

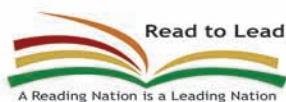


**FURTHER EDUCATION &
TRAINING PHASE (FET)**

CONSUMER STUDIES
SBA EXEMPLAR BOOKLET
GRADES 10 - 12



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.



MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

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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 support the learner's development to improve the process of teaching and learning.

The booklet is intended as a guide for the development of Consumer Studies SBA tasks and SBA assessment. Guidance is given to Subject Advisors and Teachers with the emphasis on the three compulsory components of SBA tasks:

- The task (test / examination)
- The assessment tool
- The cognitive analysis grid

“Teachers should guide without dictating, and participate without dominating!!”

C.B. Neblette

2. Acknowledgement

This booklet was made possible through contributions from teachers, subject advisors and provincial subject coordinators. Our sincere gratitude goes to the team responsible for the compilation of this booklet, who spent many dedicated hours of hard work to complete this project.

3. Aims and Objectives

This booklet serves to support and guide Consumer Studies teachers with the implementation of the teaching plan for Consumer Studies.

The main focus of this booklet is to support the teacher to implement and teach content to ensure that effective learning takes place as well as have the ability to assess the subject content with confidence.



*What **skill(s)** do you need to develop?*

*What is it you need to **focus** on?*

Focus leads to passion.....



Source: <http://www.hkeaa.edu.hk>

3.1 Understanding school-based assessment

School-based assessment (SBA) is a compulsory component of the promotion marks in the FET phase. It is a form of assessment that is embedded in the teaching and learning process and is an integral part of the learners' preparation for the final examinations. It has a number of important characteristics that distinguishes it from other forms of assessment:

- It involves the **teacher** from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgements.
- It allows for the collection of a number of **samples of learner performance** over a period of time.
- It can be **adapted** and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed.
- It is carried out in the **classroom** and is conducted by the learners' own teacher.
- It takes place at **different stages** of the learning process, as required in Chapter 4 of the Curriculum and Assessment Policy Statement (CAPS).
- It **involves learners** more actively in the assessment process, especially if self- and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive **feedback to learners**.
- It stimulates **continuous evaluation** and amendment of the teaching and learning programme.
- It **complements other forms of assessment**, including external examinations.

3.2 Objectives of school-based assessment

School-based assessment should...

- provide a balanced, reliable assessment system to include a range of diverse assessment tasks.
- improve the validity of practical assessment by including aspects that cannot be assessed in formal examination settings.
- improve the reliability and validity of assessment because judgements will be based on many observations of the learners over an extended period of time.
- reflect a beneficial effect on teaching and learning, particularly in relation to the development of teaching and assessment practices.
- empower teachers to engage with the assessment process.
- develop and improve knowledge and skills to ensure that effective learning takes place.
- enhance, collaborate and share good practice and expertise within and across schools.
- empower teachers to teach at a level that informs and prepares the learner for the expected standard of assessment.

Unless the assessment criteria are communicated clearly to learners, it will not improve the level of learning (or teaching). It is only when the learner understands the assessment criteria and how the criteria applies to the expected response, that he/she can take responsibility for their own process of learning.

3.3 A quality assessment programme should include:

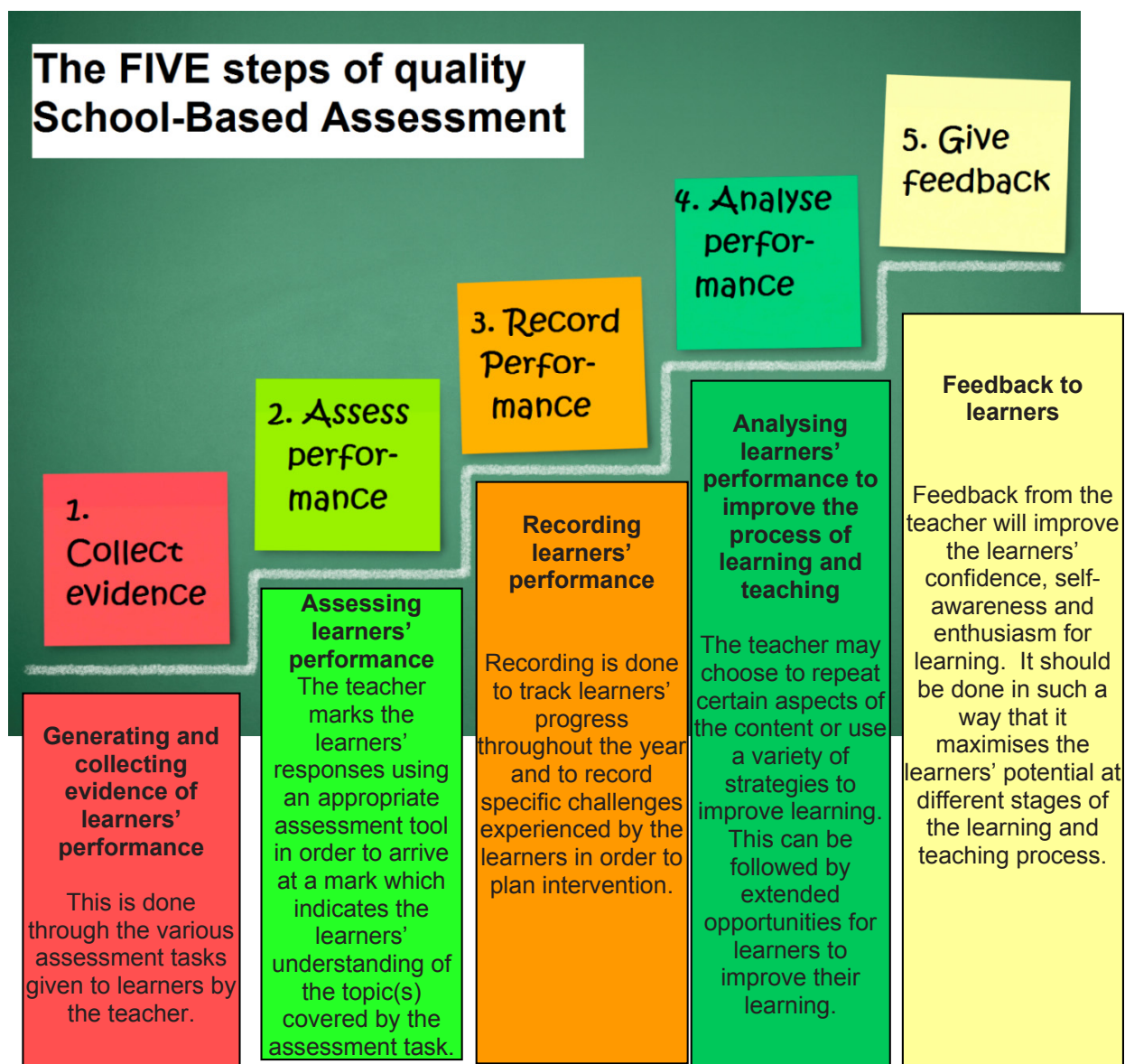
- ASSESSMENT **FOR** LEARNING — teachers monitor learners' progress to inform their teaching (usually through **informal** assessment)
- ASSESSMENT **OF** LEARNING — teachers use evidence of a learners' performance to make a judgement of the learner's achievement against clearly stated standards (usually through **formal** assessment)
- ASSESSMENT **AS A TOOL FOR LEARNING** — A learner reflects on his/her progress to inform the level of effective understanding and learning that has taken place.

School-based assessment is aligned with and embedded within the broader educational philosophy of “assessment for learning”. Assessment for learning is any form of assessment in which the main aim is to enhance students' learning. An

assessment activity can help learning if it provides information that can be used (feedback) by teachers and learners to improve the teaching and learning process in which they are engaged. It thus differs from assessment of learning, which is designed primarily to serve the purposes of accountability, ranking, or certification of competence. SBA may take place at different points of the learning process, as described through Section 4 in the Curriculum and Assessment Policy Statement (CAPS), and the assessment results are recorded and count towards a learner's final promotion or certification.

It is thus, important to note that the process (formative) is as important as the summative act, in the SBA. Assessment should always contribute to a learner's learning and progress. SBA, therefore, should provide information on the learner's attainment of knowledge, understanding and skills and should contribute to individual learning by reinforcing and complementing that learning. Furthermore, assessment should also contribute to a teacher's teaching and reflection on the level of learner understanding. SBA should thus provide information for the teacher to measure the learner's attainment of knowledge, skills, and understanding of key concepts that will contribute to learning.

3.4 The FIVE steps of quality School-Based Assessment



School-based assessment needs to be continuous and integrated naturally into every stage of the teaching-learning cycle, and not just at the end of the process.

Source: <http://www.hkeaa.edu.hk>

3.5 The difference between informal and formal assessment

INFORMAL ASSESSMENT

Informs learning and understanding of the content. Prepares the learner for Formal SBA assessment



- A series of informal assessment tasks
- Frequently done /daily
- Gives information about learners' immediate learning needs
- Develops skills
- Monitors learners' learning process
- Frequent feedback
- Can be marked by learners
- Recording of marks is optional
- Improves learning and teaching

FORMAL ASSESSMENT

Assessment for progression and promotion



- Formally planned assessment tasks
- Formal tests
- Formal examinations
- SBA tasks are completed in Term 1-3.
- Marked by teacher
- Formally recorded
- Assess learners' progress
- Must be moderated

Informal Assessment

Informal or daily assessment is made up of those tasks that are regarded as stepping stones to monitor or assess the progress of the learner in the subject classroom and to prepare for the formal assessment tasks.

Examples of these tasks include classwork, homework and verbal question and answer sessions. Informal or daily assessment tasks need **not be recorded**. Teachers may let learners assess their own work to further reinforce learning. The teacher then ensures that corrections are done. These assessments also allow more opportunity for the learners to



A School-Based Assessment Task is an assessment activity designed to assess a range of knowledge, skills and competencies. Can be formal or

develop and practise what they have learnt and have the ability to do the work correctly. Most critically, they inform the teacher of where learners are experiencing difficulties and what early steps should be taken to assist learners to overcome these challenges.

Formal Assessment

Formal assessment tasks are marked and formally recorded by the teacher. The number of tasks required for official recording by the teacher is specified in the *National Protocol of Assessment: Recording and Reporting*. These tasks make up the *Programme of Assessment*. They are a core part of the teacher's planning. Teachers should factor into their planning any additional support required by learners that experience learning difficulties. Formal assessment is an essential part of teaching and learning. The evidence of learners' performance in formal tasks provides feedback with regards to the content, concepts and skills that have been acquired by the learner in a specific learning area or subject. The marks of those tasks will be used for promotion and progression of learners to the next grade and to give feedback to parents and various stakeholders in this regard. The feedback will also indicate what support is planned for those learners who are not able to master all the content, concepts and skills and need more time to reinforce teaching and learning.

3.6 Evidence required for learner performance

Previously, a learner's collection of evidence was kept in a "special file" called a "**portfolio**". This is no longer an official requirement and can be a decision that is determined by a school or the teacher. Both formal and informal assessment tasks can be kept in work books, exercise books or other relevant format. Selected tasks will also be used to inform and track individual performance in order to provide constructive support to individual learners.

This evidence should be made available by the teacher and/or learner whenever required for control by the HOD, SMTs or Subject Advisor, teaching and learning support staff or other education officials or parents. Teachers have to ensure that each learner has a work book with *adequate evidence* of written work (class work and home work) *on all topics* in the Consumer Studies curriculum.

