

*National Curriculum Statement (NCS)*

*Curriculum and Assessment  
Policy Statement*



*Further Education and Training Phase  
Grades 10-12*



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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Basic Education  
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## **CURRICULUM AND ASSESSMENT POLICY STATEMENT**

### **GRADES 10-12**



## **CONSUMER STUDIES**

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## FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
  - improve the quality of life of all citizens and free the potential of each person;
  - lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12*. The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

- (a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;
- (b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and
- (c) *National Protocol for Assessment Grades R-12*.

A handwritten signature in black ink, appearing to read 'Angie Motshekga'.

**MRS ANGIE MOTSHEKGA, MP**  
**MINISTER OF BASIC EDUCATION**



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## SECTION 1

### INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR CONSUMER STUDIES GRADES 10-12

#### 1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
  - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
  - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
  - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
  - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
  - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*



- (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=*
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12*. It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### 1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R-12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R-12 is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	<b>6</b>	<b>6</b>	<b>7</b>
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

### 1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	<b>4</b>
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>TOTAL</b>	<b>27,5</b>

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
<b>TOTAL</b>	<b>27,5</b>

### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	4.5
First Additional Language	4.5
Mathematics	4.5
Life Orientation	2
A minimum of any three subjects selected from <b>Group B</b> <u>Annexure B, Tables B1-B8</u> of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2

### 2.1 The subject Consumer Studies

Consumer Studies teaches learners about responsible and informed consumer behaviour in respect of food, clothing, housing, furnishings and household equipment. Consumer Studies aims to teach learners to make informed decisions, and to make optimal use of resources to improve human well-being. In the practical component of the subject learners have an opportunity to produce and market different products.

#### Topics

<p><b>Theory</b></p> <ol style="list-style-type: none"> <li>1. The consumer</li> <li>2. Food and nutrition</li> <li>3. Design elements and principles</li> <li>4. Fibres and fabrics</li> <li>5. Clothing</li> <li>6. Housing</li> <li>7. Entrepreneurship</li> </ol>					
<p><b>Practical options</b></p> <p>A school chooses ONE of the following for small-scale production</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">Food</td> <td style="width: 20%;">Clothing</td> <td style="width: 20%;">Soft furnishing</td> <td style="width: 20%;">Knitting and crocheting</td> <td style="width: 20%;">Patchwork quilting by hand</td> </tr> </table>	Food	Clothing	Soft furnishing	Knitting and crocheting	Patchwork quilting by hand
Food	Clothing	Soft furnishing	Knitting and crocheting	Patchwork quilting by hand	



### 2.2 Specific aims of Consumer Studies

In Consumer Studies a learner will study

- consumer rights and responsibilities
- consumer protection policies and channels for complaints
- how to evaluate food outlets, clothing outlets, furniture and appliance outlets and restaurants
- how to evaluate design features of interiors, furniture and appliances
- responsible buying behaviour when purchasing food, clothing, furniture, household appliances
- responsible use of resources, such as water and electricity
- ways to curb global warming
- the planning and managing of personal finances and payment methods
- taxes, interest rates and inflation
- nutrition and the impact of food choices on health
- food hygiene

- how to use product information to make informed consumer decisions
- the application of design elements and principles in the choice of clothing and furnishings
- properties and uses of textile fibres and fabrics
- the fashion cycle
- different housing options
- the needs of disabled people regarding clothing and housing
- small-scale production, entrepreneurship and marketing of quality products

### 2.3 Time allocation for Consumer Studies

- The compulsory teaching time for Consumer Studies is four hours per week.
  - The annual teaching plan in this CAPS document indicates that the theory for the subject and the practical tasks have separate timeslots:
    - 2,5 hours for examinable theory (four periods of 40 minutes each)
    - About 1,5 hours for practical work and the theory for practical work (one continuous period of 80 minutes or more)
  - The practical assessment task (PAT) consists of two practical examinations per year for each grade. The following minimum timeslots must be allocated for each practical examination:
    - about 1½ hours in grade 10 for food production, two hours for all other options
    - two hours in grade 11 for food production, three hours for all other options
    - 2½ hours in grade 12 for food production, three hours for all the other options
  - Practical examinations for Grades 11 and 12 should be conducted in the time set aside for examinations/tests
  - Only 12 learners can do a practical examination simultaneously in Grades 11 and 12 in the section Food Production. In view of this, there may have to be two timeslots per term per class. For the clothing and soft furnishing practical examinations, the allocated time exclude the layout and cutting of the item. This will be done in advance in the weekly practical periods, under examination conditions.
- ### 2.4 Infrastructure, equipment and finances required to offer Consumer Studies
- The choice of the practical option must be informed by the infrastructure and the school's available funds.
  - Schools should not offer food production to more than 32 learners per class, as it becomes a safety risk. Schools with more than 32 learners in the Consumer Studies classroom must select another practical option.
  - The number of learners in a food production practical class may not exceed 32 learners working on eight stoves. There should be enough space between the stoves for learners to move around freely when performing practical tasks.

- The infrastructure, equipment and finances for the subject are the responsibility of the school, and will be determined by the practical option chosen by the school.

**The minimum infrastructure and equipment for the different practical options are as follows:**

#### **2.4.1 Food production**

- A fitted and equipped training kitchen with electricity supply.
- The electrical current must be able to accommodate all stoves and other electrical equipment at the same time.
- Four-plate stoves with ovens, adjacent to work surfaces should be available. No more than four learners should share a stove, in other words there must be at least eight stoves for 32 learners in the training kitchen.
- A fridge and electrical kettles are essential.
- Electrical hand beaters and a microwave oven are strongly recommended.
- For each stove there should be one sink.
- There should be hot and cold water supplies with taps at the sinks, or an urn if hot water taps are not installed.
- The kitchen should be equipped with large work surfaces that are easy to clean.
- Storeroom/s should be large enough to store ingredients and equipment. The storeroom should have a safety door and burglar proof window (and a burglar proof ceiling, if possible).
- Burglar bars should be fixed on all windows and doors of the classroom. An alarm is recommended.
- Trolleys to push ingredients and equipment out of the storeroom for practical lessons should be available.
- Electrical plugs should be supplied at all work surfaces and various other places, such as near the fridge, urn and microwave oven.
- All the necessary kitchen equipment and kitchen smalls for 24-32 learners working simultaneously must be available.
- The budget must allow for ingredients for at least 12 practical lessons per year for Grades 10 and 11 learners, six practical lessons for Grade 12 learners, as well as two practical examinations per year per learner.
- A budget for maintenance of equipment such as stoves, and replacement of broken items must be available.
- Learners should have access to South African recipe books.
- A separate classroom for theory is recommended.

