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NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

LEARNING PROGRAMME GUIDELINES

CONSUMER STUDIES

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SECTION 1

INTRODUCTION

1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages
- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology
- Accounting; Business Studies; Economics
- Geography; History; Life Orientation; Religion Studies
- Consumer Studies; Hospitality Studies; Tourism
- Dramatic Arts; Dance Studies; Design; Music; Visual Arts
- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

1.1.3 NATIONAL SENIOR CERTIFICATE

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework*.

1.1.4 SUBJECT ASSESSMENT GUIDELINES

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES

1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles, which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines, which come into effect on 1 January 2008.

1.2.2 WHAT IS A LEARNING PROGRAMME

INTRODUCTION

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12
- Phase 2 – develop a *Work Schedule* for each grade
- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

Developing a Subject Framework (Grades 10-12)

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents, which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

Designing Work Schedules

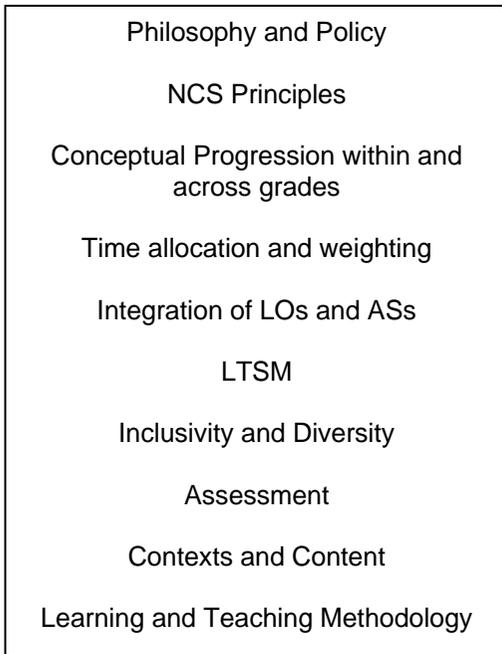
This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

Designing Lesson Plans

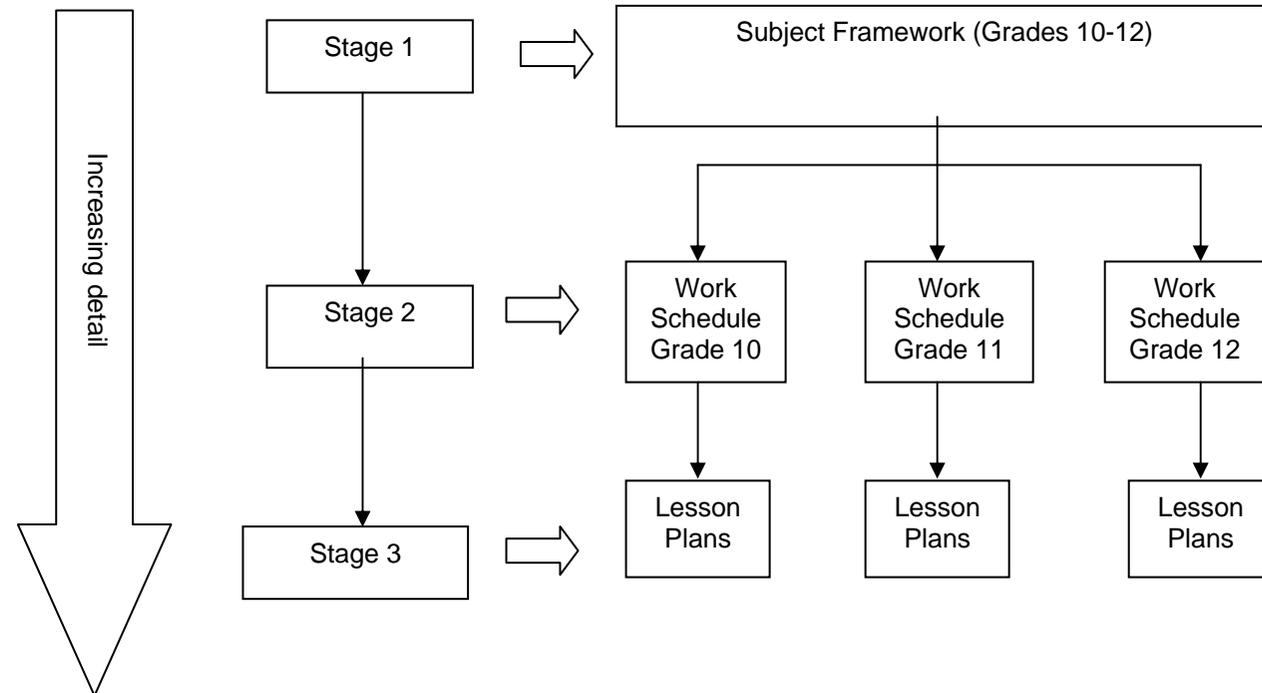
Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME

ISSUES TO BE CONSIDERED



STAGES



SECTION 2

INTRODUCING CONSUMER STUDIES

2.1 WHAT IS CONSUMER STUDIES?

Consumer Studies focuses on developing the skills, knowledge, values and attitudes to enable learners to become responsible and informed consumers of food, clothing, housing, furnishings and household equipment. This implies optimal and sustainable use of human and material resources to improve human well-being. Well-being refers to the physical, material, social, psychological, aesthetic and cultural welfare of individuals, families, households, groups, communities and societies. A consumer, as an individual or part of a family or group, does not function in isolation but continually interacts within the environment.

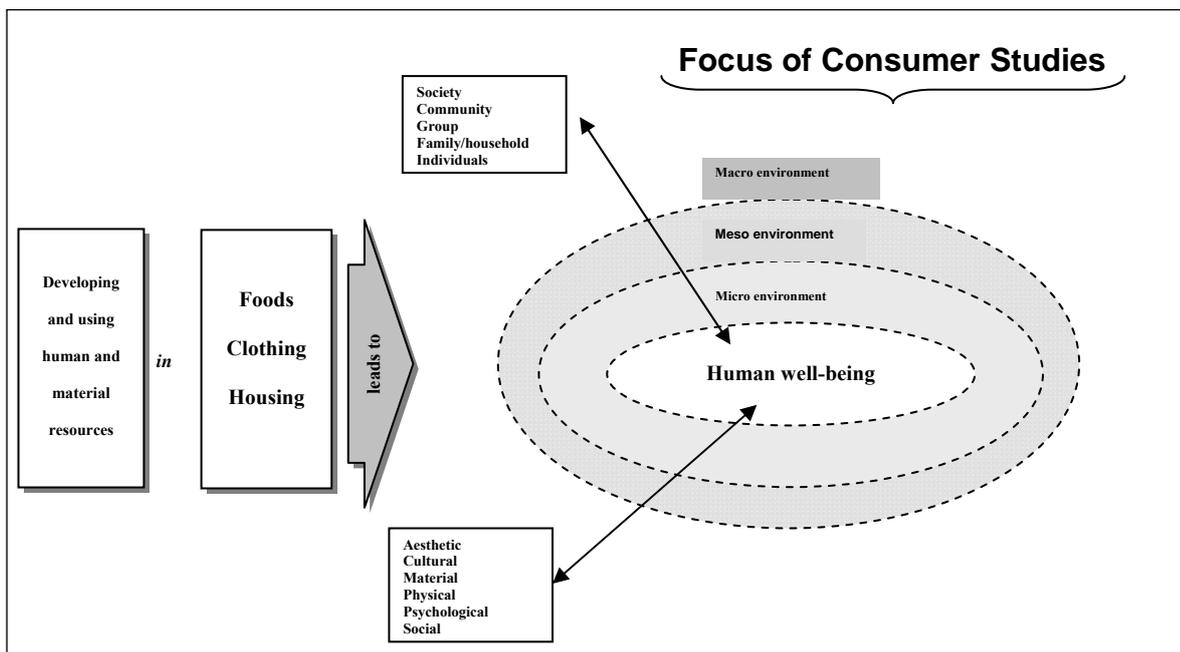


Figure 2.1: Philosophy and approach of Consumer Studies
(Source: Journal of Dietetics and Home Economics Vol. 25: Vol. 1, 1997, p.54)

2.2 WHAT IS THE PURPOSE OF CONSUMER STUDIES?

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

- Improve their own and their community's quality of life;
- Use science and technology effectively and critically while showing responsibility towards the environment and the health of others;
- Collect, analyse and critically evaluate information to acquire the skills to be effective consumers;
- Use 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 the effect of these on consumers and producers (e.g. decreasing supply of natural resources and the excess of waste);

- Understand the impact of unfair and irresponsible 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 patterns across a range of social contexts;
- Encourage positive attitudes towards work and empower individuals to become self-reliant by applying the knowledge 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 industries.

The four Learning Outcomes in Consumer Studies are:

| | |
|--------------------------------------|--|
| LO 1 Management of the Consumer Role | <i>The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues</i> |
| LO 2 Knowledgeable Consumer Choices | <i>The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context</i> |
| LO 3 Responsible use of Resources | <i>The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources</i> |
| LO 4 Production and Marketing | <i>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</i> |

Although theoretical components cover all aspects of producing food, clothing and furnishing products in LO 4, schools and learners have a choice of food or clothing or furnishing production for practical application. Refer to the Subject Statement for Consumer Studies, page 34 for further information.

2.3 WHAT IS THE RELATIONSHIP BETWEEN CONSUMER STUDIES AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?

Consumer Studies endorses the key principles of the National Curriculum Statement Grades 10-12 (General). It specifically addresses the needs, rights and responsibilities of South African consumers, paying particular attention to the interaction between consumers and their different environments, i.e. natural, social, economic, cultural, and technological environment.

The Subject Statement for Consumer Studies is particularly underpinned by the following key principles:

2.3.1 Social transformation

Social transformation is aimed at redressing the imbalances of the past and providing equal opportunities to all sections of our population. Consumer Studies contributes to social transformation through all its Learning Outcomes by recognising learners' potential and assisting them to live meaningfully by demonstrating the rights and responsibilities of a consumer.

2.3.2 Outcomes-based education

The outcomes-based education approach focuses on active learning. The curriculum is relevant and connected to real-life situations. It develops skills, knowledge, values and attitudes in an integrated manner. Learners are responsible for their own learning and are motivated by constant feedback from the teacher.

2.3.3 High knowledge and high skills

Consumer Studies places particular emphasis on creating opportunities for all learners to realise their full potential through the achievement of the Learning Outcomes. It aims to produce responsible citizens who will be able to apply knowledge and demonstrate the skills necessary to produce quality consumer and marketable products and participate effectively in a democratic society.

2.3.4 Integration and applied competence

Consumer Studies lends itself to integration with many other subjects in the curriculum, including Hospitality Studies, Life Orientation, Life Sciences, Economics, Business Studies, Geography, History, Tourism and Mathematical Literacy. Teaching Consumer Studies using an integrated approach provides a holistic view of the subject and enhances the learners' competence and understanding for further development. Applied competence aims at integrating three discrete competences, namely practical, foundational and reflective. This is made possible in Consumer Studies by integrating theory of food, clothing and furnishing production with practical application in one selected area.

2.3.5 Progression

The Assessment Standards for each Learning Outcome are designed at various levels of complexity and depth as learners progress from the beginning to the end of a grade and from grade to grade. This implies that increasingly deeper and broader skills, knowledge, values and attitudes will be achieved in each grade in Consumer Studies.

2.3.6 Articulation and portability

The Learning Outcomes and Assessment Standards for Consumer Studies have been designed to align with the Unit Standards for Consumer Studies at National Qualifications Framework levels 2, 3 and 4. This will ensure portability between the formal school sector and colleges or other workplace-related learning programmes registered on the National Qualifications Framework.

2.3.7 Human rights, inclusivity and environmental and social justice

Consumer Studies acknowledges that all learners should receive the necessary support to be able to develop to their full potential. This means that the intellectual, social, emotional, spiritual and physical needs of the learners should be addressed in the design and development of the Learning Programme and assessment strategies for Consumer Studies. Consumer Studies teachers will be challenged to choose contexts that will interest female and male learners and learners from different socio-economic backgrounds. Therefore, teachers have to be aware of any particular barriers to learning and/or assessment that exist in Consumer Studies.

2.3.8 Valuing indigenous knowledge systems

Consumer Studies acknowledges that there are different knowledge systems through which people make meaning of the world they live in. It acknowledges the richness of indigenous knowledge systems and their contribution to transforming the values of learners. Consumer Studies incorporates into a variety of contexts knowledge of South Africa's cultural diversity in indigenous food, clothing and housing practices.

2.3.9 Credibility, quality and efficiency

This principle poses the highest challenge for teachers. The way Consumer Studies is taught and the choice and design of learning and teaching support materials (LTSM) will determine whether learners experience the subject as relevant.

2.4 PROFILE OF A CONSUMER STUDIES LEARNER

Learners entering Grade 10 will not have any prior knowledge of Consumer Studies and will be introduced to the subject for the first time in Grade 10. Although Consumer Studies does not link directly to any of the General Education and Training Band learning areas, it relies on the base knowledge acquired in Mathematics, Languages, Economic and Management Sciences, Life Orientation, Technology and Natural Sciences learning areas.

Base knowledge acquired in the General Education and Training Band by learners to enter Consumer Studies in the Further Education and Training Band may include:

- Recognition of the impact that technological developments have on the quality of people's lives (Technology);
- Skills in calculating, planning and organising (Mathematics, Economic and Management Sciences);
- Conducting investigations and drawing up reports (Languages and Natural Sciences); and
- Application of decision making strategies and problem solving skills (Life Orientation).

Learners come from various racial, linguistic, economic and cultural backgrounds, each with their own individual experiences, interests, strengths and barriers. The subject recognises the perspectives of learners coming from diverse backgrounds.

2.5 RELATIONSHIP BETWEEN CONSUMER STUDIES LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES

The first three Learning Outcomes in Consumer Studies focus on the development of responsible consumer knowledge and skills. The fourth learning outcome focuses on theoretical knowledge and developing the practical skills necessary to produce quality products.

When the Learning Outcomes for Consumer Studies are compared to the Critical and Developmental Outcomes, the following links become evident:

Table 2.1: Relationship between Learning Outcomes and Critical and Developmental outcomes

| Learning Outcomes | Critical and Developmental Outcomes | Critical and Developmental Outcomes |
|-------------------|-------------------------------------|--|
| 1, 2, 3 & 4 | DO 2 | Improve the quality of life experienced by individuals and communities. |
| 2, 3 & 4 | CO 6 | Use science and technology effectively and critically while showing responsibility towards the environment and the health of others. |
| 1, 2, 3 & 4 | CO 3 & 4 | Organise and manage themselves and their activities responsibly and effectively. Collect, analyse and critically evaluate information to acquire the skills to be effective consumers. |
| 1, 2, 3 & 4 | CO 1 | Use different sources of product information to make consumer decisions while using critical and creative thinking. |
| 1, 2, 3 & 4 | CO 5 | Communicate effectively using visual, symbolic and/or language skills in various modes. |
| 1, 2 & 3 | CO 7 | Recognise environmental concerns and the effect of these on consumers and producers. |
| 1, 2 & 3 | CO 7 | Understand the impact of unfair and irresponsible consumption and production on the natural and economic environment. |
| 1, 2, 3 & 4 | CO 2 | Appreciate the mutual benefits of working with others as members of a team or group in investigating issues, solving problems and producing products. |
| 1, 2, 3, & 4 | DO 3 | Develop cultural and aesthetic sensitivity about food, clothing and housing patterns across a range of social contexts. |
| 4 | DO 4 & 5 | Encourage positive attitudes towards work and empower individuals to become self-reliant by applying knowledge of food, clothing, housing and furnishing and entrepreneurial knowledge and skills. |
| 1, 2, 3 & 4 | DO 4 | Lay the foundation for further education and training and explore career opportunities in food, clothing, housing and interior design industries. |

2.6 WAYS TO ACHIEVE CONSUMER STUDIES LEARNING OUTCOMES

2.6.1 Teaching of Consumer Studies

The key to successful teaching in Consumer Studies is the teaching approach chosen by the teacher. Teachers can engage learners actively by facilitating learning, using group work, getting learners to talk and accommodating individual learner needs. Activities need to be practical and allow learners the opportunity to experience learning in a hands-on manner. Furthermore, the theory classroom layout needs to accommodate active learning.

A variety of teaching and assessment methods are suitable for Consumer Studies and methods are chosen by considering:

- The content to be covered
- The number of learners in the class
- The Learning Outcomes and Assessment Standards to be addressed
- The level of the learners in the class
- The individual needs of the learners and
- The time available.

Examples of methods suitable for the teaching of Consumer Studies are given below. A method need not be used in isolation to other methods but can be combined with others or adapted to meet the desired Learning Outcome(s) of the activity.

- Group discussions
- Case studies
- Field trips, visits to industries
- Practical application in LO 4
- Performances: Role-play, dialogues, interviews, questionnaires
- Work sheets
- Group work: projects, investigations, trying out different roles in a group (e.g. scribe, timekeeper)
- Design and Making: brochures, menu, pamphlets, clothing/ furnishing article, food product
- Videos and demonstrations
- Investigations: Interviews, Field study, etc.

2.6.2 Integration of Assessment Standards

The Learning Outcomes are supported by Assessment Standards, which can be seen as the stepping-stones required for demonstrating competence towards the Learning Outcomes.

Assessment Standards can be grouped or integrated within Consumer Studies to enable a logical flow in learning and teaching. The Assessment Standards can also be combined with related Assessment Standards from other subjects in a grade.