3.7 Moderation of School-Based Assessment

3.7.1 Moderation to ensure standardisation, uniformity and quality

The purpose of moderation is to ensure the standard and quality of SBA is comparable across all schools. Moderation focuses on the formal assessment tasks that are listed as compulsory SBA tasks in subjects CAPS documents.

| Levels of moderation | | |
|----------------------|---------|---------------------------|
| Internal | Level 1 | School |
| External | Level 2 | Cluster moderation/PLC |
| | Level 3 | District moderation |
| | Level 4 | Provincial moderation |
| | Level 5 | National moderation (DBE) |
| | Level 6 | Umalusi moderation |

The school-based assessment tasks, the marked learner evidence, together with the teacher record of assessment should be moderated at school, district and provincial level.



Moderation: The process of verifying results of School-Based Assessment and external assessment.

PLC – Professional Learning Community: A group of teachers that meets regularly, share expertise, and work collaboratively to improve teaching skills as well as the academic performance of learners.

Moderation conducted at each of these levels will be to...

- confirm the validity, fairness and relevance of the assessment instrument.
- establish whether assessment was conducted in a fair and consistent manner.
- establish the reliability, validity and fairness of the assessment scores.
- provide feedback of the moderation findings with a view to improve the quality of teaching, learning and assessment.

The **National Protocol of Assessment** states:

6. School-Based Assessment

(4) Moderation should ensure that the quality and standard of the SBA, as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements, have been met.

(5) In Grade 12, School-Based Assessment must be moderated by the Department of Basic Education, the accredited assessment body, and Umalusi.

7. Practical Assessment Tasks

(4) Moderation should ensure that the quality and standard of the Practical Assessment Tasks, as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements have been met.

(5) In Grade 12, Practical Assessment Tasks must be moderated by experts in each subject and quality assured by Umalusi.

3.7.2 Pre-assessment Moderation

All Consumer Studies formal assessment tasks must be moderated by the Head of Department (HOD)/Subject Head or Subject Specialist Teacher deemed to be competent in the subject at the school or HOD/Subject Head from a neighbouring school, **prior to the administration** of the assessment tasks. A special pre-assessment moderation tool should be used and kept for record purposes.




3.7.3 Post-assessment Moderation

Post-assessment moderation is often referred to as script moderation or moderation of learner evidence of performance.

Moderation of the marking of the learner evidence of performance is done to ensure that the marking guideline was consistently applied by the teacher across the learner evidence of performance provided. A special post-assessment moderation tool should be used and kept for record purposes.

3.8 Exemplar moderation tools for SBA

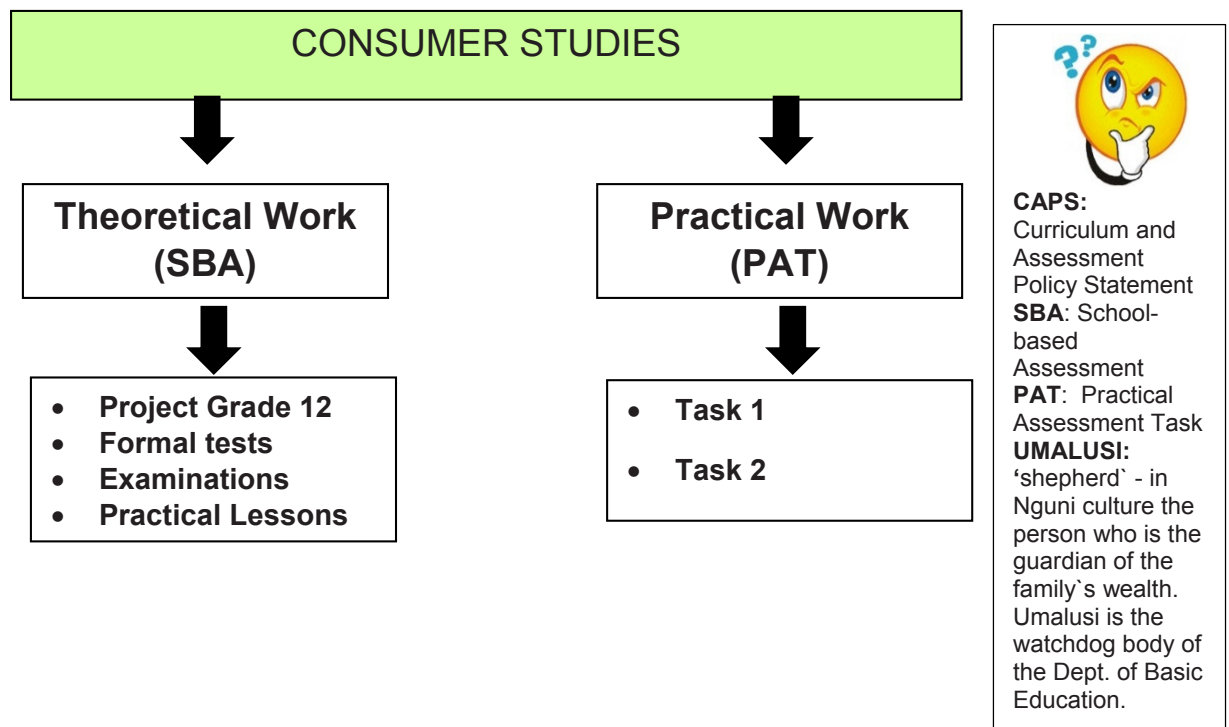
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| SBA moderation tool | Pre-assessment moderation tool for SBA | Post-assessment moderation tool for SBA |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|  Example of a SBA moderation tool.docx |  Example of a Pre-Assessment mod |  Example of a Post Assessment moderati |

4. Induction for new or novice Consumer Studies teachers

To become a successful Consumer Studies teacher, it is essential to have a full understanding of how the subject is structured and what administrative requirements are expected.

4.1 The structure of the subject



4.2 Policy documents required for teaching Consumer Studies

The National Curriculum Statement Grades R-12 is a policy document that informs our National Education policy. It is a policy that formulates curriculum frameworks, core syllabus and education programmes, learning standards, examinations and certification qualifications.

Three major documents are required:

- Curriculum and Assessment Policy Statement (CAPS) for Consumer Studies
- NPA (National Protocol For Assessment Grade R-12)
- NPPPPR (National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grade R-12)

NPA (National Protocol for Assessment Grade R-12)

This policy refers to:

- Types of assessment
- The composition of formal assessment
- Final end-of-year examinations
- Recording and reporting of learner performance
- Teachers' files
- Management of school assessment records
- Management of school learner profiles
- Assessment of learners with special needs

NPPPPR (National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grade R-12)

This policy refers to:

- Duration of GET and concessions
- Approved subjects, grouping and programmes
- Progression/ assessment / recording and reporting
- Time allocation
- Study pathways
- Additional subjects/ change of subjects
- Promotional requirements
- Scale of achievement
- Learners with barriers
- Subjects not listed on NCS

4.3 Subject Guideline Documents

- Guidelines for SBA (School-Based Assessment) implementation
- Practical Lessons
- Practical Assessment Tasks (PAT)
- Work Schedule and Pacesetters
- Annual Teaching Plan
- Examination Guidelines for Consumer Studies
- Exemplar Question Paper and Marking Guideline
- Terminology Booklet
- Recording of marks (SBA, Practical Lessons and PAT)

4.4 Notional time

4 hours notional time in a 5 day cycle

In a 5 day cycle time is allocated to theory and practical lessons as follows:

- Theory: 2,5 hours
- Practical lessons: 1,5 hours

Table to assist with time allocation for notional time in different cycles:

| Compulsory notional time for Services Subjects | | | | | | |
|-------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | 5-day cycle | 6-day cycle | 7-day cycle | 8-day cycle | 9-day cycle | 10-day cycle |
| Compulsory number of hours in the cycle for school. | 27.5 | 33 | 38.5 | 44 | 49.5 | 55 |
| Compulsory number of hours in cycle for elective subjects | 4 | 4.8 | 5.6 | 6.4 | 7.2 | 8 |
| Percentage % | 14,5% | 14,5% | 14,5% | 14,5% | 14,5% | 14,5% |
| Compulsory number of minutes in cycle for elective subjects | 240 | 288 | 336 | 384 | 432 | 480 |

| Number of periods per Cycle | | | | | | |
|------------------------------------|---------|-------------|-------------|-------------|---------------|-------------|
| | | 3x in Cycle | 4x in Cycle | 5x in Cycle | 6 x in Cycle | 7x in Cycle |
| 5-day cycle | 240 min | 80 min | 60 min | 48 min | | |
| 6-day cycle | 288 min | 96 min | 72 min | 58 min | 48 min | |
| 7-day cycle | 336 min | 112 min | 84 min | 67 min | 56 min | 48 min |
| 8-day cycle | 384 min | 128 min | 96 min | 77 min | 64 min | 55 min |
| 9-day cycle | 432 min | 144 min | 108 min | 86 min | 72 min | 62 min |
| 10-day cycle | 480 min | 160 min | 120 min | 96 min | 80 min | 69 min |

4.5 Topics to be covered (CAPS document, page 8)

Consumer Studies is a dynamic subject where the teacher needs to stay up to date with change, trends and current affairs in a fast-evolving industry. Teachers cannot teach topics or demonstrate skills that have not been mastered well.

The main topics in the Consumer Studies curriculum include:

| | |
|--|---------------------------------------|
| | The Consumer |
| | Food and Nutrition |
| | Design elements and Principles |
| | Fibres and Fabrics |
| | Clothing |
| | Housing |
| | Entrepreneurship |

4.6 Curriculum Mapping/Content Outline

Curriculum mapping is the process used to collect and record evidence of data for the core skills and content that was taught and assessed from the annual teaching plan in Grades 10 – 12 for Consumer Studies. (CAPS, page 17-36) The teaching plan and the work schedule must be aligned and are important supporting documents to be used for planning and teaching the subject.

4.7 Classroom Management and Discipline

Consumer Studies includes opportunity for collective learning, group work and practical sessions – all with the potential to be disruptive. Fair, consistent discipline is imperative for subjects with a practical component. Effective teaching and learning cannot take place without efficient class control. Learners need clear guidelines and set boundaries for acceptable behaviour. This should be communicated on the first day of setting foot into the Consumer Studies classroom. Self-discipline, integrity and pride are professional showcase principles expected in a professional career.

Address the following definitions for classroom discipline

Classroom discipline: Enforce classroom standards and build patterns of cooperation to minimise disruption and maximise learning.

Preventative discipline: Measures to prevent re-occurrence of disciplinary problems.

Supportive discipline: Supportive measures for appropriate behaviour during a lesson.

