



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Grades 8 and 9

Services Subjects

Consumer Studies

Food Production,

Needlework Production:

- Clothing & Soft Furnishing Production
 - Patchwork & Quilting Production
 - Knitting & Crocheting Production

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SECTION 1

Introduction to the Curriculum and Assessment Policy Statement: Vocational Grade 8 and 9 Consumer Studies

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) National Curriculum and Assessment Policy Statements for each approved school subject.
 - (ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
 - (iii) The policy document, National Protocol for Assessment Grades R – 12 (January 2012).
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
 - (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:

- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;
 - (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band d*, promulgated in *Government Notice No. 124 in Government Gazette No. 29626* of 12 February 2007;
 - (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005;
 - (iv) The policy document, *an addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in *Government Gazette, No.29466* of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
 - (v) The policy document, *an addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267 in Government Gazette No. 29467* of 11 December 2006.
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.2 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) **The National Curriculum Statement Grades R - 12 serves the purposes of:**
 - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;

- providing access to higher education.
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population.
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths,
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;

- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) **Inclusivity** should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.3 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

Subject	Grade R (Hours)	Grades 1-2 (Hours)	Grade 3 (Hours)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
Total	23	23	25

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of

8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

Subject	Hours
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
Total	27,5

1.4.3 Senior Phase

- (a) The instructional time in the Senior Phase is as follows:

Subject	Hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
A maximum of two subjects can be selected from the list of thirteen Elective Vocational subjects to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.	
Total	27,5
Elective Vocational Subjects (Not more than 2)	

1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Art and Design	
3. Digital Technology	
4. Early Childhood Development	
5. Mechanical Technology	
6. Electrical Technology	
7. Civil Technology	
8. Personal Care: Hairdressing, Nail and Beauty Technology	
9. Services: Hospitality Studies	
10. Services: Maintenance and Upholstery	
11. Services: Consumer Studies: Food Production OR Needlework Production	
12. Wholesale and Retail Studies	

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. A minimum of any three subjects selected from Group B <u>Annexure B, Tables B1-B8</u> of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

INTRODUCTION TO CONSUMER STUDIES

2.1 The subject Consumer Studies

Consumer Studies focuses on the development of knowledge and skills to become responsible and informed consumers of food, clothing. Consumer Studies aims to teach learners to make informed decisions, make optimal use of resources to improve human well-being. It also includes entrepreneurship and the production and marketing of quality products for selling to encourage self-employment. The subject is underpinned by Hygiene, Health & Safety applications.

Topics to be studied in Consumer Studies

Theory

1. The Consumer
2. Food and Nutrition
3. Clothing
4. Entrepreneurship

Practical tasks

A school chooses ONE of the following options for small scale production for either Food or Needlework production as illustrated below.

Food Production	Needlework Production			
Food	Clothing	Soft Furnishing	Patch Work & Quilting	Knitting and Crocheting

2.2 Specific aims of Consumer Studies

In Grades 8 and 9 Consumer Studies the learner will study:

- Consumer rights and responsibilities
- Responsible buying behaviour
- Responsible use of resources such as water and electricity
- Nutrition and the impact of food choices on health
- Read and interpret labels on food & needlework products to make informed consumer decisions.
- Entrepreneurship – qualities of a good entrepreneur, choosing items for small scale production, marketing strategies, costing, contribution of the entrepreneur to the economy of SA

Small scale production and marketing of quality marketable products

2.3 Time Allocation for Consumer Studies

- The compulsory teaching time is **two hours** per week.
- 90 Minutes of this allocated time must be a continuous period for practical work.
- The remaining 30 minutes must be used to teach theoretical content.

2.4 Resources: Human; Infrastructure, furniture, equipment and finances required to offer Grades 8 and 9 Consumer Studies

The school must ensure that the educator offering the subject is qualified and trained. It is the responsibility of the school to ensure that prescribed infra-structure, equipment, consumables and financial resources are available to implement quality teaching and learning in the subject. For the Food Option, learners must wear aprons and mop caps during practical lessons and examinations.

It is compulsory for a school registered to offer Consumer Studies to have access to:

- The prescribed infra-structure and equipment to offer the subject.
- A first aid kit for emergencies.
- Safety rules and signs in the training kitchen/needlework room.

It is highly recommended that schools have access to the following:

- a laptop and data projector to expose learners to current trends and to access teaching and learning resources.
- a trolley with lockdown wheels for display and demonstration of teaching resources and equipment for practical lessons.

Notes to consider for the selection of the practical option for the school.

- The choice of the practical option must be informed by the infrastructure and available finances of the school.
- Schools should not offer food production to more than 32 learners per class, as it becomes a hygiene and safety risk when doing practical lessons.
- The number of stoves/ sewing machines must be in proportion to the number of learners. It is highly recommended that 2 learners be allocated per stove/sewing machine. For overlockers, 4 learners may be allocated to one machine.
- Schools with more learners offering Consumer Studies must select another practical option or consider appointing a second teacher to accommodate the number of learners.

2.4.1 Food Production

A. The Training Kitchen

The context of the school will determine the number and type of equipment to procure. The subject requires the planning, preparation and production of food items for selling.

Appliances and equipment for the Training Kitchen

All appliances and equipment must be available for 12-16 learners to work simultaneously.

- Eight stoves to accommodate 16 learners (two learners per stove)
- Double wash sinks or 2 wash basins (plastic or metal) per workstation
- Hot and cold-water to be supplied to the sinks or wash basins
- An urn for boiling water in case hot water is not available
- Cupboards with shelves or open shelf storage space
- Electricity and or gas supply
- Wall plugs at each workstation for electrical equipment:
 - Kettle/Urn
 - Electrical hand beater/mixers
 - Deep fryers, Air fryers, Blenders
- Microwave ovens are highly recommended
- Electricity supply must be sufficient for all stoves and electrical equipment to operate simultaneously
- The kitchen must be equipped with **easy to clean** work surfaces for each workstation
- **A storeroom** large enough to store dry ingredients and equipment should be available
- Storerooms must have a **safety door** and **burglar proof windows** as well as a **burglar proof ceiling**, and an alarm system should be installed
- Appliances such as a fridge or freezer/fridge and/or chest freezer must be available
- Trolleys to push ingredients and equipment out of the storeroom for practical lessons is advisable
- All the necessary kitchen equipment and kitchen smalls for preparing food items.
- Different types and size pots and pans, cake tins, tart and pie plates;
- Electrical equipment such as mixers, deep fryers; air fryers.

- Small kitchen equipment such as egg lifters, large spoons, chef's knives, peeling knives, cutting boards, tin openers, mixing bowls, measuring equipment, kitchen scales, cups, saucers, dish plates, different spoons, knives and forks. etc.
- Colour-coded bins for an effective waste management system is highly recommended.

B Theory Classroom

- A classroom with desks and chairs is required to teach the theory for Consumer Studies. The training kitchen may not be used as a classroom for teaching of theory, to comply with principles for health, hygiene and critical cross point contamination.
- Teaching and learning takes place in an environmentally friendly space where sustainable practices can be taught and implemented effectively.

2.4.2 Needlework production

A The Needlework Room

The context of the school will determine the number and type of equipment to procure. The subject requires the planning, preparation and production of needlework items for selling.

(i) Needlework Room for Clothing & Soft Furnishing

Appliances and equipment for the Sewing Room

All appliances and equipment must be available for 12-16 learners to work simultaneously.

- A large, well-ventilated classroom with a storeroom, cupboards and electricity supply is required
- Large tables for cutting and sewing are essential
- Chairs for all learners are needed
- Electrical zig-zag sewing machines must be available; (two learners share a machine)
- Over lockers are required; (four learners share an over locker.)
- Consumables should be made available such as machine needles and machine bobbins etc.

- Electricity supply at each workstation is required and enough wall plugs, and extension cords must be provided. (Electricity supply must be sufficient for all machines and electrical equipment to operate simultaneously)
- At least 4 steam irons and two ironing boards
- Small sewing equipment such as scissors, needles, pins, cotton are needed
- Burglar bars on all windows and doors of the classroom and storeroom must be installed.
- An alarm system is recommended
- Wash basins/sinks must be available for the washing of hands
- The workstations must be equipped with **easy to clean** work surfaces
- **A storeroom** large enough to store material and/ or equipment should be available.
- Cupboards with shelves or open shelf storage space must be available
- Storerooms must have a **safety door** and **burglar proof windows** as well as a **burglar proof ceiling**, and an alarm system should be installed.
- Trolleys to push material and equipment out of the storeroom for practical lessons is highly recommended.
- Colour-coded bins for an effective waste management system is highly recommended.

(ii) Needlework Room for Knitting and Crocheting Production

- A special classroom is needed, with strong cupboards that can be locked.
- The following must be available;
 - Knitting needles and crocheting hooks;
 - Wool / yarn for knitting /crocheting needs to be **provided by the school**
 - Patterns for knitting and crocheting to be **provided by the school**
 - Colour-coded bins for an effective waste management system.

(iii) Needlework Room for Patchwork and / or Quilting (*by machine or hand production*)

- A special classroom is needed, with strong cupboards that can be locked.
- Large tables for cutting and sewing are essential
- Equipment for patchwork, such as cutting boards, scissors, rotary cutters, quilter's rulers, large table for cutting, iron and ironing boards must be supplied
- Equipment for sewing and embroidery by hand is needed;
- Patterns, fabric and thread must be available;
- Colour-coded bins for an effective waste management system is highly recommended.

B Theory Classroom

- A classroom with desks and chairs are required.
- The practical class can also be used for the teaching of theoretical content.
- Teaching and learning takes place in an environmentally friendly space where sustainable practices can be taught and implemented effectively.

2.5 Financial Resources required to offer Consumer Studies in Grades 8 and 9

Financial resources must be available to:

- complete the Practical lessons for SBA and Practical Examination for PAT as prescribed in the NCS CAPS Policy Statement for Consumer Studies.
- regularly maintain and service equipment as required.
- regularly replace equipment as required.
- give learners access to additional subject related reading material in class.
- access current global trends in the industry.
- display and access current 21st Century teaching resources.
- ensure that learners develop and strengthen 21st Century skills to bridge the gap into the workplace more effectively.

