



NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	CONSUMER STUDIES
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PAPER	1
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DATE OF EXAMINATION:	NOVEMBER 2016	DURATION:	3 HOURS
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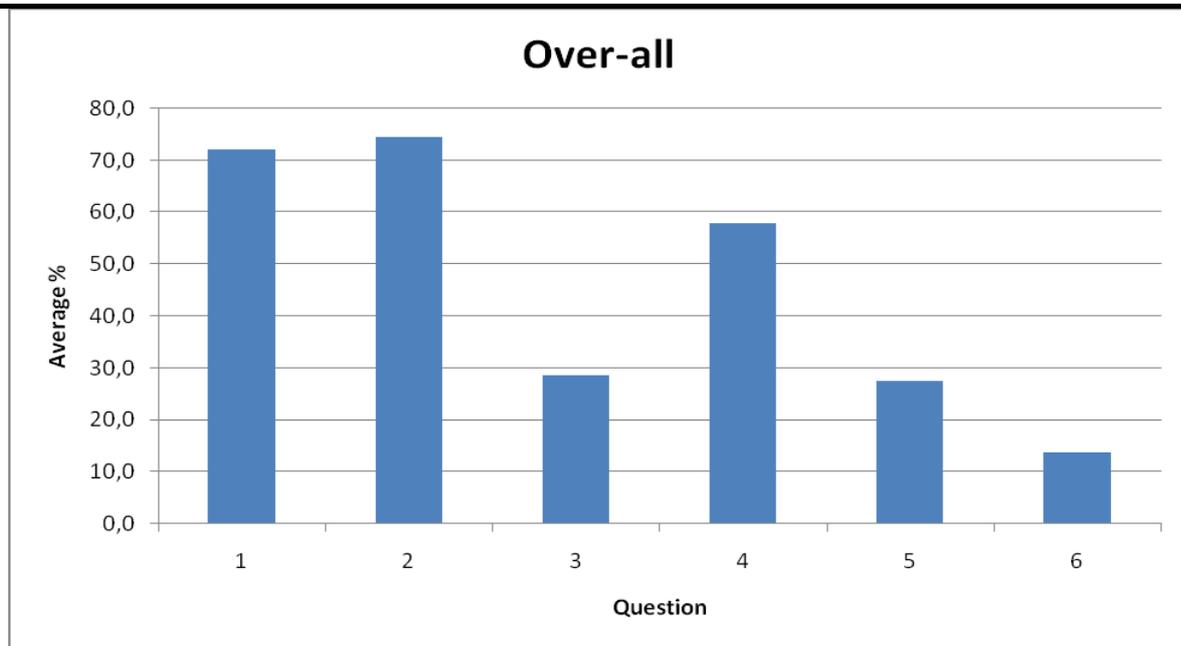
SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The overall performance of the learners is not satisfactory. The bulk of the learners are in between levels 1 and 3, very few learners between levels 4 and 7. The question paper was comprised of 11 reading scenarios and 1 graph to interpret, this also contributed to too much reading for the learners. This posed challenge to the learners as they were required to read the scenarios with understanding, so that they can apply their knowledge. Few learners could not finish the paper since there are many texts to read.

Although the paper was CAPS compliant, it covered a broad scope of work that demanded the learners to think out of the box. Most learners find it difficult or could not apply their knowledge and understanding from the questions asked. Learners had problems regarding misinterpretation of question, due to poor reading skills, not being able to fully interpret what the question requires.

Learners' performance in question 3, 5 and 6 is very poor as these questions had more text to read.

The graph below gives an indication on how learners performed in the different questions.



QUESTION	AVERAGE %
1 Multiple choice	72,1
2 The Consumer	74,5
3 Food and Nutrition	28,5
4 Clothing	57,9
5 Housing	27,5
6. Entrepreneurship	13,8

The following questions were challenging for the learners:

Question 1.1.2 (4) Marks Food –borne disease

Question 2

- 2.5.
- 2.5.1 (2) Marks Discuss how installation this shower head may contribute to the sustainable consumption of water.
- 2.5.2 (2) Marks Discuss how installation this shower head may contribute to the sustainable consumption of electricity
- 2.6 (4) Marks Choose any TWO of the statements above and analyse how retired consumers will benefit from each.

Question 3

- 3.4.2 (6) Marks Explain why breakfast B will contribute to arteriosclerosis
- 3.6 (8) Marks Analyse how draughts may affect food security.