**2.4.2 The two sewing options: production of soft furnishing and production of clothing items**

- A large classroom with a storeroom, cupboards and electricity supply are required.
- Large tables for cutting and sewing are essential.
- Chairs for all learners are needed.
- At least 12 electrical zigzag sewing machines and four overlockers (two learners share one sewing machine, six learners share one overlocker). Machine needles and machine bobbins must be supplied by the school.
- There must be electricity supply and sufficient wall plugs and extension cords.
- Irons, ironing boards and other small sewing equipment such as scissors, needles, pins and cotton are needed.
- Burglar bars must be fixed on all windows and doors of the classroom and storeroom and an alarm is recommended.
- There must be a budget to buy fabric, patterns and haberdashery for all the learners.
- A budget to maintain equipment such as sewing machines and to replace broken items such as irons is needed.

**2.4.3 Knitting and crocheting**

- No special classroom is needed, but strong cupboards that can be locked are essential.
- Knitting needles and crocheting hooks are essential.
- A budget to buy patterns and yarn for knitting and crocheting must be available.

**2.4.4 Patchwork quilting by hand**

- No special classroom is needed, but strong cupboards that can be locked are essential.
- Equipment for patchwork is necessary, such as cutting boards and scissors. Rotary cutters and quilter's rulers are recommended.
- Equipment for sewing and embroidery by hand is needed.
- A budget for patterns, fabric and thread must be available.



## 2.5 Managing resources for Consumer Studies

### 2.5.1 Financial resources: the subject budget

- An amount must be allocated per year per learner for practical tasks.
- The budget should be revised each year according to the number of learners and the inflation rate.
- If learners are added to the Consumer Studies class during the year, the budget must be adapted to make provision for the practical tasks for those learners.

#### Example of a budget for practical tasks for a school for 2012 for food production

Decide on the cost of a practical task

Grade	Number of tasks	Cost per task/lesson	Cost per practical exam (individual work)
10	9	R10 per recipe per pair	R10 per learner
11	12	R15 per recipe per pair	R15 per practical exam per learner
12	6	R20 per recipe per learner	R30 per practical exam per learner ( 2 recipes)

Grade	Number of learners	Number of recipes	Total cost for tasks	Cost for two practical examinations	Total
10	32	16 (pairs)	R10x16 pairs x 9 tasks = R1440	R10x32 learners x 2 practical examinations = R640	R2 080
11	26	13 (pairs)	R15x13 pairs x 12 tasks = R2340	R15x26 learners x 2 practical examinations = R780	R3 120
12	24	24 learners	R15x24 learners x 6 tasks = R2160	R30x24 learners x 2 practical examinations = R1440	R3 600
Total for practical work to be done by learners					R8 800
Maintenance and/or upgrading of stoves, fridges, etc. Example: servicing of 8 stoves @ R300 each = R2 400					R2 400
Purchasing new equipment, replacing broken articles: Example: 2 electric kettles @ R200 each = R400					R400
Total including maintenance and new equipment					R11 600

### 2.5.2 Equipment and apparatus

- The annual budget provided to the school by the Provincial Department of Education, includes finances for each subject the school offers. It also makes provision for practical tasks by learners in practical subjects.
- As equipment and apparatus are purchased from the school budget, they must be used for teaching purposes only.
- The teacher is responsible for the stock, and will keep the training kitchen and storeroom locked at all times when he/she is not present in the classroom.
- Annual stock control is essential. This should be undertaken at the end of the year after the practical tasks have been completed.

Example of a stock book

	Name and description of item <i>(alphabetical order)</i>	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 r received 2016	Date received	Supplier	Invoice number	
1	Mixing bowls, stainless steel, 20 cm diameter	20																				
2																						
3																						
4																						
5																						



## SECTION 3

## 3.1 Overview of theoretical topics per grade

		Grade 10	Grade 11	Grade 12
1	The consumer	<p>Consumer needs and wants. Consumer rights and responsibilities.</p> <p>Decision making.</p> <p>Sustainable consumption.</p> <p>Factors influencing consumer buying behaviour.</p> <p>Evaluating food, clothing and furniture outlets and restaurants.</p> <p>Marketing. Marketing strategies. The 5P marketing mix model. The AIDA model.</p>	<p>Income and expenditure of South African families.</p> <p>The household budget.</p> <p>Banking and payment methods.</p> <p>Consumer protection policies and practices.</p> <p>Consumer organisations.</p> <p>Channels for consumer complaints.</p>	<p>Financial and contractual aspects consumers should take note of.</p> <p>Taxes, interest rates and inflation.</p> <p>Sustainable consumption of water and electricity.</p> <p>Responsibilities of municipalities and communities.</p>
2	Food and nutrition	<p>Food practices of consumers.</p> <p>Energy and nutritional requirements of consumers. South Africa's food-based dietary guidelines.</p> <p>The six food groups in the SA food guide pyramid.</p> <p>Nutrients and their functions in food groups.</p> <p>Daily meal planning.</p> <p>Food hygiene, food safety, food spoilage, food storage, waste control and recycling. Kitchen pests.</p>	<p>Functions and sources of nutrients.</p> <p>Nutritional and energy needs of different consumer groups.</p> <p>Food contamination and food hazards.</p>	<p>Prevention and management of nutritional and food-related health conditions.</p> <p>Food-borne diseases.</p> <p>Food additives.</p> <p>Food labelling as a source of information.</p> <p>Food-related consumer issues.</p>
3	Design elements and principles	-	<p>Design elements (line, shape, form, space, colour and texture).</p> <p>Design principles (proportion, balance, rhythm, harmony, emphasis).</p> <p>Colour (terminology, colour wheel, colour combinations).</p> <p>Application in clothing and interior finishes.</p>	<p>Application of design elements and principles when planning a wardrobe.</p>

		Grade 10	Grade 11	Grade 12
4	Fibres and fabrics	The origin, properties and use of fibres and fabrics in clothing and furnishings: natural fibres, regenerated cellulose fibres, synthetic polymer fibres, textile blends. The choice of textiles for clothing and soft furnishing.	Appearance, properties and uses of fabric construction techniques for clothing and furnishings.  Fabric properties and finishes for clothing and household textiles.	-
5	Clothing	The young adult's choice of suitable clothing.  Adaptive clothing for the disabled.	-	Fashion and appearance in the world of work.  The fashion cycle and current fashion trends for young adults.  Planning a basic wardrobe.  Consumer issues regarding clothing and textiles
6	Housing and interior	Factors influencing housing decisions.  Design features in housing and interiors: ergonomics and universal design.  Enabling housing environments for the disabled.	Space planning.  Choice of furniture.  Evaluation criteria when purchasing furniture.	Different housing acquisition options.  Financing related to buying a house.  Choice of household appliances.  Finances and contracts related to buying furniture and household appliances.
7	Entrepreneurship	What is entrepreneurship?  Calculate the cost of products.  Choice of items for small- scale production.  Planning for small-scale production.	The choice, production and marketing of homemade products/ items.  Concept testing and needs identification.  Marketing: the marketing process. Core principles of marketing.  Production: production costs. Determine the selling price	Moving from an idea to the production and marketing of a product.  Factors influencing efficient production.  Requirements for quality products.  Develop a marketing plan, according to the 5P marketing strategy.  Evaluate the sustainable profitability of an enterprise.

