



2023/24 ANNUAL TEACHING PLANS: CONSUMER STUDIES: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	INTRODUCTION	THE CONSUMER	THE CONSUMER	THE CONSUMER	FOOD AND NUTRITION	FOOD AND NUTRITION	FOOD AND NUTRITION	FOOD AND NUTRITION	REVISION	MARCH CONTROLLED TEST	
CONCEPTS, SKILLS, AND VALUES	Introduction to theory: <ul style="list-style-type: none"> • Baseline assessment • Grade 10 Consumer Studies content map • Grade 10 Consumer Studies programme of assessment • Grade 10 Consumer Studies PAT Introduction to practical: FOOD OPTION <ul style="list-style-type: none"> • Layout of kitchen • Use, clean, maintain large equipment & appliances • Stoves, fridge, refrigerator, microwave, electric mixer SEWING OPTION <ul style="list-style-type: none"> • Layout of sewing room • Use, clean, maintain large equipment & appliances • Sewing machine, overlocker, iron 	What is Consumer Studies? What is a consumer? <ul style="list-style-type: none"> • Consumer needs and wants (refer to Maslow's hierarchy of needs) • Consumers' rights and responsibilities 	Decision making Types of decision making. <ul style="list-style-type: none"> • Spur-of-the moment decisions, habitual decisions, intuitive decisions • Consumer rational decision-making process • Problem recognition, information search, evaluation of alternatives, purchase decision, post purchase behaviour Sustainable consumption <ul style="list-style-type: none"> • Defining sustainable consumption • Principles of sustainability • Sustainable consumption decisions • Good buying habits 	Factors influencing consumer buyer behaviour: <ul style="list-style-type: none"> • Psychological (motivation and needs, personality, perception, knowledge, values, attitudes, lifestyle) • Socio-cultural (personal, reference group, family, social class, culture, subculture) • Economic (income, credit facilities, price) Link to term 2, week 9 Aida principle Food practices of consumers: The influence of culture, religion, socio-economic status, education, attitudes, and emotions on food practices of consumer	Energy and nutritional requirements of consumers <ul style="list-style-type: none"> • South Africa's food-based dietary guidelines • The food groups in the South African food guide pyramid (six groups) • Recommended number of servings per day per food group for young adults Terminology in nutrition: Nutrition, malnutrition, nutrients, balanced diet, balanced meal, meal plan, menu	The nutrients and their functions in the food guide pyramid <ul style="list-style-type: none"> • Protein, carbohydrates, lipids, and water • Minerals (calcium, phosphorus, iron) • Vitamins (fat soluble, water soluble) Compare a day's food intake of a young adult with the food-guide pyramid in terms of foods, number of servings and portion sizes The impact of food choices on own health	Daily meal planning for young adults according to nutritional factors How to plan a menu for a meal (choosing dishes)	Food spoilage <ul style="list-style-type: none"> • Micro-organisms - Bacteria, moulds, yeasts, and pathogenic micro-organisms - Factors influencing growth - Preventing the growth of micro-organisms: commercial and domestic • Natural decay, enzymes, oxidation, natural toxicants 	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.		