Question 4

- 4.2 (6) Marks Write a paragraph to explain what eco-friendly fabrics are.
- 4.4.1 (4) Marks Explain the optical illusions created by the use of colour in this outfit.

Question 5

- 5.3 (2) Explain why monthly levies must be taken into account when buying sectional title property.
- 5.5.2 Explain the benefits of the following aspects of the gas stove.
 - (a) (4) Marks TWO universal safety design features.
 - (b) (2) Marks Human energy consumption.
 - (c) (2) Marks Non-human consumption.
- 5.6.1 (1) Mark - Identify the two year period during a fixed interest rate.
- 5.6.2 (2) Marks – Give reasons for the answer in question 5.6.1
- 5.7.1 (4) Marks – Discuss the disadvantages of renting out the house for Mr Bones
- 5.7.2 (8) Marks – Motivate the statement

Question 6

- 6.4 (2) Marks – Give reasons why it is important for a business to calculate the production cost and selling price of products accurately for sustainable profitability.
- 6.5.5 (8) Marks – Analyse how Nelly ensures efficient production of quality products.

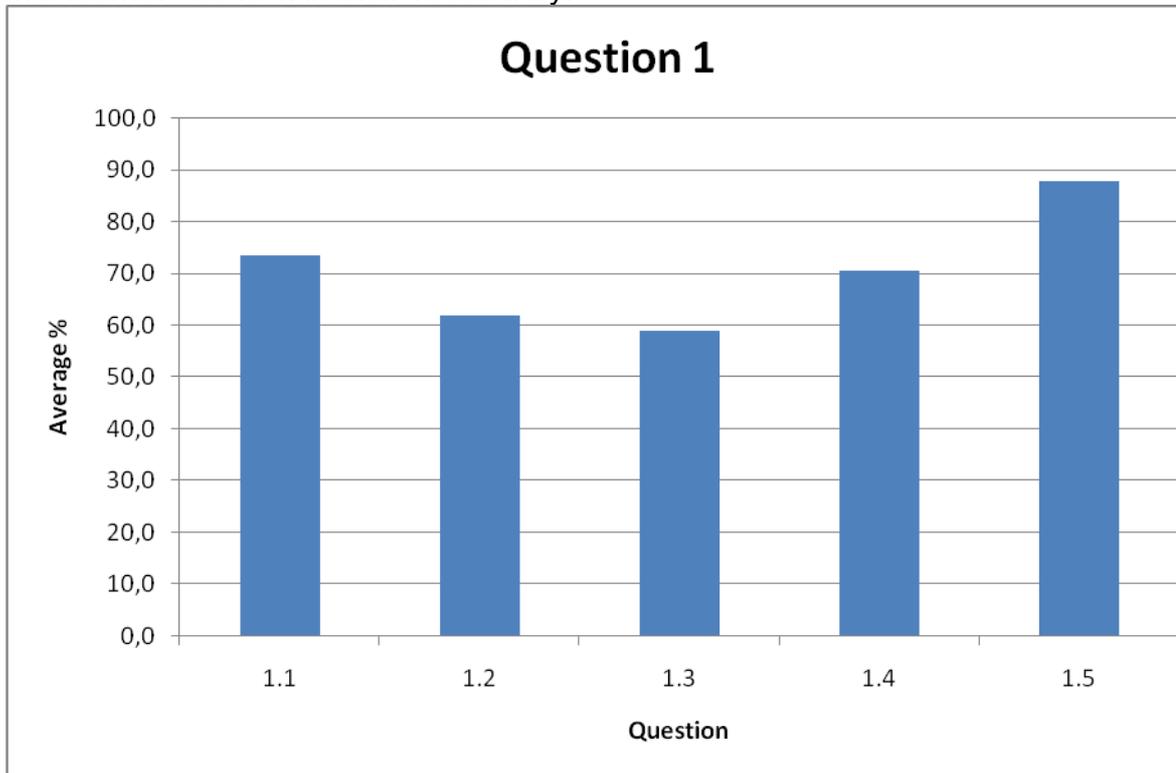
SECTION 2: Comment on candidates' performance in individual questions

(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?**

Learners performance is satisfactory with the average of 72,1%. More focused must be made on vocabulary as QUESTION 1.3 was a one-word item, it showed that learners do lack in their vocabulary.