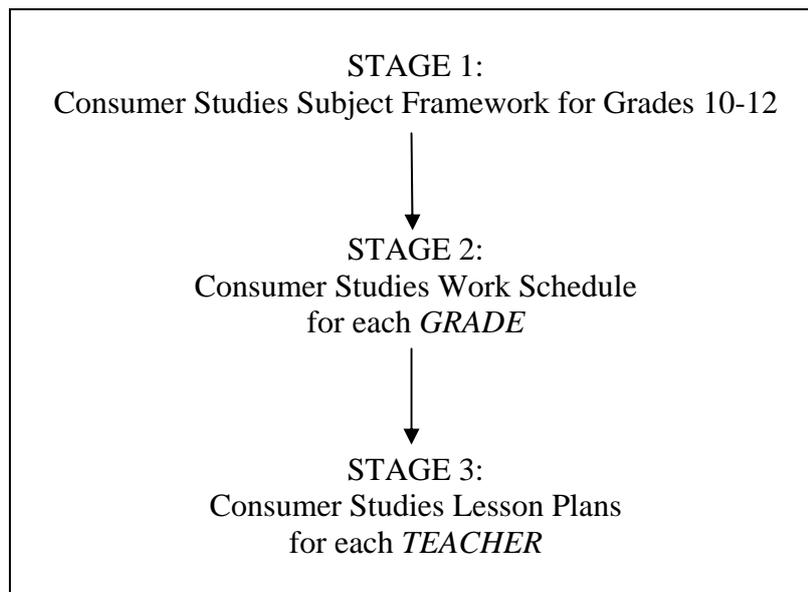
SECTION 3

DESIGNING A LEARNING PROGRAMME FOR CONSUMER STUDIES

3.1 INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all four Learning Outcomes in Consumer Studies are achieved in a progressive manner. It is recommended that the Consumer Studies teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression, which needs to take place across the grades (see Section 3.3.1). This will be done using the content framework. Thereafter, Consumer Studies teachers teaching the same grade need to work together and draw from the content and context identified for their grade in the Content Framework, to develop a Work Schedule in which they indicate the sequence in which the content and context will be presented for Consumer Studies in that particular grade (see Section 3.3.2). Finally, the individual Consumer Studies teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

An outline of the process involved in the design of a Learning Programme for Consumer Studies is provided in the diagram below:



The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a Consumer Studies Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

3.2.1 Policies and Principles

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| STAGE 1 Subject Framework | <i>The various Policies that impact on curriculum implementation should be considered throughout the planning process.</i> NCS: |
| STAGE 2 Work Schedule | <ul style="list-style-type: none"> • <i>Principles: Refer to Section 2.3 to see how Consumer Studies supports the application of the nine principles of the NCS</i> • <i>Critical and Developmental Outcomes: Refer to Section 2.5 to see how Consumer Studies supports the application of the Critical and Developmental Outcomes</i> |
| STAGE 3 Lesson Plan | Other Policies and Legislation: <ul style="list-style-type: none"> • <i>White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy– all have implications for LTSM and teaching methods in Consumer Studies</i> • <i>White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Consumer Studies</i> |

3.2.2 Content

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

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| STAGE 1 Subject Framework | The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12). |
| STAGE 2 Work Schedule | The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS. |
| STAGE 3 Lesson Plan | The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration. |

3.2.3 Integration

Integration involves the grouping of Assessment Standards according to natural and authentic links.

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| STAGE 1 Subject Framework | Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of ASs within and across the grades. |
| STAGE 2 Work Schedule | The integration and sequencing of the ASs is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period. |
| STAGE 3 Lesson Plan | The same groupings of LOs and ASs as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan. |

Example 1: Integration of Learning Outcomes in Grade 10

| | | |
|---|------------------------------------|---|
| <p>Learning Outcome 3 The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and themselves through the judicious use of resources.</p> | <p>↔ Integrate with</p> | <p>Learning Outcome 4 The learner is able to apply knowledge and demonstrate skills to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.</p> |
| <p>Assessment Standard 10.3.1 The learner makes judicious food choices in terms of the resources available to the household.</p> | <p>↔ Integrate with</p> | <p>Assessment Standard 10.4.3 The learner calculates the unit price of products.</p> |
| <p>Content and activities Compare the price of different forms of the same food item to make the best choice for given financial resources.</p> | | <p>Content and activities Use information already acquired on price of food items to calculate unit price of food products.</p> |

Example 2: Integration of Learning Outcomes in Grade 12

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|---|------------------------------------|--|
| <p>Learning Outcome 1 The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.</p> | <p>↔ Integrate with</p> | <p>Learning Outcome 2 The learner is able to make knowledgeable consumer choices of food, clothing, housing and furnishings within a given socio-economic and cultural context.</p> |
| <p>Assessment Standard 12.1.2 Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings.</p> | <p>↔ Integrate with</p> | <p>Assessment Standard 12.2.4 Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate different role players in accessing housing.</p> |
| <p>Content and activities Investigate the influence of different interest rates on the cost of housing and instalment sale transactions.</p> | | <p>Content and activities Determine the cost of purchasing furniture and equipment using instalment sales transactions and other ways of financing the purchase.</p> |

3.2.4 Conceptual Progression

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| STAGE 1 Subject Framework | The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the ASs per Learning Outcome. |
| STAGE 2 Work Schedule | Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated LOs and AS in the Work Schedule. |
| STAGE 3 Lesson Plan | In the individual Consumer Studies classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans. |

3.2.5 Time Allocation and Weighting

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| STAGE 1 Subject Framework | 4 hours per week is allocated to Consumer Studies in the NCS. This is approximately 160 hours per year. The teachers of the subject should plan how this time will be used for the teaching of Consumer Studies in the three grades. |
| STAGE 2 Work Schedule | <i>The groupings of ASs as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.</i> |
| STAGE 3 Lesson Plan | The amount of time to be spent on activities should be indicated in the Lesson Plans. |

3.2.6 LTSM

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Rather common and readily available items can be used.

| | |
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| STAGE 1 Subject Framework | Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school. |
| STAGE 2 Work Schedule | List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade. |
| STAGE 3 Lesson Plan | Identify specific resources related to the individual activities contained within a Lesson Plan. |

3.2.7 Assessment

Refer to the Subject Assessment Guidelines for Consumer Studies.

In order to administer effective assessment one must have a clearly defined purpose. It is important that all the tasks are well covered as spelt out in the Subject Assessment Guideline document. By answering the following questions the teacher can decide what assessment activity is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

Observation-based assessment requires that learner performance be assessed while the learner is actually performing a skill in the classroom, as there will be no concrete product for the teacher to assess after the performance. Not all observations need culminate in a formally recorded assessment of learner performance. **Performance-based** assessment relies on the availability of a product as evidence of learner performance that can be assessed by the teacher after the completion of the performance. **Test-based** assessment focuses on assessing the presentation and application of knowledge.

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| STAGE 1 Subject Framework | Develop a three-year assessment plan using the Subject Assessment Guidelines for Consumer Studies. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades. |
| STAGE 2 Work Schedule | Use the Subject Assessment Guidelines for Consumer Studies to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping. |
| STAGE 3 Lesson Plan | Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The LOs and ASs that have been grouped together for a particular Lesson Plan determine the choice of an assessment strategy. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom. |

3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning Consumer Studies teaching activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods ; and
- assess learners based on individual progress.

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| STAGE 1 Subject Framework | Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas: |
| STAGE 2 Work Schedule | <ul style="list-style-type: none"> • Learning styles: provide optional activities / different ways of doing same activity • Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities • Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners. • Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender. • Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM. |
| STAGE 3 Lesson Plan | This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning. |

3.2.9 Learning and Teaching Methodology

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| STAGE 1 Subject Framework | It is not necessary to record Teaching Methods for either of these stages. |
| STAGE 2 Work Schedule | |
| STAGE 3 Lesson Plan | This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom. |

3.3 DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme for Consumer Studies is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

3.3.1 Subject Framework (Grades 10-12) for Consumer Studies

Planning for the teaching of Consumer Studies in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist. See Content Framework in Annexure A.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents, which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades – see Annexure A for the content in Consumer Studies
- A three-year assessment plan
- The list of LTSM required

❶ Clarify the Learning Outcomes and Assessment Standards.

The essential question for Consumer Studies is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Consumer Studies Subject Statement.

❷ Study the conceptual progression across the three grades.

Study the Assessment Standards for Consumer Studies across the three grades. Progression should be clearly evident across the grades.

❸ Study the content to be taught.

Analyse the Assessment Standards to identify the skills, knowledge, attitudes and values to be addressed in each grade. Also consider the content and context in which they will be taught.

❹ Identify three-year plan of assessment.

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards. This ensures that assessment remains an integral part of the learning and teaching process in Consumer Studies and that learners participate in a range of assessment activities.

5 Identify possible LTSM (resources).

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

3.3.2 Designing Work Schedules for Consumer Studies

This is the second phase in the design of a Learning Programme. In this phase teachers adapt the given Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See Annexure B for examples of Work Schedules: Food Production (Grades 10, 11 and 12) and Clothing Production (Grade 10).

The following steps provide guidelines on how to approach the design of a Work Schedule per grade for Consumer Studies:

1 Package the content.

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in Consumer Studies and group these according to natural and authentic links.

2 Sequence the content.

Determine the order in which the groupings of Learning Outcomes and Assessment Standards will be presented in the particular grade in Consumer Studies.

3 Pace the content.

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards in the particular grade. Note: Learning Outcome 4 should be offered throughout the year.

4 Review forms of assessment.

Revisit the forms of assessment listed for the particular grade in the Subject Assessment Guidelines, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

5 Review LTSM.

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

3.3.3 Designing Lesson Plans for Consumer Studies

Each grade-specific Work Schedule for CONSUMER STUDIES must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing Consumer Studies.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it.

❶ Indicate the content, context, Learning Outcomes and Assessment Standards.

Copy this information from the Work Schedule for the particular grade.

❷ Develop activities and select teaching method.

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge, attitudes and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

❸ Consider diversity.

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge, attitudes and values indicated in the grouping of Learning Outcomes and Assessment Standards.

❹ Review assessment and LTSM.

Indicate the details of the assessment strategy and LTSM to be used in each activity.

❺ Allocate time.

Give an indication of how much time will be spent on each activity in the Lesson Plan.

3.3.4 Reflection and review of the Consumer Studies Learning Programme

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher should reflect on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the Consumer Studies Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

See Annexure C for further guidance on the implementation of Consumer Studies.

ANNEXURE A: CONTENT FRAMEWORK FOR CONSUMER STUDIES

Note that for LO 1, 2 and 3, all three sections (Food and Nutrition, Clothing as well as Housing and Furnishing) are compulsory.

The only choice is in LO 4, where an option is provided. Choose one of the four practical options as indicated on p.33 of the Subject Statement for Consumer Studies. All three Assessment Standards in LO 4 must be covered, but only in one of these options. The same practical option must be offered by the learner for all 3 years.

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

| AS | Grade 10 | Grade 11 | Grade 12 |
|---------|--|---|--|
| 1.1 | Explain the rights and responsibilities of consumers | Explain consumer protection policies and practices | Investigate and evaluate channels for consumer complaints |
| Content | <p>Consumer behaviour:</p> <ul style="list-style-type: none"> • What is a consumer? • The rights of consumers • The responsibilities of consumers (Compare with Chapter 2 of the South African Constitution -Act 108 of 1996 - human rights) | <p>Consumer protection. The following as related to consumer information and protection</p> <ul style="list-style-type: none"> • Consumer practices: Good buying habits • Policies relating to consumer information and protection (What they stand for, who they apply to and where can they be found) <p>Legislation by government Departments: <u>Dept of Trade and Industry:</u> www.thedti.gov.za where the following information can be obtained</p> <ul style="list-style-type: none"> o Consumer policy and legislation o Consumer complaint bodies o Consumer rights & responsibilities o Consumer alert o SA Consumer well-being <p><u>Dept of Health:</u> www.doh.gov.za: The SA Health Act and various regulations</p> <p><u>The South African Bureau of Standards</u> is responsible for regulating the quality of South African products and services. www.sabs.co.za</p> <p>Consumer Organisations: Give examples of various consumer organisations (Who they are and what they stand for), such as</p> <ul style="list-style-type: none"> o National Consumer Forum www.ncf.org.za o The section 'Advice for Citizens' on www.southafrica.info/public_services gives information on various consumer organisations. | <p>Channels for consumer complaints available in South Africa, such as</p> <ul style="list-style-type: none"> • Dealers and manufacturers • Legal action • Consumer organisations • The media <p>Claims for misleading descriptions in</p> <ul style="list-style-type: none"> • Food labelling. • Advertising <p>How to complain.</p> |

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|---------|--|---|---|
| 1.2 | Assess the impact of marketing strategies on consumer buying behaviour | Explain the household budget as an instrument for managing financial resources | Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings |
| Content | <ul style="list-style-type: none"> • Underpinning knowledge from GET band, such as market segmentation and target group • Consumer buying behaviour (refer to Maslow’s hierarchy of needs) • Applicable marketing strategies <ul style="list-style-type: none"> o AIDA principles (Attention, Interest, Desire, Action) o 4P marketing mix <ul style="list-style-type: none"> • Promotion: packaging, labelling, advertisements, shop layout and displays • Product: Quality • Price of product • Place where the product is sold: Shop, mail order, electronic marketing | <ul style="list-style-type: none"> • Expenditure patterns of South African households • Use sources such as www.statssa.gov.za • Interpretation of tables and information • Factors influencing expenditure patterns • Sources of income • Principles of budgeting (aims, requirements) • Compiling a budget (steps, examples) • Controlling and recording expenditures | <ul style="list-style-type: none"> • Taxes Types of taxes paid by South Africans, such as income tax, VAT, property taxes, taxes on goods and services (such as petrol, liquor, cigarettes, motor licences) • Interest rates <ul style="list-style-type: none"> o Applicable to different types of credit o Simple and compound interest • Inflation <ul style="list-style-type: none"> o Definition o Inflation rate o Consumer Price Index (CPI) |

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

| Food and nutrition | | | |
|--------------------|--|--|---|
| | Grade 10 | Grade 11 | Grade 12 |
| 2.1 | Discuss the daily food intake of young adults | Compare a young adult's daily food intake with the nutritional requirements using nutritional tables and recommend necessary improvements | Suggest guidelines for the prevention and management of nutritional and food-related health conditions |
| Content | <p>Food practices and their influence on the daily food intake of young adults</p> <ul style="list-style-type: none"> The food practices of various groups of people as influenced by <ul style="list-style-type: none"> Culture Religion Socio-economic status The influence of the following on food habits and patterns <ul style="list-style-type: none"> Knowledge Attitudes Education | <p>Nutritional requirements of young adults</p> <ul style="list-style-type: none"> Nutrients and other components of food: Their functions and sources Nutritional requirements for young adults as stated in tables such as Dietary Reference Intake (DRIs) (Interpretation only) Recommended energy requirements for young adults Compare a young adult's daily food intake with the recommended nutritional requirements and make suggestions for improvement Food labelling as a source of information Food composition tables as a source of information Principles of meal planning according to nutritional needs | <p>Prevention and management of the following: (Short description of the condition. Focus on nutrition/eating habits to prevent this condition, and nutrition/eating habits to manage an existing condition)</p> <ul style="list-style-type: none"> HIV/AIDS (how to improve your immune system through correct nutrition) Osteoporosis Anaemia High cholesterol High blood pressure Food allergies Dairy and gluten intolerance Diabetes Food allergies Eating disorders –Anorexia, Bulimia Obesity The GI (Glycaemic) index of food. <p>www.sahealthinfo.org/nutrition or www.doh.gov.za</p> |
| 2.2 | Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health | Explain the nutrient needs of consumers from different age groups and with different energy requirements | |
| Content | <p>Nutritional requirements of young adults</p> <ul style="list-style-type: none"> Understanding terminology such as nutrition, malnutrition, nutrients, balanced diet, balanced meal, meal patterns, etc. South Africa's Food-Based Dietary Guidelines Refer to publications by Dept of Health. www.doh.gov.za or www.sahealthinfo.org/nutrition Compare a day's food intake of young adults | <p>The nutritional needs of consumers as indicated on the Recommended Daily Allowances (RDAs) for</p> <ul style="list-style-type: none"> Different age groups Different stages in the life cycle Pregnancy and lactating mother Illness Different energy requirements such as work and sport <p>www.doh.gov.za or www.sahealthinfo.org/nutrition</p> | |

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| | <p>with the food-based dietary guidelines in terms of</p> <ul style="list-style-type: none"> o Foods o Number of servings o Portion sizes <ul style="list-style-type: none"> • The food groups in the South African food guide pyramid (6 groups) • Basic knowledge about the nutrients and their functions in context of these food groups • Recommended number of servings per day per food group for young adults • The impact of food choices on own health • Basic knowledge about meal planning | | |
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| Clothing | | | |
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| | Grade 10 | Grade 11 | Grade 12 |
| 2.3 | Discuss the young adult's choice of suitable clothing for different purposes | Select clothing to meet aesthetic needs | Apply clothing theory to the selection of clothing for the world of work |
| Content | <p>The young adult's choice of suitable clothing and styles, considering</p> <ul style="list-style-type: none"> • Reasons for wearing clothes, e.g. aesthetic, fashion, status, protection, etc. • Different purposes, e.g. school, sport, leisure, smart, etc. • The impact of <ul style="list-style-type: none"> o Socio-economic conditions o Culture o Peer preferences o Personal aspects, e.g. personality, lifestyle, etc. | <p>Select clothing to meet aesthetic needs</p> <ul style="list-style-type: none"> • Colour <ul style="list-style-type: none"> o Properties, classification and characteristics of colour o The colour wheel o Colour combinations o Factors influencing colour choice in clothing • Style • Size • Other factors to consider when buying clothes • Labelling as a source of information | <p>Clothing theory for the selection of clothing for the world of work</p> <ul style="list-style-type: none"> • The role of appearance in the world of work • 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 |
| 2.4 | Describe the effect of clothing choices on physical comfort | Compare the effect of clothes on figure shapes, using the elements and principles of design | Examine and describe current fashion trends for young adults |
| Content | <p>The effect of clothing choices on physical comfort in terms of functional, socio-cultural and economic considerations</p> <p>Characteristics of the fibre used in terms of physical comfort</p> <ul style="list-style-type: none"> • Natural fibres <ul style="list-style-type: none"> o Cotton (vegetable) (e.g. T-shirts) | <p>The effect of clothes on figure shapes, taking into consideration</p> <ul style="list-style-type: none"> • Design elements (Line, shape, form, space, texture and colour) • Design principles (Proportion, balance, rhythm, harmony, emphasis) • Give consideration to those with physical disabilities | <p>Current fashion trends for young adults, considering</p> <ul style="list-style-type: none"> • The fashion cycle • Fashion trends • The influence of brand labels on the choice of clothing |

