



ASSESSMENT & EXAMINATIONS

Bundy Park, Schornville, KWT * Private Bag X 4571, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	Consume Studies		
PAPER	1		
DATE OF EXAMINATION:	Nov /Dec 2011	DURATION:	3hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Question paper was very fair as it covered all the learning outcomes and assessment standards
Question 1 Very well done as most learners scored full marks in this question
Question 2 All learners attempted this question and the performance was average to good.
Question 3 Lowest marks attained in this question
Question 4 Well answered to average to good.
Question 5 Most learners attempted this question. An improvement is noticed in the performance of the learners. Only few did not attempt to write this question.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Most learners answered this question very well. Question 1.5 was the new type of question ,but
most of the learners performance was outstandingly good. Question 1.2 was the most difficult question to answer as it was also a new type of question. Learners could not match all the
Alternatives since they were not acquainted with this type of question. Question 1.3 was also a
good question learners attempted this question very well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Most learners responses in this question were badly done because learners made more than one cross in the multiple choice item questions. This led them to be disqualified as it is stated in
Question that NO marks will be awarded if more than one cross appears on the answer sheet
Question 1.2 was poorly answered because learners find it difficult to interpret the instructions of the question . They lost more marks by merely living the other section of the question not answered. This was not that they do not know the content but other section of the question was
left un answered.
(a) Provide suggestions for improvement in relation to Teaching and Learning
More choice item questions (Multiple choice items) must be given as homeworks and classworks to the learners. Learners must be exposed to this type of questions during the course of the year. Teachers are advised to make copies of the answer sheets and give them the learners to get enough practice of this type of questioning.
to the learners. Learners must be exposed to this type of questions during the course of the year
(d) Describe any other specific observations relating to responses of learners
Question 1,generally covers the whole syllabus of the subject. The poor performance of the learners is an indication that the syllabus was not fully completed in class. This question covers
a full range of syllabus content ,therefore completion of the syllabus is very
Important. Although no 1.5 was a very easy question most learners lost no 1.1.5 and no 1.1.6
this type of task (open –book test) allows learners to read more and gain more information.
and they were on Subject Guidelines (Consumer Information 2011) this shows that most

Teachers did not use the Consumer Information 2011.

e) Any other comments useful to teachers, subject advisors, teacher development etc. Teachers are advised to give learners more activities on this type of questioning. This question can also be well done by the learners when they are given open –book questions. Teachers and Subject Advisors are advised to make use of Subject Guidelines these documents clearly states which areas to focus on for examinations, no 1.1.5 and 1.1.6 were Outlined to be examined in Nov 2011.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

All questions in 2 were based on the case studies. Learners were expected to read the case studies and answer the questions respectively. Learners could not interpret the cases very well as they are lazy to read

Question 2.2 had sub-questions in this question learners lost many marks .If they had 2.2.1 wrong they also had 2.2.2 wrong. If they had 2.2.3 (a) wrong they also had 2.2.3 (b) and (c) wrong because these questions were based on 2.2.3 (a). Learners lost lot of marks in this way.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

All question 2 was based on case- studies. The amount these types of questions appeared for the first time in Consumer Studies. These case studies disadvantaged many learners as most of the questions were based on the case studies. On the other side learners themselves are very lazy to read.

Question 2.1 wanted reasons why people gain weight as stated in the extract, could not identify the answers from the case study. They gave general answers to this question, this made them to lose marks .

Question 2.1.2 wanted the learners to do the calculations for the BMI (formula given in the extract) but learners do not want to read they could not get the 2 marks for calculations. Question 2.1.3 (b) was a good question, but the memorandum disadvantaged learners very much for example a mark (1) was given for one responses that says 'eat more fruit and vegetables ' but a learner cannot be given a mark (1) when she says 'drink a lot of water ' she or he has to state it like 'drink 6-8 glasses of water per day'.