QUESTION	AVERAGE %
1.1 Multiple choice items	73,6
1.2 Food borne disease	62,0
1.3 One word item	59,0
1.4 Entrepreneurship	70,5
1.5 Clothing	88,0

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

Question 1.1.8 and 1.1.13 were ambiguous more than one correct answers were given. Question 1.2 (Food –borne diseases) Learners performance was moderate in this question. Most of the alternatives given were ambiguous and confusing

Question 1.3.4 and 1.3.6 in question 1.3 were very close and similar questions, learners lost marks as these were confusing.

Question 1.5 was very confusing. The question stated it was a classic chino, is not a classic. This led to learners having to choose their own clothing items based on their personal taste of clothing.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must give learners more activities on question 1 (Multiple choice items). They must ensure that all the tasks given to the learners do have this type of questions so that the learners can be get exposure

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

Learners struggle to identify the correct answers from the identification type questions they tend to write all the responses. They lose marks since only the selected number will marked as the question was asked.

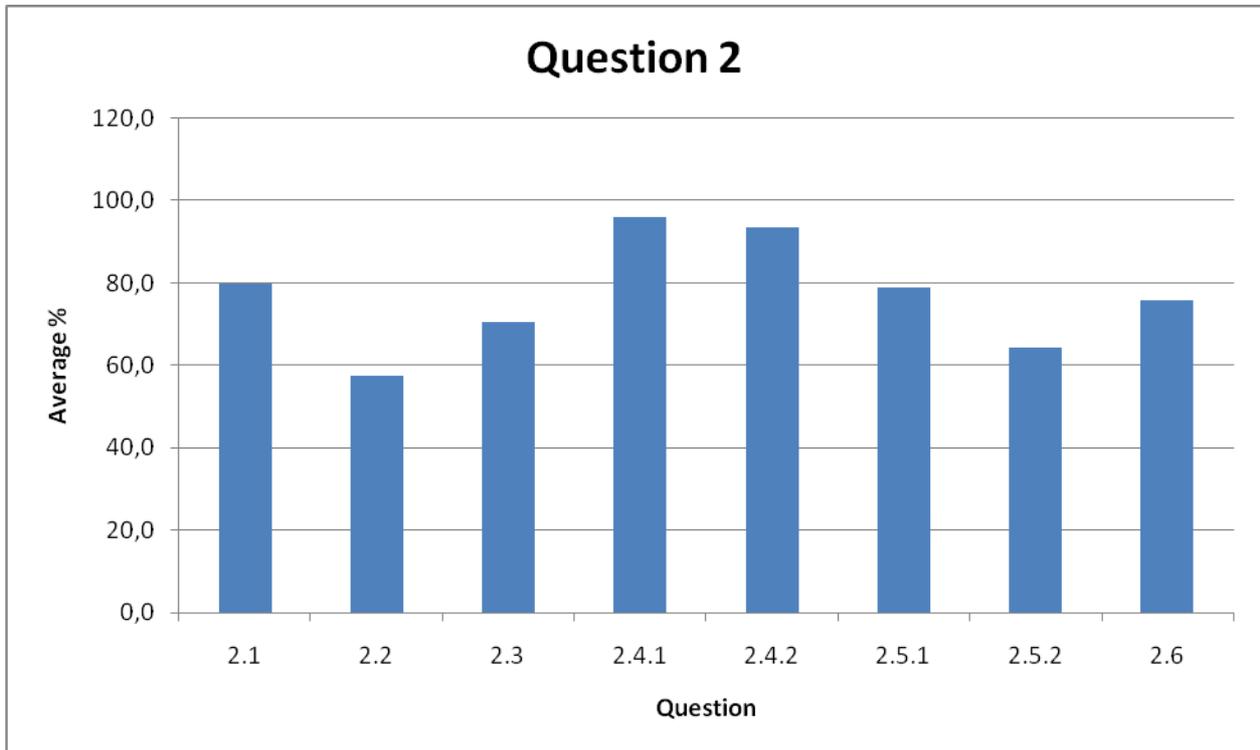
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers must give learners more question from SECTION A so that they get more exposure to the different types of questioning.

QUESTION 2

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

Learner's performance was satisfactory with an average of 74, 5 % with the exception of few learners who showed little or no understanding of the content in this question.