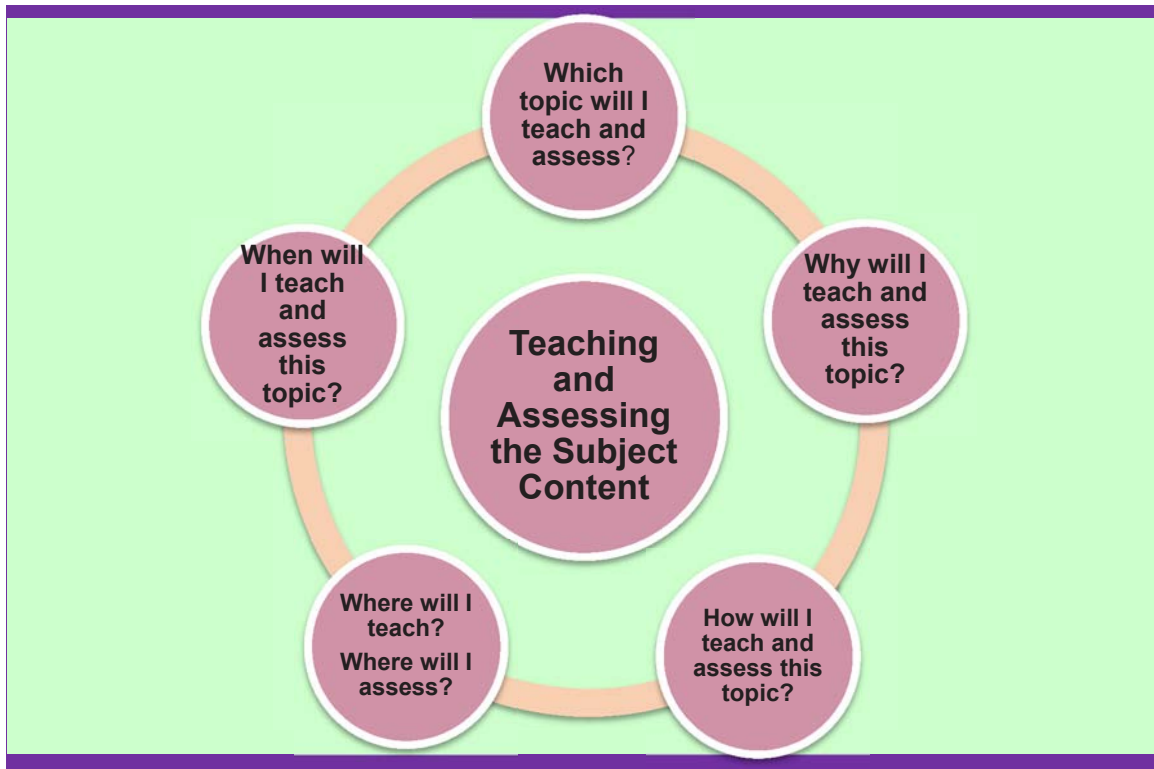
Corrective discipline: Measures to be implemented as a consequence to misbehavior.

The Consumer Studies teacher is expected to lead by example:

1. Never be late for class. Punctuality is an essential quality expected from every employee in the Hospitality industry.
2. Being friendly and polite with a warm greeting at the door sets the example for greeting a guest.
3. A Consumer Studies classroom is always neat and well organised –a basic principle for any successful hospitality enterprise.
4. Create a vibrant subject atmosphere with interesting, subject related posters.
5. Introduce a: '*What is new*' – board at the entrance of the classroom with newspaper snippets or magazine articles of new trends. Make learners responsible for the updates.
6. Keep a classroom register/class list to note evidence of absenteeism, late arrival or homework not done.
7. Be well prepared for each lesson to awake a keen interest and attention.
8. Become an expert master of the subject content to earn the respect of every learner.
9. Keep learners busy throughout the lesson for a full period.
10. Use the correct language for instruction (LOLT) and avoid code switching.
11. Always be professional – criticise in private and praise in public.
12. Maintain a sense of humour – laughter and happiness are essential to enhance the process of learning.

5. Teacher Planning: Teaching Tools and Learner Support Material

A clear vision of the following components is essential before any planning for teaching can commence.



5.1 Resources for Teacher planning

- Teaching Plan (ATP) (CAPS: page 17-36)
- Pacesetter for the Term per Grade
- Work Schedule per Grade
- Weekly planning per Grade
- Textbooks / Recipe Books
- Internet
- Magazines/newspapers
- ICT resources

5.2 Example: Weekly Planning / Record of work

| School | Term | | | | |
|---------|------------------|---------|-----------|----------|--------|
| Teacher | Week | | | | |
| DATE: | 23/1 | 24/1 | 25/1 | 26/1 | 27/1 |
| DAY | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | 11K3 | | | 10k5 | |
| 2 | 10K5 | 11k3 | 10k5 | 11k3 | 10k5 |
| 3 | 10K5 | 11k4 | 11k3 | 11k3 | 12k2 |
| BREAK | | | | | |
| 4 | | 12k2 | 11k4 | 12k2 | 12k5 |
| 5 | 11k4 | | | | |
| 6 | | 12k5 | 12k2 | 12k5 | 11k4 |
| 7 | 12k5 | 12k5 | | | 11k4 |
| A/noon | 12K5 Extra class | | | | |

Incident record

Keep evidence of an incident record at the back of the weekly planner.

| Monday 23/1 | Tuesday 24/1 | Wednesday 25/1 | Thursday 26/1 | Friday 27/1 |
|-------------------|---------------------------------|---------------------------------------|-----------------------------------------------------|---------------------------------|
| Lisa money stolen | Steven arrogant and challenging | Subject advisor school visit period 3 | Double period at end of day missed due to athletics | Times shortened for longer form |

Basic guidelines to prepare and implement for weekly planning/record of work

- All preparation and planning aligns to the personal school timetable for one week/cycle
- Divide the work for the week as reflected on the work schedule into the different periods available for the subject in the cycle.
- Plan at least one week ahead of schedule – At the beginning of each term, plan ahead for the whole term. Enter all school activities e.g. Valentines Ball/ photo day to manage time effectively.
- Plan the practical lessons from the last week of the term working backwards to week 1, to ensure that all the practical lessons are included.

- Continue with and include the rest of the activities from Week 1.
- Indicate tests, marking of homework, practical lessons, preparation for practical lessons and PATs.
- Indicate extra mural activities.
- High light and reflect work not done. (*Also indicate when this work has been completed*)
- **Note** any disruptions/ changes that influence planned teaching activities /time in a coloured pen or highlighter, e.g. shorter period/ photo day/ visit from Subject Advisor. All planning for teaching must align with the Annual Teaching Plan (CAPS, page 17-36) and the Work Schedules issued every year for that specific year.
- Without proper planning it will not be possible to cover ALL the prescribed content and tasks for the year.
- Make sure that all learners attend class from Term 1-4 as prescribed in the ATP.
- All Grade 12 content must be covered before the start of the preparatory examinations. Time on hand after this exam must be used to discuss remedial measures, do constructive revision and prepare for “exam readiness”.
- Grade 12s do no practical lessons in Term 3. Use these double periods wisely to:
 - Work through previous examination papers
 - Analyse and interpret questions for better understanding
 - Discuss and revise challenging topics

5.3 Exemplar Pacesetters

Exemplar pace setters for Term 1-3 have been included to assist with planning. These may be adapted to suit the context of the school.



Gr 10 Example

5.4 Teaching Strategies and Guidelines

The following strategies are recommended for effective teaching of the subject Consumer Studies.

5.4.1 Classwork and Learners' Workbooks

Classwork Guidelines:

- Learner evidence must have a minimum of four application/reinforcement activities per week.
- A summary of content is not considered as an application task.
- Prepare a TERMINOLOGY list before each topic is covered.
- Learner evidence must reflect regular testing of content to prepare the learner for the formal assessment tasks.

5.4.2 Guidelines for Learner Practical Books/Files:

- Include a consolidation sheet on page 1 to reflect the dates and marks for all practical lessons and PATs.
- Each learner must have an exercise book/file for practical lessons and PAT
- File/paste recipes
- Include preparation for the practical lessons /PAT.
- Allow the learner to engage with some questions on the product / commodity.
- This book/file can be used for Grades 10-12 to allow the learner to see how skills progress to being more advanced.

5.4.3 Teacher evidence required for teaching Consumer Studies

- Consumer Studies Teacher portfolio of evidence (Evidence for: Informal Assessment activities, Formal SBA Tasks, Practical Lessons, PAT evidence)
- Consumer Studies Master File (Optional master copy of policies / subject documents kept in safe-keeping by principal's office)

5.4.4 Management of the Consumer Studies evidence for teaching

The Portfolio of evidence is compiled at the beginning of the year.

Every Consumer Studies teacher is required to compile a personal portfolio of evidence for each grade he or she is responsible for. Organise the information that is collected to develop activities for daily assessment according to topics. Use magazines / pamphlets/ brochures/ newspaper articles.

Additional activities from other sources than the textbook are also placed and organised per topic.

Include the prepared work sheets / activities / class tests together with the accompanying marking guidelines as evidence for planning for informal assessment. The prepared activities are extended and updated every year and outdated information is removed to keep the evidence current.

The collection of evidence remains the property of the school and may not be removed when a teacher leaves the post. This file must be available during on-site curriculum monitoring and support visits conducted by the District Subject Advisors or Provincial / Circuit/District Managers.

The focus of these visits will be to determine curriculum coverage of which learners books will serve as evidence. Other areas of support will include verification of the:

- availability of funds for the practical lessons and PATs
- compliance of timetables with the prescribed notional time.
- availability of the required subject's policy statement and exam guidelines and exemplar question papers.
- analysis of NSC results, target setting and development and implementation of intervention strategies.
- tracking progress towards achieving the targets that were set.
- follow-up and support for progressed learners and learners at risk.

Some guidelines to assist with the management of the evidence and documents to be included:

1. Cover page (must be clearly marked with the name of the subject, school and teacher)
2. Index page
3. Copy of the teacher's timetable
4. Teacher and school profile
5. Policy documents: NCS CAPS Consumer Studies + (*NPPPPR, NPA-electronic version*)
6. Exam Guideline for Consumer Studies
7. PAT document and evidence required for PATs
8. Work schedule: Completed weekly and signed by HOD
9. Evidence of Planning for Informal Assessment
10. Programme of Assessment (*Assessment Plan for the Grade*)

11. Recording sheets
12. Formal Assessment tasks (project, tests and examination papers with marking tools sub-divided per term)
13. Analysis of results and diagnostic intervention
14. Target setting and tracking of progress toward achieving this target
15. Moderation reports: Evidence of internal and external moderation
16. School/class visit reports
17. Subject Improvement Plan
18. Learner name list for:
 - Progressed learners
 - Learners at risk
 - High-achieving learners / Learners that can become high-achieving performers
19. Communication from the Provincial Subject Coordinator (letters, circulars etc.).

It is important for the teacher to keep and track evidence for absenteeism and non-submission of tasks (medical certificates submitted by learners, court appearances etc.). Evidence for follow-up of incidents are also important.

Using a textbook in teaching and learning

Ensure that you use a textbook approved in the national catalogue. A good textbook turns the guidelines in the CAPS Subject Statement into a rich source of content and activities. It also provides ideas for planning and teaching and lesson preparation. The textbook provides correct subject terminology and activities in preparation of formal assessment.

Note: It is the responsibility of every teacher to ensure that every learner has access to and uses a textbook. Textbooks must be treated with respect and well looked after. Evidence for control and management of a sound retrieval system for every Consumer Studies class is important.

5.5 Language (English) across the Curriculum

NOTE: Every teacher is a language teacher!!

LAC is aimed at improving learners' language proficiency and understanding of academic content and improving their attainment.

Basic language skills:

- Listening and Speaking
- Reading and Viewing
- Writing and Presenting

Language skills in the curriculum

The language skills, namely, speaking and listening, reading and viewing, writing and presenting and language use, are core to the process of learning and teaching. As the teacher explains, the learner listens and then asks questions for clarity. In the process, the learner reads what the teacher has written on the chalkboard, or from the textbook, and uses language to write notes or do an assessment task as required. The language skills are thus continuously integrated in learning so that, should they be focused and strengthened, knowledge acquisition will be enhanced.

The following learning skills, though located in languages, **are shared by all subjects in the curriculum by:**

- Locating information
- Gathering facts
- Organising information
- Acquiring information – using strategies through reading
- Acquiring information – setting purpose for listening
- Communicating orally – speaking with accuracy and pose
- Writing with clarity and exactness, using the writing process
- Evaluating and applying – applying problem-solving and critical thinking skills
- Writing for specific audiences and purposes

Learners need to be taught these skills and consciously be made aware that the skills apply in all subjects. Guidance should be given for how one goes about identifying the use of the above.

Speaking and Listening

What is the role of listening and speaking as essential communicative skills in ‘Learning across the Curriculum’?