### 3.2 Overview of practical tasks and theory for the practical tasks

- Learners will produce quality, marketable products/items, suitable for small-scale home production.
- For detailed information refer to the annual teaching plans for practical tasks – see page 38.
- The theory in this section is for the preparation of practical examinations (PATs) and will be assessed in the test in term three. It should not be included in theory tests and examinations.

<b>Food</b>	<p>Use of kitchen equipment and utensils.</p> <p>Interpretation of recipes.</p> <p>Preparation techniques, mixing methods and cooking methods.</p> <p>Production of quality marketable food products.</p> <p>Criteria for quality products.</p>
<b>Clothing</b>	<p>Use of commercial patterns and sewing equipment.</p> <p>Operating the sewing machine and overlocker.</p> <p>Clothing construction techniques.</p> <p>Production of quality marketable clothing items.</p> <p>Criteria for quality products.</p>
<b>Soft furnishings</b>	<p>Use of commercial patterns and sewing equipment.</p> <p>Operating the sewing machine and overlocker.</p> <p>Construction techniques for soft furnishings.</p> <p>Production of quality marketable soft furnishing items.</p> <p>Criteria for quality products.</p>
<b>Knitting and crocheting</b>	<p>Knitting and crocheting techniques.</p> <p>Reading knitting patterns and crocheting patterns.</p> <p>Choosing suitable yarn.</p> <p>Production of quality marketable knitting and crocheting items.</p> <p>Criteria for quality products.</p>
<b>Patchwork quilting by hand</b>	<p>Choosing designs and fabric.</p> <p>Patchwork quilting and appliqué techniques.</p> <p>Production of quality marketable items.</p> <p>Criteria for quality products.</p>

### 3.3 Teaching plans

- Each week/five-day cycle has a compulsory contact time of four hours for Consumer Studies. This includes
  - periods for theory ( $\pm 2\frac{1}{2}$  hours); and
  - 80 – 90 minutes ( $\pm 1\frac{1}{2}$  hours) continuous for practical tasks, linked to a break.
- Teaching plans should be completed over a period of ten weeks. Teachers should design their work schedules to accommodate the number of weeks in each term according to the school calendar of the specific year.
- The teaching plan for the theoretical component of the subject indicates content for  $\pm 2\frac{1}{2}$  hours per week or a five-day cycle, including informal assessment and formal assessment (SBA).
- **The sequence of content within the term is not compulsory. The teacher can cover it in any sequence.**
- **It is compulsory to do the content in the term indicated.**
- A teaching plan is developed for each practical option. The teacher should choose the teaching plan for the practical option the school chooses. A minimum of 80 to 90 minutes linked to a break is allocated in the teaching plan to do the weekly practical tasks.



## TEACHING PLANS FOR THEORY

GRADE 10 TERM 1		Formal assessment term 1:
±2½ hours per week including <ul style="list-style-type: none"> <li>informal assessment such as written work, marking homework, class tests, case studies</li> <li>formal assessment: project, test</li> </ul>		Test 50% Project 25% Practical task 25%
Week	Topic	Minimum content to be covered
1	The consumer	<b>Introduction to Consumer Studies</b> <ul style="list-style-type: none"> <li>What is Consumer Studies?</li> </ul>
2	The consumer	<b>What is a consumer?</b> <ul style="list-style-type: none"> <li>Consumer needs and wants (refer to Maslow's hierarchy of needs).</li> <li>Consumer rights and responsibilities.</li> </ul>
3	The consumer	<b>Decision making</b> Types of decision making. <ul style="list-style-type: none"> <li>Spur-of-the moment decisions, habitual decisions, intuitive decisions.</li> <li>Consumer rational decision-making process.               <ul style="list-style-type: none"> <li>Problem recognition, information search, evaluation of alternatives, purchase decision, post purchase behaviour.</li> </ul> </li> </ul> <b>Sustainable consumption</b> <ul style="list-style-type: none"> <li>Defining sustainable consumption.</li> <li>Principles of sustainability.</li> <li>Sustainable consumption decisions.</li> <li>Good buying habits.</li> </ul>
4	The consumer	<b>Factors influencing consumer buyer behaviour</b> <ul style="list-style-type: none"> <li>Psychological (motivation and needs; personality; perception; knowledge; values, attitudes; lifestyle).</li> <li>Socio-cultural (personal, reference group, family, social class, culture, subculture).</li> <li>Economic (income, credit facilities, price).</li> </ul>
5	The consumer	<b>Types of outlets in South Africa</b> (street vendors to hypermarkets) <ul style="list-style-type: none"> <li>Evaluate food outlets, clothing outlets and outlets selling furnishing and household equipment in the local community and the merchandise they sell by applying the following criteria:               <ul style="list-style-type: none"> <li>variety, quality and price</li> <li>safety and hygiene</li> <li>convenience</li> <li>additional services</li> </ul> </li> <li>Analyse findings, draw conclusions and formulate comments/advice for consumers shopping at these outlets.</li> </ul>
6	Food and nutrition	<b>Food practices of consumers</b> The influence of culture, religion, socio-economic status, education, attitudes, emotions and other people on the food practices of consumers.
7	Food and nutrition	<b>Energy and nutritional requirements of consumers</b> <ul style="list-style-type: none"> <li>South Africa's food-based dietary guidelines.</li> <li>The food groups in the South African food guide pyramid (six groups).</li> <li>Recommended number of servings per day per food group for young adults.</li> </ul> <b>Terminology in nutrition:</b> nutrition, malnutrition, nutrients, balanced diet, balanced meal, meal plan, menu.