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| | <ul style="list-style-type: none"> ○ Wool (animal) (e.g. jerseys) ● Regenerated fibres: Viscose ● Synthetic fibres <ul style="list-style-type: none"> ○ Polyester (e.g. school uniforms) ○ Nylon (e.g. panty-hose, nylon socks) ○ Acrylic (e.g. school jerseys) ● Blends <ul style="list-style-type: none"> ○ Polyester cotton (e.g. school shirts) ○ Viscose rayon (e.g. shirts/blouses, sportswear) ○ Wool blends ● Leather (e.g. shoes) <p>Structure of the fabric in terms of physical comfort</p> <ul style="list-style-type: none"> ○ Plain weave ○ Satin weave ○ Twill weave ○ Weft knit <p>Fabric finishes in terms of physical comfort</p> <p>Relevant finishes to be considered are: (Only properties, not manufacturing)</p> <ul style="list-style-type: none"> ○ Mercerisation ○ Napping ○ Crease and wrinkle resistance ○ Wash and wear (drip dry) ○ Flame retardant ○ Static control ○ Anti-bacterial ○ Shrink resistance ○ Stain-release ○ Waterproof and water repellent <p>Labelling, including care and maintenance to retain appearance and physical comfort</p> <p>Characteristics important for clothing items:</p> <ul style="list-style-type: none"> ○ Aesthetic qualities (visual and tactile, fit and style) ○ Elasticity, elongation and elastic recovery ○ Resistance to wrinkling ○ Abrasion resistance, pilling ○ Absorbency ○ Heat conductivity, heat retention ○ Permeability (air and moisture) | | |
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| | <ul style="list-style-type: none"> ○ Reaction to cleaning chemicals and procedures ○ Reaction to heat during maintenance ○ Reaction to stains ○ Colourfastness ○ Strength during wear and maintenance. | | |
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| Housing and furnishing | | | |
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| | Grade 10 | Grade 11 | Grade 12 |
| 2.5 | Explain different aspects to consider in the choice of housing | 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 | Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing |
| Content | <p>Housing must be examined within the socio-economic and cultural context</p> <ul style="list-style-type: none"> • Factors influencing housing decisions • Housing needs (refer to Maslow’s hierarchy of needs) within socio-economic and cultural context <ul style="list-style-type: none"> ○ Housing needs in cultural context ○ Housing needs in socio-economic context: low-, middle- and high income groups • Functions <ul style="list-style-type: none"> ○ Location ○ Space - affording privacy /crowding ○ Comfort – bathroom/s, kitchen ○ Storage • Health • Safety and security • Materials used with regard to <ul style="list-style-type: none"> ○ Climate control ○ Durability • Style and orientation of house as related to effective use of natural light and heat | <p>The functionality and safety of existing floor and furniture plans. Traffic patterns in work, rest and social areas in the home must be analysed in order to assist with the</p> <ul style="list-style-type: none"> • Safety and accessibility of housing and space • Purchasing of furniture • Maintenance of living space <p>The choice of furnishings for living and work spaces must be dealt with under the following headings</p> <ul style="list-style-type: none"> • Elements of design (Line, shape, form, space, texture and colour) • Principles of design (Balance, proportion, rhythm, harmony, emphasis) • Colour <ul style="list-style-type: none"> ○ Properties, classification and characteristics of colour ○ The colour wheel ○ Colour combinations ○ Factors influencing colour choice in furnishings | <p>Types of housing in South Africa (e.g. full title, sectional title, etc)</p> <ul style="list-style-type: none"> • Different housing options (e.g. renting, buying, building) <ul style="list-style-type: none"> ○ Advantages and disadvantages of the different options ○ Relevant costs ○ Contractual implications • Financing related to buying a house. Deposits, bonds, insurance, monthly repayments of bonds, transfer and other hidden costs, banks’ requirements for granting bonds, financial implications of running own home (municipal costs, taxes) • Financing related to the maintenance of the house • Different role-players (e.g. government housing schemes, financial and other housing NGOs, subsidies, employers, the estate agent) |
| 2.6 | | Describe the functional considerations in the choice of textiles for furnishings | Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities in buying furniture and household equipment |

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| Content | | <p>The functional considerations in the choice of fabrics for furnishings</p> <p>Properties of the fibres</p> <ul style="list-style-type: none"> • Natural fabrics (vegetable) <ul style="list-style-type: none"> ○ Cotton (e.g. kitchen and bathroom towels) ○ Sisal (for mats) • Natural Fibres (animal) <ul style="list-style-type: none"> ○ Wool (e.g. blankets /carpets /upholstery fabrics) • Regenerated fibres <ul style="list-style-type: none"> ○ Viscose • Synthetic fibres <ul style="list-style-type: none"> ○ Nylon (polyamide) (e.g. carpets/sheets) ○ Polyester (e.g. sheets/curtaining) ○ Polypropylene (e.g. carpets) ○ Acrylic (e.g. blankets) • Blends <ul style="list-style-type: none"> ○ Polyester cotton (e.g. sheets) ○ Wool blends (e.g. blankets) • Leather/leather substitutes (e.g. upholstery) • Plastics (e.g. furniture) <p>Fabric construction suitable for use for furnishing / household textiles</p> <ul style="list-style-type: none"> • Dobby weave • Pile weave • Satin weave • Tapestry weave • Warp knit • Tufting • Needle punching <p>Fabric finishes for household textiles (Only properties, not manufacturing)</p> <ul style="list-style-type: none"> • Flame retardant • Crease and wrinkle resistance • Static control • Shrink resistance • Stain and water resistance <p>Labelling, including care and maintenance</p> <p>Characteristics important for household textiles</p> | <p>The choice of household equipment with regard to</p> <ul style="list-style-type: none"> • Function • Energy (human and non-human) • Water consumption • The possible environmental impact <p>The financial and contractual responsibilities in buying furniture and household equipment</p> <ul style="list-style-type: none"> • Types of transactions, and the advantages, disadvantages and implications of each <ul style="list-style-type: none"> ○ Instalment sale transactions ○ Other ways of financing the purchase ○ Relevant contracts • Rights and responsibilities of the consumers and the sellers |
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| | | <ul style="list-style-type: none"> • Abrasion resistance, pilling • Draping quality • Absorbency • Reaction to cleaning chemicals • Reaction to heat during maintenance • Reaction to water and solvents • Colourfastness • Reaction to stains • Strength during use and maintenance. | |
| 2.7 | | | Investigate and report on an issue related to one of the following: Nutrition; food; clothing; textiles; housing; furnishings; equipment |
| Content | | | <p>It is recommended that this Assessment Standard should be covered as a project / investigation in the second term. Choose topics that would interest learners in the context of the school. Teacher should give proper guidance on approach and criteria for assessment. Examples could be:</p> <ul style="list-style-type: none"> • Food, health and safety regulations • Clothing for physically disabled people • Interior planning for disabled persons • Waste control and recycling of household waste |

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

| Food and nutrition | | | |
|--------------------|---|--|--|
| | Grade 10 | Grade 11 | Grade 12 |
| 3.1 | Make judicious food choices in terms of the resources available to the household | Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community | 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 |
| Content | <p>The influence of the following on food choices made by young adults and households</p> <ul style="list-style-type: none"> • Human resources needed for obtaining and preparing food, e.g. knowledge, skills, time, creativity, energy, etc. • Material resources needed for obtaining and preparing food, e.g. the availability of the following: money, time, storage facilities and space, equipment, preparation facilities, shops or other food outlets, own produce, etc • Optimal use of resources | <ul style="list-style-type: none"> • Criteria for buying food. • Types of food outlets in South Africa (Street vendors to hyper markets) <p>Evaluate food outlets in the local community by applying the following criteria</p> <ul style="list-style-type: none"> ○ Safety ○ Quality ○ Pricing <p>Present your findings, make a conclusion and formulate comments / advice for consumers shopping at these outlets</p> | <p>Teacher or learner could identify an issue, or teacher could source a case study from magazines, newspapers, the Internet, etc.) The issue should preferably integrate with the content covered in grade 12. Learners should suggest a strategy to address the issue. The teacher should give guidance on possible strategies to address the issue, e.g. lodging a complaint, awareness campaign, etc. Examples:</p> <ul style="list-style-type: none"> • The influence of obesity on the life of a young adult. Is there a solution for obesity? • The influence of fashion trends and brand names on buying behaviour of teenagers • The influence of food additives, colourants and chemical preservatives on health (possible allergic reactions) • False claims / misleading information on food products • Any issue related to the obtaining of housing • Any issue related to the use of water, electricity and municipal services. |
| 3.2 | Describe safe food-handling practices | Explain the effect of pathogenic organisms on food spoilage and safety | |
| Content | <p>Safe food-handling practices and prevention of food poisoning</p> <ul style="list-style-type: none"> • Food hazards, and how to eliminate their effect <ul style="list-style-type: none"> ○ Micro-organisms ○ Enzymes ○ Toxins ○ Oxidation ○ Chemicals, e.g. cleaning materials ○ Kitchen pests | <p>The pathogenic organisms related to food spoilage and food safety</p> <ul style="list-style-type: none"> • The cycle of infection • Types of pathogenic organisms • Effects on food • Principles used to prevent food spoilage • Hygienic food practice and food safety as it relates to consumer choices of food | |

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| | <ul style="list-style-type: none"> ○ Physical hazards, e.g. human hair • Safety measures when purchasing food, e.g. “best before” and “use by” dates, hygiene, etc. • Safety measures when preparing food • Handling food hygienically. • Storage procedures to prolong the eating quality of food (perishable and non-perishable foods) • Storage areas: dry, refrigerator, freezer • Kitchen hygiene and waste disposal • Safety measures to consider when eating food away from home | | |
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| Clothing | | | |
|-----------------|---|---|--|
| | Grade 10 | Grade 11 | Grade 12 |
| 3.3 | Explain clothing choices in terms of the resources available to the household | Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community | 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 |
| Content | <p>The choice of clothing by young adults in terms of the resources available to the household</p> <ul style="list-style-type: none"> • Human resources, e.g. skills, knowledge, time, energy, creativity, etc. • Material resources, e.g. money, space and equipment available • Reasons for buying ‘Proudly South African’ | <ul style="list-style-type: none"> • Criteria for buying clothing • Types of clothing outlets in South Africa (Street vendors, chain stores, boutiques) <p>Evaluate clothing outlets in the local community by applying the following criteria</p> <ul style="list-style-type: none"> • Variety • Quality • Pricing <p>Present your findings, make a conclusion and formulate comments / advice for consumers shopping at these outlets</p> | <p>Identify and investigate any consumer issue related to the impact of the selection and use of clothing on the natural or economic environment</p> <p>Suggest a strategy for addressing the issue</p> <p>Examples</p> <ul style="list-style-type: none"> • The effect of clothing imports on the South African clothing industry • The effect of manufacturing of synthetic fibres on the natural environment. |

| Housing and furnishing | | | |
|-------------------------------|---|---|---|
| | Grade 10 | Grade 11 | Grade 12 |
| 3.4 | Apply ergonomic principles to the choice of furniture and household equipment | Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community | Discuss the responsible use of water, electricity and municipal services related to housing and household equipment |
| Content | <p>Ergonomic principles to consider when choosing furniture and household equipment</p> <ul style="list-style-type: none"> • What is ergonomics? • The importance of comfortable furnishings | <ul style="list-style-type: none"> • Criteria for buying furniture • Types of furniture outlets in South Africa <p>Evaluate soft furnishing, furniture and household equipment outlets in the local community by applying the following criteria</p> | <p>The responsible use of the following, related to housing and household equipment</p> <ul style="list-style-type: none"> • Water • Electricity |

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| | <ul style="list-style-type: none"> • Factors to consider when buying furniture and household equipment, e.g. <ul style="list-style-type: none"> ○ Furniture to suit height and size of individuals, e.g. height of kitchen work surfaces, length of bed, etc. ○ Price ○ Quality ○ Suitability for function ○ Space available, etc. • Reasons for buying 'Proudly South African' | <ul style="list-style-type: none"> • Variety • Quality • Pricing <p>Present your findings, make a conclusion and formulate comments / advice for consumers shopping at these outlets</p> | <ul style="list-style-type: none"> • Municipal services |
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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

| Option 1: Food production | | | |
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| | Grade 10 | Grade 11 | Grade 12 |
| 4.1 | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using BASIC methods and techniques | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using ADVANCED methods and techniques | Apply theoretical knowledge and demonstrate the necessary skills necessary to produce quality marketable products, using applicable methods and techniques , while working in a production team |
| Content | <p>The principles, basic processes, techniques and skills necessary for food production that result in a variety of products with specified characteristics</p> <ul style="list-style-type: none"> • Basic equipment and utensils <ul style="list-style-type: none"> ○ Type, use and cleaning ○ Include stove, fridge and freezer • The recipe <ul style="list-style-type: none"> ○ Using a recipe ○ Standard method of writing a recipe ○ Compiling a list of ingredients • Measuring equipment and skills (volume and mass) • Preparation techniques <ul style="list-style-type: none"> ○ Preparation to retain nutrients and quality ○ Peeling, slicing, dicing, chopping, shredding, tossing, mashing, stirring, beating, whisking • Cooking methods <ul style="list-style-type: none"> ○ Reasons for cooking ○ Dry heat cooking methods, e.g. baking, frying (shallow frying, stir-frying, sautéing), grilling, roasting ○ Moist heat cooking methods, e.g. boiling, steaming, simmering ○ Micro waving • Quality products Criteria for a quality product, such as nutrient quality, safety, appearance, taste, texture • Food storage The principles and techniques of storing food in order to retain nutrients and quality | <p>The principles, advanced processes, techniques and skills necessary for food production that result in a variety of products with specified characteristics</p> <ul style="list-style-type: none"> • Advanced equipment and utensils <ul style="list-style-type: none"> ○ The use and cleaning of: Pressure cooker, slow cooker, deep fryer, electric frying pan, food processor, mixer, blender / liquidizer, scales, timers, thermometers and thermostats ○ Disposable paper and plastic products available for packaging and storing of food • The recipe <ul style="list-style-type: none"> ○ Adapting recipes for small-scale production (on a larger scale than for household use) (refer to 11.4.2) • Advanced preparation techniques such as <ul style="list-style-type: none"> ○ Yeast products ○ Choux paste ○ Pastry dough ○ Beating of egg whites (soft and hard meringues, mousses) ○ Swiss roll ○ Sugar cookery ○ Use of gelatine • Advanced cooking methods as needed for chosen products such as deep frying, preparation of choux paste, baking of meringues (using advanced equipment) • Quality products Criteria for quality products, such as nutrient | <p>The organising of production systems as used by production teams</p> <ul style="list-style-type: none"> • Adapting processes (and recipes) to make them suitable for production on a larger scale than for household use • Drawing flowcharts of the production line, taking into consideration the <ul style="list-style-type: none"> ○ Input ○ Process ○ Output • Production schedules: Division of work and time schedules • Selection and economical use of production resources • Important issues for efficient production of products for marketing, e.g. excellent planning, adhering to specifications, quality control, a tidy workplace, hygiene of workers, maintenance of equipment, training of staff, record keeping and careful control of finances, stock control, efficient use of time, efficient storage procedures, customer relations • Standardization and quality control to ensure quality products, e.g. <ul style="list-style-type: none"> ○ Appropriate for target group ○ Presentation of the product ○ Safety ○ Quality of raw materials used ○ Quality of packaging ○ Quality of storing, ○ Labelling |

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| | <ul style="list-style-type: none"> Hygiene Basic principles of hygiene to produce food items that are safe for eating | <p>quality, safety, appearance, taste, texture (products chosen for grade 11)</p> <ul style="list-style-type: none"> Food storage Food storage to retain nutrients and quality for products (chosen products) | <ul style="list-style-type: none"> Preparation techniques and cooking methods suitable for chosen products, as in grade 10 and 11 |
| | <p>POSSIBLE products for small-scale food production, using basic processes, techniques and skills. (Only individual work for the Practical Assessment Task) Use relevant knowledge of South Africa’s rich cultural culinary heritage as inspiration</p> <ul style="list-style-type: none"> Products using flour mixtures (batters and dough), e.g. <i>pancakes, crumpets, scones, muffins, cakes and cup cakes, banana and other loafs, biscuits, etc.</i> <ul style="list-style-type: none"> Ingredients for batters and dough, e.g. types of flour, sugar, raising agents, fat, liquids Mixing methods, e.g. rub-in, creaming, melting, etc. as needed for practical work Preparation of baking tins | <p>POSSIBLE products for small-scale food production, using advanced processes, techniques and skills.(Only individual work for the Practical Assessment Task) Use relevant knowledge of South Africa’s rich cultural culinary heritage as inspiration</p> <ul style="list-style-type: none"> Advanced products from flour mixtures such as <i>Novelty cakes (e.g. birthday cake), Swiss roll, choux paste, pastry pizzas, pies, flans, tarts, yeast products (bread, vetkoek, doughnuts, etc.)</i> <i>Traditional dishes e.g. steamed white bread with tripe, dumplings</i> <ul style="list-style-type: none"> Understanding the ingredients for batters and dough, including the raising agents, yeast and air | <p>POSSIBLE products for production teams, using production lines/systems OR individual work (Only individual work for the Practical Assessment Task)</p> <ul style="list-style-type: none"> Choose any products and commodities from the grade 10 & 11 list, such as <ul style="list-style-type: none"> Flour mixtures Food preservation Sugar cookery Catering from home Choose recipes not used in grade 10 or 11 Choose products using South Africa’s rich cultural culinary heritage as inspiration Choose recipes to demonstrate a variety of skills |