Question 2.2.4 was very poorly answered , the difference in the calcium requirements for males and females Textbook like 'Focus ' which most schools use do not have this information. The issue of many textbooks again is the problem .Question 2.3 learners have a big problem of Interpreting data from a case study (Food Label). Learners cannot take facts and apply them on the question. This is also the problem of language . Many learners did not understand the question at all and just leave it out. Question 2.3.4 was the most challenging question both for the learners and the markers to mark

(c) Provide suggestions for improvement in relation to Teaching and Learning
More case studies must be given to learners. When setting up any task in class teachers are advised to make use of Bloom's Taxonomy as this will help in the spreading of variety of questions. Learners will be exposed to all higher –order thing skills.
(d) Describe any other specific observations relating to responses of learners
Learners cannot read the case studies and they cannot apply their knowledge.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
The use of Subject Assessment Guidelines , LPGs and Subject Guidelines (Consumer Studies Information 2011) cannot be under estimated. These documents are very important for each teacher to have in class. Teachers are advised to cluster with other strong schools in their clusters so as to share good practices and share the information.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners performance in this question was average, some learners did outstandingly good whilst there were learners with very low marks.
The memorandum disadvantaged the strong learners because same facts (examiner's facts) and the learners facts were given in different levels.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 3.1 was based on the explanation of terminology , learners struggled to explain these terms .This question was one of the give-away mark question as it is clear in this Section (Clothing) these terms are the core information .Learners are very lazy to read and write they could not get full marks Some learners just left out the question.
Question 3.2.1 Purpose of brand names for clothing manufactures unfair to the learners because the syllabus stress the influence of brand names to the young adults or teenagers not the company manufactures. 3.2.2 wanted the learners to discuss the 'must haves' of the brand labels. Learners were unable to discuss as a result they lost more marks. It was not a new question only the phrasing of the question changed. Learners had the correct answers but they could not discuss them instead they just listed them and they were disadvantaged.
Question 3.3 although they knew this stage of fashion cycle, they could not describe the consumer behavior as this stage as it was asked from the question paper. Instead they defined the fashion cycle stage (Peak stage) instead of describing the consumer behavior during this stage. This is an indication that learners do not read the thoroughly before answering the question

<p>Question 3.4 was poorly done by most learners. Learners could not interpret the question clearly. They were asked to state four ways to mix and match the outfit so that she or he looks differently for each day. Most learners changed all the prescribed dress code given and wrote something new to dress. Most of the learners lost marks in this question by omitting the pant or trouser and shoes and yet the memo emphasizes that the pant or trouser must be included for outfit of the day. (4) Marks were lost this really disadvantaged the learners.</p>
<p>Question 3.4.2 This was a very tricky question for the learners as they were expected to recommend the dressing code for the company .Learners did not do well in this question, they could not recommend the new outfits. They gave general impression of dressing code to be used when going to work. The manner in which some learners respond to this question was similar to the memo but because some responses were closed out of the memo learners were disadvantaged, marks were not awarded.</p>
<p>Question 3.5.3 this was a very good question asked, but the memo was very unfair for the learners because they asked to name 4 features which make the trench coat a classic style, the memo wanted the learners to specify these features. i.e learners response were buttons ,instead of double breasted ,design instead of simple design.</p>
<p>Question 3.5.5 This was a very tricky question and it was an open ended question it wanted the learners to comment on the statement. Learners lost (6) marks since they could not comment on the impact of celebrities on fashion change. The issue of language cannot be under estimated as learners were expected to comment they could not do so.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Give more exercises and questions to work out. Make use of the SAGs and LPGs</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Learners cannot identify with the examples used in the paper. They cannot apply their knowledge.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>The use of Subject Assessment Guidelines, LPGs and Subject Guidelines (Consumer Studies Information 2011) cannot be under estimated. These documents are very important for each teacher to have in class. Teachers are advised to cluster with other strong schools in their clusters so as to share good practices and share the information.</p>
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Excellent question it was very well done by most learners.</p>