Week	Topic	Minimum content to be covered
8	Food and nutrition	<p><b>The nutrients and their functions in the food guide pyramid:</b></p> <ul style="list-style-type: none"> <li>• protein, carbohydrates, lipids and water</li> <li>• minerals (calcium, phosphorus, iron)</li> <li>• vitamins (fat soluble, water soluble)</li> </ul>
9	Food and nutrition	<ul style="list-style-type: none"> <li>• Compare a day's food intake of a young adult with the food-guide pyramid in terms of foods, number of servings and portion sizes.</li> <li>• The impact of food choices on own health.</li> </ul>
10	Food and nutrition	<p><b>Daily meal planning</b> for young adults according to nutritional factors</p> <ul style="list-style-type: none"> <li>• How to plan a menu for a meal (choosing dishes).</li> </ul>

**Project term 1: Choose one of the following**

- See week 9: Compare your food intake for one day with the food-guide pyramid in terms of types of food, number of servings and portion sizes. Make suggestions for improvement. Describe in a paragraph the impact of your food choices on your own health.
- See week 5: Evaluate food outlets, clothing outlets and outlets selling furnishing and household equipment in the local community, and the merchandise they sell, by applying the following criteria:
  - variety, quality and price
  - safety and hygiene
  - convenience
  - additional services

Analyse your findings, draw conclusions and formulate comments/advice for consumers shopping at these outlets.
- Any nutrition-related topic (see weeks 6-8).
- Any consumer related topic (see weeks 2-4).





GRADE 10 TERM 2		Formal assessment term 2:
±2½ hours per week including <ul style="list-style-type: none"> <li>informal assessment, such as written work, marking of homework, class tests, case studies</li> <li>formal assessment: test</li> </ul>		Test 25% Mid-year examination 50% Practical tasks 25%
Week	Topic	Minimum content to be covered
1	Food and nutrition	<b>Food spoilage</b> <ul style="list-style-type: none"> <li>Micro-organisms               <ul style="list-style-type: none"> <li>Bacteria, moulds, yeasts and pathogenic micro-organisms.</li> <li>Factors influencing growth.</li> <li>Preventing the growth of micro-organisms: commercial and domestic.</li> </ul> </li> <li>Natural decay               <ul style="list-style-type: none"> <li>Enzymes, oxidation, natural toxicants</li> </ul> </li> </ul>
2	Food and nutrition	<b>Food hygiene</b> <ul style="list-style-type: none"> <li>Personal hygiene.</li> <li>Kitchen hygiene.</li> </ul> <b>Food safety</b> <ul style="list-style-type: none"> <li>Safety measures when purchasing food.</li> <li>Safe food-handling practices when preparing food, serving food and eating.</li> </ul>
3	Food and nutrition	<b>Food storage</b> (procedures to prolong quality of perishable and non-perishable foods) <ul style="list-style-type: none"> <li>Storage areas: dry, refrigerator, freezer.</li> <li>Kitchen pests.</li> <li>Waste control and disposal.</li> <li>Recycling of household waste.</li> </ul>
4	The consumer	<b>Dining out in restaurants</b> <ul style="list-style-type: none"> <li>Types of restaurants: full service restaurants, family restaurants, fast food outlets.</li> <li>Factors to consider when choosing a restaurant.</li> <li>Evaluate restaurants/places to eat in the local community by applying the following criteria: variety, quality, pricing, service and hygiene.</li> <li>Restaurant etiquette.</li> </ul>
5	The consumer	<b>Marketing</b> <ul style="list-style-type: none"> <li>The aim of marketing.</li> <li>The difference between marketing and selling.</li> <li>Marketing strategies for consumer products.               <ul style="list-style-type: none"> <li>segmenting</li> <li>target market</li> </ul> </li> </ul>
6	The consumer	<b>The 5 P marketing mix model</b> <ul style="list-style-type: none"> <li>Product/service (quality, suitability).</li> <li>Place/distribution (shop, mail order, electronic marketing, informal)</li> <li>Price (retail price, discounts)</li> <li>Promotion (advertising, personal selling, sales promotion)</li> <li>People (the target market)</li> </ul>

Week	Topic	Minimum content to be covered
7	The consumer	<b>The AIDA model: Attention, Interest, Desire, Action</b> <ul style="list-style-type: none"><li>• Marketing communication channels.</li><li>• Influence of marketing and promotion on consumer behaviour: packaging, labelling, advertisements, shop layout and displays.</li></ul>
8-10		<b>Mid-year examination</b>



GRADE 10 TERM 3		Formal assessment for term 3:						
±2½ hours per week including: <ul style="list-style-type: none"> <li>informal assessment such as written work, marking of homework, class tests, case studies</li> <li>formal assessment: tests</li> </ul>		<table> <tr> <td>Open book test/test</td> <td>25%</td> </tr> <tr> <td>Test (theory of practical work)</td> <td>50%</td> </tr> <tr> <td>Practical tasks</td> <td>25%</td> </tr> </table>	Open book test/test	25%	Test (theory of practical work)	50%	Practical tasks	25%
Open book test/test	25%							
Test (theory of practical work)	50%							
Practical tasks	25%							
Week	Topic	Minimum content to be covered						
1	Entrepreneurship	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>What is an entrepreneur?</li> <li>Reasons why people decide to become entrepreneurs.</li> <li>Qualities of successful entrepreneurs – reasons why some entrepreneurs fail.</li> <li>The importance of entrepreneurship for the South African economy and society.</li> </ul>						
2-3	Entrepreneurship	<b>Costing</b> <ul style="list-style-type: none"> <li>What makes up the cost of a product?</li> <li>Use the cost of the ingredients/materials and calculate the cost of a product/item.</li> <li>Conversions of ingredients when applicable: volume to mass and vice versa.</li> <li>Develop and cost a shopping list.</li> </ul>						
4	Fibres and fabrics	The origin, properties and use of <b>natural fibres</b> for clothing and soft furnishing <ul style="list-style-type: none"> <li>Cotton and linen (vegetable/cellulose).</li> <li>Wool and silk (animal/protein).</li> </ul>						
5	Fibres and fabrics	<ul style="list-style-type: none"> <li>The origin, properties and use of <b>regenerated cellulose fibres</b> (viscose rayon, lyocell, acetate and bamboo) for clothing and soft furnishing.</li> <li>The origin, properties and use of <b>synthetic polymer fibres</b> (polyester, nylon, acrylic and polypropylene) for clothing and soft furniture.</li> <li>Identify and handle different fabrics.</li> </ul>						
6	Fibres and fabrics	<ul style="list-style-type: none"> <li>The properties and use of textile <b>blends</b> (polyester cotton, cotton/nylon, wool blends) for clothing and soft furniture.</li> <li>The properties and uses of <b>leather and leather substitutes</b> for clothing and furniture.</li> <li>Identify and handle different fabrics.</li> </ul>						
7	Fibres and fabrics	<ul style="list-style-type: none"> <li>The choice of textiles for clothing and soft furnishing items according to fashion, suitability, fibre properties, price and environmental concerns.</li> <li>Application of fibre and fabric knowledge in advising consumers on the purchase of clothing and/or furnishing items.</li> </ul>						
8	Clothing	<b>The young adult's choice of suitable clothing</b> <ul style="list-style-type: none"> <li>Reasons for wearing clothes, e.g. aesthetics, fashion, status, protection, etc.</li> <li>Wearing clothes for different purposes, e.g. school, sport, leisure, events, etc.</li> <li>The impact of socio-economic conditions, culture and peer preferences on clothing choices made by young adults.</li> </ul>						
9	Clothing	<ul style="list-style-type: none"> <li>The choice of clothing items according to personality and lifestyle.</li> <li>Care and maintenance of clothing to retain appearance and physical comfort.</li> <li>Information on clothing labels, including care labels.</li> </ul>						
10	Clothing	<b>Adaptive clothing for people with disabilities:</b> <ul style="list-style-type: none"> <li>Designs, fabrics and fasteners, etc. to dress independently.</li> <li>Clothing choices: physical comfort, safety, appearance, convenience and care.</li> </ul>						