Example of a budget for Practical Lessons and the Practical Assessment Task

The budget for the following academic year should be prepared annually and be ready for submission to the financial school management team (F-SMT) end of August or at the beginning of September for approval. All evidence of the submission and feedback /approval from the F-SMT must be stamped, dated and signed. It should also be kept safely.

The following evidence must be available:

- Approved budget for the relevant academic year.
- A bookkeeping journal that reflects evidence of all income and expenditures. This is to be updated regularly to inform planning and responsible spending per quarter.
- A clear breakdown of funding should be made per grade for the following:
 - (a) ingredients / material required for the practical lessons and PAT
 - (b) maintenance of equipment
 - (c) replacement of equipment
 - (d) recipes/patterns
- All invoices and receipts of purchases.
- All receipts of additional funds that were raised/sponsored and paid into the Consumer Studies fund for practical work.

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject in Grades 8 and 9, as well as the items to be produced in each of the respective years. The budget needs to be revised annually and must consider all resources required per year. The funding must make provision for maintenance of equipment and the replacement over the years.

The budget must allow for at least 4 practical / enabling lessons per term in Grades 8 & 9.

Grade	Number of practical lessons	Cost per practical lesson	Cost per practical exam (individual work)
Gr 8	12	R30 per lesson	R30 per learner
<i>(Provide for an increase of 10% p.a. to accommodate for yearly inflation) - *Starting 2023</i>			
Gr 9	12	R40 per lesson	R40 per learner
<i>(Provide for an increase of 10% p.a. to accommodate for yearly inflation) - *Starting 2023</i>			

- *The cost per practical lesson/practical examination must be adjusted annually, by the educator, according to inflation.*

Grade	Number of learners	Number of lessons	Total cost for practical lessons	Cost for two practical examinations	Total
Gr 8					
Gr 9					
Total for practical work to be done by learners					
Maintenance and/or upgrading of machines /equipment					
Purchasing new equipment, replacing broken articles:					
Teaching resources					
Total including maintenance and new equipment					

2.6 Books and Magazines

- Every learner must have an approved textbook.
- The teacher should have several textbooks, dictionaries and other reading material relevant to the option selected by the school.
- A number of good South African recipe /fashion/interior books should be available in the classroom.
- The school may subscribe to food/ fashion/ housing magazines to stay up to date with new trends, and to find examples that reflect these trends.

2.7 Create awareness of Career opportunities

Create an awareness of new career and occupational opportunities for learners with a foundation in Consumer Studies. Upon completion of this grade, learners will be able to become assistants with the following:

- fashion stylist
- qualified seamstress
- fashion consultant
- working at a haberdashery store
- caterer
- chef
- pastry cook (for example biscuit maker and cake decorator)
- confectioner (for example chocolate and sweet maker)
- confectionary baker (for example dough, bread or cake maker)
- cook at hostel, old age home, take-away, etc.

Learners may also become entrepreneurs making and selling products from a home-based business/small scale business.

SECTION 3

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

Topic	Grade 8	Grade 9
Introduction to Consumer Studies	Understanding the scope of Consumer Studies	Understanding the scope of Consumer Studies
The Consumer	Definition of a consumer Consumer behaviour Consumer rights and responsibilities Consumer needs and wants. Sustainable use of water and electricity	Decision making Types of decisions Consumer rational decision-making process Sustainable consumption Sustainable consumption for electricity and water Factors influencing consumer buying behaviour
Food and Nutrition	Composition of Food The six food groups In the SA Food Guide Pyramid South Africa's Food-Based Dietary Guidelines Functions and food sources of the main nutrients Food labelling Waste Management	Functions And Food Sources Of Main Nutrients (Continued) Meal / menu planning & dishes The Planning Of Meals Food Labelling Waste Management
Clothing	Clothing Styles Reasons why we wear clothes Communication value of clothing Choice of clothing Figure types Wardrobe planning	Define fashion Fashion decorations and accessories Changes in fashion Clothing labels Care symbols / labels Professional appearance
Entrepreneurship	Define entrepreneur Reasons for becoming an entrepreneur Qualities of a good entrepreneur Reasons why some entrepreneurs fail Factors to consider when choosing items / products for small scale production Career opportunities in waste management	Marketing strategies Core principles of marketing Application of marketing to products e.g., advertisements Costing Contribution of an entrepreneur towards the economy of South Africa
Hygiene, Health & Safety	Apply good hygiene practices. Personal hygiene General Hygiene	Safety aspects of the premises <ul style="list-style-type: none"> · Basic Safety behaviour · Causes of accidents · Avoiding accidents · Safety signs

3.2 Practical Tasks: Practical Lessons and Practical Assessment Task (PAT)

- The teacher demonstrates the practical lesson/skill and then learners practice the task /skill to prepare for the implementation of the task.
- Practical lessons and PAT's are performed in the training kitchen/needlework room. Offering the subject without the necessary infrastructure, equipment and financial resources for practical lessons and PAT's is not allowed.
- Omitting some of the practical lessons means that learners are deprived of the full curriculum.
- Practical lessons form part of formal SBA assessment. See Section 4.
- A minimum of NINE (9) Practical lessons and THREE (3) Skills Tests per year for grades 8 and 9 are required.
- Exemplar Practical Lessons are indicated in the teaching plans for Grades 8 and 9. Suggested examples may be replaced with other examples if better suited to the context of the school.

3.3 Annual Teaching Plans (ATP) for Grades 8 & 9 Consumer Studies

- Each week / five-day cycle has compulsory contact time for Grades 8 and 9 Consumer Studies.
This includes:
 - **Theory:** 30 minutes to teach the theoretical content.
 - **Practical Lessons:** 90 minutes to teach the theory for practical and practical lessons.
- Teaching plans should be completed over a quarterly ten-week period. It is the teacher's responsibility to design and develop a **work schedule**.
 - The **work schedule** accommodates the number of weeks in each term according to the school calendar.
 - The **work schedule** reflects the teaching plan for the theoretical component of 30 minutes per week or 5-days per cycle, to include informal and formal assessment activities.
 - The teaching plan for the **practical lessons** and the **PAT** is also reflected on the **work schedule**.
- It is **not compulsory to follow** the sequence of content, as per ATP, within a term. The teacher may re-arrange to cover the content in a sequence better suited to the context of the school. **It is compulsory** that all the content in each term must be completed within that term.

- The infusion of the following topics throughout the teaching plans is compulsory:
 - Awareness of career opportunities / job creation
 - Awareness of service excellence
 - Awareness of self-employment/entrepreneurship
 - Awareness of implementation of sustainable and eco-friendly business practices towards controlling the effects of global warming



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Curriculum and Assessment Policy Statement: Vocational

Grades 8 and 9

Consumer Studies

Food Production

3.4 Content outline per term

3.4.1 Food Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons, 1 x Skills Test (keep marks for term 4)			SBA: Formal assessment March Control Test 40% Practical lessons 60%
Week	Topic	Content	Practical work <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	Introduction	Define Consumer Studies <ul style="list-style-type: none"> Scope of the subject Career Opportunities 	Orientation Training Kitchen <ul style="list-style-type: none"> Rules and Safety procedures Introduction to procedures to follow during practical lessons.
2	Hygiene, Health & Safety	Hygiene, Health & Safety <ul style="list-style-type: none"> Apply good hygiene practices. Personal hygiene General Hygiene 	Applying: <ul style="list-style-type: none"> Safety Rules Basic First Aid Hygienic practices Safety precautions with electricity Handwashing procedures Using a fire extinguisher and blanket Activity (- Group Work)
3-4	The Consumer	<ul style="list-style-type: none"> Explain what a consumer is. Discuss consumer behaviour. Name and describe the rights and responsibilities of the consumer. Distinguish between wants and needs. The role of the consumer in the South African economy 	Practical Lesson 1: <ul style="list-style-type: none"> Hygiene, Health & Safety (Hand washing) Activity: <ul style="list-style-type: none"> Basic kitchen equipment and utensils Activity: <ul style="list-style-type: none"> Measuring equipment Activity: (Demonstration) <ul style="list-style-type: none"> Measuring

5-7	Food and Nutrition	<ul style="list-style-type: none"> · Understand the composition of food · Understand the SIX food groups of the South African Food Guide Pyramid. · Name the SA food-based dietary guidelines 	Practical Lesson 2: <ul style="list-style-type: none"> · Identification test Practical Lesson 3: <ul style="list-style-type: none"> · Measuring Activity: <ul style="list-style-type: none"> · Preparation techniques Activity: <ul style="list-style-type: none"> · Recipe terminology (interpretation)
8-10	Formal Assessment March Control Test		Formal Assessment. Skills Test 1: Identification test/ Measuring and Interpret a recipe Skills Test 1: Identification test/ Measuring and Interpret a recipe
Formal Assessment		SBA 3x Practical lessons (60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Examination and 3 x Practical lessons			SBA: Formal assessment June Examination: 25% Practical lessons: 75%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Proteins 	Activity: <ul style="list-style-type: none"> Batters, Dough and Mixing Techniques Activity: <ul style="list-style-type: none"> Cooking Methods
2	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Carbohydrates 	Activity: <ul style="list-style-type: none"> Decoration, Garnishing and Packaging
3	Food and Nutrition	Name the most important functions and food examples of the following nutrients: Fats and oils (lipids)	Practical Lesson 4: <ul style="list-style-type: none"> Crumpets
4	Food and Nutrition	Food labelling: <ul style="list-style-type: none"> Read and interpret food labels 	Practical Lesson 5: <ul style="list-style-type: none"> Rock Cakes
5	Entrepreneurship	<ul style="list-style-type: none"> Define an entrepreneur Give reasons for becoming an entrepreneur. Name the qualities and characteristics of a good entrepreneur. 	
6	Entrepreneurship	<ul style="list-style-type: none"> Mention reasons why some entrepreneurs fail. List factors to consider when choosing items/products for small scale production 	Practical Lesson 6: <ul style="list-style-type: none"> Muffins
7	Entrepreneurship	Waste management <ul style="list-style-type: none"> Discuss the different career opportunities for entrepreneurship in waste management 	Activity: <ul style="list-style-type: none"> Labelling and Packaging