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 4.3.1 (a) and (b) the question were asked very well but learner's responses were very bad. This is because of the scenarios given. Learners knew the advantages of renting a house and advantages of buying a house but they did not read the question very well because they had to give answers with reference to John and Melisa. These questions carried most marks 3x2 (6) each in total they lost (12) marks by just giving general answers.
Question 4.3.2 learners responses were good but they failed to give an appropriate reason this led them to lose marks. Unfair allocation of marks in this question. (1) mark too little for the reason. Learners wrote a lot just for only one mark.
Question 4.4 Wrong interpretation of the question led some learners to lose marks. They could not differentiate between buying a house and using installment sale transaction .
Question 4.5.1 Very confusing question. Most of the learners could not give the law that protects the consumers . They only give a Yes response that made them to get (1) mark. The memo was unfair because the question did not ask the type of law that protects the consumer only that the consumer wanted to know if there is law that will protect him or her.
Question 4.6 This question was averagely done by the learners. Learners managed to identify the features that will help the family to save electricity and water, but they could not write the reasons for their answers. This is because they are not familiar with these features in their everyday lives.
(c) Provide suggestions for improvement in relation to Teaching and Learning
More scenarios be given to the learners. Use of Subject Guidelines is very important since some of the relevant information for examinations are highlighted in these guidelines
(d) Describe any other specific observations relating to responses of learners
Learners are not taught to write in full sentences in class. They are always give short question to answer this is showed by the responses of the learners in question 4.1 where they were suppose to explain the terminologies .
Some other concepts in the syllabus were over looked like the installments sale transaction are taught from grade 10 up to grade 12 this shows that no revision is done with the learners.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The use of Subject Assessment Guidelines , LPGs and Subject Guidelines (Consumer Studies Information 2011) cannot be under estimated. These documents are very important for each teacher to have in class. Teachers are advised to cluster with other strong schools in their clusters so as to share good practices and share the information.
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The use of Subject Assessment Guidelines , LPGs and Subject Guidelines (Consumer Studies Information 2011) cannot be under estimated. These documents are very important for each teacher to have in class. Teachers are advised to cluster with other strong schools in their clusters so as to share good practices and share the information.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
For the first time question 5 was averagely good for the paper. Although this was a good question learners did not perform very well. Some did not even attempt to write this question. Question 5.1.1 was very well answered as these characteristics were very clear in the case study and the memo was amended very well.
Formulas for the calculations of in question 5.5 were given ,but still learners failed to attempt this question this was due to the negative attitude learners are having when they see calculations.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 5.1.2 Learners could not name the target markets as asked from the case study. Again reading is a problem, they do not want to read.
Question 5.2 This question wanted the learners to show the importance of signing the employment contract. Their responses were very out of the context. They confused the employment contract with the contract that the Service Providers are signing with Government or Department to render a service.
Question 5.3 This question was poorly done. Most of them did not have a clue of these two of leaves. The Afrikaans learners were disadvantaged by the use of the word that they are not familiar with it in their everyday lives (Geleentheidverlof).
Question 5.4 Not very well done, they confused financial record –keeping with book –keeping which are the two different things. They could not give relevant answers why financial record-keeping is important.
Question 5.6 Learners could not read and interpret the table this made them to loose marks. 5.6.1 most of the learners managed to identify the months with high income but they wrote more than one moth then this led them to lose marks. 5.6.2t hey also lost more marks as they could not give the relevant correct answers, they generalized with question. They did not pay attention to the table given
(c) Provide suggestions for improvement in relation to Teaching and Learning
More tables to be given to the learners in order to get more practice. Clustering with other schools in the cluster will help to gain more information.

(d) Describe any other specific observations relating to responses of learners

Learners do not want read the tables and scenarios given. This question was a giveaway mark question. They do not want to formulate new ideas from the tables and scenarios given.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers are advised to make use of the SAGs. LPGs and the Consumer studies Information Guidelines .These documents are the 'must haves' for every teacher and the Subject Advisor as they have valuable and guiding information for the subject.

SIGNATURE OF CHIEF MARKER: _____

F Hendrick



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