**Grade 10 term 4**

**Four hours per week including:**

- informal assessment such as written work, marking of homework, class tests, case studies
- review and reinforcement activities

Week	Topic	Minimum content to be covered
1	Housing and interior	<p><b>Factors influencing housing decisions</b></p> <ul style="list-style-type: none"> <li>• Housing needs (refer to Maslow’s hierarchy of needs) within the socio-economic and cultural context of different South Africans.</li> <li>• Type of housing: full title and sectional title free standing houses, townhouses in security complexes and in access controlled complexes, condominiums and flats, shacks.</li> </ul>
2	Housing and interior	<ul style="list-style-type: none"> <li>• Location: community and neighbourhood, site (orientation to wind, sun, scenery, effective use of natural light and heat, etc.).</li> <li>• Safety.</li> <li>• Functionality (lay-out of rooms, space and storage).</li> <li>• Suitability for the stage of the family cycle (young adult, young married couple, developing family, contracting family, empty nest).</li> </ul>
3	Housing and interior	<p><b>Design features of housing and interiors</b></p> <ul style="list-style-type: none"> <li>• <b>Ergonomics in design</b> <ul style="list-style-type: none"> <li>- What is ergonomics?</li> <li>- Basics of ergonomics (human dimensions, body dynamics – posture, motion, activities).</li> <li>- Application of ergonomics in interior environments (furniture, workplace design).</li> </ul> </li> </ul>
4	Housing and interior	<ul style="list-style-type: none"> <li>• <b>Universal design</b> <ul style="list-style-type: none"> <li>- What is universal design?</li> <li>- Principles of universal design.</li> <li>- Universal design characteristics and advantages.</li> <li>- Application of universal design in housing, interior, furniture, appliances and equipment.</li> </ul> </li> </ul>
5	Housing and interior	<p><b>Enabling housing environments for the disabled</b></p> <p>Design considerations:</p> <ul style="list-style-type: none"> <li>• Accessibility: entrances, ramps, doors, rails, lift.</li> <li>• Rooms: kitchen, sleeping facilities, social spaces, bathrooms.</li> <li>• Lighting/electrical outlets.</li> <li>• Storage features.</li> <li>• Interior fabrics and furniture.</li> </ul>
6	Entrepreneurship. ( <i>Link to practical option.</i> )	<p><b>Choice of items for small-scale production</b></p> <p>Factors to consider:</p> <ul style="list-style-type: none"> <li>• The culture, socio-economic conditions and preferences of the target group.</li> <li>• The human, material and environmental resources available to the entrepreneur.</li> </ul>
7	Entrepreneurship. ( <i>Link to practical option.</i> )	<p><b>Planning for small-scale production</b></p> <ul style="list-style-type: none"> <li>• Use the principles of work simplification to adapt household processes and workflow to produce a product for small-scale production from home (production on a larger scale than for household use).</li> <li>• The main working areas: planning, production, controlling/evaluating, packing.</li> <li>• Correct sizes and heights of work surfaces, storage of equipment and other resources.</li> </ul>
8-10		<b>End-of-year-examinations</b>

Term 4: Promotion mark for Grade 10		
SBA 25%	PAT 25%	EXAMINATION 50%
Term 1 100	Practical examination 1 100	Written examination paper 200
Term 2 100	Practical examination 2 100	
Term 3 100		
Convert to 100	Convert to 100	Convert to 200
<b>400 convert to 100</b>		



Grade 11 Term 1		Formal assessment term 1:
<b>2½ hours per week including:</b> <ul style="list-style-type: none"> <li>informal assessment such as written work, marking homework, class tests, case studies</li> <li>formal assessment: project, test</li> </ul>		Test 50% Project 25% Practical tasks 25%
Week	Topic	Minimum content to be covered
1	The consumer	<b>Income and expenditure of South African families</b> <ul style="list-style-type: none"> <li>Sources of income of South African households.</li> <li>Expenditure patterns of South African households. Use <a href="http://www.statssa.gov.za">www.statssa.gov.za</a></li> <li>Factors influencing expenditure patterns of South African households.</li> </ul>
2	The consumer	<b>The household budget</b> <ul style="list-style-type: none"> <li>The household budget as an instrument for managing financial resources.</li> <li>Principles of budgeting (assess needs and objectives, control and record spending, prepare for unexpected incidents).</li> </ul>
3	The consumer	<b>The household budget</b> <ul style="list-style-type: none"> <li>Develop a household budget according to the following steps:                             <ul style="list-style-type: none"> <li>List income</li> <li>Estimate expense: fixed payments, variable/day-to-day expenses, emergency, non-essentials/luxuries).</li> <li>Compare income and expenditure.</li> <li>Evaluate the budget</li> </ul> </li> <li>Suggest possible corrective steps if income and expenditure do not balance.</li> </ul>
4	Design elements and principles	<b>Colour theory</b> <ul style="list-style-type: none"> <li>Colour terminology, properties, classification and characteristics.</li> <li>The colour wheel.</li> <li>Colour combinations.</li> </ul>
5	Design elements and principles	<b>Design elements and principles</b> <ul style="list-style-type: none"> <li>Design elements: line, shape, form, space, colour and texture.</li> <li>Design principles: proportion, balance, rhythm, harmony, emphasis.</li> </ul>
6	Design elements and principles	<b>Application of design elements and principles</b> <ul style="list-style-type: none"> <li>The elements and principles of design to achieve desired effects when choosing <b>clothes</b>, taking into consideration body shapes, sizes and style.</li> <li>Application of knowledge in advising consumers about the purchase of clothing items.</li> </ul>
7	Design elements and principles	<ul style="list-style-type: none"> <li>The elements and principles of design to achieve desired effects in <b>interior</b> design for living and work spaces, to meet aesthetic needs. Include the choice of furnishings.</li> <li>Application of knowledge in advising consumers about interior design problem areas.</li> </ul>
8	Fibres and fabrics	Appearance, properties and uses of <b>fabric construction techniques</b> for clothing and furnishings: <ul style="list-style-type: none"> <li>Weaving: plain, satin, sateen, twill, dobby, jacquard and pile (cut &amp; loop) weave.</li> <li>Knitting: warp and weft knitted fabrics.</li> <li>Non-woven (bonded) fabrics.</li> </ul>