REQUISITE PRE-KNOWLEDGE	Do a baseline assessment to determine knowledge of the concept, consumerism and buying habits to strengthen background knowledge understanding of the concept			Use a scenario-based discussion to understand the context of factors that influence consumer buying behaviour	Introduce the new topic with the relevant video for identification of different practices	Do a baseline assessment to determine knowledge of the concept nutrition, health, and well-being					
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> • PowerPoints • Notes, worksheets, mind maps • Resource material and activities provided by subject advisors, lead teachers and teachers • YouTube videos <i>Refer to the list of suggested resources</i>										
INFORMAL ASSESSMENT REMEDIATION	<i>To be completed by the teacher</i>										
LESSONS LEADING TO SKILLS TEST	Identification of large equipment		Identification, cleaning, and maintenance of small and large equipment		Measuring and weighing of wet and dry ingredients OR measuring, layout and cutting of fabric		Interpretation of a recipe OR pattern interpretation		Writing and administering the skills test		
SBA FORMAL ASSESSMENT	<ul style="list-style-type: none"> • PRACTICAL OPTION: Planning and preparation: Lessons leading to skills test x 3 (Marks added in term 4) • THEORY: Planning and preparation: March controlled test 							<ul style="list-style-type: none"> • Skills Test (Marks added in term 4) • Task 1 March controlled test 			

2023/24 ANNUAL TEACHING PLANS: CONSUMER STUDIES: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
CAPS TOPIC	FOOD AND NUTRITION	FOOD AND NUTRITION	ENTREPRENEURSHIP	ENTREPRENEURSHIP	ENTREPRENEURSHIP	ENTREPRENEURSHIP	ENTREPRENEURSHIP	ENTREPRENEURSHIP	ENTREPRENEURSHIP	REVISION	MID-YEAR EXAMINATION	
CONCEPTS, SKILLS, AND VALUES	<p>Food hygiene</p> <ul style="list-style-type: none"> Personal hygiene Kitchen hygiene <p>Food safety</p> <ul style="list-style-type: none"> Safety measures when purchasing food Safe food handling practices when preparing food, serving food, and eating 	<p>Food storage (procedures to prolong quality of perishable and non-perishable foods)</p> <ul style="list-style-type: none"> Storage areas: Dry, refrigerator, freezer Kitchen pests Waste control and disposal 	<p>Entrepreneurship</p> <ul style="list-style-type: none"> What is an entrepreneur? Reasons why people decide to become entrepreneurs Qualities of a successful entrepreneur-reasons why some entrepreneurs fail The importance of entrepreneurship for the South African economy and society 	<p>Choice of items for small-scale production: Factors to consider</p> <ul style="list-style-type: none"> The cultural, socio-economic conditions and preferences of the target group The human, material, and environmental resources available to the entrepreneur 	<p>Planning for small-scale production</p> <ul style="list-style-type: none"> Use the principles of work simplification to adapt household processes and workflow to produce a product for small scale from home (production on a larger scale than for a household) The main working areas: Planning, production, controlling/evaluating, packing Correct sizes and heights of work surfaces, storage of equipment and other resources 	<p>Costing</p> <ul style="list-style-type: none"> What makes up the cost of a product? Use the cost of the ingredients/materials and calculate the cost of a product/item 	<p>Marketing</p> <ul style="list-style-type: none"> The aim of marketing The difference between marketing and selling Marketing strategies for consumer products <ul style="list-style-type: none"> segmenting target market 	<p>The 5 P marketing mix model</p> <ul style="list-style-type: none"> Product/service (quality, suitability) Place/distribution (shop, mail order, electronic marketing, informal) Price (retail price, discounts) Promotion (advertising, personal selling, sales promotion) People (the target market) <p>AIDA model</p> <ul style="list-style-type: none"> Influence of marketing and promotion on consumer behaviour Packaging, labelling, advertisements <p>Refer back to term 1, week 4: Consumer behaviour</p>	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.</p>			
REQUISITE PRE-KNOWLEDGE	<p>Do a baseline assessment to determine:</p> <ul style="list-style-type: none"> Knowledge of food spoilage and its impact on health Knowledge of food hygiene and safety 		<p>Introduce entrepreneurship by using the following strategies:</p> <ul style="list-style-type: none"> Showcase success stories from successful entrepreneurs Videos that cover the entrepreneurial process from conceptualization to production and marketing <p>Marketing:</p> <ul style="list-style-type: none"> Recognition of examples of different types of marketing tools Show a video to explain the importance of marketing for a successful business 									
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Notes, worksheets, mind maps Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos <p><i>Refer to the list of suggested resources</i></p>											
INFORMAL ASSESSMENT REMEDIATION	<i>To be completed by the teacher</i>											
PRACTICAL LESSONS	Scones		Muffins		Pancakes		Crumpets			NB: All practical lessons are compulsory		