QUESTION	AVERAGE %
2.1 Renewable energy	80,0
2.2 Term Phishing	57,7
2.3 Extract (VAT increase	70,5
2.4.1 Inflation quote	96,0
2.4.2 CPI	93,5
2.5.1 Sustainable consumption: water	79,0
2.5.2 Sustainable consumption : Electricity	64,5
2.6 Interest rates	76,0

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

Question 2.2 asked the learners to explain the term phishing; learners struggled to get full marks.

Question 2.5 on the shower was the most difficult question to answer, reason being that most of the learners are not familiar with this type of shower head, or the shower itself. The use of the shower picture confused the learners most; learners could have answered the question even if the picture was not there.

Question 2.6 was a peculiar question. The question focused mainly on retirement, and yet the learners were expected to respond on the interest rate and investment. Learners gave general responses in this question most of the learners lost marks in this question as they could not analyse the benefits

(c) Provide suggestions for improvement in relation to Teaching and Learning

More terminology must be given to the learners to write. A terminology book for the learners must developed

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

Learners had no clue about the of shower general responses were given about the sustainable consumption of water and electricity

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

Subject Advisors must ensure that teachers finish term 3 & 4 content work during term 3 Teachers must ensure that they use of **Circular S9 Teaching plans** Teachers must ensure that ,from all the sections they teach, there must be terminologies written all the time. Teachers must try to finish teaching all the content before the trial examinations so that learners do get exposure to The Consumer (Question 2)

QUESTION 3

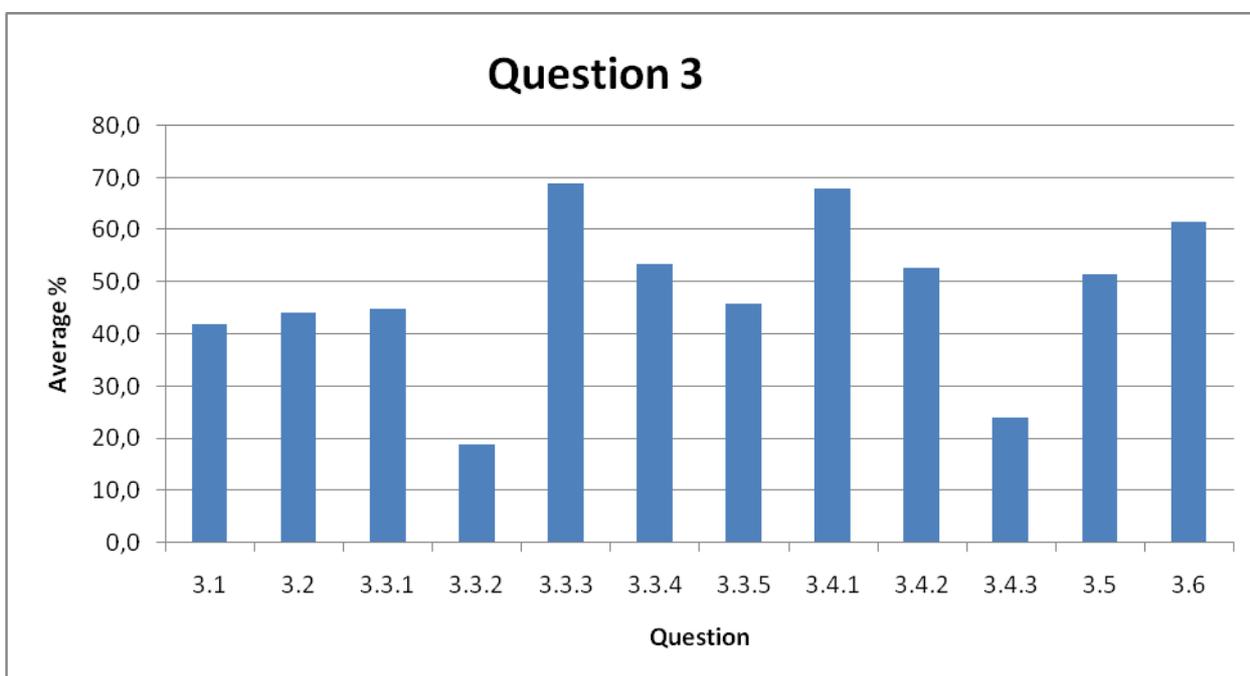
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 3 was poorly answered, with an average of 28, 5%. Learners had more extracts to read from. Learners find it difficult to read the given extracts and to answer the questions based on the given extracts.