Week	Topic	Minimum content to be covered
9	Fibres and fabrics	<p><b>Fabric properties</b> to meet aesthetic and functional needs for specific end uses</p> <ul style="list-style-type: none"> <li>• Visual and tactile: draping quality, colourfastness.</li> <li>• Durability: strength, abrasion resistance, pilling, sunlight resistance.</li> <li>• Comfort: elasticity, dimensional stability, absorbency, heat conductivity, heat retention.</li> <li>• Maintenance: shrink resistance, reaction to water and cleaning chemicals and procedures, reaction to heat (water and ironing temperature), stain resistance/stain release, crease and wrinkle resistance.</li> </ul>
10	Fibres and fabrics	<p><b>Fabric finishes</b> meeting aesthetic and functional needs for specific end uses.</p> <ul style="list-style-type: none"> <li>• Finishes that alter fabric appearance: calendering, embossing, sanforizing, mercerising.</li> <li>• Finishes that alter fabric handle, drape and texture: starching, raising, napping, sueding, brushing.</li> <li>• Finishes that alter the performance of fabrics: flame retardant, static control, stain and soil release, anti-bacterial, waterproof and water repellent, crease resistant, drip dry.</li> </ul>
<p><u>Project:</u> Choose one of the following</p> <ul style="list-style-type: none"> <li>• Application of design elements and principles in clothing OR interior.</li> <li>• The household budget.</li> <li>• Fibres and fabrics e.g. develop a scrapbook/album. Use fabric samples to identify construction techniques, properties and finishes.</li> </ul>		



Grade 11 Term 2		Formal assessment for term 2						
<b>2½ hours per week including</b> <ul style="list-style-type: none"> <li>informal assessment such as written work, marking homework, class tests, case studies</li> <li>formal assessment: test</li> </ul>		<table> <tr> <td>Test</td> <td>25%</td> </tr> <tr> <td>Mid-year examination</td> <td>50%</td> </tr> <tr> <td>Practical tasks</td> <td>25%</td> </tr> </table>	Test	25%	Mid-year examination	50%	Practical tasks	25%
Test	25%							
Mid-year examination	50%							
Practical tasks	25%							
Week	Topic	Minimum content to be covered						
1	Food and nutrition	<b>Nutrition</b> Functions and sources of protein, carbohydrates, lipids and water. Basic information about deficiency and excess, where relevant.						
2	Food and nutrition	Functions and sources of minerals. Basic information about deficiency and excess, where relevant. <ul style="list-style-type: none"> <li>Macro-minerals: calcium, phosphorus, magnesium, sodium, potassium.</li> <li>Micro-minerals: iodine, iron, fluoride, zinc and manganese.</li> </ul>						
3	Food and nutrition	Functions and sources of vitamins. Basic information about deficiency and excess, where relevant. <ul style="list-style-type: none"> <li>Water soluble: vitamin C and vitamin B complex: B1 (thiamine), B2 (riboflavin), niacin, folic acid, B12 (cobalamin). Other vitamins in the B complex should be mentioned only, such as pyridoxine (B6), Pantothenic acid and biotin.</li> <li>Fat soluble: A, D, E and K.</li> </ul>						
4	Food and nutrition	<b>Nutritional needs</b> of different consumer groups: pregnant and lactating mothers, babies, toddlers, young children, young adults, the elderly, ill and convalescing individuals.						
5	Food and nutrition	Individual <b>energy needs</b> : basal metabolic rate (BMR) and energy for daily activities.						
6	Food and nutrition	<ul style="list-style-type: none"> <li>Interpretation of nutritional information contained in tables such as                             <ul style="list-style-type: none"> <li>Recommended dietary allowance (RDA)</li> <li>Dietary Reference Intake (DRIs); and</li> <li>MRC food composition tables (MRC = Medical Research Council of South Africa).</li> </ul> </li> <li>Food fortification by adding micronutrients to foodstuffs to ensure that minimum dietary requirements of consumers are met.</li> </ul>						
7	Food and nutrition	<b>Food contamination</b> <ul style="list-style-type: none"> <li>Causes, prevention and control measures.</li> <li>Microbiological contamination including high-risk foods and cross contamination, physical contamination, chemical contamination.</li> <li>General symptoms of food poisoning – how to treat food poisoning.</li> </ul>						
8-10		<b>Mid-year examinations</b>						



Grade 11 Term 3		Formal assessment for term 3:
<b>2½ hours per week including</b> <ul style="list-style-type: none"> <li>informal assessment: written work, marking homework, class tests, case studies</li> <li>formal assessment: test</li> </ul>		Open book test/test 25% Test on theory of practical tasks 50% Practical tasks 25%
Week	Topic	Minimum content to be covered
1	Housing and interior	<b>Space planning</b> <ul style="list-style-type: none"> <li>Interpretation of house plans: different symbols.</li> <li>Types of floor plans: open and closed.</li> <li>Factors to consider when evaluating existing house plans</li> </ul> Needs, zoning, traffic patterns, economy, storage, orientation, flexibility
2	Housing and interior	<ul style="list-style-type: none"> <li>Space planning in work, rest and social areas in the home to ensure functionality, safety and accessibility.</li> <li>Furniture arrangement plans, storage plans, lighting plans, considering functionality and aesthetics.</li> </ul>
3-4	Housing and interior	<b>The choice of furniture</b> Uses and properties of different materials for manufacturing furniture. Influence of construction methods on durability. <ul style="list-style-type: none"> <li>Wood, metal, glass, plastic, bamboo, cane and upholstered furniture.</li> </ul>
5	Housing and interior	<b>Evaluation criteria when purchasing furniture</b> <ul style="list-style-type: none"> <li>Suitability for need/function.</li> <li>Economy.</li> <li>Strength and durability.</li> <li>Aesthetics.</li> <li>Human factors (ergonomics and universal design).</li> <li>Environmental responsibility.</li> <li>Consumer responsibilities before and after making a purchase.</li> </ul>
6	The consumer	<b>Banking and payment methods</b> <ul style="list-style-type: none"> <li>Types of bank accounts such as savings, current, fixed deposit and call account.</li> <li>Hints to keep bank charges down.</li> <li>Methods of purchasing goods and services.               <ul style="list-style-type: none"> <li>Cash transactions: advantages and disadvantages.                   <ul style="list-style-type: none"> <li>notes and coins</li> <li>cheques, debit cards, postal orders</li> <li>cash on delivery (COD) and cash with order (CWO)</li> </ul> </li> </ul> </li> </ul>
7	The consumer	<ul style="list-style-type: none"> <li>Credit transactions: advantages and disadvantages.               <ul style="list-style-type: none"> <li>hire purchase/instalment sales agreement</li> <li>lay-buy</li> <li>credit account (monthly charge account; store cards)</li> <li>credit cards</li> </ul> </li> <li>Comparison of credit and cash transactions.</li> </ul>