8-10	Formal Assessment June Control test	Formal Assessment: Practical Skills Test 2 Compare muffins from different outlets and evaluate a label
Formal Assessment	SBA 3x Practical lessons (60) June Control test (40)	PAT Task 1 Skills Test 2 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of water 	Activity: <ul style="list-style-type: none"> Decoration, Garnishing and Packaging
2	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of electricity 	Practical Lesson 7: <ul style="list-style-type: none"> Pancakes
3-7	Clothing	<ul style="list-style-type: none"> Identify the different clothing styles Give reasons for wearing clothes Identify and explain the communication values of clothing Choice of clothing: <ul style="list-style-type: none"> Physical appearance Personality Lifestyle Available finances Figure Types Wardrobe planning 	Activity: <ul style="list-style-type: none"> Variations of Pancakes Practical Lesson 8: <ul style="list-style-type: none"> Fritters Practical Lesson 9: <ul style="list-style-type: none"> Vetkoek Activity: <ul style="list-style-type: none"> Advertisement
8-10	Formal Assessment September Control Test		Formal Assessment Skills Test 3: Design an advertisement for your product
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) (Marks carried over to Term 4)

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-3	Project based Learning Task (Marketing and selling a product.) Plan a 'Pop up Stall' to serve and sell dough or batter products. Consider the following: <ul style="list-style-type: none"> · Location of the stall. · Lay-out of the stall · Hygiene and safety · Permitted heating medium for the area. (E.g. Gas grid or flat top or electrical frying pan or charcoal / wood. · Products will be available for learners & educators to buy 		
4-7	Revision		
8-10	Formal Assessment November Examination	Formal Assessment PAT Task 2 Project based Learning Task <i>(Marketing and selling a product)</i>	

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
60%	20%	20%
Term 1: 100	PAT Task 1	November Examination 80 marks ÷ 4 = 20
Term 2: 100	Skills Test 1+2+3 (60) (20+20+20)	
Term 3: 100	PAT Task 2	
	Project based Learning (20)	
Convert to 60	Convert to 20	Convert to 20

Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons			SBA: Formal assessment March Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Introduction	Introduction to Consumer Studies <ul style="list-style-type: none"> Define Consumer Studies Career pathways 	Orientation <ul style="list-style-type: none"> Career pathways Guest Speaker Introduce new careers
2	Hygiene, Health & Safety	Hygiene, Health & Safety in the workplace: Basic Safety behaviour Causes of accidents Avoiding accidents Safety Signs	Orientate the learners in the training kitchen Activity: <ul style="list-style-type: none"> Safety rules and precautions Practical Lesson 1 <ul style="list-style-type: none"> Hygiene, Health & Safety
3-4	The Consumer	BASELINE ASSESSMENT: Sustainable consumption Decision Making <ul style="list-style-type: none"> Define the term 'decision-making'. Name the different types of decisions. Rational decision-making process Sustainable consumption <ul style="list-style-type: none"> Decisions for sustainable consumption Good buying habits for sustainable consumption 	Activity: <ul style="list-style-type: none"> Kitchen Equipment and utensils Activity (demonstration) <ul style="list-style-type: none"> Measuring Practical Lesson 2 <ul style="list-style-type: none"> Kitchen equipment and measuring Activity: <ul style="list-style-type: none"> Gingerbread men

5-8	Food & Nutrition	Name the functions and food sources of the following micronutrients: <ul style="list-style-type: none"> · VITAMINS <ul style="list-style-type: none"> ○ Water soluble vitamins ○ Fat soluble vitamins · MINERALS <ul style="list-style-type: none"> ○ Iron ○ Phosphorus ○ Calcium · WATER 	Activity: Preparation Techniques Activity: <ul style="list-style-type: none"> · Terminology Practical Lesson 3: <ul style="list-style-type: none"> · Recipe Interpretation
9	Revision		
10	Formal Assessment March Control Test	Formal Assessment Skills Test 1: Hygiene and Safety	
Formal Assessment		SBA 3x Practical lessons (60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Control test and 3 x Practical lessons			SBA: Formal assessment June Examination: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Hygiene, Health & Safety	Discuss the management of waste <ul style="list-style-type: none"> · Management of waste · Re-using waste · Natural resources · Reduction of waste · Entrepreneurial opportunities in waste management 	Dough <ul style="list-style-type: none"> · Classification Cooking methods Activity: <ul style="list-style-type: none"> · Decoration, Garnishing and Packing
2-7	Entrepreneurship	Baseline Assessment Introduction to Entrepreneurship <ul style="list-style-type: none"> · Mention factors to consider when choosing items / products for small scale production · List the core principles of marketing · Distinguish between THREE different marketing strategies: <ul style="list-style-type: none"> ○ Target marketing ○ Mass marketing ○ Market segmentation · Name the costs that make up the selling price of a product/item etc. · Discuss the entrepreneur 's contribution towards the economy of South Africa. 	Learners will be able to: <ul style="list-style-type: none"> · Observe a demonstration given by the teacher on biscuits. · Analyse the given recipe. · Complete the preparation sheet. for biscuits · Do costing on recipe of biscuits Practical Lesson 4: <ul style="list-style-type: none"> · Produce quality marketable Biscuits Learners will be able to: <ul style="list-style-type: none"> · Observe a demonstration given by the teacher on jam squares · Analyse the given recipe · Complete the preparation sheet. for jam squares, pizza · Do costing on recipe of jam squares Practical Lesson 5:

			<ul style="list-style-type: none"> Produce quality marketable Jam Squares/ Pizza Practical Lesson 6 <ul style="list-style-type: none"> Roly-Poly
8	Revision		
9-10	Formal Assessment		Formal Assessment
	June Control test		Skills Test 2: Waste management
Formal Assessment	SBA 3x Practical lessons (60) June Examination (40)		PAT Task 1 Skills Test 2 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement 	Classify flour mixtures as dough <ul style="list-style-type: none"> Classify doughs with examples (soft and stiff dough) Mixing methods and techniques Activity: <ul style="list-style-type: none"> Design a label for a food product.
2	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement Design an advertisement for your business 	Practical Lesson 7 <ul style="list-style-type: none"> Jam Squares Learners will be able to: <ul style="list-style-type: none"> Observe a demonstration given by the teacher on Koeksisters. Analyse the given recipe. Complete the preparation sheet. for Koeksisters Do costing on recipe for Koeksisters
3-7	Clothing	Terminology <ul style="list-style-type: none"> What is fashion? Define the fashion styles: <ul style="list-style-type: none"> o fashion, fad, and classic fashion styles. Distinguish between fashion decorations and accessories. Name the factors that influence fashion change List professional appearance for the world of work 	Practical Lesson 8 <ul style="list-style-type: none"> Produce quality marketable Koeksisters/ Biscuits
			Learners will be able to: <ul style="list-style-type: none"> Observe a demonstration given by the teacher on Pancakes Analyse the given recipe Complete the preparation sheet. for Pancakes Do costing on recipe for Pancakes
			Practical Lesson 9 <ul style="list-style-type: none"> Produce quality marketable Pancakes

			Learners will be able to: <ul style="list-style-type: none"> · Observe a Vetkoek demonstration given by the teacher Analyse the given recipe. · Complete the preparation sheet. for Vetkoek · Do costing on recipe for Vetkoek <i>(Dishes may be replaced with similar examples)</i>
			Practical Lesson Produce quality marketable Vetkoek
8	Revision		
9-10	Formal Assessment September Control test		Formal Assessment Skills Test 3: Costing of a product
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-3	Project based Learning Task <i>(Marketing and selling a product)</i> Plan a 'Pop up Stall' on the school premises to serve and sell dough or batter products. Consider the following: <ul style="list-style-type: none"> · Renting a Stall from the school · Location of the stall. · Lay-out of the stall · Hygiene and safety · Permitted heating medium for the area. (e.g. Gas grid or flat top or electrical frying pan or charcoal / wood. · Products will be available for learners, teachers and community to buy 		
4-7	Revision		
8-10	Formal Assessment November Examination (External)		Formal Assessment PAT Task 2 Project based Learning Task <i>(Marketing and selling a product)</i>

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
60%	20%	20%
Term 1: 100	PAT Task 1 Skills Test 1+2+3 (60) (20+20+20)	November Examination 80 marks ÷ 4 = 20
Term 2: 100		
Term 3: 100	PAT Task 2	
Total = 300 ÷ 3	Project based learning (20)	
Convert to 60	Convert to 20	Convert to 20



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Vocational Grades 8 & 9

CONSUMER STUDIES

Needlework Production for Clothing or Soft Furnishing Production

3.4.2 Clothing / Soft Furnishing Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons			SBA: Formal assessment March Control Test 40% Practical lessons 60%
Week	Topic	Content	Practical work <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	Introduction	Define Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career Opportunities 	Orientation to a Sewing room: <ul style="list-style-type: none"> · Orientate and introduce the learners in the workplace
2	Hygiene, Health & Safety	Hygiene, Health & Safety <ul style="list-style-type: none"> · Apply good hygiene practices. · Personal hygiene · General Hygiene 	Hygiene, Health & Safety <ul style="list-style-type: none"> · Sewing room hygiene Practical Lesson 1: <ul style="list-style-type: none"> · Personal Hygiene, health and safety
3-4	The Consumer	<ul style="list-style-type: none"> · Explain what a consumer is. · Discuss consumer behaviour. · Name and describe the rights and responsibilities of the consumer. · Distinguish between wants and needs. · The role of the consumer in the South African economy 	Activity: <ul style="list-style-type: none"> · Safety in the sewing room (Group work) Activity: <ul style="list-style-type: none"> · Basic sewing equipment Practical Lesson 2: <ul style="list-style-type: none"> · Identification of Needlework equipment and tools Activity: <ul style="list-style-type: none"> · Using measuring equipment