- Processing and acquiring information
- Listening to interact
- Speaking to interact
- Speaking for academic purposes

Different kinds of listening skills:

Comprehensive (Informational) Listening – Learners listen to the content of the message.

- Identify, interpret and evaluate messages
- Distinguish between facts and opinions
- Understand instructions, directions and procedures
- Identify main and supporting ideas
- Make notes and summaries
- Give interpretation of meaning

Critical (Evaluative) Listening – Learners judge the message.

- Identify and interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping
- Identify and interpret tone, pace and language use
- Respond to style, tone and register and evaluate correctly
- Understand the logical sequence of information
- Make judgements and support with evidence
- Make assumptions and predict consequences
- Make critical responses to language use, word choice, format and pronunciation
- Structure markers

Examples:

- Expressions: First of all; on the one hand ...; firstly;
- Rhetorical question: How are we going to solve the problem ...?
- Forms of address or repetitions: Ladies and gentlemen; I want to emphasise that ...; Are you with me?

Key words are the theme words

- They inform the main theme or sub-theme of the text
- Such words used in oral texts are:

- usually emphasised;
- usually incorporated in the title;
- mostly repeated; and
- used as synonyms.

Critical awareness of language usage

- Vocabulary and creative language use
- Ability to manipulate language in order to evoke audience response
- Awareness of, and sensitivity to language use on cultural issues

Reading and Viewing

Learners need

- to understand the reading process (pre-reading, during reading and post-reading).
- the skills to read and comprehend content-based texts, e.g. skimming, scanning, etc.
- knowledge of different types of texts and the best strategies for reading them.
- multiple and meaningful opportunities to practise reading in subject-specific contexts with:
 - appropriate resources.
 - opportunities to talk about their reading and thinking.
 - background knowledge in subject areas.
 - expanded sight vocabularies and word-solving strategies for reading subject-specific texts.
 - strategies for previewing texts, e.g. monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they read, and making connections and inferences.
 - strategies for becoming independent readers in any context.
 - the ability to view texts critically in a world driven by multimedia and visual stimuli.

Writing and presenting

Writing-to-learn (should be integrated with reading)

- Writing-to-learn activities are impromptu, short or informal writing tasks designed to enhance thinking skills – through key concepts and ideas
- They are limited to less than 5 minutes of class time or assigned as brief, out-of-class assignments
- Attention is focused on ideas rather than correctness of style, grammar or spelling. It is less structured than writing to demonstrate knowledge.

- Writing-to-learn is a strategy that teachers employ throughout and/or at the end of a lesson to engage learners and develop big ideas and concepts.

In Consumer Studies it is important to note that:

- Writing sentences using new vocabulary will help learners to remember the words in context.
- Understanding the action verbs used in assessment will help learners know what is expected of them in an examination.
- Create meaningful opportunities for learners to read subject related information, i.e. textbooks, newspapers, recipe books, magazines.

Examples:

Magazine articles

Write an article for a travel magazine about the uniqueness of traditional South African food.

Write an article for a magazine based on: 'The prevention of food poisoning in a *'deli'*'.

Quotations

Develop a quotation for an order of products from your small business. Describe the product clearly and indicate what the order is placed for e.g. a novelty cake for a 4-year-old's birthday party.

Menus

Develop and write down the menu for a formal 3-course dinner for a special occasion that will be suitable for clients suffering from two different food-related health conditions.

Giving instructions in a chronological order

Write out a recipe.

Plan and write out the order/sequence of the work when preparing three recipes to be served at the same time.

Brochure

You are working at a coffee shop / art and craft shop. Design a brochure to use as a marketing tool. Mention the facilities available and the excellent variety of options.

Short articles, mentioning facts, straight to the point. Write a short informative article about vegetarian food.

Poster

Design a poster for the kitchen of your establishment about temperature control in the kitchen.

Design a poster for the entrance foyer to your business to market the *'day specials'* on sale.

Writing an email and sending a fax

Reply to a customer complaining about the service at your small business.

Respond to a request from a prospective customer about the variety of dishes served at your restaurant that would be suitable for a person with diabetes.

5.6 Practical lesson management (Ref: CAPS, page 16 - 3.2)

This section of the work will give guidance to planning and management of a practical lesson. It is one of the areas where most teachers require guidance. It is also important to note that the practical lesson is exactly what it says – a lesson. It should be a lesson to reinforce the theory done in class in a practical setting but also prepare for the PAT examination. A preparation period – must be planned **two** days before practical lesson takes place.

A minimum of **12 practical lessons per year** for Grades 10 and 11, and **6 per year** for Grade 12 are required. Suggestions for products to prepare are given, but teachers may choose similar or more advanced products, according to current trends.

A ***budget must be compiled*** annually and should cover all the costs relating to practical lessons and the PATs. The budget for practical lessons and PATs for the next year is submitted in August to the HOD and Financial Management Team.

All schools receive a RTT budget allocation for LTSM and maintenance. Provision from this budget must be made for consumables for practical lessons and PATs if the school registers to offer the subject.

The budget must provide for:

- Recipes for practical lessons (*must be small, for two-four portions*)
- Purchases for PATs
- Maintenance and purchasing of new equipment/appliances should be added to this budget.

6. School-Based Assessment (SBA)

Assessment involves activities that are undertaken throughout the year. In Grades 10 – 12, assessment comprises two different but related activities, namely informal or daily assessment (*assessment for learning*) and formal assessment (*assessment of learning*).

6.1 Informal assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve his/her learning.

Informal assessment is the daily monitoring of learners' progress and can be done through questions and answers; short written activities completed during the lesson, homework exercises, case studies, etc. It should not be seen as a separate process from the learning activities that take place in the classroom. Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. It also is important to give immediate feedback to the learner to guide and inform the learning process.

The results of the informal assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is important if barriers to learning or poor levels of participation /performance are encountered. The results of informal assessment tasks are not taken into account for promotion and certification purposes.

It is important to note that the formal assessment task are mainly used for reporting purposes. Informal assessment is essential evidence required for continuous feedback and intervention. If a large percentage of the class didn't understand the content of a lesson, as teacher the teaching strategy that was implemented must be reviewed. Teacher creativity, resources available, energy levels and behaviour of learners will determine what will work in each unique situation.

Examples of informal assessment activities in Consumer Studies:

- Class test after teaching a topic
- Identification tests / tasting tests
- Skills test
- Class quiz
- Case studies/ Scenarios with questions
- Role play
- Listening test

- Revision Bingo
- Mind maps / concept maps
- Puzzles
- Games: Eliminator / Scrabble

6.1.1 Using a case study as an assessment tool

Criteria for a good case study

A good case study uses a real life situation (the case) of a problematic event by studying and analysing the information given for the case. The case can be portrayed in a single paragraph or it can consist of an entire file (including reports, letters, accounts, receipts, memorandums and numerical data). A good case study on a specific event or series of events can result in hours of constructive discussion.

A case study can also represent certain events, and learners can then be asked to find solutions to the problems by means of brainstorming.

Advantages of using case studies

Learners can also use case studies to practise or test/examine specific skills such as problem solving, decision making and collecting information. Case studies are ideal for bringing together the different ideas of a specific subject, integrating theory and practice and investigating the process of finding solutions to problems.

Case studies are also used to help people deal with situations in which there are no right decisions and where there is a great deal of uncertainty. They are also used to help learners identify certain underlying principles.

Learners work through the information /data to identify the problem, propose solutions, explain why they are proposing those specific solutions, suggest alternative solutions, draw up a plan of action, etc.

Teaching strategies to prepare learners on how to answer case studies:

Learners should be taught how to:

- identify the problem / problems.
- suggest solutions to the problem / problems.
- recommend the best solution (if there is more than one solution).
- recommend how this solution should be implemented.

Strategies to answer a case study

- Read the case study carefully.
- Identify main idea/scenario/problem
- Find the most important information required to answer the question / problem
- Link the information in the case study with a subject topic(s) in the textbook
- You must have a clear idea of exactly WHAT you want to assess through the case study.
- Ensure that a case study/scenario is clear and relevant – especially if it was sourced from a magazine/newspaper or the internet.
- The numbering of the questions must clearly indicate which questions relate to and form part of the case study e.g. 2.2.1 – 2.2.3 all relate to the case study/scenario that is numbered 2.2.

6.1.2 Using pictures, images, illustrations and cartoons as an assessment tool

Picture/ image analysis is the extraction of meaningful information from a picture / illustration.

Cartoon Analysis Guide – Cartoonists use simple objects, or **symbols**, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for. A visual symbol in a cartoon is any image used to convey a message about an event, person, abstract idea or trend in the news. For example, a dollar sign may stand for the entire economy. An octopus may stand for a powerful corporation with “tentacles” controlling many other institutions.

Many different styles are used in cartoons, such as:

a. Exaggeration

Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

b. Labeling

Cartoonists often **label** objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?

c. Analogy

An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help the reader to see it in a different light. After you’ve studied a cartoon for a while, try to decide what the cartoon’s main analogy is. What situations does the cartoon compare to? Once you understand the main analogy, decide if this comparison makes the cartoonist’s point more clear to you.

d. Irony

Irony is the difference between the way things are and the way things should be, or the way things are expected to be.

Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasise. Does the irony help the cartoonist express his or her opinion more effectively? Irony is a form of humour in which something is said in a way that undercuts or mocks its own apparent meaning. In other words, what is said seems to mean one thing, but it will be taken to mean the opposite. Irony is well suited to political cartoons, which often seek to mock something and show how false, unfair or dangerous it is. Irony always entails a contradiction.

Often, an amusing image undercuts and reverses the meaning of the words in a caption. Sometimes, however, the image alone conveys the double meaning.

e. Slogans

Slogans assert something. “An apple a day keeps the doctor away.” A good editorial cartoon is more than a slogan. Though blunt and opinionated, it actually invites you to consider its argument or its reasoning. At its best, a cartoon offers visual and written features that together “make its case”. In other words, it presents reasons to support its view, or at least it hints at or suggests those reasons. So even though it is biased, the cartoon gives you grounds for responding and even arguing back. Consider what features of the cartoon help to present its argument or make its case.

The use of pictures, illustrations and cartoons have great value to test knowledge in a higher-order level. The learner needs to apply knowledge through evaluating or analysing the given context.

Guidelines on how to use pictures, illustrations or cartoons for assessment

- Pictures or illustrations used must be relevant and not be used to decorate the paper.
- Make sure that the picture is clear with regard to printing quality.
- Do not crop or stretch images to prevent losing detail.
- Do not use pictures or illustrations with a dark background.
- Pictures or illustrations must be placed in a frame.
- It should be labelled e.g. Picture A or Figure B.
- Relevant information may be added for clarity.

How to interpret pictures, illustrations or cartoons

- Guide learners how to analyse the detail in a picture.

- Before they even read the question – divide the picture in 16 equal blocks and number each block with a coloured pen.
- Discuss each block to highlight the detail visible.
- Now read the question and apply this information to answer the question.

6.1.3 Using a menu as an assessment tool

A menu can be used very effectively in a work sheet, test and examination papers. A wealth of information can be communicated in a menu.

Guidelines on how to interpret a menu

- **Format** – depending on the question, the format used must always be correct.
- **Information retrieved from the format is:** Type of menu, number of courses, order of courses, food pyramid, nutritional balance, suitability, editing required, date.
- **Content** – each dish must be analysed regarding ingredients and suitability.
- **Questions** – align with the content given in the menu.
- **Compile a new menu** from an example that was given. Use what was given in the scenario or question to improve/amend the given menu.

6.1.4 Using role play as an assessment tool

Role play can be very effective to simulate and prepare for engagement with customers in the restaurant. Important communication skills and self-confidence can be developed to assist in handling different complex situations that may arise whilst serving / handling an unhappy customer.