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| | <ul style="list-style-type: none"> • Food preservation, e.g. <i>chutney, jam, sauces, salad dressings, atjar</i> <ul style="list-style-type: none"> ○ Principles of food preservation (refer to 10.3.2) ○ Preservation techniques suitable for home production, such as canning, cooking of jam and chutney, curried beans, chakalaka, onion-and-tomato sauce • Catering from home, e.g. <i>hamburgers, mince-and-pasta/rice/pap dishes and salads, pizzas</i> <ul style="list-style-type: none"> ○ Knowledge of the purchase, storage and use (including preparation and cooking) of the following commodities: Rice, maize meal, pasta, cereals, fruit and vegetables, salads, mince, sauces as needed, e.g. uncooked sauces – French salad dressing ○ Include traditional dishes • Characteristics of above-mentioned products • Packaging, labelling and storing / transporting and serving of above mentioned products (sell-by date or date of manufacturing) | <ul style="list-style-type: none"> • Sugar cookery: Crystalline sweets (<i>fudge, coconut ice</i>) and non-crystalline sweets (<i>Turkish delight, marshmallows, peanut brittle, toffee-apples</i>) <ul style="list-style-type: none"> ○ Equipment needed ○ Principles of sugar cookery ○ Preparation and cooking of candy • Catering from home: More advanced dishes such as <i>Chicken a la King, fish pie, fish cakes, milk tarts, meringues, cheese cakes, quiches, savoury tarts</i> <ul style="list-style-type: none"> ○ Menu planning for catering from home ○ Knowledge of the purchase, storage and use, preparation and cooking of the following commodities: dairy products, eggs, poultry, fish, meat other than mince, yeast products, desserts (cold and hot) with suitable sauces • Characteristics of above-mentioned products • Packaging, labelling and storing / transporting and serving of above mentioned products (sell-by date or date of manufacturing) | |
| 4.2 | Adapt household processes and workflow for a product to principles of small-scale production | Adapt recipes to make them suitable for small-scale production | Compile and implement a plan for the production and marketing of a product |
| Content | <ul style="list-style-type: none"> • Adapt the work space in the kitchen to be suitable for workflow for small-scale production • Planning workspace for production: <ul style="list-style-type: none"> ○ The three main areas ○ Correct sizes and heights of work surfaces ○ Storage of equipment and other resources ○ Planning of workflow, using a simple flow chart • Principles of work simplification when adapting household processes | <p>Adapt recipes to make them suitable for small-scale production, taking into account</p> <ul style="list-style-type: none"> • Locally available foods • Cultural beliefs • Religious beliefs • Sensory requirements • Hygienic quality • Economic viability <p>Techniques for adapting existing recipes</p> | <p>Entrepreneurship (basic information)</p> <ul style="list-style-type: none"> • What is an entrepreneur? • Qualities of a successful entrepreneurs • Reasons why some entrepreneurs fail <p>Implementation plan for the production and marketing of a product</p> <ul style="list-style-type: none"> • Identify a business opportunity and formulate your idea. Do a market feasibility study: <ul style="list-style-type: none"> ○ Do market research, using surveys and questionnaires ○ Analyse the needs of different target groups e.g. babies, toddlers, school children, teenagers, single people, |

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| | <ul style="list-style-type: none"> • Planning of time schedules for one worker for one dish / more than one dish • Planning of time schedules and division of work for teams of 2/3 workers | | <ul style="list-style-type: none"> o senior citizens, etc. o Identify a target group for your idea • Plan the following the regarding your small enterprise <ul style="list-style-type: none"> o The product (trade mark/name, labels and packaging) o Promotion / advertising o Price o Place: Where will you produce the product? Where will you sell? Storage and delivery strategies • Basic knowledge of the applicable sections of the Labour Law and employment contracts |
| 4.3 | Calculate the unit price of products | Calculate the cost of products in terms of human and other resources used | Evaluate the sustainable profitability of the enterprise |
| Content | Use the cost of the ingredients and calculate the cost of a recipe. Calculate the cost of one portion of the recipe. | <ul style="list-style-type: none"> • Use the cost of the ingredients and calculate the cost of a recipe (refer to 10.4.3) • Calculate the cost when the recipe is made more than once, e.g. to sell 10 packets of cookies when each packet has 20 cookies. • Estimate the production costs when the following costs are added: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products • Decide on a price | <ul style="list-style-type: none"> • Do a financial feasibility study to determine the sustainable profitability of the enterprise (estimated selling price and profit) • Determine your start-up needs • Determine the production costs (refer to 10.4.3 and 11.4.3). Determine the selling price by calculating profit percentage • Estimate a ‘best-sale scenario’ and a ‘worst sale scenario’ • Do a basic cash-flow projection |

| Option 2: Clothing Production | | | |
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| AS | Grade 10 | Grade 11 | Grade 12 |
| 4.1 | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using BASIC methods and techniques | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using ADVANCED methods and techniques | Apply theoretical knowledge and demonstrate the necessary skills necessary to produce quality marketable products, using applicable methods and techniques, while working in a production team |
| Content | <p>The principles, basic processes and techniques and skills necessary for home industry production of a variety of garments / items</p> <ul style="list-style-type: none"> • The pattern <ul style="list-style-type: none"> o Commercial patterns – choice and use • Measuring | <p>The principles, advanced processes, techniques and skills necessary for home industry production of a variety of garments / items</p> <ul style="list-style-type: none"> • The pattern Adapting patterns for small-scale production (refer to 11.4.2) | <p>The organising of clothing production systems as used by production teams</p> <ul style="list-style-type: none"> • Adapting processes (and patterns) to make them suitable for use in production systems • Drawing flowcharts of the assembly line, taking into consideration the |

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| | <ul style="list-style-type: none"> ○ Measuring equipment ○ Taking measurements ○ Choosing commercial patterns according to body measurements ● Techniques <ul style="list-style-type: none"> ○ Lay-out and cutting ○ Transfer pattern markings ○ Ironing/pressing ○ Basic stitches (Include decorative stitches) ○ Straight seams ○ Seam finishes ○ Hems ○ Facings ○ Bindings ○ Sewn on pockets and decorations ○ Disposal of fullness (gathers, darts) ○ Openings and slits as needed ○ Sewn on fasteners. ○ Decorating with basic embroidery stitches ● Quality products Criteria for a quality product, such as <ul style="list-style-type: none"> ○ Fabric selection: quality, fashion, etc. ○ Pattern selection: suitability, fashion, etc. ○ Quality of workmanship ● Equipment <ul style="list-style-type: none"> ○ Drawing, measuring and marking ○ Cutting ○ Small hand tools (needles, pins, sewing threads) ○ Pressing ○ The sewing machine | <ul style="list-style-type: none"> ● Advanced techniques <ul style="list-style-type: none"> ○ Lay-out and cutting ○ Transfer pattern markings ○ Ironing/pressing ○ Sewing curved seams ○ Disposal of fullness (pleats, tucks, etc.) ○ Collars, sleeves and cuffs if applicable to chosen garments ○ Interfacings ○ Inside pockets ○ Openings and slits ○ Waist bands ○ Fasteners e.g. zips and buttonholes ○ Embroidery suitable for use on clothing items, e.g. smocking, appliqué ● Quality products Criteria for a quality product, such as <ul style="list-style-type: none"> ○ Fabric selection: quality, fashion, etc. ○ Correct measurements ○ Pattern selection: suitability, fashion, etc. ○ Quality of workmanship ● Advanced equipment <ul style="list-style-type: none"> ○ Determined by garments/items produced, processes and techniques used. ○ Possible packaging material for clothing products ○ The overlocker | <ul style="list-style-type: none"> ○ Input ○ Process ○ Output ● Production schedules – division of work and time schedules ● Important issues for efficient production of items, e.g. excellent planning, adhering to specifications, quality control, a tidy workplace, safety of workers, maintenance of equipment, training of staff, record keeping and careful control of finances, stock control, efficient use of time, customer relations ● Standardization and quality control to ensure quality products, such as <ul style="list-style-type: none"> ○ Appropriate for target group ○ Design suitable for purpose ○ Appearance of the product, including packaging design ○ Quality of fabrics used ○ Quality of the textile finishes ○ Quality of construction techniques ○ Quality of decorations ○ Durability / strength of the item ○ Washability ● The use of equipment, processes and construction techniques suitable for chosen garments/items as in grade 10 and 11 |
| | <p>POSSIBLE products for small-scale clothing, using basic processes, techniques and skills. (Only individual work for the Practical Assessment Task) Use relevant knowledge of South Africa’s rich cultural heritage as inspiration</p> <ul style="list-style-type: none"> ● Small denim handbag (Straight stitching) | <p>POSSIBLE products for small-scale clothing production, using advanced processes, techniques and skills. (Only individual work for the Practical Assessment Task) Use relevant knowledge of South Africa’s rich cultural heritage as inspiration</p> | <p>POSSIBLE products for production teams, using production lines/systems OR individual work (Only individual work for the Practical Assessment Task)</p> <ul style="list-style-type: none"> ● Production line: Hats, track suits ● Individual work: Shirt, advanced blouse or |

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| | <ul style="list-style-type: none"> Traditional shirt with no collar or buttons. Kimono or set-in sleeves. Facing for neckline finish Decorations to suit garment, using basic embroidery stitches, taking South Africa's rich cultural heritage into account | <ul style="list-style-type: none"> Blouse with/without sleeves and collar. Bindings as sleeve and/or neckline finishes Skirt, pants, trousers, shorts. Waistband, zip and pockets. Decorations to suit garment, using traditional crafts e.g. smocking, appliqué, beadwork | <ul style="list-style-type: none"> jacket (interfacing, sleeve, collar, buttonholes) Lined waistcoat with pocket (no sleeves, no collar) Decorations suitable for garment |
| 4.2 | Adapt household processes and workflow for a product to principles of small-scale production | Adapt patterns to make them suitable for small-scale production | Compile and implement a plan for the production and marketing of a product |
| Content | <p>Adapt the workspace in the home to be suitable for small-scale production</p> <ul style="list-style-type: none"> Planning workspace for production <ul style="list-style-type: none"> The three main areas Workspace for cutting and marking, sewing, ironing, packing Correct sizes and heights of work surfaces Storage of equipment, fabric, patterns, haberdashery. Planning of workflow for one basic item, using a simple flow chart Processes of work simplification when adapting household processes Planning of time schedules for one worker Planning of time schedules and division of work for teams of 2/3 workers | <p>Adapt existing patterns to make them suitable for small scale production, taking into account</p> <ul style="list-style-type: none"> Suit different tastes Fashion Economic viability <p>Techniques of adapting existing patterns</p> <ul style="list-style-type: none"> Use structural and decorative lines to meet needs of consumers (new fashion lines or simplifying lines) Use South Africa's rich cultural heritage for inspiration Presenting ideas on paper - drawing | <p>Entrepreneurship (basic information)</p> <ul style="list-style-type: none"> What is an entrepreneur? Qualities of a successful entrepreneurs Reasons why some entrepreneurs fail <p>Implementation plan for the production and marketing of a product</p> <ul style="list-style-type: none"> Identify a business opportunity and formulate your idea. Do a market feasibility study: <ul style="list-style-type: none"> Do market research, using surveys and questionnaires Analyse the needs of different target groups e.g. babies, toddlers, school children, teenagers, single people, senior citizens, etc. Identify a target group for your idea Plan the following the regarding your small enterprise <ul style="list-style-type: none"> The product (trade mark/name, labels and packaging) Promotion / advertising Price Place: Where will you produce the product? Where will you sell? Storage and delivery strategies Basic knowledge of the applicable sections of the Labour Law and employment contracts |
| 4.3 | Calculate the unit price of products | Calculate the cost of products in terms of human and other resources used | Evaluate the sustainable profitability of the enterprise |
| Content | Use the cost of the materials and calculate the cost of a garment/item | <ul style="list-style-type: none"> Use the cost of the materials and calculate the cost of a garment/item (refer to 10.4.3) Calculate the cost when the garment/item is made more than once | <p>Do a financial feasibility study to determine the sustainable profitability of the enterprise (estimated selling price and profit)</p> <ul style="list-style-type: none"> Determine your start-up needs |

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| | | <ul style="list-style-type: none"> Estimate the production costs when the following costs are added: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products Decide on a price | <ul style="list-style-type: none"> Determine the production costs (refer to 10.4.3 and 11.4.3). Determine the selling price by calculating profit percentage Estimate a ‘best-sale scenario and a ‘worst sale scenario’ Do a basic cash-flow projection |
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| Option 3: Soft Furnishing Production | | | |
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| AS | Grade 10 | Grade 11 | Grade 12 |
| 4.1 | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using BASIC methods and techniques | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using ADVANCED methods and techniques | Apply theoretical knowledge and demonstrate the necessary skills necessary to produce quality marketable products, using applicable methods and techniques, while working in a production team |
| Content | <p>The principles, basic processes and techniques and skills necessary for home industry production of a variety of garments / items</p> <ul style="list-style-type: none"> The pattern <ul style="list-style-type: none"> Commercial patterns – choice and use Cutting from measurements for e.g. bedding, cushions, curtains Measuring <ul style="list-style-type: none"> Measuring equipment Taking measurements for items such as fitted sheets, duvet covers, cushions, etc Determining the amount of fabric needed according to measurements Techniques <ul style="list-style-type: none"> Lay-out and cutting Transfer pattern markings Ironing/pressing Basic stitches (Including decorative stitches e.g. chain stitches, blanket stitches, etc.) Straight seams Seam finishes Hems Facings Crossway bindings and pipings Disposal of fullness (gathers, darts) Sewn on fasteners. | <p>The principles, advanced processes, techniques and skills necessary for home industry production of a variety of garments / items</p> <ul style="list-style-type: none"> The pattern <ul style="list-style-type: none"> Adapting patterns for small-scale production (refer to 11.4.2) Measuring <ul style="list-style-type: none"> Taking measurements for curtains, loose covers, etc. Fabric widths Determining the amount of fabric needed according to measurements Advanced techniques <ul style="list-style-type: none"> Cutting of curtains and loose covers Ironing/pressing Sewing curved seams. Stitching square corners Disposal of fullness (pleats, tucks, frills, etc.) Using different curtain tapes Linings (for curtains, loose covers, shopping bags, etc.) Swags and tails for curtains Curtain tie-backs Using different type of tapes for curtains. Curtains with tab tops Pockets, zips Using of batting for e.g. covers for kitchen | <p>The organising of soft furnishing production systems as used by production teams</p> <ul style="list-style-type: none"> Adapting processes (and patterns) to make them suitable for use in production systems Drawing flowcharts of the assembly line, taking into consideration the <ul style="list-style-type: none"> Input Process Output Production schedules – division of work and time schedules Important issues for efficient production of items, e.g. excellent planning, adhering to specifications, quality control, a tidy workplace, safety of workers, maintenance of equipment, training of staff, record keeping and careful control of finances, stock control, efficient use of time, customer relations Standardization and quality control to ensure quality products, such as <ul style="list-style-type: none"> Appropriate for target group Design suitable for purpose Appearance of the product, including packaging design Quality of fabrics used Quality of the textile finishes Quality of construction techniques Quality of decorations |

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| | <ul style="list-style-type: none"> ○ Decorating ● Quality products Criteria for a quality product, such as <ul style="list-style-type: none"> ○ Fabric selection: quality, fashion, etc. ○ Pattern selection: suitability, fashion, etc. ○ Quality of workmanship ● Equipment <ul style="list-style-type: none"> ○ Drawing, measuring and marking ○ Cutting ○ Small hand tools (needles, pins, sewing threads) ○ Pressing ○ Machines (sewing and/or other) | <p>equipment, place mats and shopping bags.</p> <ul style="list-style-type: none"> ○ Machine quilting of e.g. place mats and covers for equipment ● Quality products Criteria for a quality product, such as <ul style="list-style-type: none"> ○ Fabric selection: quality, suitability, fashion, etc. ○ Correct measurements ○ Pattern selection: suitability, fashion, etc. ○ Quality of workmanship ● Advanced equipment <ul style="list-style-type: none"> ○ Determined by items produced, processes and techniques used. ○ Possible packaging material for soft furnishing products ○ The overlocker | <ul style="list-style-type: none"> ○ Durability / strength of the item ○ Washability ● The use of equipment, processes and construction techniques suitable for chosen garments/items as in grade 10 and 11 |
| Content | <p>POSSIBLE products for small-scale soft furnishing production, using basic processes, techniques and skills. Use relevant knowledge of South Africa’s rich cultural heritage as inspiration</p> <ul style="list-style-type: none"> ● Shopping bag. (Straight stitching, crossway bindings / piping, bands/sling) ● Bedding, decorated with embroidery stitches (pillow cases, fitted sheets, duvet covers) ● Cushions, e.g. round cushion with zip and frills ● Decorations to suit item, taking into account <ul style="list-style-type: none"> ○ South Africa’s rich cultural heritage ○ Traditional crafts, e.g. appliqué, embroidery | <p>POSSIBLE products for small-scale soft furnishing production, using advanced processes, techniques and skills. Use relevant knowledge of South Africa’s rich cultural heritage as inspiration</p> <ul style="list-style-type: none"> ● Curtains ● Storage units, e.g. hanging shelves / shoe bags. Bindings as edge finishes ● Square cushion with zip and piping ● Loose covers for chairs or kitchen equipment. Piping in seams ● Advanced shopping bag with lining, pockets and zip ● Decorations to suit item, taking into account <ul style="list-style-type: none"> ○ South Africa’s rich cultural heritage ○ Traditional crafts, e.g. appliqué, quilting, embroidery | <p>POSSIBLE products for production teams, using production lines/systems or individual work</p> <ul style="list-style-type: none"> ● Curtains and/or blinds– advanced window dressings ● Shopping bag: Lined. Quilted. Inside pocket with zip. Pleats / frills. Use of bindings. Decorated. ● Loose covers for kitchen equipment. Lined. Quilted. Decorated <p>Decorations to suit item, taking into account</p> <ul style="list-style-type: none"> ● South Africa’s rich cultural heritage ● Traditional crafts, e.g. patchwork, appliqué, quilting, embroidery |
| 4.2 | <p>Adapt household processes and workflow for a product to principles of small-scale production</p> | <p>Adapt patterns to make them suitable for small-scale production</p> | <p>Compile and implement a plan for the production and marketing of a product</p> |
| Content | <p>Adapt the workspace in the home to be suitable for small-scale production</p> <ul style="list-style-type: none"> ● Planning workspace for production <ul style="list-style-type: none"> ○ The three main areas ○ Workspace for cutting and marking, sewing, ironing, packing | <p>Changing and adapting existing patterns / designs to make them suitable for small-scale production, taking into account</p> <ul style="list-style-type: none"> ● Suit different tastes ● Fashionable ● Economic viability | <p>Entrepreneurship (basic information)</p> <ul style="list-style-type: none"> ● What is an entrepreneur? ● Qualities of a successful entrepreneurs ● Reasons why some entrepreneurs fail <p>Implementation plan for the production and marketing of a product</p> |

