



## EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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### 2023 NSC CHIEF MARKER'S REPORT

<b>SUBJECT</b>	<b>Consumer Studies</b>		
<b>QUESTION PAPER</b>	1 ×	2	3
<b>DURATION OF QUESTION PAPER</b>	<b>3 HRS</b>		
<b>PROVINCE</b>	EASTERN CAPE		
<b>DATES OF MARKING</b>	<b>8 December – 19 December 2023</b>		

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

Learners were able to respond to all questions in the question paper since the questions were based on the CAPS and the examination guidelines. Learners did not have a clear understanding of the requirements of the questions. It is evident there seems to be challenges with reading and comprehension.

#### **SECTION 2: Comment on candidates' performance in individual questions**

<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><b>Question One</b></p> <p>Covering all topics was poorly answered. Question 1.1 was well answered. Candidates are familiar with the format of this type of question and find it easy to select the correct answer from the four given options. Question 1.2, candidates had difficulty in giving the correct word/term for example stokvel, unfair business practice and multi-level marketing.</p> <p><b>Question Two</b></p> <p>Most candidates were able to answer this question. In question 2.8 candidates had to describe the role that municipalities should play in helping the communities to recover from flood damage. Several learners failed to read the specifics of the question and gave the functions of the municipality for example, to provide roads. In question 2.10 candidates did not evaluate the impact of alternative sources of energy. The candidates just gave examples</p>

of alternative sources of energy.

### **Question Three**

Question 3.3 was poorly answered. The candidates were unable to explain the possible negative impacts of organically grown foods on the natural environment, the candidates wrote about pollution. Question 3.7 the candidates used the words incorrectly for example, lactose instead of lactase. Question 3.9 was poorly answered. Candidates did not understand the action verb *evaluate*. It was evident that the candidates' responses did not evaluate the question.

### **Question Four**

The term retrospective fashion posed a challenge to candidates. Failing to explain the term resulted in many candidates scoring low marks. Question 4.4 candidates were unable to explain with examples as to why the shirt dress is versatile. Candidates failed to read the specifics of the question as the result they scored low marks.

### **Question Five**

Question 5.4 was poorly answered. Candidates had to compare the financial advantages with renting a property with that of buying a property. The candidates failed to read the specifics of the question, resulting in obtaining low marks.

### **Question Six**

Question 6.1 and 6.2 was well answered by the candidates. In question 6.7.2 candidates could not identify the human skills used in the scenario. The candidates gave general answers. Question 6.7.5 was poorly answered, candidates did not understand the command verb. It was evident that the responses were not analysing the question.

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

The candidates of 2023 may not have been taught the foundational knowledge skills from grade 10 – 2020 and 2021 owing to the COVID-19 pandemic.

Candidates with poor language skills contribute to the allocation of marks.

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

Teachers need to expose the candidates to different types of short questions. Emphasize the importance of following instructions because no marks will be awarded if a phrase is written instead of a letter.

Candidates should be told to never leave blank spaces and write clearly and neatly so there is no confusion between similar looking letters for example, E or F. Refer to examination guidelines for 2021 page 4.

Compile a terminology list and test learners regularly to ensure they know the definitions and correct terms. Make use of previous examination questions to teach learners how to identify the keywords in the question.

Draw the attention to the mark allocation in each question.

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

Compile a terminology list of all the different content topics and test learners frequently on it. Make use of previous examination papers to practice application of knowledge. Remind learners to read the questions carefully and identify the keywords. Teachers must check Exam Guidelines and ATP regular to make sure they teach the relevant content to learners. They should train learners on how to answer evaluation questions, explain and describe questions. Give learners more exercisers in higher order questions, the last question of each topic in the exams, learners find it difficult to apply knowledge to these questions they misinterpret the questions. Re-do grade 10 and 11 basics of food and nutrition to make sure the grade 12 learners remember it. Teachers need to come up with creative ideas to teach learners so that they can remember the content. For the past years our question paper are written last learners are very tired at this time loose focus when revision is been done