



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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## 2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	<b>CONSUMER STUDIES</b>
PAPER:	1
DURATION OF PAPER:	3 HOURS
DATES OF MARKING:	2 DECEMBER TO 13 December

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Overall, the performance of the learners for this province was disappointing. Question one was not answered as well as last year and it is usually in the short questions that marks can be gained to boost the overall percentage for the exam. Certain definitions of terms that were required in the paper such as a 'guarantee and a 'lease' and 'fashion trend " were well understood by some whereas terms that required more understanding such as 'exemption clause' could not be remembered from the textbook. Where a question has a mark allocation indicating a breakdown for example (3 x 2) or (5 x 2), learners are unable to give the key issues at stake and elaborate on each of those points to be allocated the second mark. This impacts negatively on the marks that can be awarded. It needs to be brought to the attention of the learners that the higher order questions that are toward the end of the question for that component will require deeper thinking 'out of the box' to be awarded their maximum marks. Learners must guard against incorrectly numbering some questions.

## 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).

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>This short question comprised of many basic remembering and understanding questions. It was expected that learners would have done better in the multiple questions. For the matching items Q 1.2 was answered better than that of Q 1.4. This reflected that the description of taxes was better learned and understood than the rote learning required to match the examples of additives to its function.</p> <p>Q 1. 6 - the one- word items for the entrepreneurship section was understood well by some learners who scored full marks while others did not recognise the descriptions given.</p>
<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<p>It was disappointing to note that for Q 1.3 some chose the letter 'C' which was 'production' which is not one of the P's in the marketing mix. They have done the 5 P's since grade 10. For Q 1.5 the letter 'I' was often selected as learners recognized the acronym NHBRC and related this to the word 'building' without reading the question carefully to see that the question was about the building contract.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Learners must read the instructions more carefully. Some wrote out the words for Q 1.3's answer when the instructions were very clear to write down only the letter.</p>
<b>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</b>
<p>Use food labels to teach additives so that learners become familiar with the food items they are used in and the purpose thereof.</p>

**QUESTION 2**

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

Q 2.1.1 and 2.1.2 was fairly well answered as it involved only listing the forms of renewable energy and stating the advantages. Although there was difficulty in defining the term 'exemption clause' in Q 2,3 the exemption clause in the scenario was easily identified. Q 2.4 was very poorly answered.

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

The question 2.4 asked the effect that the minimum wage will have on inflation, but many responses gave a general explanation of the term 'inflation' and the effect inflation has on the price of goods and services. Specifically for Q 2.4.2 where the effect that the minimum wage will have on the finances of households - here most responses were about inflation and learners were not able to link the concept of the minimum wages to the fact that employers would retrench workers and the impact that this would have on the household financial situation.

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

Read the question carefully and ascertain what the question is requiring before rushing in to hone on a few key words. When faced with a question such as Q 2.4.2 then both positive and negative aspects can be given.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

Be aware of consumer related topics in the news and bring the information to the attention of the learners. This will assist them as exam papers will cover some topical issues.

**QUESTION 3**

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

Food security is a straightforward definition and it was evident from many responses that they were not certain of exactly what the term meant. Q 3.2 learners were generally well acquainted with this answer - bulimia. Although learners knew that calcium and Vitamin D are essential for the management of osteoporosis not all mentioned the function of these nutrients. Learners could easily answer that milk is not suitable for a person with allergies, but many could not motivate why. Q.3.4. Learners were able to answer some basics for the management of obesity. The scenario about hepatitis A and questions that followed were fairly well answered. Many were able to think beyond the storyline to come up with relevant explanations on how the disease spread. Responses were not in enough depth for the questions relating to the menu regarding anaemia and diabetes.

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

Lactose intolerance and milk allergies needs to be studied better. Few learners had answers that explained that the reason for the milk allergy was due to the body reacting to the protein in milk. In Q 3.4 - the emphasis of the question was overlooked, and answers regularly came up as exercise instead of focusing on the dietary management of obesity. When analyzing the menu and concluding that it was suitable for anaemia and diabetes, few were able to discuss this in the required depth. There was an inability to identify all the nutrients that prevent anaemia and also link these nutrients to the blood related functions. Likewise, with diabetes the answers given were correct with identifying the correct foods in the menu, but few could link the fact that the blood glucose levels need to be controlled which had to be mentioned in the answer to score maximum marks.