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	Food and Nutrition	<ul style="list-style-type: none"> Understand the composition of food Understand the SIX food groups of the South African Food Guide Pyramid. Name the SA food-based dietary guidelines 	Practical Lesson 3: <ul style="list-style-type: none"> Measuring equipment and tools Explain and demonstrate: <ul style="list-style-type: none"> Basic Hand stitches for sewing and embroidery Activity: <ul style="list-style-type: none"> Application of basic hand stitches for sewing and embroidery on an article
8	Revision		
9-10	Formal Assessment March Control Test		Formal Assessment Skills Test 1 – Basic hand stitches for sewing and embroidery on swatches
Formal Assessment		SBA 3 x Practical lessons (60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Control Test and 3 x Practical lessons			SBA: Formal assessment June Control test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Food and Nutrition	Name the most important functions and food examples of the following nutrients: · Proteins	Activity: · The sewing machine, functions, parts, threading
2	Food and Nutrition	Name the most important functions and food examples of the following nutrients: · Carbohydrates	Practical Lesson 4 · The Sewing Machine: parts, functions, thread, winding bobbin.
3	Food and Nutrition	Name the most important functions and food examples of the following nutrients: · Fats and oils (lipids)	Activity · Learn how to sew with a Sewing Machine
4	Food and Nutrition	Food labelling: · Read and interpret food labels	Practical lesson 5: · The sewing licences Activity: · How to use the commercial patterns: pattern envelope, instruction sheet, pattern markings and laying out of pattern on fabric.
5	Entrepreneur	· Define an entrepreneur · Give reasons for becoming an entrepreneur. · Name the qualities and characteristics of a good entrepreneur.	Seams: · open single seam · closed single seam Apply: · Sew different seams on an article

6	Entrepreneurship	<ul style="list-style-type: none"> · Mention reasons why some entrepreneurs fail. · List factors to consider when choosing items/products for small scale production 	Practical lesson 5: <ul style="list-style-type: none"> · The sewing licences Activity: <ul style="list-style-type: none"> · How to use the commercial patterns: pattern envelope, instruction sheet, pattern markings and laying out of pattern on fabric.
7	Entrepreneurship	Waste management <ul style="list-style-type: none"> · Discuss the different career opportunities for entrepreneurship in waste management 	Seams: <ul style="list-style-type: none"> · open single seam · closed single seam Apply: <ul style="list-style-type: none"> · Sew different seams on an article
8	Revision		
9-10	Formal Assessment June Control test		Formal Assessment: Skills Test 2: Evaluate a label for a product
Formal Assessment		SBA 3x Practical lessons (60) June Examination (40)	PAT Task 1 Skills Test 2 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of water 	Seams: <ul style="list-style-type: none"> enclosed single seam the shaped facing
2	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of electricity 	Practical lesson 7: Seams: <ul style="list-style-type: none"> The enclosed single seam on a sampler
3-7	Clothing	<ul style="list-style-type: none"> Identify the different clothing styles Give reasons for wearing clothes Identify and explain the communication values of clothing Choice of clothing: <ul style="list-style-type: none"> Physical appearance Personality Lifestyle Available finances Figure Types Wardrobe planning 	Activity <ul style="list-style-type: none"> Seams on article / garment Activity <ul style="list-style-type: none"> Hems: sampler Practical lesson 8: <ul style="list-style-type: none"> Hems on article / garment Activity <ul style="list-style-type: none"> Labels and care labels Practical lesson 9 <ul style="list-style-type: none"> Clothing labels, care symbols and packaging
8	Revision		
9-10	Formal Assessment September Control Test		Formal Assessment: Skills Test 3 Make an enclosed single seam on an article / garment
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) <i>(Marks carried over to Term 4)</i>

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-3	Project based Learning Task (Marketing and selling a product.) Plan a 'Pop up Stall' to serve and sell a relevant product. Consider the following: <ul style="list-style-type: none"> · Location of the stall. · Lay-out of the stall · Hygiene and safety · Permitted heating medium for the area. (E.g. Gas grid or flat top or electrical frying pan or charcoal / wood. · Products will be available for learners & educators to buy 		
4-7	Revision		
8-10	Formal Assessment November Examination	Formal Assessment: PAT Task 2 Project based Learning Task (Marketing and selling a product.)	

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
60%	20%	20%
Term 1: 100	PAT Task 1	November Examination 80 marks ÷ 4 = 20
Term 2: 100	Skills Test 1+2+3 (60) (20+20+20)	
Term 3: 100	PAT Task 2	
	Project based Learning (20) 80 marks ÷ 4 = 20	
Convert to 60	Convert to 20	Convert to 20

Teaching plans Grade 9
Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons			SBA: Formal assessment March Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	Introduction to Consumer Studies <ul style="list-style-type: none"> Define Consumer Studies Career pathways 	Orientation <ul style="list-style-type: none"> Career Pathways Guest Speaker Introduce new careers
2	Hygiene, Health & Safety	Hygiene, Health & Safety in the workplace: <ul style="list-style-type: none"> Basic Safety behaviour Causes of accidents Avoiding accidents Safety Signs . 	Orientate the learners in the training kitchen Activity: <ul style="list-style-type: none"> Safety rules and precautions Practical Lesson 1 <ul style="list-style-type: none"> Hygiene, Health & Safety – Hand washing
3-4	The Consumer	Baseline Assessment: Sustainable consumption Decision Making <ul style="list-style-type: none"> Define the term 'decision-making'. Name the different types of decisions. Rational decision-making process Sustainable consumption <ul style="list-style-type: none"> Decisions for sustainable consumption Good buying habits for sustainable consumption 	Baseline assessment Parts of a sewing machine <ul style="list-style-type: none"> Select a suitable presser foot Name the different presser feet Use of different presser feet Practical use of the sewing machine Threading the machine General maintenance and caring of the sewing machine Introduction to the overlocker <ul style="list-style-type: none"> Function, parts, care Practical Lesson 2 <ul style="list-style-type: none"> Sewing licence using an overlocker

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-8	Food & Nutrition	<p>Name the functions and food sources of the following micronutrients:</p> <ul style="list-style-type: none"> VITAMINS <ul style="list-style-type: none"> Water soluble vitamins Fat soluble vitamins MINERALS <ul style="list-style-type: none"> Iron Phosphorus Calcium WATER 	<p>Demonstration</p> <ul style="list-style-type: none"> Using a commercial pattern <ul style="list-style-type: none"> Read and interpret a basic pattern Understand the meaning of basic pattern terminology Laying out the pattern Transfer of pattern markings Cutting out Interfacing <p>Practical Lesson 3</p> <ul style="list-style-type: none"> Transferring markings. Inter-facing <p>Demonstration</p> <ul style="list-style-type: none"> Seams Function, enclosed and plain, edge finishing <p>Needlework construction processes</p> <ul style="list-style-type: none"> Pressing, ironing, reducing bulk, (top stitching optional)
9	Revision		
10	Formal Assessment March Control Test		Formal Assessment Skills Test 1: Hygiene and Safety
Formal Assessment		SBA 3x Practical lessons (60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) (Marks carried over to Term 4)

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Control test and 3 x Practical lessons			SBA: Formal assessment June Examination: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Hygiene, Health & Safety	Discuss the management of waste <ul style="list-style-type: none"> Management of waste Re-using waste Natural resources Reduction of waste Entrepreneurial opportunities in waste management 	Demonstration <ul style="list-style-type: none"> Disposal of fullness Types, Function Gathering by hand and by machine, tucks (Any other optional) Practical lesson 4 <ul style="list-style-type: none"> Measuring, gathering, pressing a sample
2-7	Entrepreneurship	Baseline Assessment Introduction to Entrepreneurship <ul style="list-style-type: none"> Mention factors to consider when choosing items / products for small scale production List the core principles of marketing Distinguish between THREE different marketing strategies: <ul style="list-style-type: none"> Target marketing Mass marketing Market segmentation Name the costs that make up the selling price of a product/item etc. Discuss the entrepreneur 's contribution towards the economy of South Africa. 	Introduce soft furnishings <ul style="list-style-type: none"> Articles, processes Suitable fabrics for patchwork. Basic rules for selecting a colour scheme for patchwork. Preparation of fabric for patchwork article. Demonstration Quilting the patchwork Practical lesson 5 <ul style="list-style-type: none"> Proceed to apply strip patchwork to produce a small marketable article. Practical lesson 6 <ul style="list-style-type: none"> Apply the seams and edge finishes to an article or item. Demonstration <ul style="list-style-type: none"> Using decorative stitches on the patchwork

			Introduce edge finishes <ul style="list-style-type: none"> · Functions, methods · Neckline - facings, binding or collars · Hems Work on article <ul style="list-style-type: none"> · Apply bias binding/ facing to the article /sample
8	Revision		
9-10	Formal Assessment June Control test		Formal Assessment Skills Test 2: Waste management
Formal Assessment	SBA 3x Practical lessons (60) June Examination (40)		PAT Task 1 Skills Test 2 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement 	Continue with joining and edge finishes Demonstration <ul style="list-style-type: none"> Work on article Apply bias binding/ facing to the article
2	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement Design an advertisement for your business 	Armhole finishes <ul style="list-style-type: none"> Sleeves, facings, binding Types of sleeves Practical Lesson 7 Clothing <ul style="list-style-type: none"> Select and work suitable armhole finishing for the article Practical Lesson 7 Soft Furnishings <ul style="list-style-type: none"> Working Binding/ facing on item
3-6	Clothing	Terminology <ul style="list-style-type: none"> What is fashion? Define the fashion styles: <ul style="list-style-type: none"> o fashion, fad, and classic fashion styles. Distinguish between fashion decorations and accessories. Name the factors that influence fashion change List professional appearance for the world of work 	Hem edge finishes <ul style="list-style-type: none"> Function, types Practical Lesson 8 <ul style="list-style-type: none"> Select and work suitable hem finish for the article Demonstration <ul style="list-style-type: none"> Marking position, Machine made buttonhole, hand-made buttonhole Types of buttons Marking and attaching buttons, press studs, hooks and eyes, zips Marking and making buttonholes on samples/article Select an appropriate fastener for the article /item. Decorate the article / item