Week	Topic	Minimum content to be covered
8	The consumer	<p><b>Technology used for payment: advantages and disadvantages</b></p> <ul style="list-style-type: none"> <li>• Internet payments.</li> <li>• ATM payments.</li> <li>• Credit cards.</li> <li>• Debit cards.</li> <li>• Cell phone payments.</li> </ul>
9	The consumer	<p><b>Consumer protection policies and practices</b></p> <p>The National Credit Act (NCA) of 2007. (basic knowledge of the aims of the act and the influence it has on consumers)</p> <ul style="list-style-type: none"> <li>• The National Credit Regulator (NCR).</li> <li>• Registration of credit providers with the NCR.</li> <li>• Consumer rights relating to credit transactions.</li> <li>• Interest rates and other charge fees.</li> <li>• Reckless lending.</li> <li>• Debt counselling.</li> <li>• The Consumer Tribunal (a consumer credit court).</li> <li>• Micro-lending.</li> <li>• Pyramid schemes.</li> </ul>
10	The consumer	<p><b>The Credit Bureau</b></p> <ul style="list-style-type: none"> <li>• Legislation on the Credit Bureau.</li> <li>• Credit information of consumers recorded by the Bureau.</li> <li>• Consumer rights.</li> <li>• Removing negative information from the Bureau - what to do if you are incorrectly listed.</li> <li>• The Consumer Protection Act of 2009.</li> <li>• South African Bureau of Standards.</li> </ul>

## Grade 11 Term 4

## Four hours per week including

- informal assessment such as written work, marking of homework, class tests, case studies
- review and reinforcement activities

Week	Topic	Minimum content to be covered
1	The consumer	<p><b>Consumer organisations</b></p> <p>What is a consumer organisation? What are their functions?</p> <ul style="list-style-type: none"> <li>• Non-governmental organisations: South African National Consumer Union (SANCU).</li> <li>• Government consumer organisations: National Government Consumer Affairs Office and Provincial Consumer Affairs Offices.</li> <li>• Other consumer organisations: The National Consumer Forum (NCF).</li> </ul>
2	The consumer	<p><b>Channels for consumer complaints</b></p> <ul style="list-style-type: none"> <li>• What to do when the following problems arise: unsuitable product, unsatisfactory service.</li> <li>• Procedure for lodging complaints.</li> <li>• Where to complain: <b>awareness</b> of Provincial Consumer Affairs Offices, the National Office for Consumer Protection (OCP), the Ombudsman for various types of consumer products, consumer organisations, consumer forums in the media, professional bodies such as the Health Professions Council of South Africa, Law Society of South Africa etc.</li> </ul>
3	Entrepreneurship	<p><b>The choice, production and marketing of homemade products/items</b></p> <ul style="list-style-type: none"> <li>• How to identify a potentially profitable business opportunity.</li> <li>• How to formulate the idea and specification of the product.</li> <li>• Factors to consider in the entrepreneur's choice of a suitable product for small-scale production.</li> </ul>
4	Entrepreneurship	<p><b>Concept testing and needs identification</b></p> <ul style="list-style-type: none"> <li>• The use of questionnaires, surveys, personal interviews and observation to analyse the needs of different target groups and to identify a target group and market segment for a concept.</li> </ul>
5	Entrepreneurship	<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>• The marketing process (situation analysis, marketing strategy, marketing mix decisions, implementation and control).</li> <li>• Core principles of marketing (produce what customers want; analyse competitive advantage; target specific markets; create profitable sales volume; grow networks and build relationships; satisfy customer needs).</li> <li>• The product life cycle (introduction; growth; maturity; decline).</li> </ul>
6	Entrepreneurship	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Production costs: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products.</li> <li>• Factors influencing production costs.</li> <li>• Determine selling price by adding a suitable percentage to cover production costs and make a profit – this percentage may differ according to the context in which the entrepreneur finds himself/herself.</li> </ul>
7	Entrepreneurship	Calculations to determine a selling price by adding a suitable percentage to cover production costs and make a profit.
8-10		<b>End-of-year examinations</b>

Term 4: Promotion mark for Grade 11					
SBA 25%		PAT 25%		EXAMINATION 50%	
Term 1	100	Practical examination 1	100	Written examination paper	200
Term 2	100	Practical examination 2	100		
Term 3	100				
Convert to 100		Convert to 100		Convert to 200	
<b>400 convert to 100</b>					