Grade 11, term 2 content is important to cover in full because it forms the basis of this question 3 .In cases where grade 11 content, terms 2 is not fully completed learners will face a challenges in answering question 3.

The content of food irradiation showed a tremendous drop, showing that learners were under ought in this section of work.

The grade 10 and grade 11 work is very crucial most of the learners could not give function of the nutrients in question 3.3.5 (Prevention of osteoporosis) and 3.4.2 (Managing anaemia).



QUESTION	AVERAGE %
3.1 Term : Obesity	42,0
3.2 Food borne diseases : Gastroenteritis	44,3
3.3.1 Labelling	45,0
3.3.2 Food -related consumer issues :Food Irradiation	19,0
3.3.3 Food allergens	69,0
3.3.4 Food Labelling : Chemical preservatives	53,5

3.3.5 Food health related diseases : Prevention of osteoporosis	46,0
3.4.1 Food health related diseases: Lactose intolerance	68,0
3.4.2 Food health related disease : Arteriosclerosis	52,7
3.4.3 Food health related disease :Anaemia	24,2
3.5 Food disorders HIV/ AIDS	51,5
3.6 Food security	61,6

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

The open gap (Section of work not taught) between grade 10 & 11 and grade 12 had a negative impact in this question.

Question 3.3.1 was poorly answered because learners could not read the food label (grade 11 work)

Question 3.3.2 most of the learners showed little or no knowledge about food irradiation.

Question 3.3.4 was also poorly done, (Grade 10 term 2 week 1) because learners struggles to give the correct and relevant answers about the function of sorbic acid. general responses were given by most learners.

Question 3.4.1 was an easy question but the learners struggled to just give the food that must be avoided by a person with lactose intolerance.

Question 3.4.2 was one of the most poorly answered questions. Learners described what arteriosclerosis NOT explaining why the breakfast B will contribute to arteriosclerosis.

Question 3.4.3 Learners had some clue or idea about how to manage anaemia, but they failed to give functions of the nutrients correctly in management of anaemia

Question 3.5 was an easy question but because there is a gap between grade 10, 11 syllabus and grade 12 syllabus learners struggled to answers this question correctly. Learners could not give the functions of nutrients. Poor reading skills contributed negatively.

Question 3.6 was also an easy question learner's performance was moderate. Learners could not read the question with understanding correctly; they explained the effects of draught in the environment in general, not focusing on the asked question to analyse how draught affect food security and the South African economy negatively.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Terminology books will be of vital importance for the learners starting from grade 10 to grade 12. Teachers must give learners more questions on Higher cognitive levels so that they get used to answering these type of questions.

Teachers must advise the learners not re- write the question, there is no need to write the introduction (preamble) about the question. Learners must focus on the question asked and give the correct answer only.

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

Learners just give examples instead of writing the definitions. Learners have a tendency of writing the long preamble before they give the correct answer when they are answering the long questions. This makes them to lose focus and loose marks.