			<ul style="list-style-type: none"> Determine the price of the article or item. Practical Lessons 9 <ul style="list-style-type: none"> Work a suitable fastening to complete a quality marketable article
7-8	Revision		
9-10	Formal Assessment September Control test		Formal Assessment Skills Test 3: Costing of a product
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-3	Project based Learning Task <i>(Marketing and selling a product)</i> Plan a 'Pop up Stall' on the school premises to serve and sell sewing products. Consider the following: <ul style="list-style-type: none"> · Renting a Stall from the school · Location of the stall. · Lay-out of the stall · Hygiene and safety · Permitted heating medium for the · Products will be available for learners, teachers and community to buy 		
4-7	Revision		
8-10	Formal Assessment November Examination (External)		Formal Assessment PAT Task 2 Project based Learning Task <i>(Marketing and selling a product)</i>

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
60%	20%	20%
Term 1: 100	PAT Task 1	November Examination 80 marks ÷ 4 = 20
Term 2: 100	Skills Test 1+2+3 (60) (20+20+20)	
Term 3: 100	PAT Task 2	
	Project based Learning (20) 80 marks ÷ 4 = 20	
Convert to 60	Convert to 20	Convert to 20



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Vocational Grades 8 & 9

CONSUMER STUDIES

Needlework Production for Patchwork and Quilting Production

3.4.3 Patchwork and Quilting Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons			SBA: Formal assessment March Control Test 40% Practical lessons 60%
Week	Topic	Content	Practical work <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	Introduction	Define Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career Opportunities 	Orientation Needlework Room <ul style="list-style-type: none"> · Introduction to procedures to follow during practical lessons.
2	Hygiene, Health & Safety	Hygiene, Health & Safety <ul style="list-style-type: none"> · Apply good hygiene practices. · Personal hygiene · General Hygiene 	Hygiene, Health & Safety <ul style="list-style-type: none"> · Rules and Safety procedures. Practical Lesson 1: <ul style="list-style-type: none"> · Personal Hygiene, Health, and Safety
3-4	The Consumer	<ul style="list-style-type: none"> · Explain what a consumer is. · Discuss consumer behaviour. · Name and describe the rights and responsibilities of the consumer. · Distinguish between wants and needs. · The role of the consumer in the South African economy 	Equipment, tools & notions: <ul style="list-style-type: none"> · How to measure using the equipment · How to cut using the rotary cutter. · Planning a design. Practical Lesson 2: <ul style="list-style-type: none"> · Identification of equipment, uses and care
5-7	Food and Nutrition	<ul style="list-style-type: none"> · Understand the composition of food · Understand the SIX food groups of the South African Food Guide Pyramid. · Name the SA food-based dietary guidelines 	Practical Lesson 3 <ul style="list-style-type: none"> · Measuring tools · Basic Hand stitches

8-10	Revision Formal Assessment March Control Test	Formal Assessment Skills Test 1 – Basic hand stitches for sewing and embroidery on swatches
Formal Assessment	SBA 3x Practical lessons (60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Control test and 3 x Practical lessons			SBA: Formal assessment June Examination: 40% Practical lessons 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Proteins 	Basic Embroidery stitches <ul style="list-style-type: none"> Checklist for good embroidery Embroidery tools & equipment How to hold the fabric and needle Basic embroidery stitches
2	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Carbohydrates 	Basic Embroidery stitches (cont.) <ul style="list-style-type: none"> Checklist for good embroidery Embroidery tools & equipment How to hold the fabric and needle Basic embroidery stitches Application of stitches
3	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Fats and oils (lipids) 	<ul style="list-style-type: none"> Measuring tools, new stitches Different measuring tools Explain how to measure by using different tools Practical Lesson 4 <ul style="list-style-type: none"> Embroidery tools & equipment and stitches
4	Food and Nutrition	Food labelling: <ul style="list-style-type: none"> Read and interpret food labels 	The Sewing Machine <ul style="list-style-type: none"> Identify the parts of the sewing machine and their uses. (Spool pin, bobbin, bobbin case, thread guides, take up lever, presser foot, presser foot lever, feed dog, feed plate, bobbin winder, hand wheel, stitch length regulator, hand wheel screw.) Practical use of the sewing machine Pulling the bobbin thread through the feed plate. Threading a sewing machine

			Practical Lesson 5 <ul style="list-style-type: none"> Parts of the sewing machine, decorative stitches
5	Entrepreneurship	<ul style="list-style-type: none"> Define an entrepreneur Give reasons for becoming an entrepreneur. Name the qualities and characteristics of a good entrepreneur. 	Planning and preparation for the article <ul style="list-style-type: none"> Define Patchwork Basic stitches Select suitable fabrics for the patchwork article. Select a suitable colour combination for the article /item. Layout and cutting of strips. Sew the strips together for an article. Use hand stitches to decorate the article. Complete and finish off the article. Basic sewing equipment and tools for Patchwork and Quilting Practical lesson 6 Joining hand stitches and decorative stitches Sewing machine and decorative stitches used when doing Patchwork and Quilting Practical Skills Test 2
6	Entrepreneurship	<ul style="list-style-type: none"> Mention reasons why some entrepreneurs fail. List factors to consider when choosing items/products for small scale production 	
7	Entrepreneurship	Waste management <ul style="list-style-type: none"> Discuss the different career opportunities for entrepreneurship in waste management 	
8-10	Revision Formal Assessment June Control test		Formal Assessment: Skills Test 2
Formal Assessment		SBA 3x Practical lessons (60) June Control test (40)	PAT Task 1 Skills Test 2 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of water 	Practical lesson 7 <ul style="list-style-type: none"> Measure & cut chosen article
2	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of electricity 	
3-7	Clothing	<ul style="list-style-type: none"> Identify the different clothing styles Give reasons for wearing clothes Identify and explain the communication values of clothing Choice of clothing: <ul style="list-style-type: none"> Physical appearance Personality Lifestyle Available finances Figure Types Wardrobe planning 	<ul style="list-style-type: none"> Assemble as per pattern instructions Sew/Hand stitch article Decorate with embroidery stitches Complete the article PRACTICAL SKILLS TEST 3
8	Revision		
9-10	Formal Assessment September Control Test		Formal Assessment Skills Test 3: Design a poster to advertise/market your product for the market day
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) <i>(Marks carried over to Term 4)</i>

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons
1-3	Project based Learning Task <i>(Marketing and selling a product.)</i> Plan a sell patchwork & quilting products. Consider the following: <ul style="list-style-type: none"> · Suitable trade name. · Suitable logo/slogan · Sustainable packaging · Labelling · Advertisement 		
4-7	Revision		
8-10	Formal Assessment November Examination		Formal Assessment PAT Task 2 Project based Learning Task <i>(Marketing and selling a product.)</i>

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
60%	20%	20%
Term 1: 100	PAT Task 1	November Examination 80 marks ÷ 4 = 20
Term 2: 100	Skills Test 1+2+3 (60) (20+20+20)	
Term 3: 100	PAT Task 2	
	Project based Learning (20) 80 marks ÷ 4 = 20	
Convert to 60	Convert to 20	Convert to 20

Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons			SBA: Formal assessment March Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Introduction	Introduction to Consumer Studies <ul style="list-style-type: none"> Define Consumer Studies Career pathways 	Orientate the learners in the sewing room <ul style="list-style-type: none"> Career Pathways Guest Speaker Introduce new careers
2	Hygiene, Health & Safety	Hygiene, Health & Safety in the workplace: <ul style="list-style-type: none"> Basic Safety behaviour Causes of accidents Avoiding accidents Safety Signs 	Practical lesson 1 <ul style="list-style-type: none"> Safety rules and precautions
3-4	The Consumer	BASELINE ASSESSMENT: Sustainable consumption Decision Making <ul style="list-style-type: none"> Define the term 'decision-making'. Name the different types of decisions. Rational decision-making process Sustainable consumption <ul style="list-style-type: none"> Decisions for sustainable consumption Good buying habits for sustainable consumption 	Practical Lesson 2 <ul style="list-style-type: none"> Hygiene, Health & Safety – Hand washing Demonstration: <ul style="list-style-type: none"> How to measure using the equipment How to cut using the rotary cutter. Planning a design.

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-8	Food & Nutrition	Name the functions and food sources of the following micronutrients: <ul style="list-style-type: none"> · VITAMINS <ul style="list-style-type: none"> ○ Water soluble vitamins ○ Fat soluble vitamins · MINERALS <ul style="list-style-type: none"> ○ Iron ○ Phosphorus ○ Calcium · WATER 	Practical Lessons Demonstration: <ul style="list-style-type: none"> · How to measure using the equipment · How to cut using the rotary cutter. · Planning a design.
9	Revision		
10	Formal Assessment March Control Test		Formal Assessment Skills Test 1: Hygiene and Safety
Formal Assessment		SBA 3x Practical lessons (60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Control test and 3 x Practical lessons			SBA: Formal assessment June Control test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Hygiene, Health & Safety	Discuss the management of waste <ul style="list-style-type: none"> Management of waste Re-using waste Natural resources Reduction of waste Entrepreneurial opportunities in waste management 	Plan how to make the Tissue Holder Assessment criteria: <ul style="list-style-type: none"> Choosing suitable fabric Colour combination Shrinkage of fabrics Fabrics are neatly ironed – without wrinkles Practical Lesson 4 <ul style="list-style-type: none"> Plan how to make the Tissue Holder
2-7	Entrepreneurship	Baseline Assessment Introduction to Entrepreneurship <ul style="list-style-type: none"> Mention factors to consider when choosing items / products for small scale production List the core principles of marketing Distinguish between THREE different marketing strategies: <ul style="list-style-type: none"> Target marketing Mass marketing Market segmentation Name the costs that make up the selling price of a product/item etc. Discuss the entrepreneur 's contribution towards the economy of South Africa. 	Demonstrations <ul style="list-style-type: none"> Suitable fabrics for patchwork. Basic rules for selecting a colour scheme for patchwork. Practical lesson 5 <ul style="list-style-type: none"> Layout for an article Demonstrations <ul style="list-style-type: none"> Different hand stitches to use for patchwork Plan the colour combination Proceed to apply strip patchwork to produce a small marketable article Practical lesson 6 <ul style="list-style-type: none"> Prepare and assemble
8	Revision		
9-10	Formal Assessment June Control test		Formal Assessment Skills Test 2: Waste management
Formal Assessment		SBA 3x Practical lessons (60) June Control test (40)	PAT Task 1 Skills Test 2 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement 	Activity <ul style="list-style-type: none"> Demonstrate different hand stitches to use for patchwork. Preparation of fabric for patchwork article.
2	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement Design an advertisement for your business 	Activity <ul style="list-style-type: none"> Quilting the patchwork Decorating the patchwork
3-7	Clothing	Terminology <ul style="list-style-type: none"> What is fashion? Define the fashion styles: <ul style="list-style-type: none"> o fashion, fad, and classic fashion styles. Distinguish between fashion decorations and accessories. Name the factors that influence fashion change List professional appearance for the world of work 	Activity <ul style="list-style-type: none"> Demonstrate different hand stitches to use for patchwork Plan the colour combination Proceed to apply strip patchwork to produce a small marketable article Preparation of fabric for patchwork article. Quilting the patchwork Decorating the patchwork Practical lesson 7 to 9 <ul style="list-style-type: none"> Assembling and complete the Tissue Holder