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| | <ul style="list-style-type: none"> ○ Correct sizes and heights of work surfaces ○ Storage of equipment, fabric, patterns, haberdashery. ○ Planning of workflow for one basic item, using a simple flow chart ● Processes of work simplification when adapting household processes ● Planning workflow for one basic item. Use a flow chart. ● Planning of time schedules for one worker ● Planning of time schedules and division of work for teams of 2/3 workers | <p>Techniques of adapting existing patterns</p> <ul style="list-style-type: none"> ● Use structural and decorative lines to meet needs of consumers (new fashion lines or simplifying lines) ● Use South Africa's rich cultural heritage for inspiration ● Presenting ideas on paper - drawing | <ul style="list-style-type: none"> ● Identify a business opportunity and formulate your idea. Do a market feasibility study: <ul style="list-style-type: none"> ○ Do market research, using surveys and questionnaires ○ Analyse the needs of different target groups e.g. babies, toddlers, school children, teenagers, single people, senior citizens, etc. ○ Identify a target group for your idea ● Plan the following the regarding your small enterprise <ul style="list-style-type: none"> ○ The product (trade mark/name, labels and packaging) ○ Promotion / advertising ○ Price ○ Place: Where will you produce the product? Where will you sell? Storage and delivery strategies ● Basic knowledge of the applicable sections of the Labour Law and employment contracts |
| 4.3 | Calculate the unit price of products | Calculate the cost of products in terms of human and other resources used | Evaluate the sustainable profitability of the enterprise |
| Content | Use the cost of the materials and calculate the costs of an item | <ul style="list-style-type: none"> ● Use the cost of the materials and calculate the cost of an item (refer to 10.4.3) ● Calculate the cost when the item is made more than once ● Estimate the production costs when the following costs are added: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products | <p>Do a financial feasibility study to determine the sustainable profitability of the enterprise (estimated selling price and profit)</p> <ul style="list-style-type: none"> ● Determine your start-up needs ● Determine the production costs (refer to 10.4.3 and 11.4.3). Determine the selling price by calculating profit percentage ● Estimate a 'best-sale scenario and a 'worst sale scenario' ● Do a basic cash-flow projection |

Option 4: Production of garments or soft furnishings and interior accessories using equipment other than sewing machines
This option includes embroidery, knitting and crocheting, and patchwork and quilting

GRADE 10

| | Grade 10 first term: Embroidery | Grade 10 second term: Knitting | Grade 10 third term: Patchwork and quilting |
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| 4.1 | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using BASIC methods and techniques | | |
| Content | <ul style="list-style-type: none"> • Types of embroidery for grade10 <ul style="list-style-type: none"> ○ Creative embroidery • Use and designs <ul style="list-style-type: none"> ○ Uses for creative embroidery ○ Selecting designs and colour combinations • Techniques • Preparation of the fabric • Positioning of design on item • Transferring the design onto the fabric • Embroidery stitches such as <ul style="list-style-type: none"> ○ Back stitches ○ Running stitches ○ Blanket stitches ○ Chain stitches ○ Cross-stitches ○ Knotted stitches ○ Satin stitch ○ Hems and mitred corners ○ Other decorative edge finishes ○ Caring for embroidery • Quality products <ul style="list-style-type: none"> ○ Criteria for a quality product, such as ○ Fabric selection: quality, fashion, suitability ○ Design selection: suitability, fashion, etc. ○ Quality of workmanship <p>Equipment</p> <ul style="list-style-type: none"> ○ Embroidery fabric ○ Needles ○ Threads ○ Pressing | <ul style="list-style-type: none"> • Knitting patterns <ul style="list-style-type: none"> ○ How to read simple patterns ○ Abbreviations • Equipment <ul style="list-style-type: none"> ○ Single-pointed needles ○ Stitch and row counter ○ Stitch holder, tapestry needles, etc. • Techniques <ul style="list-style-type: none"> ○ Holding the needles and yarn ○ Cast on stitches, cast off ○ Stitches: Knit, purl, stocking stitch, garter stitch, moss stitch, double moss stitch, basket stitch, ribbing ○ Tension ○ Blocking and pressing of knitting ○ Caring for knitted articles ○ Joining knitted pieces • Quality products <ul style="list-style-type: none"> ○ Criteria for quality products, such as ○ Choice of knitting yarn: suitability, fashion ○ Pattern selection: Suitability, fashion, etc. ○ Quality of workmanship <p>Possible items for practical work: (Using double knitting wool – no chunky allowed) Unshaped knitted article such as leg warmers, scarf, covered coat hanger, using a variety of stitches</p> | <ul style="list-style-type: none"> • Uses and designs <ul style="list-style-type: none"> ○ Simple patchwork designs such as the nine-patch ○ Crazy patchwork <ul style="list-style-type: none"> ○ Tools and materials ○ Needles, thread, pins, thimbles, scissors, pencils, iron, quick unpick ○ Importance of colour of and designs on fabric • Equipment <ul style="list-style-type: none"> ○ Needles, threads, pins, thimbles, scissors, iron, quick unpick • Techniques <ul style="list-style-type: none"> ○ Basting the layers for quilting ○ Quilting ○ Adding borders, or ○ Self-binding finish (backing folded over). ○ Stitches for sewing and quilting, including embroidery stitches such as chain- and blanket stitches • Quality products <ul style="list-style-type: none"> ○ Criteria for a quality product, e.g. ○ Fabric selection: quality, suitability, design and colour ○ Quality of batting ○ Quality of workmanship <p>Possible items for practical work: Crazy patchwork table runner, potholder or placemat with embroidery and self-binding finish</p> |

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| | <ul style="list-style-type: none"> o Other, such as frames, scissors and tracing paper <p>Possible items for practical work: Tray cloth or small tablecloth with creative embroidery (use at least 5 decorative stitches). Hem with mitred corners</p> | | |
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GRADE 11

| | Grade 11 first term: Embroidery | Grade 11 second term: Knitting | Grade 11 third term: Patchwork and quilting |
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| 4.1 | Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using ADVANCED methods and techniques | | |
| | <ul style="list-style-type: none"> • Types of embroidery for grade11 Traditional embroidery <ul style="list-style-type: none"> • Counted thread embroidery such as Cross-stitch, Assisi, Hardanger • Canvas embroidery such as Florentine embroidery • Tapestry • Uses and designs Design in embroidery. Design elements and principles. The use of colour (refer to 11.2.5) • Techniques <ul style="list-style-type: none"> o Stitches for counted thread embroidery o Hems and mitred corners o Caring for embroidery • Equipment for above embroidery types <ul style="list-style-type: none"> o Embroidery fabric o Needles o Threads o Pressing o Other, such as frames, scissors <p>Possible items for practical work: Tray cloth or sampler with any type of counted thread embroidery Handbag with Florentine embroidery Holder for cell phone/glasses/pencil case with tapestry</p> | <p>More advanced knitting</p> <ul style="list-style-type: none"> • Knitting patterns <ul style="list-style-type: none"> o How to read advanced patterns o Abbreviations • Equipment Cable needles, double pointed needles and point protectors • Techniques <ul style="list-style-type: none"> o Increasing and decreasing stitches o The use of four needles o Buttonholes o Picking up stitches along a finished edge o More advanced patterns such as cables or a lace pattern o Cords and tassels <p>Possible Items for practical work: (Using 4-ply wool) Article with 4 needles such as hat or toe socks, leg warmers, tea pot warmer Baby booties, bed socks, baby jacket, knitted blouse/top</p> | <p>Patchwork and quilted items using</p> <ul style="list-style-type: none"> • Designs <ul style="list-style-type: none"> o Choosing a colour scheme o More advanced patchwork designs (e.g. Star, Ohio star, Shoo fly, log cabin) • More advanced equipment <ul style="list-style-type: none"> o Cutting mat o Rotary cutters o Quilter's quarter o Graph paper • Techniques <ul style="list-style-type: none"> o Techniques for accurate sewing o Cutting techniques o Using templates to develop designs (e. g. hexagon, triangle or diamond) o Quilting o Edge finishing with crossway binding <p>Possible items for practical work: Potholders, placemats or covers for kitchen equipment with patchwork design and edge finishing with crossway binding</p> |

GRADE 12

| | Grade 12 first term: Patchwork and Quilting | Grade 12 second term: Crocheting | Grade 12 third term |
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| 4.1 | Apply theoretical knowledge and demonstrate the necessary skills necessary to produce quality marketable products, using applicable methods and techniques | | |
| Content | <p>The organising of production teams to produce patchwork and quilting items</p> <ul style="list-style-type: none"> • Adapting processes (and patterns) to make them suitable for use in production systems • Drawing flowcharts of the assembly line, taking into consideration the <ul style="list-style-type: none"> ○ Input ○ Process ○ Output • Production schedules – division of work and time schedules • Important issues for efficient production of items, e.g. excellent planning, adhering to specifications, quality control, a tidy workplace, safety of workers, maintenance of equipment, training of staff, record keeping and careful control of finances, stock control, efficient use of time, customer relations • Standardization and quality control to ensure quality products, such as <ul style="list-style-type: none"> ○ Appropriate for target group ○ Design suitable for purpose ○ Appearance of the product, including packaging design ○ Quality of fabrics used ○ Quality of construction techniques ○ Quality of decorations ○ Durability / strength of the item ○ Washability • The use of equipment, processes and construction techniques suitable for chosen garments/items as in grade 10 and 11 | <p>Types of embroidery for grade 12</p> <ul style="list-style-type: none"> ○ Appliqué work done by hand ○ Smocking: • Uses and designs for each of the above <ul style="list-style-type: none"> ○ Uses ○ Suitable fabrics and stitches ○ Choice of designs and colours • Techniques <ul style="list-style-type: none"> • Appliqué <ul style="list-style-type: none"> ○ Overlay Appliqué ○ Reverse Appliqué ○ Stitches • Smocking: <ul style="list-style-type: none"> ○ Methods of gathering (by hand or gathering machine) ○ Smocking techniques and stitch tension ○ Stitches • Equipment for above embroidery types <ul style="list-style-type: none"> ○ Suitable fabrics ○ Needles ○ Threads ○ Pressing / steaming ○ Other, such as frames, scissors <p>Possible items for practical work:</p> <ul style="list-style-type: none"> • Simple toddler’s sun-dress with side seams, hem, and shoulder bands, which could be sewn by hand. Smocked front and back • Waistcoat with appliqué work • Cushion with appliqué work. <p>(For above items one or two sewing machines might be needed.)</p> | <p>Crocheting</p> <p>Crochet patterns</p> <ul style="list-style-type: none"> ○ How to read patterns ○ Abbreviations • Equipment • Hooks: Different types • Yarns: Wool-, cotton-, synthetic yarns and mixtures • Techniques <ul style="list-style-type: none"> ○ Holding the hook and yarn ○ Stitches: Chain, single crochet, half double crochet, double crochet, treble, double treble, slip stitch, picots, spaces ○ Joining yarn ○ Increasing and decreasing stitches ○ Forming a ring ○ Crocheting a circle and a square ○ Ending off ○ Joining two pieces of crochet ○ Pressing and blocking ○ Caring for crochet articles <p>Possible items for practical work: (Using 4-ply wool) Pot holders, hats, bags, blouse / top, waistcoat, covered patterned coat hangers, placemats, small blanket</p> |

| | Grade 12 first term: Patchwork and Quilting | Grade 12 second term: Crocheting | Grade 12 third term |
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| 4.2 | Adapt household processes and workflow for a product to principles of small-scale production | Adapt patterns to make them suitable for small-scale production | Compile and implement a plan for the production and marketing of a product |
| Content | <p>Adapt the workspace in the home to be suitable for small scale production of patchwork and quilting items</p> <ul style="list-style-type: none"> • Planning workspace for production <ul style="list-style-type: none"> ○ The three main areas ○ Workspace for cutting and marking, sewing, ironing, packing ○ Correct sizes and heights of work surfaces ○ Storage of equipment, fabric, threads, patterns, haberdashery. ○ Planning of workflow for one basic item, using a simple flow chart • Processes of work simplification when adapting household processes • Planning workflow for one basic item. Use a flow chart. • Planning of time schedules for one worker • Planning of time schedules and division of work for teams of 2/3 workers | <p>Adapt existing patterns to make them suitable for small scale production of patchwork and quilting items taking into account:</p> <ul style="list-style-type: none"> ○ Suit different tastes ○ Fashion ○ Economic viability • Techniques for adapting existing patterns <ul style="list-style-type: none"> ○ Use structural and decorative lines to meet needs of consumers ○ Use South Africa’s rich cultural heritage for inspiration ○ Presenting ideas on paper - drawing • Taking into account: <ul style="list-style-type: none"> ○ Cultural and religious beliefs ○ Economic viability ○ The influence of fashion | <p>Entrepreneurship (basic information)</p> <ul style="list-style-type: none"> • What is an entrepreneur? • Qualities of a successful entrepreneurs • Reasons why some entrepreneurs fail <p>Implementation plan for the production and marketing of a product</p> <ul style="list-style-type: none"> • Identify a business opportunity and formulate your idea. Do a market feasibility study: <ul style="list-style-type: none"> ○ Do market research, using surveys and questionnaires ○ Analyse the needs of different target groups e.g. babies, toddlers, school children, teenagers, single people, senior citizens, etc. ○ Identify a target group for your idea • Plan the following the regarding your small enterprise <ul style="list-style-type: none"> ○ The product (trade mark/name, labels and packaging) ○ Promotion / advertising ○ Price ○ Place: Where will you produce the product? Where will you sell? Storage and delivery strategies • Basic knowledge of the applicable sections of the Labour Law and employment contracts |
| 4.3 | Calculate the unit price of products | Calculate the cost of products in terms of human and other resources used | Evaluate the sustainable profitability of the enterprise |
| Content | <p>Use the cost of the materials and calculate the costs of an item</p> | <ul style="list-style-type: none"> • Use the cost of the materials and calculate the cost of an item (refer to 10.4.3) • Calculate the cost when the item is made more than once • Estimate the production costs when the following costs are added: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products | <p>Do a financial feasibility study to determine the sustainable profitability of the enterprise (estimated selling price and profit)</p> <ul style="list-style-type: none"> • Determine your start-up needs • Determine the production costs (refer to 10.4.3 and 11.4.3). Determine the selling price by calculating profit percentage • Estimate a ‘best-sale scenario and a ‘worst sale scenario” • Do a basic cash-flow projection |

ANNEXURE B: EXAMPLES OF WORK SCHEDULES

GRADE 10: FOOD PRODUCTION OPTION

- Daily assessment need not be indicated in the work schedule
- The work schedule should be read together with the content framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Examples of Assessment |
|------------|----------------|---------|---|--|---|---|
| Week 1 - 2 | | 10.2.1 | Discuss the daily food intake of young adults | <ul style="list-style-type: none"> • Food practices of various groups of people as influenced by culture, religion, socio-economic status • The influence of knowledge, attitudes and education on food habits and patterns | <ul style="list-style-type: none"> • Textbooks • Literature on food habits and patterns of South Africans | Daily <ul style="list-style-type: none"> • Class discussion: Food habits of different cultural groups in South Africa • Case study on factors influencing food habits and patterns (in socio-economic and cultural context) |
| Week 3 - 4 | | 10.2.2 | Compare a day's food intake of young adults with the food-based dietary guidelines. Describe the impact of food choices on own health | Nutritional requirements of young adults <ul style="list-style-type: none"> • Terminology used in nutrition • South Africa's food-based dietary guidelines • Compare a day's food intake of young adults with the food-based dietary guidelines • The South African food guide pyramid (6 groups) The nutrients and their functions in food group context • Impact of food choices on own health • Basic knowledge about meal planning | <ul style="list-style-type: none"> • Textbooks • Food magazines • Publications by Dept of Health | <ul style="list-style-type: none"> • PoA: Task for first term: Food and nutrition |
| Week 5 | | 10.4.1 | Knowledge and skills to produce quality products by using basic methods and techniques | <ul style="list-style-type: none"> • Kitchen equipment and utensils. <ul style="list-style-type: none"> ○ Type, use and cleaning ○ Include stove, fridge and freezer • Measuring: volume and mass • Choose utensils for a recipe Practical work: <ul style="list-style-type: none"> ○ Identification and handling of utensils ○ Handling of measuring equipment | <ul style="list-style-type: none"> • Textbooks • Equipment | Daily <ul style="list-style-type: none"> • Worksheets on equipment • Study a recipe and make a list of the utensils needed. PoA: Hand task in PoA: Test for term 1 |

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| Week 6 | | 10.4.1 | As above | <ul style="list-style-type: none"> Using a recipe Preparation techniques for muffins and scones Cooking methods: Baking Criteria for quality muffins and scones Storage of baked products <p>Practical work:</p> <ul style="list-style-type: none"> Baking scones and muffins Measuring and mixing skill. Baking as cooking method. Preparation of baking tins. Suitable packaging | <ul style="list-style-type: none"> Textbooks Recipe books / magazines with colourful pictures of muffins and scones | <p>PAT 1: Project on theory of practical cooking such as equipment, cooking methods, measuring, preparation and mixing methods, quality products, food storage, etc.</p> <p>Practical work: Scones and muffins</p> <ul style="list-style-type: none"> Informal discussion of all final products, to give feedback to learner and encourage improvement |
| Week 7 | | 10.4.1 | As above | <ul style="list-style-type: none"> Preparation techniques for pancakes and crumpets Cooking methods: Shallow frying Criteria for quality pancakes and crumpets Presentation, packaging, labelling and storing of products <p>Practical work:</p> <ul style="list-style-type: none"> Preparing and frying pancakes and crumpets Measuring and mixing skills Shallow frying as cooking method. | <ul style="list-style-type: none"> Textbooks Recipe books / magazines with colourful pictures of pancakes, crumpets, other product with shallow frying as cooking method | <p>Practical work: Pancakes and crumpets</p> <ul style="list-style-type: none"> Informal discussion of all final products, to give feedback to learner and encourage improvement |
| Week 8 - 9 | | 10.4.1 | Knowledge and skills to produce quality products by using basic methods and techniques | <p>Basic principles, techniques and skills</p> <ul style="list-style-type: none"> Flour mixtures <ul style="list-style-type: none"> Ingredients for batters and dough, e.g. types of flour, sugar, fat, liquids, raising agents Mixing methods for flour mixtures Cooking methods for flour mixtures <p>Practical work:</p> <ul style="list-style-type: none"> Baking of e.g. banana loaf / cake /cupcakes / biscuits Measuring and mixing skills Baking as cooking method. Preparation of baking tins. Suitable packaging. Serving | <ul style="list-style-type: none"> Textbooks Recipe books / magazines with colourful pictures of cakes, banana loafs, date loafs, ginger loafs, etc. | <p>Practical work: Banana loaf and cupcakes</p> <ul style="list-style-type: none"> Informal discussion of all final products, to give feedback to learner and encourage improvement |