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

Use different menus for informal tasks that can be analyzed for their suitability for a variety of health-related conditions. Teach them to go beyond just identifying the correct foods but also to go a step further and discuss the role that the foods nutrients will perform in the body related to the illness. Teach them to highlight or circle the key word in the question for the health-related diseases so they keep on track with their answers. Correct spelling of words can be focused on.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

Learners tend to copy out the sentences from the case study in the hope of getting marks. In Q 3.5 where the sentence about 'no running water' was frequently used with no linking this how the hepatitis a spread. This was the case in Q 3.5 where they need to be taught to Use different menus for informal tasks that can be analyzed for their suitability for a variety of health-related conditions. Teach them to go beyond just identifying the correct foods but also to go a step further and discuss the role that the foods nutrients will perform in the body related to the illness. A question requesting a paragraph must be adhered to as there is a one-mark penalty for not following this instruction.

**QUESTION 4**

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

Many were able to answer the straightforward questions such as the definition of a fashion trend and the questions relating to denim jeans. Many had a clear idea about what a classic fashion entailed. Even the more difficult question about the technological factors and the predictions regarding the demise of the small business owner verses the retail giant, saw responses attaining some marks.

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

For the examples of eco-friendly fabrics, it is important to specify organic cotton and not just cotton. The original business in Q 4.3.2 will not fail or close down as may said but rather would not expand its opportunities due to the retail giant. Some read the question incorrectly and gave the benefits from the retail giant's perspective and the impact that the retailer had on the small business.

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

More emphasis on the factors that bring about fashion change. Give clarity when teaching terminology for example the difference between counterfeiting and brand piracy.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

Do not underestimate the importance of teaching the content well for section.

**QUESTION 5**

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

The first part of this question concerning housing was fairly well answered (Q5.1 – 5.3). Q 5.4 was very poorly answered as the benefits of renting and buying had to link to the given extract. The majority of answers given were general advantages. In Q 5.5.3 some learners when discussing why cash was the cheapest option compared cash to buying a freezer on instalment purchases which was not what was asked in the question. There is still confusion between the meaning of non-human and human resources which was knowledge that was required to answer Q 5.5.5. Q 5.6 was the higher order question, and many were able to elaborate a bit on the features listed for the portable freezer.

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

Learners need to read questions carefully. For Q 5.5.3 too many responses were that you don't have hidden costs. This is too vague. The memorandum required specifics such as... a deposit is not required, and no administration fees are payable. There were learners who simply copied out the features of the portable freezer in Q 5.6 and could not evaluate the features as to how they would meet the family' needs.

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

Practice evaluation questions remembering that an evaluation question must have a conclusion as part of the answer. Instructions must be followed as there is a one-mark penalty if Q5.5.5 was not tabulated. Assist learning by also focusing on the definitions and terminology. The term "universal design" was misunderstood.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

Learners were not familiar with a no-frost option for a freezer. Assist with the teaching of correct language use so that learners can express themselves clearly when answering.

**QUESTION 6**

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

This question covered a few factual questions which were well answered. Q 6.5.1 was particularly well answered as was Q 6.3. The majority were able to identify the target market from the case study. Few were able to give a satisfactory answer for Q 6.2 stating why a quality product should have a competitive edge. For Q 6.5.7 many did not read all the facts carefully in the case study and incorrectly wrote about load shedding impacting on the baking of the biscuits when the case study clearly stated that Nellie has gas stoves.

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

Learning the facts was the reason why learners performed poorly in the remembering style questions. Very few could answer Q 6.4 requiring them to give the stage that a financial feasibility study should be carried out and possibly were not familiar with this term. An example of a common incorrect answer was the distribution method for Q 5.4 where the concept of direct/indirect selling was poorly understood. Q 5.5 b) required more thought and many wrote some of the points for question a) as answer for question b). For some the use of the word consistent in the question may have been the reason for the confusion.

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

Practice case studies from old exam papers. Use these case studies at the same time as this section is taught, Draw learners attention to the mark allocation indicated for questions so that sufficient information is given.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

The understanding of the phrases used in questions needs to be explained so that the differences between describe, identify, analyse will result in better answers.