6.1.5 Using correct subject terminology

Subject terminology is introduced in every single lesson. Learners will understand the content better if they understand the meaning of the terminology. Interpretation of questions will be much simpler if correct terminology was used to teach the topic

Bingo to revise subject terminology – Example: Hygiene

Objectives: An opportunity for learners to revise vocabulary/terminology. An opportunity for the teacher to assess learners' knowledge and understanding of vocabulary/terminology.

Materials: Vocabulary list that class is covering. Paper and pencils for each student. Chips, or small pieces of coloured paper. Fun prizes.

Method

1. Ask learners to draw a 4cmx4cm grid on a piece of paper, then randomly write your vocabulary words /terms in the boxes. Alternatively these “Bingo” cards can be handed out to the learners with terminology on already – words in different blocks on all the sheets.
2. Distribute chips or markers.
3. Read the definitions for the word out loudly. Students put a chip on the cards when they see the word can be matched with the definition.
4. When a learner has four chips across, diagonally, or vertically they yell "Bingo!"
5. Have the learner read out the words that gave them Bingo! Checking that those were the definitions that were read for each word.
6. Award the winners with a prize.

Hygiene Bingo: Terms and Definitions

- The temperatures between 10°C and 63°C where bacteria multiply optimally (food danger zone)
- Food that spoils easily (perishable)
- The production, transportation and storage temperatures for food should be constant with no fluctuation especially for chilled or frozen foods (cold chain)
- Bacteria that is harmful and can cause food poisoning (pathogenic bacteria)
- Ensure that you bath everyday/ wash your hands properly before cooking food (personal hygiene)
- When germs or bacteria spread from one thing to another (contamination)
- Something that can be thrown away after use (disposable)
- A bacteria mainly affecting raw chicken (salmonella)
- Taking material, breaking it down into its smallest parts and then remaking it into another product (recycle)
- The dehydrated exposed surface of frozen food (freezer burn)
- Free of visible dirt (clean)
- Free of visible and invisible dirt/bacteria (sanitise)
- Basic stock rotation (FIFO)
- Room temperature (ambient)
- Repair broken items rather than buying new items or throwing them away (re-use)
- Boiling liquid to remove all the micro-organisms (sterilised)

6.2 Formal assessment

- All tasks prescribed for the Programme of Assessment (PoA) per grade are regarded as 'Formal Assessment'.
- These tasks are marked and recorded by teacher
- Six formal tasks in the Programme of Assessment are used for progression and certification purposes
- All formal assessment tasks are subject to moderation for quality assurance and standardisation

Types of formal assessment tasks

- Project (*Grade 12*)
- Tests
- Examinations
- Practical lessons
- PAT examinations

Tests

- A test for formal assessment should not comprise of a series of small tests, but should cover a substantial amount of content. Example:

TERM 1 – minimum requirements

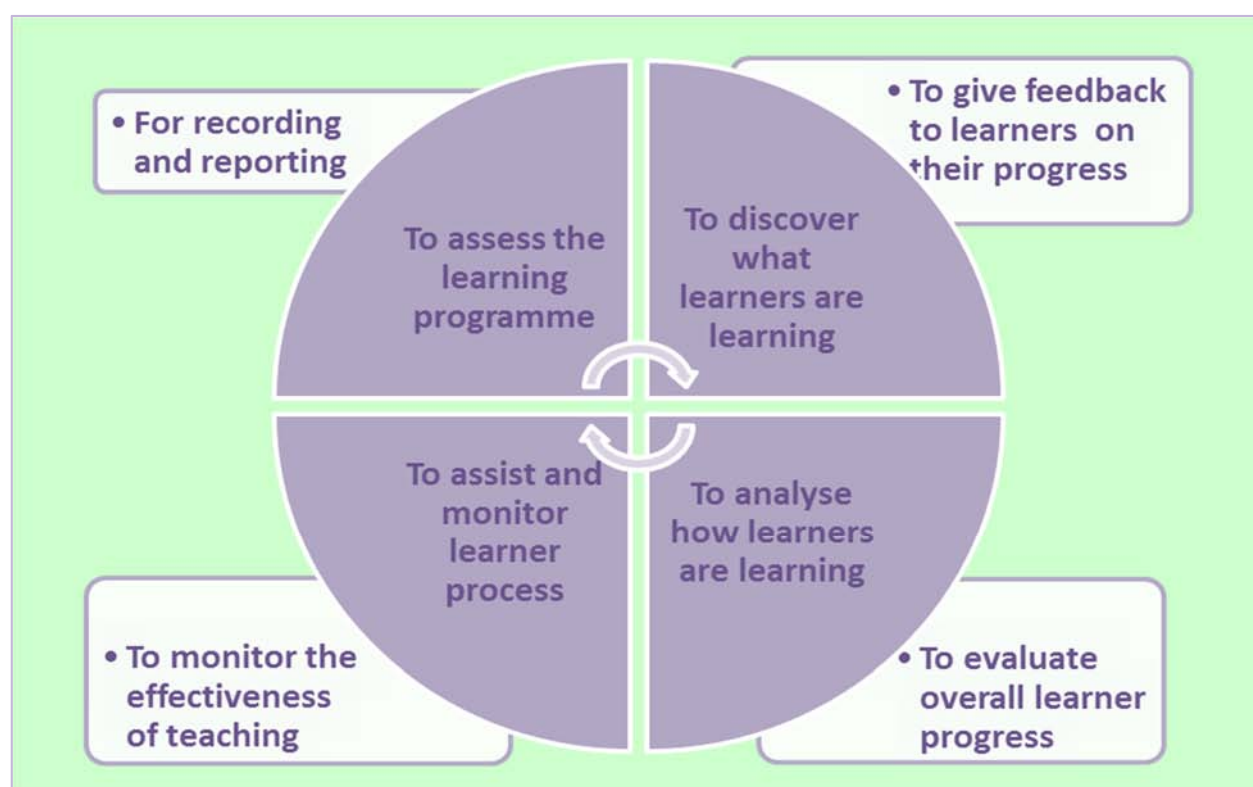
| Grade | Content | Section A | Section B | Time |
|-------|-------------------|-----------|-----------|--------|
| 10 | 4-6 weeks content | 25 | 50 | 60 min |
| 11 | 4-6 weeks content | 25 | 50 | 60 min |
| 12 | 4-6 weeks content | 40 | 60 | 90 min |

TERM 3

| Grade | Content | Section A | Section B | Time |
|-------|---------------------------------------------|-----------|-----------|--------|
| 10 | 4-6 weeks content | 40 | 60 | 60 min |
| 11 | 4-6 weeks content | 40 | 60 | 60 min |
| 12 | 4-6 all the content of Term 3 (if possible) | 40 | 60 | 90 min |

6.3 The importance of Assessment

Why assess?



6.4 The Subject Assessment Plan

Assessment Plan for Grade 10 and 11 (CAPS document page 61)

| FORMAL ASSESSMENT FOR GRADE 10 AND 11 | | | | | | | |
|---------------------------------------|-----|---------------------------------------|-----|------------------------------------|-----|--------------------------|-------------|
| TERM 1 | | TERM 2 | | TERM 3 | | TERM 4: Promotional mark | |
| Task 1 Test | 75% | Task 3 Mid-year Examination | 75% | Task 5 Test | 75% | Term 1+2+3=300÷3=100 | |
| Task 2 Practical lessons | 25% | Task 4 Practical lessons | 25% | Task 6 Practical lessons | 25% | PAT 1+2= 50+50 = 100 | =100 |
| | | | | | | November Examination | =200 |
| 100 | | 100 | | 100 | | 400/4 | =100 |

Assessment Plan for Grade 12 (CAPS document page 61)

| FORMAL ASSESSMENT FOR GRADE 12 | | | | | | | |
|------------------------------------|------|---------------------------------------|-----|-------------------------------------|-----|----------------------------------|-------------|
| TERM 1 | | TERM 2 | | TERM 3 | | TERM 4: Promotional mark | |
| Task 1 Test | 50 % | Task 4 Test | 25% | Task 7 *Test | 25% | Term 1+2+3=300÷3=100 | |
| Task 2 Project | 25% | Task 5 Mid-year Examination | 50% | Task 8 *Trial Examination | 75% | PAT 1+2= 100+100 = 200÷2 = | =100 |
| Task 3 Practical lessons | 25% | Task 6 Practical lessons | 25% | | | November Examination | =200 |
| 100 | | 100 | | 100 | | 400/4 | =100 |

6.5 Setting quality test papers

6.5.1 Bloom's Taxonomy

Bloom's taxonomy is presented in a pyramid with simple knowledge-based recall questions at the base. Building up through the pyramid foundation, teachers can ask learners increasingly more challenging questions to test understanding, comprehension and the ability to apply and interpret the given content.

When a learner is introduced to a new topic, the teacher will use basic, simple questions that ask learners to remember/recall simple facts from the content taught for the topic. As the learner's understanding and comprehension of knowledge grows and evolves, the questions will get more complex and demanding.

Rules to remember when phrasing questions:

'W'- and 'H'-words are NEVER used to open a question. Therefore, a question will never open/start with:

- What?
- Why?
- Who?
- Which?
- Where?
- How?

Always begin / open a question with an **ACTION VERB**. The action verb gives a clear instruction and assists to ensure that the question gives distinct direction to the learner as to what is to be considered for inclusion in the expected response.

The way in which a question is structured will determine the level of difficulty.

| Bloom's Taxonomy | Description Is the learner able to: | Action Verbs |
|-------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Creating | Generate new ideas, products or ways of viewing things (point of view)? | Design, produce, formulate, make, predict, forecast, improve, develop, plan |
| Evaluating | Justify a point of view/ decision/course of action? | Evaluate, conclude, judge, predict, compare, justify, recommend, criticise |
| Analysing | Break information into smaller pieces to explain understanding and being able to compare relationships? | Compare, organise, distinguish, order sequence, findings, criticise, differentiate |
| Applying | Can learners use information to apply it to a new scenario or in another familiar situation? | Illustrate, calculate, apply, solve, interpret, explain cause and effect |
| Understanding | Explain ideas or concepts? | Explain, classify, describe, identify |
| Remembering | Recall or remember information? | List, name, state, identify, give examples/reasons |

Explanation of answering questions according to Commanding Phrases

It is important to understand the instruction that is given by the action verb. This instruction indicates the level of difficulty for the question and depends on what is expected from the learner to formulate the expected response.

Paragraph questions

- No numbering or bulleting in the answer
- Write the paragraph in full sentences
- Always include a conclusion

Evaluating level questions

- Identify all the positive facts/implications from the scenario / extract.
- Identify all the negative facts/implications from the scenario / extract.
- Draw a comparison between the two.
- Come to a conclusion.
- Motivate the conclusion.

Predict

- Reflect your point of view for the outcome of the information stated in the scenario/case study.

Explain

- Make (an idea or situation) clear **to someone by** describing **it in more detail or** revealing **relevant facts**

Define

- Making something definite, **distinct, or very** clear by providing exact scientific data or facts.

Discuss

- Write about (a topic) in detail, taking into account different issues or ideas stated in the information provided in the scenario.

Justify

- Defend /validate a statement / argument by providing a good reason/motivation to warrant the argument or statement made.

| Cognitive levels | | Weighting |
|------------------|-------------------------------------------------------------------------|-----------|
| Lower order | Remembering | 30% |
| Middle order | Understanding (20%) Applying (30%) | 50% |
| Higher order | Analysing Evaluating Creating (<i>being the most difficult</i>) | 20% |

| Levels of Difficulty | Weighting |
|----------------------|-----------|
| Easy | 30% |
| Moderate | 50% |
| Difficult | 20% |

6.5.2 Guidelines for setting a quality test and Marking Guideline

Note: The *minimum total of marks* for an SBA Test based Task is *50 marks*. The time available and the content included for the test must also be considered when setting the test.