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| Week 10 - 11 | | 10.4.1 | Knowledge and skills to produce quality products by using basic methods and techniques | <ul style="list-style-type: none"> • Cooking methods <ul style="list-style-type: none"> o Moist heat cooking methods o Micro waving • Practical work <ul style="list-style-type: none"> o <i>Preparing macaroni and cheese/potato salad/rice salad</i> o <i>Measuring and mixing skills.</i> o <i>Moist heat cooking methods</i> | <ul style="list-style-type: none"> • Textbooks • Recipe books / magazines • Conversion tables (volume to mass and vice versa) | <p>Practical work: <i>Macaroni & cheese/potato salad/rice salad</i></p> <ul style="list-style-type: none"> • <i>Informal discussion of all final products, to give feedback to learner and encourage improvement</i> <p>Hand in PAT 1</p> |
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TERM 2 (10 weeks)

| Time Frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
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| Week 1 - 2 | | 10.1.1 | Explain the rights and responsibilities of consumers | <ul style="list-style-type: none"> • What is a consumer • Rights and responsibilities of consumers • Understanding consumer behaviour (e.g. Maslow's hierarchy of needs) • Responsible consumer behaviour | <ul style="list-style-type: none"> • Textbooks • <i>Chapter 2 of the South African Constitution -Act 108 of 1996 - human rights</i> • Literature from consumer organisations • Magazines | <p>Daily</p> <ul style="list-style-type: none"> • Role play • Case studies • Field trip to analyse effect of shop layout on consumer purchasing behaviour |
| Week 3 | | 10.1.2 | Assess the impact of marketing strategies on consumer behaviour | <p>Investigate a variety of marketing strategies</p> <ul style="list-style-type: none"> • AIDA principles • 4P marketing mix | <ul style="list-style-type: none"> • Textbooks • Advertisements • Packaging of various products • Literature on consumers and consumer organisations | <p>PoA: Task for term 2 Marketing strategies:</p> <p>Analyse advertisements to determine their appeal</p> <p>Analyse packaging of various products to determine their appeal</p> |
| Week 4 - 5 | | 10.4.3 | Calculate the unit price of products | <p>Method of calculating the price of a product. Use the cost of the ingredients (The template provided as annexure to the content framework, may be used)</p> | <ul style="list-style-type: none"> • Price lists of ingredients • Conversion tables (from ml to g) • Till slips with product prices | <p>Daily</p> <ul style="list-style-type: none"> • Costing of recipes • Calculate the cost of products, e.g. the scones / muffins, the pancakes / crumpets <p>PoA: Hand in term 2 task</p> |
| Week 6 | | 10.4.2 | Adapt household processes and | <ul style="list-style-type: none"> • Adapting the work space in the kitchen to be suitable for workflow for small-scale | <ul style="list-style-type: none"> • Textbooks • Literature on setting | <p>Daily:</p> <ul style="list-style-type: none"> • Plan workflow for small- |

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| | | | workflow for a product according to the principles of small-scale production | <p>production</p> <ul style="list-style-type: none"> • Planning workspace for a production line • Flow charts • Principles of work simplification • Planning of time schedules / division of work | up a production line for the small scale production of food | <p>scale production of e.g. scones, using a flow chart</p> <ul style="list-style-type: none"> • Plan work division and time schedule for 2 team members <p>PAT 2: Planning.</p> |
| Week 7 | | 10.3.1 | Make judicious food choices in terms of the resources available to the household | <p>The influence of the following on food choices made by young adults</p> <ul style="list-style-type: none"> • Human resources • Material resources • Optimal use of resources | <ul style="list-style-type: none"> • Textbooks | <p>Daily</p> <ul style="list-style-type: none"> • Case studies • Class discussion • Debate / Panel discussion • Role play a TV talk show <p>PAT 2: Production (One recipe done during class practicals: flour mixtures)</p> |
| Week 8 | | 10.3.2 10.4.1 | <p>Describe safe food-handling practices</p> <p>Knowledge and skills to produce quality products by using basic methods and techniques</p> | <p>Safe food-handling practices, and prevention of food poisoning</p> <ul style="list-style-type: none"> • Safety measures when purchasing food • Handling food hygienically • Storage procedures to prolong the eating quality of food • Storage areas: dry, refrigerator, freezer • Safety measures to consider when eating food away from home • Food hazards, and how to eliminate their effect • Principles of food preservation • Preservation techniques suitable for home production <p>Practical work:</p> <ul style="list-style-type: none"> o Food preservation, e.g. chutney, jam, sauces, salad dressings, atjar (2 lessons) o Bottling for selling | <ul style="list-style-type: none"> • Textbooks • Books on hygiene and safe food-handling practices • Recipe books / magazines with colourful pictures of chutney and jam in pretty bottles, suitable for small scale production and selling | <p>Daily:</p> <ul style="list-style-type: none"> • Safe food handling practises and prevention of food spoilage • Principles of food preservation • Investigate methods of preserving food for the industry • Preservatives used at home and commercially <p>Practical work: Jam, chutney and sauces (2 lessons)</p> <ul style="list-style-type: none"> • <i>Informal discussion of all final products, to give feedback to learner and encourage improvement</i> |
| Week 9-10 | | | | | | PoA Midyear examinations |

TERM 3 (11 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|-------------------|-----------------------|----------------------|--|--|---|---|
| Week 1 - 2 | | 10.4.1 10.4.3 | Knowledge and skills to produce quality products by using basic methods and techniques Calculate the unit price of products | <ul style="list-style-type: none"> Rice, maize meal, pasta and cereals: Types, uses, storage (including preparation and cooking) <p>Practical work:</p> <ul style="list-style-type: none"> <i>Rice and pasta dishes: spaghetti bolognaise / lasagne / bobotie / curry & rice, etc.</i> <i>Applicable preparation and cooking methods</i> <i>Packaging or serving</i> <i>Calculate price</i> <i>Evaluating the quality</i> | <ul style="list-style-type: none"> Textbooks Recipe books / magazines | <p>Daily</p> <ul style="list-style-type: none"> Worksheet on techniques, cooking methods, etc. used in the chosen recipe <p>Practical work: Rice and pasta dishes</p> <ul style="list-style-type: none"> <i>Costing</i> <i>Informal discussion of all final products, to give feedback to learner and encourage improvement</i> |
| Week 3 | | 10.4.1 10.4.3 | Knowledge and skills to produce quality products by using basic methods and techniques Calculate the unit price of products | <ul style="list-style-type: none"> Fruit and vegetables: Purchase, storage and use (including preparation and cooking) <p>Practical work:</p> <ul style="list-style-type: none"> <i>Vegetable dishes: Pumpkin fritters, etc</i> <i>Applicable techniques and skills</i> <i>Shallow frying as cooking method. Serving</i> <i>Calculate price</i> <i>Evaluating the quality</i> | <ul style="list-style-type: none"> Textbooks Recipe books / magazines | <p>Daily</p> <ul style="list-style-type: none"> Worksheet on techniques, cooking method, etc. used in the chosen recipe <p>Practical work: Vegetable dishes</p> <ul style="list-style-type: none"> <i>Costing</i> <i>Informal discussion of all final products, to give feedback to learner and encourage improvement</i> |
| Week 4 | | 10.4.1 10.4.3 | Knowledge and skills to produce quality products by using basic methods and techniques Calculate the unit price of products | <ul style="list-style-type: none"> Salads and salad dressings. Purchase, storage and use (including preparation and cooking) <p>Practical work:</p> <ul style="list-style-type: none"> <i>Salads with dressings, e.g. mixed salad with French salad dressing, coleslaw, potato salad</i> <i>Applicable techniques and skills</i> <i>Calculate the price</i> <i>Evaluate the quality</i> | <ul style="list-style-type: none"> Textbooks Recipe books / magazines | <p>Daily</p> <ul style="list-style-type: none"> Worksheet on techniques, cooking method, etc. used in the chosen recipe <p>Practical work: Salads with dressings</p> <ul style="list-style-type: none"> <i>Costing</i> <i>Informal discussion of all final products, to give feedback to learner and encourage improvement</i> |

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| Week 5 | | 10.4.1 10.4.3 | Knowledge and skills to produce quality products by using basic methods and techniques Calculate the unit price of products | <ul style="list-style-type: none"> Mince: Purchase, storage and use (including preparation and cooking) <p>Practical work:</p> <ul style="list-style-type: none"> <i>Mince dishes, e.g. hamburgers</i> <i>Applicable preparation and cooking methods</i> <i>Packaging: Disposable paper products</i> <i>Calculating the unit price</i> <i>Evaluate the quality</i> | <ul style="list-style-type: none"> Textbooks Recipe books / magazines PAT: Use recipes used for practical lessons, or similar recipes. The recipes should have accompanying pictures | <p>Daily:</p> <ul style="list-style-type: none"> Worksheets on techniques, cooking methods, etc. used in the chosen recipe Case studies on selling of food <p>Practical work: mince dishes</p> <ul style="list-style-type: none"> <i>Costing</i> <i>Informal discussion of all final products, to give feedback to learner and encourage improvement</i> <p>PAT 3: Planning</p> |
| Week 6 | | 10.2.3 | Discuss the young adult's choice of suitable clothing for different purposes | <p>The young adult's choice of suitable clothing and styles, considering</p> <ul style="list-style-type: none"> Reasons for wearing clothes The impact of socio-economic conditions, culture, peer preferences and other personal aspects | <ul style="list-style-type: none"> Textbooks Literature on fashion Clothing publications and magazines | PAT 3: Production. Choose a dish for a meal, suitable for catering from home |
| Week 7 - 9 | | 10.2.4 | Describe the effect of clothing choices on physical comfort in terms of functional, socio-cultural and economic considerations | <ul style="list-style-type: none"> Characteristics of the fibre used in terms of physical comfort <ul style="list-style-type: none"> Natural fibres Synthetic fibres Blends Leather Structure of the fabric in terms of physical comfort: Types of weave Fabric finishes in terms of physical comfort Labelling, including care and maintenance to retain appearance and physical comfort Characteristics important for clothing items | <ul style="list-style-type: none"> Textbooks Literature on textiles Samples of textiles Labels on clothing items | <p>Daily:</p> <p>Role play: Selling clothes in a clothing outlet, explaining the characteristics of the textiles the clothes are made of.</p> <p>PoA: Task for term 3: The choice of clothes by young adults, e.g. collect labels from 2 clothing items: Analyse and investigate information. Include fibres and fibre characteristics. Find reasons for the instruction on the care label. Were these items a good choice? Motivate. Hand in end of week 9</p> |
| Week 10 -11 | | 10.3.3 | Explain clothing choices in terms of the resources available to the household | <p>The choice of clothing by young adults in terms of the resources available to the household</p> <ul style="list-style-type: none"> Human resources Material resources <p>Reasons for buying 'Proudly South African'</p> | | <p>Test for term 3</p> <p>Daily</p> <ul style="list-style-type: none"> Investigate habits of South Africans when buying clothes Case studies |

TERM 4 (8 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
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| Week 1 – 3 | | 10.2.5 | Explain the different aspects to consider in the choice of housing | Housing within the socio-economic and cultural context <ul style="list-style-type: none"> • Factors influencing housing decisions • Housing needs (Maslow’s hierarchy) within socio-economic and cultural context • Functions • Health • Safety and security • Materials used • Style and orientation of house | <ul style="list-style-type: none"> • Textbooks • Pamphlets on building materials • Advertisements in property sections of magazines to investigate house prices • Literature on safety and security | Daily: <ul style="list-style-type: none"> • Field trip to a builder’s warehouse or builder’s expo if possible • Investigate different building materials – description, advantages, disadvantages, uses • Investigating cost of houses • Case study on safety and security at home |
| Week 4 - 5 | | 10.3.4 | Apply ergonomic principles to the choice of furniture and household equipment | <ul style="list-style-type: none"> • What is ergonomics? • The importance of comfortable furnishings • Factors to consider when buying furniture and household equipment • Reasons for buying ‘Proudly South African’ | <ul style="list-style-type: none"> • Textbooks • Advertisements from furniture outlets • Pamphlets on buying ‘proudly South African’ | Daily: <ul style="list-style-type: none"> • Case studies • Analyse advertisements |
| Week 6 - 8 | | | | | | PoA: Final exam |

GRADE 11: FOOD PRODUCTION OPTION

- Daily assessment need not be indicated in the work schedule
- The work schedule should be read together with the content framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|------------------|--|--|---|---|
| Week 1 - 3 | | 11.1.2 | Explain the household budget as an instrument for managing financial resources | <ul style="list-style-type: none"> • The household budget • Expenditure patterns of South African households (use sources e.g. Stats SA) • Sources of income • Principles of budgeting • Compiling a budget • Controlling and recording expenditures | <ul style="list-style-type: none"> • Textbooks • Literature on budgeting • Financial- and consumer magazines | PoA: Task for term 1 <ul style="list-style-type: none"> • Principles of budgeting • Draw up a household budget • Compare different budgets |
| Week 4 | | 11.4.1 | Knowledge and skills to produce quality products by using advanced methods and techniques | <p>Advanced equipment, e.g. pressure cooker, slow cooker, deep fryer, food processor, mixer, blender / liquidizer, scales, timers, thermometers and thermostats, etc.</p> <ul style="list-style-type: none"> • Use and cleaning • Preparation techniques and cooking methods for flour mixtures such as Swiss rolls and choux paste • Quality characteristics of chosen products • Storage of chosen products <p>Practical work:</p> <ul style="list-style-type: none"> ○ <i>Advanced products from flour mixtures e.g. Swiss rolls, cup cakes</i> | <ul style="list-style-type: none"> • Textbooks • Equipment • Manuals accompanying equipment • Examples of disposable paper and plastic products for packaging | <p>Daily:</p> <ul style="list-style-type: none"> • Worksheets on equipment • Handling of equipment <p>Practical work: <i>Swiss roll and cup cakes</i> <i>Informal discussion of all final products</i></p> <p>PoA: Hand in task for term 1</p> |
| Week 5 | | 11.4.1 11.4.2 | <p>Knowledge and skills to produce quality products by using advanced methods and techniques</p> <p>Adapt recipes for small scale production</p> | <ul style="list-style-type: none"> • Choosing and adapting suitable recipes for small-scale production • Disposable paper and plastic products available for packaging and storing of food • Preparation techniques for yeast products <p>Practical work:</p> <ul style="list-style-type: none"> ○ <i>Yeast products, baked, e.g. (bread, breakfast rolls)</i> | <ul style="list-style-type: none"> • Textbooks • Recipe books • Food magazines • Literature on nutritional needs | <p>PAT 1: Scrapbook/ recipe book: Collect recipes of cakes, yeast products, choux paste, pastry and sweets (sugar cookery), Analyse recipes to cover the theory of the practical cooking such as</p> |

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| | | | | | | advanced equipment, cooking methods, preparation and mixing methods, quality products, storage. Costing. Packaging Practical work: Yeast baked products. <i>Informal discussion of all products</i> |
| Week 6 | | 11.4.1 11.4.3 | Knowledge and skills to produce quality products by using advanced methods and techniques Calculate the costs of products, including resources | <ul style="list-style-type: none"> Advanced cooking methods, e.g. deep frying (using deep-fryer) Quality characteristics of yeast products Storage of yeast products Costing and pricing products for profitability Practical work: <ul style="list-style-type: none"> <i>Yeast products, deep-fried (vetkoek, doughnut.)</i> | <ul style="list-style-type: none"> Textbooks Recipe books Food magazines Guest lecturer, e.g. Anchor yeast | Practical work: Yeast products, deep-fried <i>Informal discussion of all products</i> |
| Week 7 - 8 | | 11.2.1 | Compare a young adult's daily food intake with the nutritional requirements using food composition tables, and recommend necessary improvements | <ul style="list-style-type: none"> Nutrients and other components of food Recommended nutritional requirements for young adults Compare a young adult's daily food intake with the recommended nutritional requirements and make suggestions for improvement Food labelling as a source of information Practical work: <ul style="list-style-type: none"> <i>Choux paste products, suitable for small scale production and selling at a profit</i> <i>Cream puffs, éclairs, queen fritters(deep fried cream puffs)</i> | <ul style="list-style-type: none"> Textbooks Literature on healthy eating habits and nutrients Literature on healthy eating habits from Dept of Health | Daily: <ul style="list-style-type: none"> Worksheet on nutrients, function and sources Keep record of own food intake for 7 days. Compare own daily food intake with DRI. Did your diet improve since grade 10? Practical work: Choux paste. <i>Informal discussion of products</i> |
| Week 9 | | 11.2.2 | Explain the nutrient needs of consumers from different age groups with different energy requirements | <ul style="list-style-type: none"> The nutritional needs of consumers as indicated on Dietary Reference Intake (DRI) tables Principles of meal planning according to nutritional needs Practical work: <ul style="list-style-type: none"> <i>Pastry products, suitable for small scale production, to sell at a profit</i> <i>Sausage rolls, pies, tart, tartlets</i> | <ul style="list-style-type: none"> Textbooks Literature on nutrition, food composition tables and DRIs Literature from Dept of Health, e.g. pamphlets on pregnancy and illness obtainable from medical doctor's rooms | Daily: <ul style="list-style-type: none"> Investigate nutritional needs of consumers from different age and gender groups and with different energy requirements. Practical work: Pastry |

