating impulse impelling an individual to act either to attain a desired goal or to prevent an undesired event from occurring

indigenous – originating in and characterising a particular region or country; refers to knowledge, plants, skills, animals, etc., originating in South Africa or characteristic of the region or country or group of people

instalment sales transaction – the laws and regulations governing a ‘hire-purchase’ transaction

judicious – sensible, well-judged, thoughtful

labour law – law as it pertains to hours of work, conditions of work and minimum wages

life cycle – the life of an individual seen in terms of a series of stages (e.g. infancy, childhood, adolescence, active adulthood and old age). Each stage is characterised by typical developmental tasks including learning new roles, adapting old roles, and physiological changes (e.g. relating to nutritional, clothing and housing requirements)

macro-environment – the natural and manmade environments and societal subsystems. The natural environment consists of the physical natural environment (e.g. terrain, water, minerals, mountains) and the biological environment (e.g. plants, animals, fish, micro-organisms, insects). The manmade environment consists of buildings, roads, communication networks, dams, power stations, cities, towns, etc. Societal subsystems are the political subsystem, the economic subsystem, the technological subsystem and the socio-cultural subsystem. The societal subsystems provide the mechanisms and processes through which society's roles in relation to its members are met.

micro-environment – the immediate physical and social setting within which the individual or household functions. The physical micro-environment includes the plot, flat, house or homestead where the person lives, as well as all its resources. The social micro-environment includes the people with whom the individual has regular social contact (e.g. family, friends, neighbours, colleagues).

outlet – an agency, distributor or market for goods (e.g. boutiques, booths, kiosks, stalls, spaza shops, supermarkets, hypermarket).

political environment – concerned with a society's need to attain goals. It establishes policies and sets the main collective goals for society. It also serves to maintain social order, to exercise power to compel conformity to the existing system of authority, and to provide the means for changes in the legal and administrative systems. The political institution includes the traditions and laws by which society is co-ordinated and administered.

recommended daily allowances (RDA) – recommended amounts of each nutrient which must be supplied in the diet each day in order to prevent disease, maintain health and allow full physical activity

resource – any part of the physical environment, living or non-living, or any human skill or knowledge that can be used in the production of the goods and services that provide the means to satisfy goals, purposes or needs. Resources can be classified into human resources (e.g. time, human energy, knowledge, skills, attitudes, physical strength, health), material resources (e.g. electricity, water, money, housing, furniture, investments, savings, equipment) and natural resources (e.g. rivers, fertile soil, animals, plants, lakes, trees).

social – having to do with interrelationships between individuals or groups. A social factor is said to exist when the behaviour of even one individual is affected by another person or a group, whether that person (or persons) is physically present or not. The term 'social' is distinguished from 'cultural' in that social pertains to relations between persons, whereas cultural pertains to beliefs, standards of behaviour, values, knowledge, and all other aspects of culture.

social psychology – the study of the various forms of clothing and adornment used to modify the physical self and the meanings these forms have for people interacting with one another

socio-economic status/group – the hierarchical category into which a member of a society is placed. The term is used for a combination of social and economic characteristics that are used to organise people in a society into different hierarchical categories. Characteristics often used are family background, level of education, prestige of occupation, income.

sustainable development – development that meets today’s livelihood needs, without preventing the needs of neighbours or future generations from being met. This is achieved by continuous efforts of individuals to adapt to a changing environment, so as to protect and enhance the stocks of natural, physical human and social ‘capital’ available to themselves and to future generations.

technological environment – all the tools and materials developed by humans to transform energy and natural resources into things they need (e.g. food, clothing, housing, buildings, roads, reservoirs, communication systems).

technology – the totality of knowledge, tools and techniques used by people at a given period to adapt to their bio-physical environment, or to manipulate the bio-physical environment for productive activities as well as to achieve desired practical ends. This description shows that technology is a social product that incorporates both the ‘hardware’ of human artefacts (e.g. tools and machines) as well as the knowledge, ideas and techniques involved in the different productive activities. Indigenous knowledge, skills and tools are as much a part of technology as modern technology based on scientific principles. Scientific knowledge applied to practical problems of providing goods and services is part of modern technology.