In dual medium schools the paper must be set separately for each language.

- Minimum total: 50
- Time: ± 1 minute per mark – ± 60 minutes actual writing time
- The cover page should include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator.
- All papers must be typed – graphics/illustrations clear.
- No spelling, language or translation errors are allowed.
- Include TWO sections (Section A and B)
- Include difficulty, Bloom's and chapter distribution templates.

SECTION A: Short questions (20 marks)

Multiple choice questions (5x1 marks) Include a variety of short questions (Examples: Pairing off items (Column A & B); ONE WORD questions; Select the answer from a list; crossword puzzles) – in total (3x5 marks).

NOTE: Use the Examination Guideline and NSC Grade 12 paper as a guide for the layout and question types for short questions that are included in this section.

NO true/false questions are allowed.

SECTIONS B/C and D for long questions

Include:

- Questions that require a longer response for the answer.
- A question that requires a response in **paragraph format (minimum 5 marks)**
- Source-based questions (case studies, extracts, pictures, cartoons, advertisements, flow-charts, table or graphs)
- An **action verb** to open the question. This gives a clear **instruction** for the answer.

MARKING GUIDELINE

- Reflect the following on the first page of the Marking Guideline:
 - Name of the school
 - Date for writing the test
 - Subject, name
 - Total of marks for the test
 - Name of the examiner and internal moderator
- All marking guidelines must be typed, must have no spelling errors and must reflect correct numbering to align with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all alternative responses that were considered as correct answers.
- Include an analysis grid for cognitive levels and levels of difficulty.

6.5.3 The setting process

Setting questions (on the content, linked to a stimulus, at a specific cognitive level and level of difficulty) involves a lot of effort, needs practice and is time consuming. The more the teacher engages with this process the easier it becomes.

Do the following for each question before moving on to setting the next question:

STEP 1: Find an up-to-date stimulus (*text that is suitable for a case study /scenario*) that exemplifies the curriculum that was taught and from which a few questions can follow. The stimulus must be adapted (shortened, simplified, etc.) for the purposes of the test.

STEP 2: Set a question (on the content, linked to a stimulus, at a specific cognitive level and level of difficulty).

STEP 3: Write out the suggested answers in the marking guideline (memorandum). Cater for various options that can be considered as *appropriate alternative* responses.

STEP 4: Complete the analysis grid (content, cognitive level and level of difficulty)

6.5.4 Using a template for setting in the correct format

A *test template* or *test format* is a blank guideline grid for a test containing blue grid lines to work in.

The advantages of a test template are that it...

- makes setting easier for the teacher.
- standardises the layout of the test.
- improves the technical quality.

The templates may include instructions, numbering, mark allocation, exemplar questions, but may be adapted by the teacher to suit the context for the purpose of setting their own test.

Find the test template below that can be adapted for any test in any grade.

Computer skills steps when working in a test template

Make a copy of the template document and rename the copy.

Open the renamed copy template document. (Alternatively: Work within the template but use the “**save as**” option, but never the “save” option, as the template will not be available for future use as it could have over-written the previous document.)

Blue grid lines must be visible when you open the document. If you **do NOT see** blue grid lines, do the following:

How to view the blue grid lines of the template

In the “Home” tab select the small arrow next to the following button
(Look in the top middle for the paragraph set of buttons).



Select the “View Gridlines” option and you would see the template’s blue grid lines such as the one below:



HOW TO INCREASE THE NUMBER OF ROWS?

1. Put the cursor in the row, press the tab button (→) a few times until the cursor gets to the end, and then it increases the number of rows. (Hold in the tab button for a quicker method).
2. Or put the cursor at the end of the row and press enter.



WHAT TO TYPE WHERE IN THE TEMPLATE?

The middle big column (3rd) is always for typing sentences – either the questions, or the text.

Column 1 and 2 is always for numbering ONLY.

The 4th smallest column is ALWAYS blank and it is just for spacing.

The last column (5th) is always for marks – in round brackets not bold e.g. (1), but subtotals in square brackets and in bold e.g. **[10]**.

HOW TO CREATE A SPACE BETWEEN TWO QUESTIONS?

Always leave a blue row of the template open for space between questions (e.g. 4.1 + 4.2)

Do NOT use the space bar to create space. There is a specific reason for that. It is to make sure things don't jump around in the paper, but stay put as set.

HOW TO TYPE THE STIMULUS (TEXT) THAT THE QUESTIONS ARE BASED ON?

Always type the sentences of the text directly in the 3rd column, in ONE line of the template. You just continue typing as you would normally. It will automatically increase the space as you type.

NEVER, NEVER use a text box to type your text in – that is when things start jumping around in the test, giving you a lot of problems.

CAN A PICTURE INSTEAD OF TYPED TEXT BE USED AS STIMULUS?

Yes, just place it like the text in the 3rd column. To make the space bigger where the picture must go, place the cursor in the row and press enter a few times.

HOW TO INSERT A PICTURE

Insert the picture in the 3rd column. But you will not always be able to move the picture to where you want and it might be stuck or jump around. Select the picture and select "format" from the tabs at the top. Select "text wrapping", then select "In front of text". Now you can move the picture in the third column. Use "enter" to make one blue line big enough to place the picture in so that it does not move out of that box. Do not place the picture over many blue lines as it might jump.

HOW TO MERGE CELLS IN THE BLUE ROWS TO TIDY UP SPACING ONCE THE TEST IS DONE

Especially to move the text, start where the numbers start and not where the 3rd column starts, or to move questions that do not have sub-numbering closer to the number so that it starts where column 2 starts, YOU NEED TO MERGE CELLS (tidy up the space).

Select the cells you want to MERGE one by one (hold in left mouse button and simultaneously select the cells you want to merge), then select “layout” on the tabs at the top, and then select “merge cells”. And you have improved spacing.

HOW TO CREATE A BLANK SPACE IN THE TEMPLATE

1. Go to the end of the template, press enter a few times and blank space at the end.
2. Go to any blank space in the middle of the template, press enter a few times and you will have a blank space.
3. Split the table (blue rows) and then press enter standing between the two rows and a space will be created. To split TWO blue rows, select the second row, the one above which you want the space, then select “layout” on the tabs at the top, and then select “split table”.

HOW TO COPY THE NORMAL STANDARD ROW OF THE TEMPLATE TO TYPE IN

Once you have the space where you want to put your question into the template, select a normal blue row (5 columns), copy it and paste it in the blank space. Do not select any other line that has been modified in the template, choose the standard one (5 columns) that is empty between questions on the template like this one. (Please note, do not copy this line because it is permanently displayed, copy a line from the template.)

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Then add a whole question between other questions and then just delete the spaces above and below the question when you are done to tidy-up the paper.

Your questions fall neatly into a well-spaced and orderly space and it should help to spend less time on technical issues once the paper has been set.

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

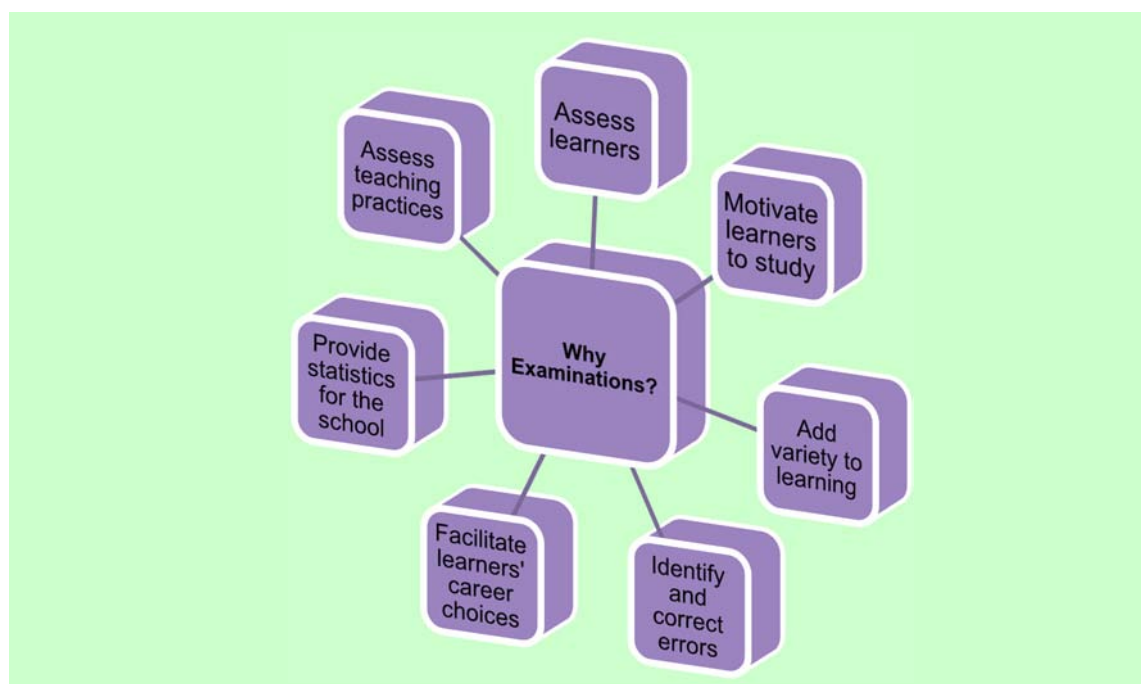
7. Examinations

7.1 The purpose of examinations

Teachers generally think of examinations as a way of testing learners' comprehension of content and skills taught in class. Examinations can, however, help in making teachers aware of **why** they are assessing learners and **what** they want to assess. It can also guide their thoughts as to what they want to **do with the results** after an examination has been written.

7.2 Requirements for a good quality question paper

A good quality question paper gives every learner an equal opportunity to fully demonstrate what they have learnt from the teaching that was offered. Question papers must be valid, reliable, realistic, fair and appropriate.



A few motivations for writing examinations

Differentiation

Differentiation caters for, and shows learner achievement, at different levels across the learning spectrum. Teachers need to ensure that examination question papers cater for the perceived top academic learner, the average learner and the weaker learners so that learners at the lower end of the academic spectrum are not discouraged and demotivated to the extent of 'giving up' or 'dropping out'.