8	Revision		
9-10	Formal Assessment September Control test		Formal Assessment Skills Test 3: Costing of a product
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-3	Project based Learning Task <i>(Marketing and selling a product.)</i> Plan a 'Pop up Stall' on the school premises to serve and relevant products. Consider the following: <ul style="list-style-type: none"> · Renting a Stall from the school · Location of the stall. · Lay-out of the stall · Hygiene and safety · Products will be available for learners, teachers, and community to buy 		
4-7	Revision		
8-10	Formal Assessment November Examination (External)		Formal Assessment PAT Task 2 Project based Learning Task <i>(Marketing and selling a product)</i>

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
60%	20%	20%
Term 1: 100	PAT Task 1 Skills Test 1+2+3 (60) (20+20+20)	November Examination 80 marks ÷ 4 = 20
Term 2: 100		
Term 3: 100	PAT Task 2 Project based Learning (20) 80 marks ÷ 4 = 20	
Convert to 60	Convert to 20	Convert to 20



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Vocational Grades 8 & 9

CONSUMER STUDIES

Needlework Production for Knitting and Crocheting Production

3.4.3 Knitting and Crocheting Production

Grade 8: Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons			SBA: Formal assessment March Control Test 40% Practical lessons 60%
Week	Topic	Content	Practical work <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	The Consumer	Define Consumer Studies <ul style="list-style-type: none"> · Scope of the subject · Career Opportunities 	Orientation to the practical classroom: <ul style="list-style-type: none"> · Health and Safety · Basic First Aid
2	Hygiene, Health & Safety	Hygiene, Health & Safety <ul style="list-style-type: none"> · Apply good hygiene practices. · Personal hygiene · General Hygiene 	Hygiene, Health & Safety <ul style="list-style-type: none"> · Activity: safety sign Practical Lesson 1: <ul style="list-style-type: none"> · Personal Hygiene, · Health & Safety
3-4	The Consumer	<ul style="list-style-type: none"> · Explain what a consumer is. · Discuss consumer behaviour. · Name and describe the rights and responsibilities of the consumer. · Distinguish between wants and needs. · The role of the consumer in the South African economy 	Knitting <ul style="list-style-type: none"> · Advantages of practical skills · Advantages of knitting · Knitting equipment and tools · Importance of correct needle sizes corresponding with yarn types · Different types of yarn and yarn weight Practical lesson 2 <ul style="list-style-type: none"> · Identification of Knitting equipment and tools Knitting <ul style="list-style-type: none"> · Reading Yarn labels · Care symbols

5-7	Food and Nutrition	<ul style="list-style-type: none"> · Understand the composition of food · Understand the SIX food groups of the South African Food Guide Pyramid. · Name the SA food-based dietary guidelines 	Practical lesson 3 <ul style="list-style-type: none"> · Reading yarn labels Explain and demonstrate: <ul style="list-style-type: none"> · Basic Hand knitting technique · Finger knitting <ul style="list-style-type: none"> • Activity: Group work poster
8	Revision		
9-10	Formal Assessment March Control Test		Formal Assessment. Skills Test 1: Identification test/ Measuring and Interpret a recipe
Formal Assessment		SBA 3x Practical lessons (60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Control test and 3 x Practical lessons			SBA: Formal assessment June Control test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Proteins 	Knitting <ul style="list-style-type: none"> Abbreviations for the reading & interpretation of patterns Pattern reading and abbreviations Activity: <ul style="list-style-type: none"> (Group work)
2	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Carbohydrates 	Practical lesson 4 <ul style="list-style-type: none"> Pattern reading and abbreviations
3	Food and Nutrition	Name the most important functions and food examples of the following nutrients: <ul style="list-style-type: none"> Fats and oils (lipids) 	Knitting techniques <ul style="list-style-type: none"> How to handle yarn & equipment Knitting stitches Slip knot Cast on/off Knit stitch (garter/plain)
4	Food and Nutrition	Food labelling: <ul style="list-style-type: none"> Read and interpret food labels 	Activity: <ul style="list-style-type: none"> Casting on
5	Entrepreneurship	<ul style="list-style-type: none"> Define an entrepreneur Give reasons for becoming an entrepreneur. Name the qualities and characteristics of a good entrepreneur. 	Activity <ul style="list-style-type: none"> Needle sizes Practical lesson 5 <ul style="list-style-type: none"> Cast on/off and Garter stitch Knitting <ul style="list-style-type: none"> Tension Fixing mistakes Frogging Tinkering Weaving in loose ends

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
6	Entrepreneurship	<ul style="list-style-type: none">Mention reasons why some entrepreneurs fail. <p>List factors to consider when choosing items/products for small scale production</p>	Practical lesson 6 <ul style="list-style-type: none">Pattern reading and Fixing mistakes
7		Waste management <p>Discuss the different career opportunities for entrepreneurship in waste management</p>	
8	Revision		
9-10	Formal Assessment June Control test		Formal Assessment: Skills Test 2: Evaluate a label for a product
Formal Assessment		SBA 3x Practical lessons (60) June Control test (40)	PAT Task 1 Skills Test 2 (20) <i>(Marks carried over to Term 4)</i>

Grade 8 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of water 	Baseline Assessment: Term 1-2 Knitting skills Knitting <ul style="list-style-type: none"> Purl stitch Stocking/Stockinette stitch Counting rows
2	The Consumer	<ul style="list-style-type: none"> Discuss the sustainable use of electricity 	Practical lesson 7 <ul style="list-style-type: none"> Stocking stitch and counting rows Knitting techniques Rib stitch <ul style="list-style-type: none"> Ribbing 1 x 1 Ribbing 2 x 2 Join knitting pieces Packaging <ul style="list-style-type: none"> Reason for packaging Factors important when choosing package Labelling <ul style="list-style-type: none"> Main functions Important factors as marketing tool
3-7	Clothing	<ul style="list-style-type: none"> Identify the different clothing styles Give reasons for wearing clothes Identify and explain the communication values of clothing Choice of clothing: <ul style="list-style-type: none"> Physical appearance Personality Lifestyle Available finances Figure Types Wardrobe planning 	Activity <ul style="list-style-type: none"> Ribbing Practical lesson 8 <ul style="list-style-type: none"> Ribbing, joining sides and entrepreneurial skills Practical lesson 9 <ul style="list-style-type: none"> Packaging and labelling

Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		
9-10	Formal Assessment September Control Test		Formal Assessment Skills Test 3: Design a poster to advertise/market your product for the market day
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) <i>(Marks carried over to Term 4)</i>

Grade 8: Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-3	Project based Learning Task <i>(Marketing and selling a product.)</i> Plan to market your products to your target group. Consider the following: <ul style="list-style-type: none"> · Creative trade name. · Suitable logo/slogan · Packaging · Advertisement 		
4-7	Revision		
8-10	Formal Assessment November Examination	Formal Assessment PAT Task 2 Project based Learning Task <i>(Marketing and selling a product.)</i>	

Term 4: Promotion mark for Grade 8			
School based Assessment (SBA)		Practical Assessment Task (PAT)	End-of-Year Examination
60%		20%	20%
Term 1:	100	PAT Task 1	November Examination 80 marks ÷ 4=20
Term 2:	100	Skills Test 1+2+3 (60) (20+20+20)	
Term 3:	100	PAT Task 2 Project based Learning (20)	
Convert to 60		Convert to 20	Convert to 20

Teaching plans Grade 9
Grade 9 Term 1

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: March Control Test and 3 x Practical lessons			SBA: Formal assessment March Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Introduction	Introduction to Consumer Studies <ul style="list-style-type: none"> · Define Consumer Studies · Career pathways 	Orientation <ul style="list-style-type: none"> · Career pathways · Guest Speaker · Introduce new careers
2	Hygiene, Health & Safety	Hygiene, Health & Safety in the workplace: Basic Safety behaviour Causes of accidents Avoiding accidents Safety Signs	Baseline Assessment: <ul style="list-style-type: none"> · Advantages of practical skills Practical lesson 1 <ul style="list-style-type: none"> · Hygiene, Health and Safety · Safety rules and precautions
3-4	The Consumer	BASELINE ASSESSMENT: Sustainable consumption Decision Making <ul style="list-style-type: none"> · Define the term 'decision-making'. · Name the different types of decisions. · Rational decision-making process Sustainable consumption <ul style="list-style-type: none"> · Decisions for sustainable consumption · Good buying habits for sustainable consumption 	Baseline Assessment: <ul style="list-style-type: none"> · different types of yarn and yarn weight · reading of labels · gauge · Practical lesson 2 <ul style="list-style-type: none"> · Equipment reading labels, crocheting skill