SBA FORMAL ASSESSMENT	<ul style="list-style-type: none"> PRACTICAL OPTION: Planning and preparation: Practical lesson 1-4 (Task 3) THEORY: Planning and preparation: June controlled test 								<p>Task 2</p> <p>Mid-year examination</p>			

2023/24 ANNUAL TEACHING PLANS: CONSUMER STUDIES: GRADE 10 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	CLOTHING	CLOTHING	CLOTHING	FIBRES AND FABRICS	FIBRES AND FABRICS	FIBRES AND FABRICS	FIBRES AND FABRICS	REVISION	REVISION	SEPTEMBER CONTROLLED TEST	
CONCEPTS, SKILLS, AND VALUES	<p>The young adult's choice of suitable clothing:</p> <ul style="list-style-type: none"> • Reasons for wearing clothes, e.g., aesthetics, fashion, status, protection, etc. • Wearing clothes for different purposes, e.g., school, sport, leisure, events, etc. • The impact of socio-economic conditions, culture, and peer preferences 	<ul style="list-style-type: none"> • The choice of clothing items according to personality and lifestyle • Information on clothing labels, including care labels on choices made by young adults 	<p>Adaptive clothing for people with disabilities:</p> <ul style="list-style-type: none"> • Designs, fabrics, and fasteners, etc. to dress independently • Clothing choices: Physical comfort, safety, appearance, convenience, and care 	<p>Use of natural fibers for clothing and soft furnishing:</p> <p>Vegetable/cellulose sources</p> <ul style="list-style-type: none"> • Cotton • Linen • Bamboo <p>Animal/protein sources</p> <ul style="list-style-type: none"> • Wool • Silk <p>Identify different natural fabrics</p>	<p>Use of textile blends</p> <ul style="list-style-type: none"> • Poly/cotton • Cotton/nylon • Wool blends <p>Identify different textile blends</p>	<p>The choice of textiles for clothing and soft furnishing items according to fashion, suitability, fiber properties, price, and environmental concerns</p>	<p>Application of fibres and fabric knowledge in advising consumers on the purchase of clothing and/or furnishing items</p>	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.</p>			
REQUISITE PRE-KNOWLEDGE	<p>Introduce the new topic by discussion of:</p> <ul style="list-style-type: none"> • Photos that illustrate the different types of fashion that learners can identify with • Photos that illustrate the choice of fashion that reflects personality 			<ul style="list-style-type: none"> • Introduce the topic by showing examples that illustrate the natural fibres and fabrics, as well as textile blends 							
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> • PowerPoints • Notes, worksheets, mind maps • Resource material and activities provided by subject advisors, lead teachers and teachers • YouTube videos <p><i>Refer to the list of suggested resources</i></p>										
INFORMAL ASSESSMENT: REMEDIATION	<i>To be completed by the teacher</i>										
PRACTICAL LESSONS	Cupcakes	Mac and cheese			Egg dishes		Vegetables, salads, salad dressings, fritters, chips			NB: All practical lessons are compulsory	
SBA FORMAL ASSESSMENT	<ul style="list-style-type: none"> • PRACTICAL OPTION: Planning and preparation: Practical lesson 5-8 (Task 5) • THEORY: Planning and preparation: September controlled test 							<p>Task 4</p> <p>September controlled test</p>			

2023/24 ANNUAL TEACHING PLANS: CONSUMER STUDIES: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPIC	HOUSING AND INTERIOR	HOUSING AND INTERIOR	HOUSING AND INTERIOR	HOUSING AND INTERIOR	REVISION	REVISION	NOVEMBER EXAMINATION			
CONCEPTS, SKILLS, AND VALUES	<p>Factors influencing housing decisions</p> <ul style="list-style-type: none"> Housing needs (refer to Maslow's hierarchy of needs) within the socio-economic and cultural context of different South Africans Type of housing Full title and sectional title free standing homes, townhouses in security complexes and in access-controlled complexes, condominiums and flats 	<ul style="list-style-type: none"> Location: Community and neighbourhood, site (orientation to wind, sun, scenery, effective use of natural light and heat, etc.) Safety Functionality (layout of rooms, space, and storage) Suitability for the stage of the family cycle (young adult, young married couple, developing family, contracting family, empty nest) 	<p>Design features of housing and interiors: Ergonomics in design</p> <ul style="list-style-type: none"> What is ergonomics? Basics of ergonomics (human dimensions, body dynamics – posture, motion, activities) 	<p>Universal design</p> <ul style="list-style-type: none"> What is universal design? Principles of universal design 	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.</p>	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.</p>				
REQUISITE PRE-KNOWLEDGE	<p>Introduce the new topic with videos of:</p> <ul style="list-style-type: none"> Different housing types Brochures of real estate to understand the concept of property market value Understanding the concept of location and property value Factors that influence the choice of housing 									
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Notes, worksheets, mind maps Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos <p><i>Refer to the list of suggested resources</i></p>									
INFORMAL ASSESSMENT REMEDIATION	<i>To be completed by the teacher</i>									
FORMAL ASSESSMENT	<ul style="list-style-type: none"> PAT examination November examination 									