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| | | | | | or clinics | products. Informal discussion of products |
| Week 10 | | 11.3.1 11.4.1 | Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community Knowledge and skills to produce quality products by using advanced methods and techniques | <ul style="list-style-type: none"> Different types of food outlets in the South African context Criteria for buying of food Evaluate food outlets in the local community | <ul style="list-style-type: none"> Textbooks Literature on food hygiene | Daily <ul style="list-style-type: none"> Field trip to local food outlet to observe safety (hygiene), quality and pricing of food PoA Test term 1 Hand in PAT 1 |
| Week 11 | | 11.1.1 | Explain consumer protection policies and practices | <ul style="list-style-type: none"> Consumer practices Consumer protection policies <ul style="list-style-type: none"> Government legislation Consumer Organisations (Who they are, what they stand for) | <ul style="list-style-type: none"> Textbooks Literature on consumers and consumer organisations Magazines | Daily <ul style="list-style-type: none"> Class discussion / talk show / small group discussions Case studies |

TERM 2 (10 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|----------------------------|---|---|--|--|
| Week 1 - 2 | | 11.4.1 11.4.2 11.4.3 | Knowledge and skills to produce quality products by using advanced methods and techniques Adapt recipes for small scale production Calculate the costs of products, including resources | <ul style="list-style-type: none"> Sugar cookery, e.g. crystalline sweets (<i>fudge, coconut ice</i>) and non-crystalline sweets (<i>Turkish delight, marshmallows, peanut brittle, toffees</i>) Choose and adapt recipes suitable for small scale production Costing and pricing products for profitability Practical work: <ul style="list-style-type: none"> <i>Crystalline sweets (fudge, coconut ice)</i> | <ul style="list-style-type: none"> Textbooks Recipe books Food magazines and food sections in magazines | Daily: <ul style="list-style-type: none"> Worksheet on the principles of sugar cookery Practical work: Crystalline sweets <ul style="list-style-type: none"> <i>Informal discussion of all products</i> |
| Week 3 | | 11.4.1 11.4.2 11.4.3 | Advanced methods and techniques Adapt recipes for small scale production Calculate the costs of products in terms of human and other resources used | Adapting recipes, taking into account <ul style="list-style-type: none"> Locally available foods Cultural and religious beliefs Sensory requirements Hygienic quality Economic viability Practical work: <ul style="list-style-type: none"> <i>Non-crystalline sweets (Turkish delight,</i> | <ul style="list-style-type: none"> Textbooks Recipe books Food magazines and food sections in magazines | Practical work: Non-crystalline sweets. <i>Costing and pricing of home made candy.</i> <i>Informal discussion of all products</i> |

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| | | | | <i>marshmallows, peanut brittle, toffees)</i> | | |
| Week 4 | | 11.2.3 | Select clothing to meet aesthetic needs | factors to consider when buying clothes <ul style="list-style-type: none"> • Colour • Style • Size • Other • Labelling as a source of information | <ul style="list-style-type: none"> • Textbooks • Literature on fashion • Clothing publications and magazines • Templates of figure shapes • Colour wheel | PoA: Task term 2 Colour and design in clothing <ul style="list-style-type: none"> • Effect of different colour combinations. |
| Week 5 - 7 | | 11.2.4 | The effect of clothes on figure shapes, using the elements and principles of design | <ul style="list-style-type: none"> • Design elements: Line, shape, form, space, texture and colour • Design principles: Proportion, balance, rhythm, harmony, emphasis | <ul style="list-style-type: none"> • Textbooks • Literature on fashion • Clothing publications and magazines | <ul style="list-style-type: none"> • Design elements and principles: Effects on different figure shapes Hand in week 7 PAT 2 : Planning |
| Week 8 | | 11.3.2 | Explain the effect of pathogenic organisms on food spoilage and safety | The pathogenic organisms related to food spoilage and food safety <ul style="list-style-type: none"> • Cycle of infection • Types of pathogenic organisms • Effects on food • How to prevent food spoilage | <ul style="list-style-type: none"> • Textbooks • Literature on food hygiene, food spoilage and food poisoning | Daily: <ul style="list-style-type: none"> • Case studies • Identification test – to observe food spoilage PAT 2: Production: Any 2 recipes from list above |
| Week 9-10 | | | | | | PoA Midyear exam |

TERM 3 (11 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|---------|---|--|--|--|
| Week 1 - 3 | | 11.2.5 | 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 | The functionality and safety of existing floor and furniture patterns: <ul style="list-style-type: none"> • Analyse traffic patterns in work, rest and social areas in the home • The choice of furnishings for living and work spaces • Elements of design • Principles of design • Colour | <ul style="list-style-type: none"> • Textbooks • Literature on interior design • Magazine | PoA: Task term 3: The influence of colour, design and textiles when choosing furniture (including soft furniture) for living and workspaces. Present in the form of a scrapbook. Hand in end week 3 |
| Week | | 11.4.1 | Knowledge and skills to | <ul style="list-style-type: none"> • Dairy products and eggs: Purchase, uses, storage | <ul style="list-style-type: none"> • Textbooks | Daily: |

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| 4 | | 11.4.3 | produce quality products by using advanced methods and Calculate the costs of products in terms of human and other resources used | (including preparation and cooking) Practical work: <ul style="list-style-type: none"> • <i>Preparing of dairy & egg products suitable for selling at a profit, e.g. milk tart, savoury tar, quiche</i> • <i>Calculate cost and selling price</i> | <ul style="list-style-type: none"> • Recipe books • Food magazines | <ul style="list-style-type: none"> • Add recipes to recipe book. Analyse Practical work: <i>Dairy products and eggs. Costing and pricing. Informal discussion of products</i> |
| Week 5 | | 11.4.1 11.4.3 | Knowledge and skills to produce quality products by using advanced methods and techniques Calculate the costs of products in terms of human and other resources used | <ul style="list-style-type: none"> • Menu planning for catering from home. Appearance and taste for customer satisfaction. Availability of resources (equipment, electricity, transport, etc.) Suitable cooking methods. • Calculating the cost and selling price of meals Practical work: <ul style="list-style-type: none"> • <i>Preparing of dairy & egg products suitable for selling at a profit, e.g., meringues, lemon meringue pie</i> | <ul style="list-style-type: none"> • Recipe books • Textbooks • Magazines | Daily: <ul style="list-style-type: none"> • Add recipes to recipe book. Analyse • Menus for catering. Cost and selling prices Practical work: <i>Dairy products and eggs Informal discussion of products</i> |
| Week 6 - 7 | | 11.4.1 11.4.3 | Knowledge and skills to produce quality products by using advanced methods and Calculate the costs of products in terms of human and other resources used | <ul style="list-style-type: none"> • Poultry, fish and meat: Purchase, uses, storage (including preparation and cooking) Practical work <ul style="list-style-type: none"> • <i>Preparing of fish, poultry and meat dishes suitable for catering from home e.g. fish cakes, fish pie, chicken & mushroom pie, chicken a la king, cottage pie, meat balls (2lessons)</i> • Calculate cost and selling price | <ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books • Pictures of different types of fish and poultry | Daily: <ul style="list-style-type: none"> • Add recipes to recipe book. Analyse Practical work: <i>Poultry, fish and meat (2 lessons) Costing and pricing Informal discussion of products</i> PoA: Test for term 3 |
| Week 8 - 9 | | 11.4.1 11.4.2 11.4.3 | Knowledge and skills to produce quality products by using advanced methods and techniques Adapt recipes for small scale production Calculate the costs of products in terms of human and other resources used | <ul style="list-style-type: none"> • Hot and cold desserts with suitable sauces. Types, uses, storage Practical work: <ul style="list-style-type: none"> • <i>Preparing of hot desserts with suitable sauces, e.g., Malva pudding with custard sauce, bread pudding with meringue, velvet pudding with meringue</i> • <i>Preparing cold desserts with suitable sauces , e.g. chocolate mousse, trifle, fruit mousse</i> • Calculate cost and selling price | <ul style="list-style-type: none"> • Textbooks • Recipe books • Food magazines | Daily: <ul style="list-style-type: none"> • Add recipes to recipe book. Analyse Practical work: <i>Hot and cold desserts (2 lessons) Costing and pricing. Informal discussion of products</i> PAT 3: Planning |

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| Week 10 | | 11.3.3 | Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community | <ul style="list-style-type: none"> • Different types of clothing outlets in the South African context • Criteria for buying clothing • Evaluate clothing outlets in the local community | <ul style="list-style-type: none"> • Textbooks • Literature on clothing • Clothing publications and magazines | Daily <ul style="list-style-type: none"> • Role play • Evaluate clothing items PAT 3: Prepare products suitable for catering from home |
| Week 11 | | 11.2.5 | 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 | <ul style="list-style-type: none"> • Analyse floor, furniture, lighting and storage plans and traffic patterns in work, rest and social areas in a home | <ul style="list-style-type: none"> • Textbooks • Literature on floor and furniture plans • Sample house plans • Furniture cut-outs • Magazines • Catalogues | Daily <ul style="list-style-type: none"> • Develop a maintenance plan to prolong the service life of furnishings and furniture • Analyse floor and furniture plans |

TERM 4 (8 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|---------|--|---|--|---|
| Week 1 - 2 | | 11.3.4 | Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community | <ul style="list-style-type: none"> • Different types of furnishing and furniture outlets in the South African context • Criteria for buying furnishings and furniture • Evaluate furnishings and furniture outlets in the local community, using above criteria | <ul style="list-style-type: none"> • Textbooks • Literature on furnishings and furniture • Catalogues | Daily <ul style="list-style-type: none"> • Role play • Field trip to local furnishing outlet • Evaluate furniture and furnishings |
| Week 3 - 5 | | 11.2.6 | Describe the functional considerations in the choice of textiles for furnishings | Consumer choices of textiles for furnishings in terms of functional considerations <ul style="list-style-type: none"> • Fabrics to be evaluated in terms of: Fabric and yarn construction, characteristics of the fibre, finishes applied, care and maintenance, labelling • Characteristics important for household textiles • Relevant textile finishes to be considered | <ul style="list-style-type: none"> • Textbooks • Literature on housing and furnishings • Magazines • Textile samples | Daily <ul style="list-style-type: none"> • Discuss suitable characteristics for textile furnishings • Investigate various types of textiles |
| Week 6 - 8 | | | | | | PoA Final examinations |

GRADE 12: FOOD PRODUCTION OPTION

- Daily assessment need not be indicated in the work schedule
- Use this work schedule together with the Content Framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

| Time Frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|---------|---|---|---|--|
| Week 1 - 3 | | 12.2.1 | Suggest guidelines for the prevention of nutritional and food-related health conditions | <ul style="list-style-type: none"> • Guidelines for learners to successfully engage in tasks for formal assessment, such as projects and investigations. • Guidelines for the prevention and/or management of nutritional and food-related health conditions as outlined in content framework | <ul style="list-style-type: none"> • Textbooks • Literature on food related health conditions • Literature from Dept of Health | PoA: Task for term 1: section 1: Design a pamphlet to suggest guidelines for the prevention and management of any nutritional and/or food-related health condition |
| Week 4 | | 12.2.7 | Investigate and report on an issue related to food and nutrition | Brainstorm possible topics for food and nutrition e.g. <ul style="list-style-type: none"> • Teenagers and obesity • The prevalence and management of diabetes in our modern society • Feeding of children with HIV/AIDS Guidance on <ul style="list-style-type: none"> • How to investigate an issue • How to present a report | <ul style="list-style-type: none"> • Literature from the Internet, the media and libraries • Literature from Dept of Health | PoA: Task for term 1: section 2: Investigate and report on an issue related to food and nutrition (Guidelines from teacher on how to investigate and report) Hand in this task at the end of week 4 |
| Week 5 - 6 | | 12.4.2 | Compile an implementation plan for the production and marketing of a product | <ul style="list-style-type: none"> • Entrepreneurship • Implementation plan for small enterprise <ul style="list-style-type: none"> ○ Identify a business opportunity ○ Do a market feasibility study (Market research, target groups) ○ The product, promotion / advertising, price and place | <ul style="list-style-type: none"> • Textbooks • Literature on how to run a profitable small business | PAT 1: Section 1: Learner choose own recipe/s and develop an implementation plan for a small enterprise to sell food products Daily: <ul style="list-style-type: none"> • Develop questionnaires for investigating target markets. • Analyse needs of target markets |
| Week 7 - 8 | | 12.4.3 | Evaluate the sustainable profitability of the enterprise | Sustainable profitability of a small enterprise <ul style="list-style-type: none"> • Start-up needs • Production costs, selling price and | <ul style="list-style-type: none"> • Textbooks • Literature on how to run a profitable small business | PAT 1: Section 2: Learner draw up a financial plan to evaluate the sustainable profitability of the chosen small |

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| | | | | <ul style="list-style-type: none"> profit percentage 'Best-sale scenario' and 'worst-sale scenario' Basic cash-flow projection | | enterprise Daily: <ul style="list-style-type: none"> Case studies Calculations |
| Week 9 - 10 | | 12.4.1 | Knowledge and skills to produce quality marketable products by using applicable methods and techniques, while working in a production team | <ul style="list-style-type: none"> The organising of production systems as used by production teams Drawing flowcharts of the production line Production schedules: Division of work and time schedules <p>Practical work: <i>In groups of 2/4, produce a product to sell on entrepreneurs day at school</i></p> | <ul style="list-style-type: none"> Textbooks Literature on commercial food production Recipe books | Daily: <ul style="list-style-type: none"> Develop work division & time schedules for 2/4 workers to produce biscuits to sell from home Draw flowcharts planning the home kitchen for above production <p>Practical work: <i>Informal group assessment. Groups assess each other and give comments</i></p> <p>PAT: Hand in PAT 1 for term 1</p> |
| Week 11 | | | Revision | | | PoA: Test for term 1 |

TERM 2 (10 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|---------|--|---|---|--|
| Week 1-2 | | 12.4.1 | Knowledge and skills to produce quality marketable products by using applicable methods and techniques | Production from home for small enterprise <ul style="list-style-type: none"> Important issues for efficient production as outlined in the content framework Selection and economical use of production resources Standardisation and quality control to ensure standardised and quality Adaptation of recipes to make them suitable for producing larger quantities <p>Practical work: <i>In a group of 4, cater from home for a 3-course meal for 8 people</i></p> | <ul style="list-style-type: none"> Textbooks Literature on commercial food production Recipe books | <p>Practical work:</p> <ul style="list-style-type: none"> <i>Informal group assessment. Groups assess each other and give comments</i> |
| Week 3 | | 12.3.1 | Identify a consumer issue related to the | Teacher chooses suitable case study/s. Learners study the given case study/s | <ul style="list-style-type: none"> Case studies on recent newsworthy issues. Use | Daily: <ul style="list-style-type: none"> Class discussions to discuss |

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| | | 12.3.3 | <p>impact of the selection and use of food on the natural or economic environment, and suggest a strategy for addressing the issue</p> <p>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</p> | <p>and suggest strategy/s for addressing the issue/s</p> <p>Examples:</p> <ul style="list-style-type: none"> • The influence of food additives, preservatives and colourants on health (e.g. possible allergic reactions) • False claims / misleading information on the labels of food products <p>Possible strategies to address issues, e.g. lodging complaints, awareness campaigns</p> <p>Brainstorm possible issues, and suggest a strategy for addressing the issue</p> <p>Examples</p> <p>The influence of brand labels on the choice of clothing for teenagers. (Include psychological aspects, also and the effect on the family budget)</p> <p>Practical work</p> <p><i>In a group of 4, cater from home for a birthday party for 8 people</i></p> | <p>magazines / newspaper / the Internet / any other available literature</p> <ul style="list-style-type: none"> • Case studies from textbooks • Magazines and newspaper articles on the chosen issue • The internet • Literature on the chosen issue | <p>possible strategies to address the issue/s</p> <ul style="list-style-type: none"> • Group work to discuss possible strategies. Report back <p>PoA: Task for term 2:</p> <p>Choose a consumer issue regarding food or clothing that has an influence on the economic or natural environment. (A newspaper or magazine extract may be used as a point of departure) Describe the issue and suggest a strategy to address the issue (Please note that the issue is not important. The focus is on the strategy to address the issue)</p> <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Informal group assessment. Groups assess each other and give comments</i> |
| Week 4 | | 12.2.3 | <p>Apply clothing theory to the selection of clothing for the world of work</p> | <p>Clothing theory for the selection of clothing for the world of work</p> <ul style="list-style-type: none"> • The role of appearance in the world of work • 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 | <ul style="list-style-type: none"> • Textbooks • Clothing magazines | <p>Daily:</p> <ul style="list-style-type: none"> • Wardrobe planning for a young working adult |
| Week 5 | | 12.2.4 | <p>Examine and describe current fashion trends for young adults</p> | <p>Current fashion trends for young adults, considering</p> <ul style="list-style-type: none"> • The fashion cycle • The influence of brand labels on | <ul style="list-style-type: none"> • Textbooks • Clothing magazines | <p>Daily:</p> <ul style="list-style-type: none"> • Assignment on the fashion cycle • Case studies |

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| | | | | the choice of clothing | | |
| Week 6 - 7 | | 12.2.5 | Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing | Types of housing in South Africa (e.g. full title, sectional title, etc) <ul style="list-style-type: none"> • Different housing options • Financing related to buying a house: Deposits, bonds, insurance, monthly repayments of bonds, transfer and other hidden costs, banks' requirements for granting bonds, financial implications of running own home (municipal costs, taxes) • Financing related to the maintenance of the house • Different role-players (e.g. government housing schemes, financial and other housing, NGOs, subsidies, employers, the estate agent) | <ul style="list-style-type: none"> • Textbooks • Brochures from banks • House and home magazines • The Internet | Daily: <ul style="list-style-type: none"> • Case studies • Worksheets on different documents relevant to buying a house • Comparative study of different housing options • Investigate different role players in the housing industry PoA: Hand in task for term 2 during week 7 |
| Week 8 | | 12.4.1 | Produce quality marketable products | <ul style="list-style-type: none"> • Basic knowledge of the applicable sections of the Labour Law and employment contracts | <ul style="list-style-type: none"> • Textbooks • The Internet | Daily: <ul style="list-style-type: none"> • Investigate employment contracts |
| Week 9 - 10 | | | | | | PoA: Midyear examinations PAT 2: Included in timetable of midyear examination |