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-8	Food And Nutrition	Name the functions and food sources of the following micronutrients: <ul style="list-style-type: none"> · VITAMINS <ul style="list-style-type: none"> ○ Water soluble vitamins ○ Fat soluble vitamins · MINERALS <ul style="list-style-type: none"> ○ Iron ○ Phosphorus ○ Calcium · WATER 	Handling crochet equipment and yarn Crochet terminology Crochet skills <ul style="list-style-type: none"> · Chain stitch Practical lesson 3 <ul style="list-style-type: none"> · Pattern reading and abbreviations, chain stitches Finger crocheting
9	Revision		
10	Formal Assessment March Control Test		Formal Assessment Skills Test 1: Hygiene and Safety
Formal Assessment		SBA 3x Practical lessons 60) March Control Test (40)	PAT Task 1 Skills Test 1 (20) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 2

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: June Control test and 3 x Practical lessons			SBA: Formal assessment June Examination: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Hygiene, Health & Safety	Discuss the management of waste <ul style="list-style-type: none"> • Management of waste • Re-using waste • Natural resources • Reduction of waste • Entrepreneurial opportunities in waste management 	Baseline Assessment: <ul style="list-style-type: none"> • Abbreviations Crochet skills <ul style="list-style-type: none"> - Counting chain stitches - Single crochet
2-7	Entrepreneurship	Baseline Assessment Introduction to Entrepreneurship <ul style="list-style-type: none"> • Mention factors to consider when choosing items / products for small scale production • List the core principles of marketing • Distinguish between THREE different marketing strategies: <ul style="list-style-type: none"> ○ Target marketing ○ Mass marketing ○ Market segmentation • Name the costs that make up the selling price of a product/item etc. • Discuss the entrepreneur 's contribution towards the economy of South Africa. 	Baseline Assessment: <ul style="list-style-type: none"> • Weaving in ends • Joining two pieces Crochet skills <ul style="list-style-type: none"> • Half double crochet • Slip stitch Keep edges straight Practical lesson 4 Practical skills – single crochet Practical lesson 5 Practical skills - half double crochet Practical lesson 6 Practical skills -double crochet
8	Revision		
9-10	Formal Assessment June Control test		Formal Assessment Skills Test 2: Waste management
Formal Assessment		SBA 3x Practical lessons (60) June Control test (40)	PAT Task 1 Skills Test 2 (20v)) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 3

Two (2) hours per week (Theory: 30 minutes + Practical lessons: 90 minutes) Informal assessment such as written activities, role play, identification tests and class tests. Formal assessment: September Control Test and 3 x Practical lessons			SBA: Formal assessment September Control Test: 40% Practical lessons: 60%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement 	Crochet skills <ul style="list-style-type: none"> Filet crochet
2	Entrepreneurship	Marketing <ul style="list-style-type: none"> Apply marketing to a product e.g. advertisement Design an advertisement for your business 	Crochet skills <ul style="list-style-type: none"> Filet crochet
3-7	Clothing	Terminology <ul style="list-style-type: none"> What is fashion? Define the fashion styles: <ul style="list-style-type: none"> o fashion, fad, and classic fashion styles. Distinguish between fashion decorations and accessories. Name the factors that influence fashion change List professional appearance for the world of work 	Crochet skills <ul style="list-style-type: none"> Small shell edging Practical lesson 7 <ul style="list-style-type: none"> Filet crochet and edge/ scallops Practical lesson 8 <ul style="list-style-type: none"> Pattern reading and crocheting skill (Flower) Practical lesson 9 <ul style="list-style-type: none"> Be an inventor of patterns
8	Revision		
9-10	Formal Assessment September Control test		Formal Assessment Skills Test 3: Costing of a product
Formal Assessment		SBA 3x Practical lessons (60) September Control Test (40)	PAT Task 1 Skills Test 3 (20) (Marks carried over to Term 4)

Grade 9 Term 4

2 hours per week (Theory 30 minutes + Practical lessons 1.5 hours per week) Informal assessment: Such as written activities, role play, case studies, identification tests, class tests. Review and reinforcement activities			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-3	Project based Learning Task (Marketing and selling a product) Plan a 'Pop up Stall' on the school premises to serve and sell a suitable products. Consider the following: <ul style="list-style-type: none"> · Renting a Stall from the school · Location of the stall. · Lay-out of the stall · Hygiene and safety 		
4-7	Revision		
8-10	Formal Assessment November Examination (External)		Formal Assessment PAT Task 2 Project based Learning Task <i>(Marketing and selling a product)</i>

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
60%	20%	20%
Term 1: 100	PAT Task 1	November Examination 80 marks ÷ 4 = 20
Term 2: 100	Skills Test 1+2+3 (60) (20+20+20)	
Term 3: 100	PAT Task 2	
	Project based Learning (20) 80 marks ÷ 4 = 20	
Convert to 60	Convert to 20	Convert to 20

SECTION 4

4.1 Introduction

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases, regular feedback should be provided to learners to enhance the learning experience.

Assessment in Consumer Studies Grades 8 & 9

4.2 Informal or Daily Assessment

Assessment for learning has the purpose of continuously collecting information about learner performance that can be used to improve learning.

Informal assessment is a daily monitoring of learner progress. This is done through observation, discussions; practical demonstrations, learner-teacher discussions, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allows the learner to assess themselves. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal / daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes. The main purpose of informal assessment is to inform and strengthen the learning process.

4.3 Formal Assessment

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to **moderation** for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a Year and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks forms part of a year-long formal Programme of Assessment in each grade and subject, is school-based and is weighted as indicated in the tables that follow for the Grades 8 & 9.

Grades	Formal school-based assessments	End-of-year examinations
R -3	100%	
4 - 6	75%	25%
7 – 9		External examination
Academic stream	40%	60%
Vocational stream	25%	75%
10 and 11	25% including a mid-year examination	External examination: 75%
12	25% including mid-year and trial examinations	External examination: 75%

4.3.1 Formal Programme of Assessment for Grades 8 – 9

Table 1 a Formal School-Based Assessment Grade 8				Final End-of-Year Promotion Mark
	Term 1	Term 2	Term 3	Term 4
SBA	Task 1: Practical Lessons 60%	Task 3: Practical Lessons 60%	Task 5: Practical Lessons 60%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 2,5 = 40$
	Task 2: March Control Test 40%	Task 4: June Examination 40%	Task 6: September Control Test 40%	
SBA	100%	100%	100%	60%
PAT Task 1	Skills Test 1 20%	Skills Test 2 20%	Skills Test 3 20%	PAT: PAT Task 1: Skills Tests 1-3 $20+20+20 = 60$ PAT Task 1: Project based Learning Term 4 Task = 20 $= 100$
PAT Task 1	20%	20%	20%	20%
				November Examination $80 \div 4$
				20%

Table 1 b Formal School-Based Assessment Grade 9				Final End-of-Year Promotion Mark
	Term 1	Term 2	Term 3	Term 4
SBA	Task 1: Practical Lessons 60%	Task 3: Practical Lessons 60%	Task 5: Practical Lessons 60%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 2,5 = 40$
	Task 2: March Control Test 40%	Task 4: June Examination 40%	Task 6: September Control Test 40%	
SBA	100%	100%	100%	40%
PAT Task 1	Skills Test 1 20%	Skills Test 2 20%	Skills Test 3 20%	External PAT: PAT Task 1: Skills Tests 1-3 $20+20+20 = 60$ PAT Task 1: Project based Learning=20 Term 4 Task = $80 \div 4 = 20$
PAT Task 1	20%	20%	20%	20%

	External November Examination 80÷4=20
	20%

Clarification and breakdown of the Programme of Assessment in Grades 8 & 9 for the theory and practical components.

Grade 8

Term	Programme of Assessment: Theory	Weighting
Term 1	Theoretical assessment for SBA to consist of Term 1 content only. March Control Test - Term 1 content = (Total = 40 marks)	40%
Term 2	Theoretical assessment for SBA to consist of work done in Terms 1 and 2. June Examination – Terms 1 and 2 content = (Total = 80 marks) (<i>Term 1 work=30% (Was already assessed in Term 1) and Term 2 new work =70%</i>)	40%
Term 3	Theoretical assessment for SBA to consist of Term 3 content only: September Control Test – Term 3 content = (Total = 40 marks)	40%
Term 4	Final promotion mark November Examination – Term 1-4 content (80 marks)	40%

The mark allocation and suggested weighting of topics according to time spent per topic for tests is indicated in the tables that follow:

TERM 1:

TASK 1: MARCH CONTROL TEST – GRADE 8			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>		5
Section B			
Question 2	The Consumer	2 weeks	10
Question 3	Hygiene, Health & Safety	2 weeks	5
Question 4	Food & Nutrition	5 weeks	20
TOTAL			40 marks
TIME			45-60 minutes

TERM 2:

TASK 2: JUNE CONTROL TEST – GRADE 8			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>		10
Section B			
Question 2	Food & Nutrition – Term 1	3 weeks	10
Question 3	Food & Nutrition – Term 2	4 weeks	20
Question 4	Hygiene, Health & Safety	1 week	20
Question 5	Entrepreneurship	2 weeks	20
TOTAL			80 marks
TIME			90 minutes

TERM 3:

TASK 3: SEPTEMBER CONTROL TEST – GRADE 8			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>		10
Section B			
Question 2	The Consumer	2 weeks	10
Question 3	Clothing	3 weeks	20
TOTAL			40 marks
TIME			45-60 minutes

TERM 4:

TASK 4: NOVEMBER EXAM – GRADE 8			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>	ALL	10
Section B			
Question 2	The Consumer	4 weeks	20
Question 3	Food & Nutrition	6 weeks	15

Question 4	Clothing	4 weeks	15
Question 5	Entrepreneurship	6 weeks	20
TOTAL			80 marks
TIME			90 minutes