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

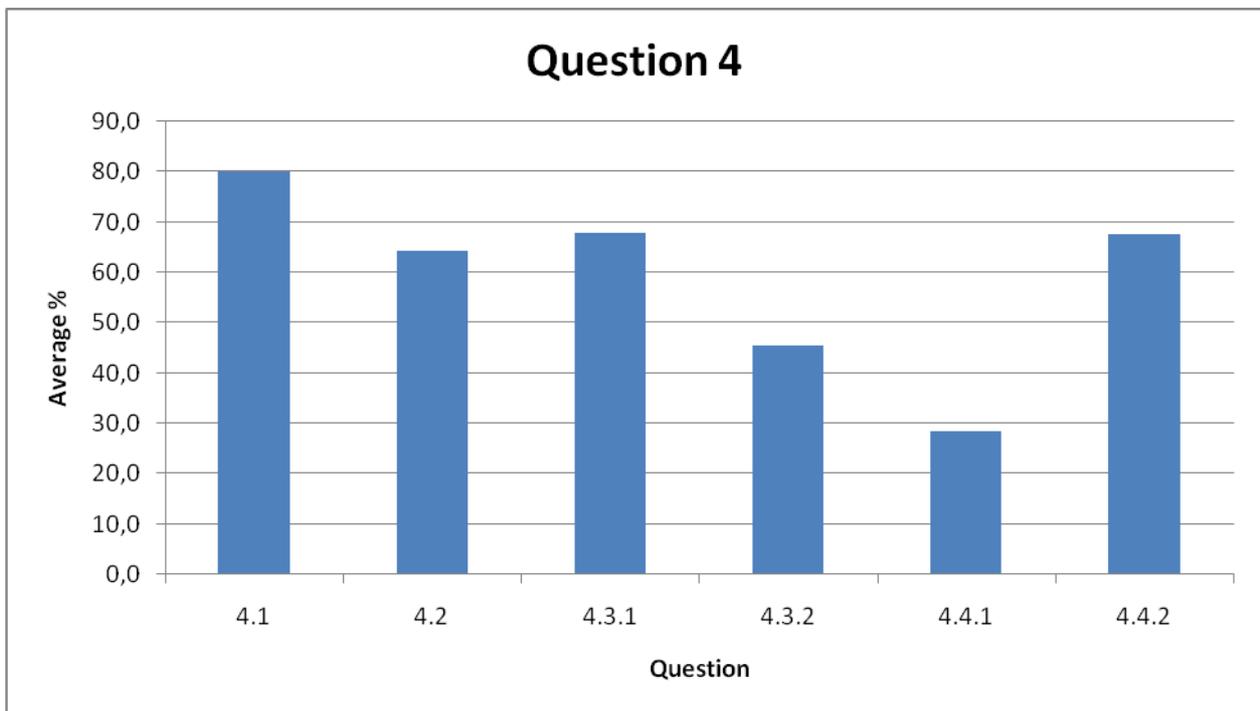
Teachers must ensure that all learners do have terminology books this will assists the learners to be able to tackle all the questions asked long questions must given to the learners all the time.

Subject advisors must hold mini workshops with their teachers so that teachers can keep up with the latest trends and information.

QUESTION 4

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

Learner's performance was moderate with an average of 57, 9 %.



QUESTION	AVERAGE %
4.1 Clothing : Terminology	80,0
4.2 Consumer issues regarding clothing and textiles	64,3
4.3.1 Fashion : Economic factors	68,0
4.3.2 Fashion : Social factors	45,5

4.4.1 Clothing Design elements and principles	28,5
4.4.2 Clothing : Role of appearance in the world of work	67,8

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

The average mark for this question is 57, 9 % learners performance improved. Question 4.1 learners could not get full marks, because they could not define 'dress code' instead they gave generic answers by giving examples of dress code. In question 4.2 learners were asked to write a paragraph to explain eco-friendly fabrics. Most of the learners wrote about the advantages of eco- friendly fabrics not explaining eco friendly fabrics. Question 4.4.1 was poorly answered with the average of 28,5 % because learners showed little or no understanding of the term, "optical illusion" again this showed a gap between grade 11 content in term 1 week 4 to 7. Learners could not write out the correct answers they lost all 4 marks Question 4.4.2 at least the learners managed to score some few marks in this question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must collect pictures from the magazines and let learners identify design elements and principles. Grade 11 syllabuses must be taught in as these design elements and principles are in term 1 week 4 to 7.

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

Learners could not analyse the given picture as the question wanted them to explain the optical illusion created by the colour.