The standard of a question paper depends on each of the following aspects:

1. Appropriateness for the grade
2. CAPS compliancy for the relevant term/task
3. Cognitive demand
4. Levels of difficulty
5. Content coverage
6. Skills addressed
7. Fairness of questions
8. Language
9. Free from bias
10. Length of the paper reasonable
11. Appropriateness of text and graphics
12. Predictability
13. Technical quality
14. Appropriate, accurate marking guideline

7.3 Steps in the setting of good quality question papers

Step 1: Create a framework (layout and marks allocated)

Step 2: List the topics to be assessed

Step 3: Gather resources

Step 4: Select different question types

- Factual recall
- Data response
- Verbal
- Numerical
- Critical evaluation
- Visual
- Closed
- Open-ended
- Problem solving
- Creative
- Provocative questions
- Real-life scenarios

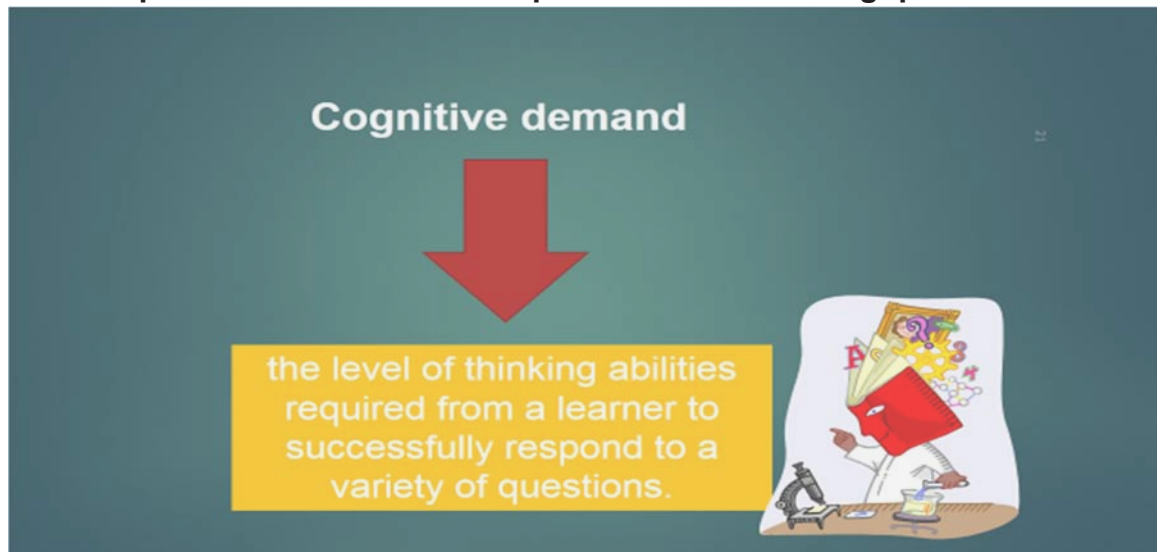
Develop the marking guideline and analysis grid at the same time while setting the paper

Step 5: Consider the cognitive levels / levels of difficulty (using a tool)

Step 6: Check scaffolding of questions (**Scaffolding**: Within a question, the sub-questions need to progress from easier to more difficult)

Step 7: Test the mark allocation against the time allowed

A few aspects to consider and keep in mind when setting questions/tasks.



When setting a question paper the **cognitive demand** of the paper includes:

- The subject content
- The cognitive level
- The level of difficulty

Levels of difficulty are measured against the ability of the average learner to include

- Easy
- Medium/Average
- Difficult

The level of difficulty in a question /item is determined by the:

1. Content / topic being assessed (*Is the content easy to read and understand or is it abstract and difficult to comprehend? Factual content versus abstract content versus advanced content?*)
2. Way in which the question is structured (*If the question is structured poorly / is not clear, it becomes a difficult question for the learner to respond to.*)
3. Task/instruction given by the question (*How complex are the instructions requested by the question? Simple or complex?*)
4. Expected response (*What is expected and required from the learner to provide and develop the expected response?*)

Determine how difficult the question actually is. Determine.....

- whether the text within the question supports or confuses the learner.
- the readability level of the question.
- the level of difficulty of the accompanying stimulus to the question. Does it guide /confuse? Is it very difficult to interpret? Is the information clear?

Determine how difficult the task /instruction within the question is:

- **Information:** *Is it too much /too little /lacking?*
- **The context of the question:** Does it correlate with the prescribed content in the CAPS for the relevant term? Has the content been taught?
- **Logical order/sequence:** *Is the expected order requested in the question logical?*
- *Is the question answerable?*
- **Content that contradicts:** *The content in a question contradicts the content in a previous question.*
- **Predictability:** *Is the question predictable when referring to previous papers or PATs?*
- **Time available:** *Is the complexity of what the question expects fair for the time that is available?*

What is required for the expected response? Keep the following facts in mind for effective assessment:

- Study the mark allocation. It is a valuable guide to determine whether the answer is complete/how long the answer must be.
- When the Marking Guideline reflects an incorrect / ambiguous / contradictory response, it is considered as **unfair assessment**.
- When the question is open, but the memo is closed, it is considered as **unfair assessment**.
- When *alternative responses* that are correct, are not considered, it is considered as **unfair assessment**.



*Too often we give our learners something to **remember**, rather than problems to **solve**.*

7.4 Determining the balance of a Consumer Studies question paper

In an attempt to make assessment more systematic, teachers are expected to produce evidence of a balanced question paper with appropriate levels of **cognitive demand (according to the CAPS)**, an appropriate **spread of topics** and fair **levels of difficulty**. This can be a daunting task, particularly for new or novice teacher in the subject.

Below is ***an example of a tool*** that can be used to produce evidence of cognitive demand, as well as an appropriate spread of topics and fair levels of difficulty for a Grade 12 Consumer Studies paper.

Teachers are advised to use the tool concurrently with the setting process of the question paper to establish the level of balance and quality of the paper.

Exemplar template for analysis of cognitive demand for SBA Tasks

The analysis grid consists of a summary page (displayed above) as well as an analysis for each section of the paper (Sections A-D). Teachers will be able to see clearly which sections are too loaded, too difficult or where the spread of cognitive levels are not appropriate. Changes to correct the paper are effected during the setting process.

Information available from the analysis grid:

- Weighting of Cognitive Levels across all the sections A to D
- Weighting of Topics included for assessment in sections A to D
- Levels of difficulty across sections A to D
- A summary of cognitive demand, weighting of topics and levels of difficulty on the summary page
- The actual cognitive demand of the paper, expressed as a percentage, compared to the *ideal percentage* required of the paper.

8. Diagnostic analysis of marked scripts

Once the completed learner tasks have been marked, it is necessary to analyse learner performance and errors in the tasks to inform the evaluation and remediation aspects of the teaching cycle (teach, assess, evaluate, re-mediate). An error analysis is a question by question analysis per candidate for an assessment task which is then interpreted to inform whole group and individual tracking and intervention.

8.1 Completing an automated diagnostic analysis template

Completing a question by question error analysis by hand is very time consuming.

An automated error analysis can be completed electronically question by question per candidate. As marks are entered, the subtotals, totals, weighting, average and analysis will automatically be done by the computer.

It is also very easy for a teacher to adapt the automated document for other assessment tasks by simply changing the totals per question to match those in the assessment being analysed.

See the example of the *blank automated error analysis* template and try your hand at completing a few rows (candidates) to see all the automated features in the columns to the right and the analysis at the bottom.

8.2 The purpose of a diagnostic analysis for the Consumer Studies teacher

The Consumer Studies teacher and Consumer Studies Subject Head /HOD at school level, can put the question by question diagnostic analysis tool to effective use for several purposes.

It is used to:

1. Monitor the accuracy of marking
2. Monitor the accuracy for calculation of marks
3. Monitor the accuracy for conversion of marks to the relevant weighting
4. Create an understanding of learner performance in percentages, which gives better understanding than the raw scores or the converted /weighted marks
5. Identify the performance per question and also indicate whether this performance lies below or above 50%.
6. Track the performance of learners at risk
7. Interpret the level at which content was mastered/understood
8. Determine an intervention strategy for improvement after interpretation of the performance. This intervention can be for an individual learner, a small group of learners or for a whole class
9. Measure the success of a teacher's teaching skill and ability

10. Determine that ranking of performance after identifying the number of Level 1 performing candidates from the statistical analysis. These candidates and their problem areas can be identified and dealt with
11. Identify learners who with additional support and intervention, have the ability to perform at a Level 7

8.3 How to interpret a completed diagnostic analysis table

After completing the marks per learner in the question by question, error analysis table, trends, problems and inconsistencies should be identified and noted by the teacher to complete the statistics. Teachers must also interpret the under 50% and above 50% analysis per question to determine the understanding of content as well as the success of performance.

The completed statistics will reflect the following interpretation:

- Low performance levels
- High performance levels
- Topics where learners underperform / perform poorly
- Topics where learners excel

Intervention strategies for below 50% performance

Identify the topics that are problematic based on the under 50% performance to repeat teaching of those topics for intervention.

To design an intervention programme for a group of learners, the performance must be grouped according to where the biggest improvement in learner performance can be achieved in the next assessment task, i.e. the trial exam or final NSC exams.

It is possible in a diagnostic analysis that in all questions and topics the majority of learners performed above 50%. In this case there would still be a topic that reflects a below average performance where more activities can be completed to improve understanding with the whole class. More time for individual intervention will be available for those learners who performed below the performance of their peers. Intervention can also target improvement for the number of distinctions for level 5-6 performers.

8.4 Intervention strategies

Intervention plays a key role in the subject improvement plan for the school. There are a variety of intervention strategies that can be implemented for improvement.

Once the questions have been identified and highlighted from the diagnostic analysis, the number of intervention sessions are determined. Then the intervention programme and specific intervention activities and strategies are planned and prepared for implementation.

Investigating the question and the learner books

The investigation of what a question requires and what was found lacking in learner preparation from learner books will reveal the gaps that need to be corrected through intervention.

"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own."
Nikos Kazantzakis

Documents required to set quality tasks

- CAPS Subject Policy for Consumer Studies
- 2017 Exam Guidelines for Consumer Studies
- 2014 Exemplar Question Paper
- Previous NSC Exam question papers and Marking Guidelines
- Prescribed Textbooks
- Terminology booklet/lists

9. Projects *(Applicable to Grade 12)*

The range of **skills** and **knowledge** required for **information literacy** has expanded over the last two decades to accommodate the continually developing requirements for effective information handling. Effective time management and thorough planning are essential elements for setting quality project tasks.

Time management



All the steps applicable to the setting of test-based tasks are also applicable to project tasks. The cognitive demand of the task must be well balanced to not disadvantage the learner. The task must be well planned and well managed. Clear guidelines and criteria must be given to the learner.

A project must assess those aspects that are difficult to assess in a test or question paper. A degree of open-endedness may be present and the task must be creative to engage the interest of the learner. Make sure that the content included for the project speaks to the interest of the learner and the context of the school.

The teacher must guide the process and give feedback during the different stages of development. Project tasks are managed and completed under the supervision of the teacher. When learners engage in the construction of knowledge, an element of uncertainty is introduced and the results are not always predictable; in other words, the teacher is not certain what the learners will produce. Thus the importance for teacher guidance all the way.

In helping learners to become creators of knowledge, the teacher should create activities that allow the opportunity to also engage in higher-order thinking skills. Use a prepared framework to set the project task and adapt the content and scenario every year. This saves a lot of time.

Learners are required to master and demonstrate the following skills for projects:

- Do planning / preparation / investigation / information gathering
- Perform the task (carry out instructions) according to the criteria given
- **Produce a product** such as a report or article with introduction, main body, conclusion and recommendations / solutions
- Demonstrate thinking and decision-making skills
- Demonstrate innovation and creativity

Time management D-O- I-T -N-O-W!

- **D = Divide** and conquer what you have to do. Break big tasks into little tasks and give each part of that task a realistic deadline.
- **O = Organize** your materials, how you will do it.
- **I = Ignore** interruptions that are annoying distractions
- **T = Take** the time to learn how to do things yourself.
- **N = Now**, not tomorrow. Don't procrastinate.
- **O = Opportunity** is knocking. Take advantage of opportunities.
- **W = Watch** out for time gobblers. Keep track of, and be in control of, how much time you spend on the Internet, reading and sending e-mails, watching TV, or talking on the phone.

Research Skills

| | |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interpret Task (Focus) – What's the task | What am I supposed to do? Do I understand the task? What do I know already? What information do I need? |
| Retrieval Stage (Search) How do I find out? | What sources are available to me? What are the best resources to use? Do I know what I am looking for? Where will I find it? |
| Select the Information (Sort & Select) What have I got and what is relevant? | Have I been able to find enough information? Do I know what is relevant and what is irrelevant information? How will I select the information I need? |
| Synthesise (Organise in logical order) How does it fit together? | How will I put all my information together? How should I present the information? |
| Evaluate (Reflect) What have I learnt? | Was the assignment successful? Was the process effective? |

Proof Reading

- **Language:**
 - Grammar, spelling, punctuation, handwriting.
- **Structure:**
 - Do you have main ideas?
 - Are they clearly stated?
 - Are the paragraphs in logical order?
 - Is there a good introduction and conclusion?
 - Are the facts correct?
- **Interest:**
 - Does it all make sense?
 - Have you used the same words over and over again?
 - Do you explain yourself clearly?
 - Have you added enough interesting details to make someone want to read your project?