TERM 3 (11 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|---------|---|---|--|--|
| Week 1 | | 12.1.1 | Investigate and evaluate channels for consumer complaints | Channels for consumer complaints available in South Africa Claims for misleading descriptions How to complain | <ul style="list-style-type: none"> • Textbooks • The internet • Brochures from consumer organisations | Daily: <ul style="list-style-type: none"> • Case Studies • Class discussion • Role play |
| Week 2 - 3 | | 12.1.2 | Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, | The implication of the following on the management of available funds for acquiring food, clothing, housing and furnishings <ul style="list-style-type: none"> • Taxes | <ul style="list-style-type: none"> • Textbooks • Information from SARS • Business magazines | Daily: <ul style="list-style-type: none"> • Worksheets • Case studies |

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| | | | clothing, housing and furnishings | <p>Types of taxes paid by South Africans, e.g. income</p> <ul style="list-style-type: none"> • Interest rates • Inflation • Consumer Price Index (CPI) | <ul style="list-style-type: none"> • Brochures obtainable from banks • The internet | PAT 3: Any time during this term, according to timetable of Subject Advisor. |
| Week 4 - 5 | | 12.2.6 | Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities of buying furniture and household equipment | <ul style="list-style-type: none"> • The choice of household equipment • The financial and contractual responsibilities in buying furniture and household equipment | <ul style="list-style-type: none"> • Textbooks • House and home magazines • The Internet | <p>Daily:</p> <ul style="list-style-type: none"> • Case studies • Worksheets on financial and contractual responsibilities relevant to buying furniture <p>PoA: Test for term 3</p> |
| Week 6 – 8 | | 12.2.7 | Investigate and report on an issue related to one of the following: Clothing, textiles, housing, furnishings, equipment | Brainstorm possible topics for clothing, housing, furniture, equipment | <ul style="list-style-type: none"> • Textbooks • Magazines and newspapers | <p>Daily:</p> <p>Work in small groups. Each group investigate a different issue. Report back to the class. Teacher could select case studies as point of departure</p> |
| Week 9 - 11 | | | | | | PoA: Trial exam |

TERM 4 (8 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|-------------------|-----------------------|--------------------|---|---|--|--------------------------|
| Week 1 – 4 | | 12.3.4 | Discuss the responsible use of water, electricity and municipal services related to housing and household equipment | <p>The responsible use of the following, related to housing and household equipment</p> <ul style="list-style-type: none"> • Water and electricity • Municipal services | <ul style="list-style-type: none"> • Textbooks • Literature from Eskom | |
| Week 5 | | | Revision | | | |
| Week 6 – 8 | | | | | | Final examination |

GRADE 12: CLOTHING PRODUCTION OPTION

- Daily assessment need not be indicated in the work schedule
- Use this work schedule together with the Content Framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

| Time Frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|---------|--|--|---|---|
| Week 1 - 3 | | 12.2.1 | Suggest guidelines for the prevention of nutritional and food-related health conditions | <ul style="list-style-type: none"> • Guidelines for learners to successfully engage in tasks for formal assessment, such as projects and investigations. • Guidelines for the prevention and/or management of nutritional and food-related health conditions as outlined in content framework | <ul style="list-style-type: none"> • Textbooks • Literature on food related health conditions • Literature from Dept of Health | PoA: Task for term 1: section 1: Design a pamphlet to suggest guidelines for the prevention and management of any nutritional and/or food-related health condition |
| Week 4 | | 12.2.7 | Investigate and report on an issue related to one of the following: Nutrition, food, clothing, textiles, housing, furnishings, equipment | Brainstorm possible topics, e.g. <ul style="list-style-type: none"> • Food, health and safety regulations • The regulations on food labelling • Teenagers and obesity Guidance on <ul style="list-style-type: none"> • How to investigate an issue • How to present a report | <ul style="list-style-type: none"> • Literature from the Internet, the media and libraries • Literature from Dept of Health | PoA: Task for term 1: section 2: Investigate and report on an issue related to food and nutrition (Guidelines from teacher on how to investigate and report) Hand in this task at the end of week 4 |
| Week 5 - 6 | | 12.4.2 | Compile an implementation plan for the production and marketing of a product | <ul style="list-style-type: none"> • Entrepreneurship • Implementation plan for small enterprise <ul style="list-style-type: none"> ○ Identify a business opportunity ○ Do a market feasibility study (Market research, target groups) ○ The product, promotion / advertising, price and place | <ul style="list-style-type: none"> • Textbooks • Literature on how to run a profitable small business | PAT 1: Section 1: Learner choose own article/s and develop an implementation plan for a small enterprise to sell clothing products Daily: <ul style="list-style-type: none"> • Develop questionnaires for investigating target markets. • Analyse needs of target markets |
| Week 7 - 8 | | 12.4.3 | Evaluate the sustainable profitability of the enterprise | Sustainable profitability of a small enterprise <ul style="list-style-type: none"> • Start-up needs • Production costs, selling price and profit percentage • 'Best-sale scenario' and 'worst-sale | <ul style="list-style-type: none"> • Textbooks • Literature on how to run a profitable small business | PAT 1: Section 2: Learner draw up a financial plan to evaluate the sustainable profitability of the chosen small enterprise Daily: <ul style="list-style-type: none"> • Case studies |

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| | | | | scenario’ • Basic cash-flow projection | | • Calculations |
| Week 9 - 10 | | 12.2.3 | Apply clothing theory to the selection of clothing for the world of work | Clothing theory for the selection of clothing for the world of work • The role of appearance in the world of work • 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 Practical work: <i>In groups of 2/4, plan and adapt patterns for a product to sell on entrepreneurs day at school e.g. hats</i> | • Textbooks • Clothing magazines | Daily: • Worksheets • Case studies Practical work: <i>Informal group assessment. Groups assess each other and give comments</i> PAT; Hand in Task for term 1 |
| Week 11 | | | Revision | | | PoA; Test for term 1 |

TERM 2 (10 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|------------------|--|---|---|--|
| Week 1 | | 12.4.1 | Knowledge and skills to produce quality marketable products by using applicable methods and techniques, while working in a production team | • The organising of production systems as used by production teams • Drawing flowcharts of the production line • Production schedules: Division of work and time schedules Practical work: <i>In groups of 2/4, produce the chosen product to sell on entrepreneur’s day at school. To continue for term 2</i> | • Textbooks • Literature on commercial food production • Recipe books | Daily: • Draw up work division and time schedules for 2/4 workers to produce biscuits for selling from home • Draw flowcharts planning the home kitchen for above production Practical work: <i>Informal group assessment. Groups assess each other and give comments</i> |
| Week 2 - 3 | | 12.4.1 12.4.2 | Knowledge and skills to produce quality marketable products by using applicable methods and techniques | Production from home for small enterprise • Important issues for efficient production as outlined in the content framework • Selection and economical use of | • Textbooks • Literature on commercial food production • Recipe books | Practical work: <i>Informal group assessment. Groups assess each other and give comments</i> |

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| | | | | <p>production resources</p> <ul style="list-style-type: none"> • Standardisation and quality control to ensure standardised and quality • Adaptation of patterns to make them suitable for producing larger quantities <p>Practical work Continue <i>In groups of 2/4, produce the chosen product to sell on entrepreneurs day at school</i></p> | | |
| Week 4 | | 12.3.1 | <p>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</p> | <p>Teacher chooses suitable case study/s. Learners study the given case study/s, and suggest strategy/s for addressing the issue/s</p> <p>Examples:</p> <ul style="list-style-type: none"> • The influence of food additives, preservatives and colourants on health (e.g. possible allergic reactions) • False claims / misleading information on the labels of food products <p>Possible strategies to address issues, e.g. lodging complaints, awareness campaigns</p> <p>Practical work Continue <i>In groups of 2/4, produce the chosen product to sell on entrepreneurs day at school</i></p> | <ul style="list-style-type: none"> • Case studies on recent issues that were newsworthy. Use magazines / newspaper / the Internet / any other available literature • Case studies from textbooks | <p>PoA: Task for term 2: Choose a consumer issue regarding food or clothing that has an influence on the economic or natural environment. Describe the issue and suggest a strategy to address the issue (Please note that the issue is not important. The focus is on the strategy to address the issue)</p> <p>Practical work: <i>Informal group assessment. Groups assess each other and give comments</i></p> |
| Week 5 | | 12.3.3 | <p>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</p> | <p>Brainstorm possible issues, and suggest a strategy for addressing the issue</p> <p>Examples</p> <ul style="list-style-type: none"> • The influence of brand labels on the choice of clothing for teenagers. (Include psychological aspects, also and the effect on the family budget) | <ul style="list-style-type: none"> • Magazines and newspaper articles on the chosen issue • The internet • Literature on the chosen issue | <p>Daily:</p> <ul style="list-style-type: none"> • Class discussions to discuss possible strategies to address the issue/s • Group work to discuss possible strategies. Report back |
| Week 6 - 7 | | 12.2.4 | <p>Examine and describe current fashion trends for young adults</p> | <p>Current fashion trends for young adults, considering</p> <ul style="list-style-type: none"> • The fashion cycle • The influence of brand labels on | <ul style="list-style-type: none"> • Textbooks • Clothing magazines | <p>Daily:</p> <ul style="list-style-type: none"> • Assignment on the fashion cycle • Case studies <p>PoA: Hand in task for term 2 in</p> |

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| | | | | the choice of clothing | | week 7 |
| Week 8 - 10 | | | | | | PoA: Midyear examinations PAT 2: Included in timetable of midyear examination |

TERM 3 (11 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|------------|----------------|---------|--|---|---|---|
| Week 1 | | 12.1.1 | Investigate and evaluate channels for consumer complaints | Channels for consumer complaints available in South Africa Claims for misleading descriptions How to complain | <ul style="list-style-type: none"> Textbooks The internet Brochures from consumer organisations | Daily: <ul style="list-style-type: none"> Case Studies Class discussion Role play |
| Week 2 - 3 | | 12.1.2 | Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings | The implication of the following on the management of available funds for acquiring food, clothing, housing and furnishings <ul style="list-style-type: none"> Taxes Types of taxes paid by South Africans, e.g. income Interest rates Inflation Consumer Price Index (CPI) | <ul style="list-style-type: none"> Textbooks Information from SARS Business magazines Brochures obtainable from banks The internet | Daily: <ul style="list-style-type: none"> Worksheets Case studies <p>PAT 3: Any time during this term, according to timetable of Subject Advisor.</p> <p>PoA Test term 3</p> |
| Week 4 | | 12.4.1 | Produce quality marketable products | <ul style="list-style-type: none"> Basic knowledge of the applicable sections of the Labour Law and employment contracts | <ul style="list-style-type: none"> Textbooks The Internet | Daily: <ul style="list-style-type: none"> Investigate employment contracts |
| Week 5 - 6 | | 12.2.5 | Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing | Types of housing in South Africa (e.g. full title, sectional title, etc) <ul style="list-style-type: none"> Different housing options Financing related to buying a house: Deposits, bonds, insurance, monthly repayments of bonds, transfer and other hidden costs, banks' requirements for granting bonds, financial implications of running own home (municipal costs, taxes) Financing related to the maintenance of the house Different role-players (e.g. | <ul style="list-style-type: none"> Textbooks Brochures from banks House and home magazines The Internet | Daily: <ul style="list-style-type: none"> Case studies Worksheets on different documents relevant to buying a house Comparative study of different housing options Investigate different role players in the housing industry |

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| | | | | government housing schemes, financial and other housing, NGOs, subsidies, employers, the estate agent) | | |
| Week 7 -8 | | 12.2.6 | Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities of buying furniture and household equipment | <ul style="list-style-type: none"> • The choice of household equipment • The financial and contractual responsibilities in buying furniture and household equipment | <ul style="list-style-type: none"> • Textbooks • House and home magazines • The Internet | Daily: <ul style="list-style-type: none"> • Case studies • Worksheets on financial and contractual responsibilities relevant to buying furniture |
| Week 9 - 11 | | | | | | PoA: Trial exam |

TERM 4 (8 weeks)

| Time frame | Date completed | LO & AS | Assessment Standard | Content & Context | Resources | Assessment |
|-------------------|-----------------------|--------------------|---|--|--|--------------------------|
| Week 1 – 4 | | 12.3.4 | Discuss the responsible use of water, electricity and municipal services related to housing and household equipment | The responsible use of the following, related to housing and household equipment <ul style="list-style-type: none"> • Water and electricity • Municipal services | <ul style="list-style-type: none"> • Textbooks • Literature from Eskom | |
| Week 5 – 6 | | | Revision | | | |
| Week 7 – 8 | | | | | | Final examination |

ANNEXURE C: GUIDELINES FOR IMPLEMENTATION

This section should be read together with the Circular 58 of 2006

1. Choosing the practical option

Learning outcome 4 focuses on developing skills to produce quality consumer products and to apply entrepreneurial skills to market these products.

In LO 4 learners will also be taught how to adapt household processes according to the principles of small-scale production, e.g. to do catering from home, or to produce food products or clothing or soft furnishings items for starting a small enterprise.

Another important aspect is the calculation of unit prices and selling prices of products and the deciding on profit margins.

The Subject Statement makes provision for a choice between practical options for Learning Outcome 4. **Depending on the availability of resources in the school, ONE** of the following practical options should be chosen by the school:

- Food production.
- Clothing production: Producing clothing items using a sewing machine.
- Soft furnishings production: Producing soft furnishing items using a sewing machine.
- Producing clothing, soft furnishings and interior accessories using equipment other than sewing machines.

2. Infrastructure and Facilities

- a) A well-equipped Home Economics facility is necessary for offering the food production option.
- b) A separate classroom for theoretical work is recommended but not essential.

3. Furniture and Equipment

The following are recommended as the minimum for offering the food production option.

| | | |
|---------------|--------------------|--|
| 6–8 Stoves | Work surfaces | Storage bins / containers |
| Fridge | Storage area | Sinks and draining boards, washing equipment |
| Sieves | Kitchen scissors | Cutting boards |
| Tin openers | Cake- & bread pans | Knives – vegetable, bread, peeling, palette |
| Baking trays | Rolling pins | Wooden spoons |
| Frying pans | Thermometers | Baking tins |
| Graters | Draining spoons | Muffin pans |
| Tin openers | Egg lifters | Measuring jugs, cups and spoons |
| Whisks | Saucepans | Mixing bowls |
| Trays | Electric kettle | Electric hand beaters |
| Kitchen scale | Scraper / spatula | Scone / biscuit cutter sets |
| Colanders | Vegetable peelers | Serving dishes (bowls, platters etc) |
| Casseroles | Salad bowls | Orange/lemon squeezers |
| Tart plates | Gelatine moulds | Crockery: Cups, saucers, desert plates, dinner plates, soup plates/bowls |
| Cooling racks | Custard cups | Cutlery: Knives, forks, spoons |

The following are recommended as the minimum for offering the clothing or soft furnishing option with sewing machines.

| | | |
|---------------------|-----------------------|----------------------|
| 8 tables | 2 over lockers | 12 sewing machines |
| 4 irons | 4 ironing boards | 2 sleeve boards |
| 12 cutting scissors | 4 tape measures | 6 quick unpicks |
| Dressmaking pins | Assorted needles | Marking tools |
| Mirror | A variety of patterns | A variety of fabrics |

Knitting, crocheting, embroidery, patchwork and quilting are done in the option using equipment other than sewing machines. The following would be necessary:

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| Knitting needles | Crocheting needles | A variety of yarns for knitting and crocheting |
| Cutting scissors | Iron | A variety of embroidery and other fabrics |
| Dressmaking pins | Ironing board | A variety of decorative items such as beads |
| Assorted needles | A variety of patterns | A variety of embroidery and other threads |

4. Funding

The subject Consumer Studies has financial responsibilities and implications, due to the cost of consumables necessary to produce the products (materials, ingredients, cleaning materials), maintenance (servicing of stoves / sewing machines, and replacements (breakages). The governing body needs to understand why and how these costs are incurred, and how the school intends to budget for these expenses.

Funding for the weekly practical lesson during the allocated 1½ hours teaching time during school hours, as well as for the three Practical Tasks during the school year, should be provided by the school. The school should budget for these funds.

Due to the expense of this subject, the school could consider having a special subject levy per learner to cover the cost of ingredients / materials.

5. Uniform

Learners should wear an apron / chef's jacket and cover the hair during the food production practical work.

6. Timetabling

Of the allocated four hours per week, one and a half hours must be continuous. (Refer to circular S8 of 2006.) The timetable of the school should be planned to make provision for this. It is best to keep Mondays clear of practicals due to difficulty of purchasing commodities.

According to the Subject Assessment Guidelines, the three practical tasks making up the Practical Assessment Task (PAT) should be done outside the normal weekly 4 hours allocated to the subject. They could for example be slotted into the timetable for tests / examinations. A time frame of at least 1½ hours for grade 10, 2 hours for grade 11 and 2½ hours for grade 12 is necessary.

7. Safety measures

All necessary precautions should be taken to

- Ensure the safety of teachers and learners when doing practical work, e.g. ensure that classes are not larger than 25 learners.
- Minimise burglaries and loss of equipment and ingredients.

8. Teacher/s

This subject needs a qualified, competent, dedicated and caring teacher. Unqualified teachers cannot offer this subject.

9. Number of learners per class

A maximum number of 25 learners per class should be enrolled for Consumer Studies. (Refer to circular 58 of 2006) This will ensure the successful implementation of the practical component LO4. All learners should be able to access equipment, and have enough opportunity to do practical work.

Safety considerations also support the maximum number of 25 learners.

According to the Subject Assessment Guidelines, groups of not more than 12 learners can do a practical task simultaneously. Larger groups do not allow for quality assessment. The available equipment will also only allow 12 learners to work simultaneously (2 learners per stove and 1 learner per sewing machine). Therefore there will have to be two timeslots per class per term (bearing in mind that the class consists of 25 learners).