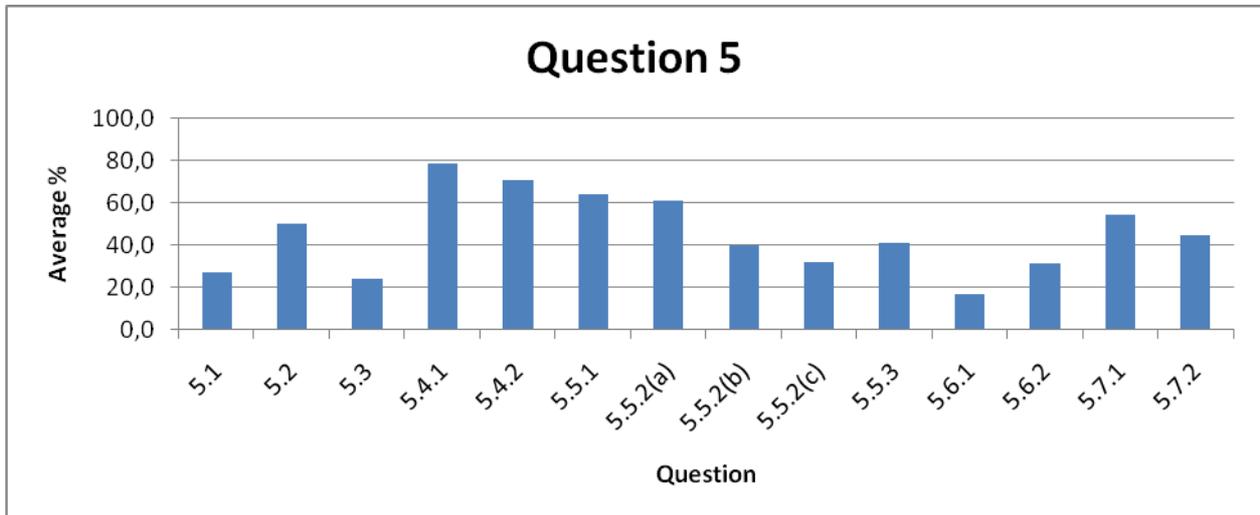
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject Advisors must ensure that all grade 11 content is fully covered. Higher cognitive levels questions must be continually given to the learners so that they are exposed.

QUESTION 5

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

Learners performance was not very good with the average of 27, 5 %. Learners struggled to read the given scenarios and synthesised them according to the asked questions.



QUESTION	AVERAGE %
5.1 Financing related to buying a house	27,0
5.2 Housing acquisition options	50,0
5.3 Housing acquisition options	24,5
5.4.1 Financing related to buying a house	79,0
5.4.2 Financing related to buying a house	71,0
5.5.1 Banking and payment methods	64,5
5.5.2(a) Universal design and features	61,5
5.5.2.(b) Human energy consumption	40,0
5.5.2. (c) Non –human energy consumption	32,0
5.5.3 The use of gas in households	41,3
5.6.1 Interest rates	17,0
5.6.2 Interest rates	31,5
5.7.1.Housing acquisition (Renting)	54,5
5.7.2 Housing acquisition (Renting)	44,6

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

Question 5.3 was poorly answered by the learners. Learners did not read the question with understanding, instead of explaining why monthly levies must be taken into account when buying sectional title; they gave reasons and advantages of paying levies in a sectional title.

Question 5.4.2 was also poorly done as learners could not explain the deed of sale agreement in full.

Question 5.5.1 the question was easy, but learners lost marks because they could not compare the use of cash payment with the use of credit card correctly. Although the learners were correct in some cases, they lost marks because the responses given from the cash payment side did not correspond correctly with the response of the credit card (As per question was asked)

Question 5.5.2 this was not an easy question. Most of the learners showed little or no understanding of the Human energy consumption and Non-human consumption. Learners re-wrote the features given in the question paper.

Question 5.5.3 learners misinterpreted the question by writing out the advantages of using gas in the household and some even compared the use of gas with electricity in the household.

Question 5.6.1 Graph interpretation is still a challenge. Most of the learners could not interpret the graph correctly. Losing a mark from question 5.6.1 made learners to lose a mark in question 5.6.2 because it was a follow up question.

Question 5.7.1 learners struggled to get full marks in question simply because they did not read the question in full. General answers were given based on the disadvantages of renting not referring to the question as whole. Responses given were not based from the scenario given.

Question 5.7.2 This was a challenging question. (HOT) question. Learners were expected to motivate why Mr Bones did not make a sound investment. Learners blatantly re-wrote the statements from the scenario not adhering from the question asked.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must develop a housing catalogue for the different housing options to use during teaching and learning. Completion of syllabus will be of vital importance to the teachers. Weekly test must be given to the learners to expose them to the different types of questions.

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

Learners showed little or no understanding of the sectional title and the housing terminology like, Mortgage bond and Deed of sale agreement. Learners had a tendency of rewriting the questions