Grade 9

Term	Programme of Assessment: Theory	Weighting
Term 1	Theoretical assessment for SBA to consist of Term 1 content only. March Control Test - Term 1 content = (Total = 40 marks)	40%
Term 2	Theoretical assessment for SBA to consist of work done in Terms 1 and 2. June Examination – Terms 1 and 2 content = (Total = 80 marks) (<i>Term 1 work =30% (Was already assessed in Term 1) and</i> (<i>Term 2 new work =70%</i>)	40%
Term 3	Theoretical assessment for SBA to consist of Terms 1, 2 and 3 content: Internal Preparatory Examination – Term 1,2 and-3 content Total: 40 marks <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i>	40%
Term 4	Final promotion mark <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i> External GEC examination – Maximum total of 80 marks	40%

The mark allocation and suggested weighting of topics according to time spent per topic for tests is indicated in the tables that follow:

TERM 1:

TASK 1: MARCH CONTROL TEST – GRADE 9			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>		5
Section B			
Question 2	The Consumer	2 weeks	10
Question 3	Hygiene, Health & Safety	1 weeks	5
Question 4	Food & Nutrition	4 weeks	20
TOTAL			40 marks
TIME			45-60 minutes

TERM 2:

TASK 2: JUNE CONTROL TEST– GRADE 9			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>		10
Section B			
Question 2	The Consumer	Term 1	10
Question 3	Food & Nutrition	Term 1	20
Question 4	Hygiene, Health & Safety	2 weeks	20
Question 5	Entrepreneurship	5 weeks	30
TOTAL			80 marks
TIME			90 minutes

TERM 3:

TASK 3: SEPTEMBER CONTROL TEST – GRADE 9			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>		10
Section B			
Question 2	The Consumer	2 weeks	10
Question 3	Hygiene, Health & Safety	3 weeks	10
Question 4	Food & Nutrition	4 weeks	20
Question 5	Clothing	4 weeks	15
Question 6	Entrepreneurship	3 weeks	15
TOTAL			80 marks
TIME			90 minutes

TASK 4: NOVEMBER EXAM – GRADE 9			
	CONTENT	TEACHING TIME PER TOPIC	MARKS
Section A			
Question 1	Short Questions (all topics) <i>Compulsory: include a variety of question types</i>	ALL	10
Section B			

Question 2	The Consumer	<i>4 weeks</i>	<i>15</i>
Question 3	Food & Nutrition	<i>6 weeks</i>	<i>15</i>
Question 4	Clothing	<i>4 weeks</i>	<i>10</i>
Question 5	Hygiene, Health & Safety		<i>10</i>
Question 6	Entrepreneurship	<i>6 weeks</i>	<i>20</i>
TOTAL			80 marks
TIME			90 minutes

Grades 8 & 9

Programme of Assessment: Practical Lessons /Skills PAT/		Weighting
SBA Term 1-3	Practical Lessons Three practical lessons are completed per Term. Ensure that a variety of skills are built into and developed per lesson.	60%
PAT Task 1 Term 1-3	Skills Test The Skills Test is an objective measure of the ability to perform a specific task. A Skills Test is implemented at the end of Terms 1-3. The skills applied in the three practical lessons in the term are assessed in a Skills Test. The mark for the Skills Test is carried over to Term 4 to consolidate the weighting for PAT Task 1.	60%
PAT 2 Term 4	Project Based Learning A Task is included in Term 4 that reflects knowledge and skills applied to a scenario for: <ul style="list-style-type: none"> • Entrepreneurship • Career development / World of Work 	20%

The cognitive demand in assessment should be **appropriate for the age and developmental level** of a learners in the grade. Assessment in Consumer Studies must cater for a range of cognitive levels and learner abilities. The assessment tasks should be designed carefully to cover the content in the subject as well as the range of skills and cognitive levels, identified in the specific aims in Section 1 of this CAPS Policy Document.

The design of assessments should therefore ensure that a full range of content and skills are assessed in each grade. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessment tasks.

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below.

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS PROGRAMME OF ASSESSMENT: SBA TASKS		
Cognitive level	Grade 8	Grade 9
Lower order: Remembering	60%	50%
Middle order: Understanding Applying	30%	40%
Higher order: Analysing / Evaluating and Creating	10%	10%

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS: PRACTICAL LESSONS AND PAT		
Cognitive level	Grade 8	Grade 9
Lower order: Isolated single steps	60%	50%
Middle order: Multiple limited steps	30%	40%
Higher order: Several operations required, Creative production / design.	10%	10%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question / skill that is implemented for assessment.

In judging the level of difficulty of each question skill, both the demands that each question makes on the cognitive ability of an average Grade 8 & 9 learner and the intrinsic difficulty of the question or task is considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) has been used in this identification process.

This framework comprises the following four general sources of difficulty:

- **Content difficulty:** this indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** this relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting, and understanding the question.
- **Task difficulty:** this refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** this refers to difficulties because of the mark scheme or memorandum, in other words how marks are allocated.

4.4 Types of Formal Assessment Tasks

4.4.1 Tests

- A test for formal assessment **may** NOT comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.
- It is compulsory to include scenario / case study-based questions that require:
 - Longer reflective responses in a paragraph format.
 - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

4.4.2 Examinations

- **Grade 8:** In Consumer Studies an **80 -mark** examination paper is written in June and November. 1.5 hours are allocated to write the paper that comprises 25% of learner's total mark for promotion.
- **Grade 9:** In Consumer Studies an **80 -mark** examination paper is written in June and November. A preparatory examination paper is also written in September. 1.5 hours (90 minutes) are allocated to write the paper that comprises 25% of learner's total mark for promotion.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

Guidelines for setting of Tests and Question papers in Consumer Studies in Grades 8 & 9

- Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of the examiner and moderator.
- Page two of the paper should include instructions and a breakdown of time per question.

- All question/test papers must be neatly typed, using the grid for setting and layout of question papers.
- Numbering per question and sub-question must be accurate and reflect the correct format used.
- All graphics/illustrations/sketches must be *print clear* and placed in a frame.
- No spelling, language or translation errors are allowed.
- The format of the question paper should adhere to the latest Examination Guidelines for Consumer Studies.
- Question papers must be divided into Section A for short questions, and Section B for longer questions.

Section A: Short Questions (*Question 1*)

- **Caution learners to:**
 - Write clearly printed letters in Question 1.
 - Not write one letter over the other.
 - Cross out a letter neatly to cancel it.
- Include different question types for short questions in class tests as well as Formal Assessment Tasks to prepare candidates for exam readiness.
- Ensure that learners are exposed to answering short questions based on illustrations; graphs; data and short case studies/scenarios where understanding, interpretation and application of knowledge is required.
- Use the same format and layout as reflected in Examination Guidelines.

Section B: Long Questions (*Question 2 and questions that follow*)

It is compulsory to include:

- Questions that require a longer response.
- Question that requires a response in paragraph format (minimum 3 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements/menus for interpretation.
- An action verb to open the question. This gives a clear instruction for the question and expected response.

Marking Guidelines

- Cover page: Must contain name of the school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- Numbering must correlate accurately with the question paper.
- The mark allocation for each fact must be indicated by a tick (✓)
- Reflect all alternative responses that are considered and marked as correct answers.
- During marking, the marking **guidelines** must be extended by the educator. Other possible correct answers must be added on the marking guidelines, in red ink. Relevant evidence, e.g., textbook page numbers, must support the addition.

4.4.3 Practical Lessons; Skills Tests and Practical Assessment Tasks

(a) Practical lessons

- **(3) assessed practical lessons** per term in Term 1-3.
- It is important to prioritise and include a variety of skills in the different lessons.
- Examples for the assessed practical lessons are reflected in the Teaching plans per term.

(b) Practical Assessment Task (PAT)

(i) PAT Task 1: (Skills Test)

A Skills Test:

- Provides an objective measure of a candidate's ability to perform a specific task.
- Measure's skills or knowledge accurately.
- Assists to determine the level of achievement.
- Prescribes specific criteria for efficient performance of a skill.
- Includes the benefit of having learner feedback to encourage personal growth and development.
- Assesses soft skills to encourage personal growth and development.

Examples of soft skills that are important for promotion: Communication, listening, observation, manipulation, planning, interpretation, analysing, creative design, self-discipline, and time-management. These skills are addressed in the Practical Lessons.

(ii) PAT Task 1: Project based Learning

The teacher sets the task to assess the skills that were developed in the theory for practical and practical lessons.

The skills include:

- i. Subject specific practical skills according to the Annual Teaching Plan
 - ii. Soft skills
 - iii. Entrepreneurial skills
 - iv. Create a small micro-enterprise
 - v. Career focusses
- It is recommended that PAT Task 1 is taken up in the school's timetable.
 - The school has the responsibility to provide resources for the Practical Assessment Task (PAT).

4.5 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a Year and her/his readiness to progress or promote to the subsequent Year. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in several ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The

various achievement levels and their corresponding percentage bands are as shown in the Table below.

Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet, and report percentages against the subject on the learners' report cards.

4.6 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments for SBA and PAT.

4.6.1 Formal assessment (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels. It further needs to verify the accuracy of correlation and alignment of Teacher and Learner evidence

4.6.2 Practical Assessment Task (PAT)

The PAT is internally set and marked in Grade 8 and externally set and internally marked in Grade 9. Teacher and learner portfolios of evidence must be moderated to ensure that the correct number of lessons in preparation of the Skills Test and PAT are implemented and that the tasks are implemented at the correct standard.

Moderation further serves to ensure that:

- Teacher evidence reflects the required planning and preparation for the implementation of the Practical Lessons, Skills Tests and PATs’.
- Evidence in Learner and Teacher portfolios align and correlate.
- Learner evidence includes a consolidation sheet that aligns with Teacher and SASAMS recorded marks.

4.7 General

This document should be read in conjunction with:

- 4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- 4.7.2 *National Protocol for Assessment Grades R-12;*
- 4.7.3 *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);*
- 4.7.4 *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- 4.7.5 *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- 4.7.6 *Policy on Screening, Identification, Assessment and Support (2014);*
- 4.7.7 *Guidelines for Full-service/Inclusive Schools (2010); and*
- 4.7.8 *Standard Operating Procedures for Assessment of Learners who Experience Barriers*