10. Practical lessons

Grades 10 and 11: Each learner has to do a **minimum** of 12 practical lessons during the year, four in each of the first three terms.

Grade 12 learners must each do a **minimum** of 6 practical lessons during the year, three in each of the first two terms.

Suggested dishes for these lessons are included in the teaching plans, but may be adapted by the teacher.

To set a professional standard as expected by industry, it is important that the correct uniform (according to PAT guidelines) for both the learners and teacher are important for practical lessons and PAT exams.

The teacher allocates marks on the prescribed recording sheet for each lesson. Marks are recorded in both teacher and learner evidence. These recorded marks must correlate and align accurately.

Practical Lessons Management Plan

The purpose of the management plan is to inform both the learner and parents of upcoming practical lessons and assist learners to prepare well for the lessons.

The management plan must include the following:

- Indicate terms (1-3 for Grade 10 and 11 and 1-2 for Grade 12)
- List the practical lessons to be conducted
- Indicate the date when each practical lesson will be conducted
- Include this management plan in the Learner's Practical Booklet

Recording Practical Lessons

- Record the marks for every practical lesson. Reflect the marks that are allocated per lesson on a recording sheet in both the teacher and learner evidence.
- The teacher guides learners to ensure that evidence is included for every lesson.
- Each practical lesson counts out of 25 marks that are transferred from the practical worksheet for the lesson to the Teacher and Learner Recording sheet.

Practical lesson planning and preparation

Learners are to be well prepared for each lesson to ensure that learners come prepared for each lesson.

Ensure that the skills that are developed progress and advance from Grades 10-12.

Practical lessons must be well prepared. Recipes/patterns must be clearly illustrated. The learner must be exposed to visual material that clearly illustrates the expected quality and appearance of the final product. Every practical lesson must reflect *creative work*.

Weighting of skills and techniques

Weighting of skills and techniques is used to standardise the quality of lessons prepared for practical lessons. This is applied in Grades 11 and 12 to ensure that skills that are developed progress and advance.

- A weighting is allocated to a technique according to the degree of difficulty of the technique.
- The total weighting of the techniques is prescribed for Grades 11 and 12 per practical option.
- The same technique may not be weighted more than once in the same test.

11. Practical Assessment Task (PAT)

The PAT document for Grade 12 clearly indicates that both the planning and preparation for PAT 1 and 2 must be submitted to the Subject Advisor for approval:

- Grade 10 and 11 six (6) weeks before date of examination.
- Grade 12 the last Friday of term 1.
- Dates must be set well in advance to align with the academic calendar of the school.
- Learners need to commit to a pre-arranged date that is suitable.
- The PATs for Grades 10 and 11 may be set by the teacher using the exemplar tasks that are provided by the DBE.

A Practical Assessment Task (PAT) mark is a compulsory component of the **final promotion mark** for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year certification/promotion mark. The PAT allows for learners to be assessed twice during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. a test or examination. It is therefore important that schools ensure that all learners attend the Practical Assessment Tasks within the stipulated period to ensure that learners are resulted at the end of the school year.

For control, an attendance register must be developed to ensure that every learner attends that practical exam session as scheduled. Practical Assessment Tasks must be moderated by Subject Specialists and quality assured by DBE and Umalusi.

Non-submission of SBA tasks and non-attendance of practical exams for PATs

Extract from the policy document *National Protocol of Assessment* (2011)

4. *The absence of a School-Based Assessment and/or a Practical Assessment Task mark in any subject in Grades 10-11, **without a valid reason**, will result in the candidate, registered for that particular subject, receiving an incomplete result. The candidate will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit outstanding work or present himself or herself for School-Based Assessment and/or a Practical Assessment Task. Should the candidate fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task requirements, such a candidate will **not be resultd** and he or she must **repeat** the subject and **redo** the School-Based Assessment and/or Practical Assessment Task component for that subject.*

7. *In the event of a learner failing to comply with the School-Based Assessment and/or Practical Assessment Task requirements of a particular subject, and where **valid reasons** are provided, the evidence of such valid reasons must be included with the evidence of learner performance.*

If a learner fails to write/submit any one of the SBA tasks OR fails to attend an examination session of the PAT for a valid reason, then the candidate must be given another opportunity to complete and submit the task/attend the practical examination for assessment on a date that was agreed to by the teacher and the learner.

If the learner is unable to complete a task /attend the practical examination for a valid reason and provides supporting evidence to validate the reason, that task may be excluded from the portfolio of evidence and the marks for that section should not be taken into consideration.

When marking the PAT, the marks allocated for each section, must reflect on the PAT assessment tool. The marks captured must correlate with the marks allocated on the assessment tool for the particular PAT phase. Marks are recorded on the official PAT mark sheet.

12. Recording and reporting

Recording sheets must be kept up to date at all times. The marks reflected on the recording sheet must align accurately with the mark on the learner's task. The mark achieved for the task must also reflect the conversion to the correct weighting on the learner task.

Marks recorded on the learner recording sheet, the Teacher recording sheet and SASAMS must all align and correlate accurately.

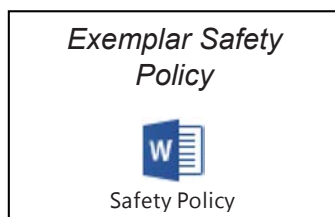
13. Health and Safety Policy

Every school should have a Health and Safety policy, specifically for the practical work in Consumer Studies.

This kitchen/classroom is strictly for the use of the Consumer Studies learners to practise/develop/master skills and techniques. The same applies to the use of the equipment and restaurant facilities.

The rules, as set out in the policy, should be clearly communicated to all stakeholders, especially where learners work in the kitchen. Make posters or signs to put up around the kitchen to remind learners about all the important safety and hygiene rules.

Another suggestion is to have the Grade 10 learners sign a “contract” whereby they commit to abide by the rules for the kitchen /classroom. After basic training and signing of the contract, the learner can be issued with a “license to cook” card/“licence to sew” card etc. This serves as a reminder to learners that not just anybody can come and cook/sew in the Consumer Studies kitchen / Classroom for practical work,



14. Budget

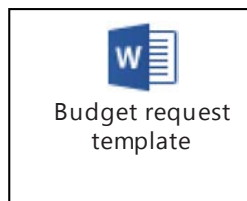
A well planned budget should be ready for submission to the SMT in August every year.

The following needs should be catered for in the Consumer Studies budget:

- Funds for purchasing ingredients, calculated according to the learner enrolment in Grades 10-12
- First-aid box: surgical gloves, ointments that expired, plasters, etc.
- Disposable hair nets for food production
- Maintenance: large electric equipment
- Cleaning: chemicals
- Urgent short falls: to fill up stock

Break the budget down into monthly expenses for clarity, to assist the Financial Manager of the school.

Exemplar: Budget templates



15. Stock: Management and control

Managing equipment, apparatus and appliances

- The annual budget provided to the school by the Provincial Department of Education, includes finances for each subject offered by the school. It also makes provision for practical work by learners in practical subjects.
- As equipment and apparatus are purchased from the school budget, it is meant for teaching purposes, **and may not be used** for private or school functions such as funerals, or for catering purposes for fundraising, feeding schemes or any other purpose.
- The teacher is responsible for the stock register, and will keep the training kitchen / classroom and all storerooms locked at all times, and it may only be opened for the purpose of teaching.
- Annual stock control is essential, normally towards the end of the year when the practical work is completed.
- The HOD / Subject Head must verify the stock on hand versus the stock register.

- When a teacher leaves the school the HOD / Subject Head must be present to verify the handover of the stock register to verify and control the available stock.

Example of a stock book

| | Name and description of item (alphabetical order) | Stock on hand 2012 | Number received 2013 | Date received | Supplier | Invoice number | Stock on hand 2013 | Number received 2014 | Date received | Supplier | Invoice number | Stock on hand 2014 | Number received 2015 | Date received | Supplier | Invoice number | Stock on hand 2015 | Number received 2016 | Date received | Supplier | Invoice number |
|---|------------------------------------------------------|--------------------|----------------------|---------------|----------|----------------|--------------------|----------------------|---------------|----------|----------------|--------------------|----------------------|---------------|----------|----------------|--------------------|----------------------|---------------|----------|----------------|
| 1 | Mixing bowls, stainless steel, 20 cm diameter | 20 | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | |
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16. Conclusion

“If our aim is to improve learner performance, not just measure it, we must ensure that learners know the performance expected of them, the standards against which they will be judged, and have opportunities to learn from the assessment in future assessments.”

ANNEXURES

ANNEXURES A

June Exam Papers: Grade 10, 11 &12

| GRADE 10 | GRADE 11 | GRADE 12 |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------|
| QUESTION 1 | | |
| Ensure that term 1 and 2 topics are covered in question1. Sub-totals of marks are approximated. | | |
| 1.1 Multiple Choice (5) | 1.1 Multiple Choice (10) | 1.1 Multiple Choice (10) |
| 1.2 Matching Item (5) | 1.2 Matching Item (8) | 1.2 Matching Item (12) |
| 1.3 Identification item (5) | 1.3 Identification item (6) | 1.3 Identification item (8) |
| 1.4 Give correct term/word (5) | 1.4 Give correct term/word (6) | 1.4 Give correct term/word (10) |
| [20] | [30] | [40] |
| QUESTION 2: | | |
| The Consumer [40] | The Consumer [20] | Food and Nutrition [80] |
| QUESTION 3: | | |
| Food and Nutrition [40] | Food and Nutrition [50] | Clothing [20] |
| QUESTION 4: | | |
| No content for Grade 10 | Design elements and Principles [30] Fibres and Fabrics [20] | Entrepreneurship [60] |
| TOTAL: [100] | TOTAL: [150] | TOTAL: [200] |

ANNEXURE B

Grade 12 Trial Exam Paper and Grade 10 and 11 November Exam Papers

| GRADE 10 | GRADE 11 | GRADE 12 |
|-------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|
| QUESTION 1 | | |
| Ensure that all topics are covered in question1. Sub-totals of marks are approximated. | | |
| 1.1 Multiple Choice (10) | 1.1 Multiple Choice (10) | 1.1 Multiple Choice (10) |
| 1.2 Matching Item (12) | 1.2 Matching Item (12) | 1.2 Matching Item (12) |
| 1.3 Identification item (8) | 1.3 Identification item (8) | 1.3 Identification item (8) |
| 1.4 Give correct Term/word (10) | 1.4 Give correct Term/word (10) | 1.4 Give correct Term/word (10) |
| [40] | [40] | [40] |
| QUESTION 2: | | |
| The Consumer [20] | The Consumer [30] | The Consumer [40] |
| QUESTION 3: | | |
| Food and Nutrition [40] | Food and Nutrition [40] | Food and Nutrition [40] |
| QUESTION 4: | | |
| Clothing [20] | Fibres and Fabrics [30] | Clothing [30] |
| QUESTION 5: | | |
| Housing and Interior [40] | Housing and Interior [40] | Housing and Interior [40] |
| QUESTION 6: | | |
| Entrepreneurship [40] | Entrepreneurship [30] | Entrepreneurship [20] |
| TOTAL: [200] | TOTAL: [200] | TOTAL: [200] |



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