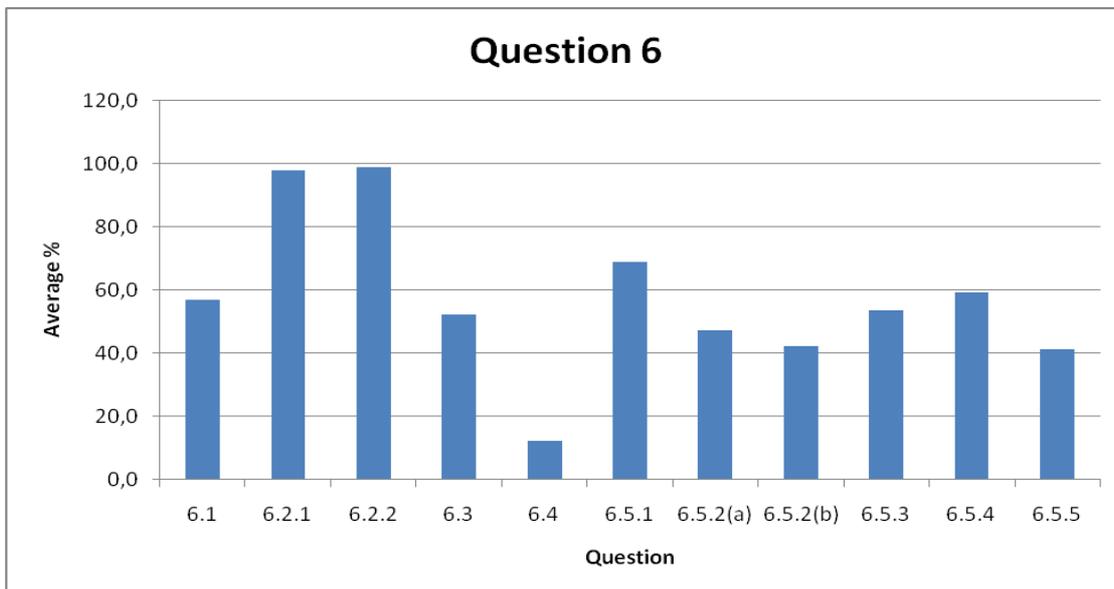
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Graphs and scenario questions must be given to the learners almost from all the section of the work covered. Teachers are advised to make use of the technology that is most readily available to their disposal (cell phones) by goggling and download the appliances so that they can show them to the learners. Methods of cash payments are in grade 11 syllabus. Teachers must ensure that they cover all the their work with their grade 11s before they get to grade 12 because in grade 12 only the application of the content covered in grade 11

QUESTION 6

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

Learners performance was very unsatisfactory with the average of 13, 8 %. Poor reading skills and interpretation skill negatively contributed to their performance.



QUESTION	AVERAGE %
6.1 Choice of a suitable product for small scale production	56,8
6.2.1 Marketing strategies	98,0
6.2.2 Marketing strategies	99,0
6.3 Doing feasibility study	52,0
6.4 Sustainable production	12,0
6.5.1 Product image	68,8
6.5.2(a) Delivery strategies	47,0
6.5.2(b) Delivery strategies	42,0
6.5.3 Sustainable production	53,5
6.5.4 Costing	59,1
6.5.5 Efficient production of quality products	41,2

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

Question 6.1 was moderately done by the learners. Learners misunderstood the question by giving the 5 P's of marketing instead of stating the factors that must be considered when choosing a suitable product for a small scale production.

Question 6.4 was also poorly answered. Learners could not reason why it is important for a business to calculate the production cost and selling price of the product accurately for sustainable profitability. Learners were confused by seeing the term 'Profitability' and wrote any answers relating to the profit and the business, not considering the calculations of the production cost and the selling price of a product.

Question 6.5.1 Although the question was easy, due to language barriers of the learners, they struggled to work out the answer because they were expected to read from the scenario carefully before they answer.

Question 6.5.3 Learners struggled to discuss the ways in which Nelly maintains sustainable production. Marks were lost because learners directly quoted from the scenario without building up their responses very well to suite the question asked

Question 6.5.4 Calculations were not very difficult. Most learners scored good marks as they followed the instruction of the examiner of showing all the steps. Very few learners lost marks by not rounding off the final answer and some lost marks by not writing out the "R:" value of the final answer.

(c) Provide suggestions for improvement in relation to Teaching and Learning

More case studies must be given at all the time to the learners. Teachers must teach the content in term 1 before they administer the project with the learners during term 1 so that learners can be able to apply the knowledge correctly and relevantly.

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

Learners struggled to interpret the given information in the scenarios correctly; they rewrote the facts as they appear in the question paper.

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

More scenarios must be given as home work, class work and class test, so that learners are well exposed to these type of questions.

Teachers must make sure that they emphasize the importance of showing all the steps of calculation in their informal tasks with the learners.