Grade 12 Term 1		Formal assessment term 1
<b>2½ hours per week including:</b> <ul style="list-style-type: none"> <li>informal assessment such as written work, marking homework, class tests, case studies</li> <li>formal assessment: project, test</li> </ul>		Test 50% Project 25% Practical tasks 25%
Week	Topic	Minimum content to be covered
1	Entrepreneurship	<b>Moving from an idea to producing and marketing a product</b> (link with grade 11) <ul style="list-style-type: none"> <li>Identifying a potentially profitable business opportunity.</li> <li>The formulation of the idea and specification of the product.</li> </ul>
2	Entrepreneurship	Factors to consider in the entrepreneur's <b>choice of a suitable product</b> for small-scale production: the availability of human skills, financial resources, available workspace, available raw materials (locally available) and consumer appeal.
3	Entrepreneurship	Factors influencing the <b>efficient production</b> of quality products. <ul style="list-style-type: none"> <li>Planning, adhering to specifications, quality control, a tidy workplace, hygiene of workers, careful control of finances, stock control.</li> </ul> <b>Requirements for quality products:</b> <ul style="list-style-type: none"> <li>Appropriate for target group, presentation of the product, quality of raw materials used, quality and design of packaging, quality of storing, safety, labelling.</li> <li>Efficient use of time, efficient storage procedures, customer relations, maintenance of equipment and training of staff.</li> <li>Sustainable production and consumption: responsibilities of consumers and producers.</li> <li>Storage and delivery strategies.</li> </ul>
4	Entrepreneurship	<b>Developing a marketing plan according to the 5P marketing strategy</b> <ul style="list-style-type: none"> <li><b>Product:</b> trade mark/name, image, labels and packaging.</li> <li><b>Promotion/advertising.</b></li> <li><b>Price and pricing strategy.</b></li> <li><b>Place:</b> Where will the product be produced? Where will the point of sale be?</li> <li><b>People:</b> target group and people doing the marketing.</li> </ul>
5	Entrepreneurship	<ul style="list-style-type: none"> <li>Doing a financial feasibility study to determine the <b>sustainable profitability</b> of the enterprise.</li> <li>Determining production costs, selling price and profit and start-up needs.</li> </ul>
6	Entrepreneurship	<ul style="list-style-type: none"> <li>Creating a "best sale scenario" and a "worst sale scenario".</li> <li>Creating a cash-flow projection (optional).</li> </ul>
7	Clothing	<b>Fashion and appearance in the world of work</b> <ul style="list-style-type: none"> <li>The concept fashion.</li> <li>Influences that determine contemporary fashion.</li> <li>Fashion cycles: fads, classic and standard trends.</li> <li>Fashion revivals: retrospective fashions.</li> <li>Why fashion changes.</li> <li>Contemporary fashion trends for young adults.</li> </ul>
8-9	Clothing	<ul style="list-style-type: none"> <li>The role of appearance in the world of work.</li> <li>Guidelines when choosing and purchasing clothes and accessories.</li> <li>Planning a basic wardrobe for the world of work for different seasons and different occasions at work (male and female): factors to consider, including application of colour, design elements and principles.</li> </ul>

Week	Topic	Minimum content to be covered
10	Clothing	<p><b>Consumer issues regarding clothing and textiles</b> impacting on the natural and economic environment</p> <ul style="list-style-type: none"> <li>• Eco-fashion and the sustainable use of textiles and clothing.</li> <li>• The influence of the piracy of legally protected brand names (trademarks).</li> </ul>
<p><u>Project: entrepreneurship</u></p> <p><b>Implementation plan</b> for the production and marketing of a homemade product (product depends on practical option).</p> <ul style="list-style-type: none"> <li>• For food production, the teacher should give a list of at least six food products from which learners can choose, taking into account the budget and resources of the school. Learners need to make the chosen products in the practical examination 1 in term 2.</li> <li>• Other practical options: learner could select any item from items and patterns the teacher selects for practical examinations.</li> </ul>		



Grade 12 Term 2		Formal assessment term 2
<b>2½ hours per week including:</b> <ul style="list-style-type: none"> <li>informal assessment such as written work, marking homework, class tests, case studies</li> <li>formal assessment: test</li> </ul>		Test 25% Mid-year examination 50% Practical tasks 25%
Week	Topic	Minimum content to be covered
1	Food and nutrition	<b>Nutritional and food-related health conditions</b> Short description, causes, prevention and management. Focus on nutrition and eating habits to prevent or manage an existing condition. Include glycaemic index of food <ul style="list-style-type: none"> <li>Low/high blood glucose levels.</li> <li>Diabetes</li> <li>Coronary heart disease, including high blood cholesterol, leading to atherosclerosis</li> </ul>
2	Food and nutrition	<ul style="list-style-type: none"> <li>Osteoporosis, anaemia high blood pressure.</li> <li>Food allergies.</li> <li>Dairy and gluten intolerance.</li> </ul>
3	Food and nutrition	<ul style="list-style-type: none"> <li>Eating disorders: anorexia, bulimia, obesity.</li> <li>HIV/AIDS (improving the immune system through correct nutrition).</li> </ul>
4	Food and nutrition	<b>Food-borne diseases</b> <ul style="list-style-type: none"> <li>Transmission possibilities in the food environment</li> <li>Symptoms, incubation period and treatment of               <ul style="list-style-type: none"> <li>hepatitis A (infective jaundice)</li> <li>tuberculosis</li> <li>E-coli infection</li> <li>dysentery</li> <li>gastro-enteritis</li> </ul> </li> </ul>
5	Food and nutrition	<b>Food additives:</b> commercial and domestic use <ul style="list-style-type: none"> <li>What are food additives? Reasons for use, effect on food, safety and influence on health, possible allergic reactions.</li> <li>Definition and explanation of the following food additives:               <ul style="list-style-type: none"> <li>nutrients, emulsifiers, stabilisers, bleach and colourants, chemical preservatives, anti-oxidants, additives to improve taste</li> </ul> </li> <li>Consumer issues regarding food additives, for example: do food additives enhance the nutritional value of foodstuffs such as energy drinks, chewing gum and potato chips?</li> <li>Should these foodstuffs be available in school tuck shops?</li> </ul>
6	Food and nutrition	<b>Food labelling</b> <ul style="list-style-type: none"> <li>As a source of nutritional and other information for product selection.</li> <li>Basic information that must appear on food labels</li> <li>Interpretation of food labels.</li> <li>Misleading nutrient content claims appearing on food labels.</li> </ul>

Week	Topic	Minimum content to be covered
7	Food and nutrition	<p><b>Food-related consumer issues</b> impacting on the natural and economic environment, including public health</p> <ul style="list-style-type: none"> <li>• Genetically modified food.</li> <li>• Organically grown food.</li> <li>• Irradiated food.</li> <li>• Local food production and food security in South Africa. <ul style="list-style-type: none"> <li>- Self sufficiency, exports, imports</li> <li>- Problems associated with local food supplies and possible remedies</li> </ul> </li> </ul>
8-10		<b>Mid-year examinations</b>





Grade 12 Term 3		Formal assessment term 3:
<b>2½ hours per week including</b> <ul style="list-style-type: none"> <li>informal assessment such as written work, marking homework, class tests, case studies</li> <li>formal assessment: test</li> </ul>		Trial examination 75% Test/open book test 25%
Week	Topic	Minimum content to be covered
1	Housing and interior	<b>Different housing acquisition options</b> <ul style="list-style-type: none"> <li>Renting, building, buying (full title, sectional title).</li> <li>Advantages and disadvantages of the different options.</li> <li>Financial responsibilities for the three housing options.</li> <li>Contractual responsibilities for the three housing options.</li> </ul>
2	Housing and interior	<b>Financing related to buying a house</b> <ul style="list-style-type: none"> <li>Deposits, bonds, insurance, monthly repayments of bonds, transfer and other hidden costs, banks' requirements for granting bonds.</li> <li>Government subsidised housing, employer support.</li> </ul>
3-4	Housing and interior	<b>Buying household appliances:</b> washing machine, tumble dryer, dishwasher, fridge, freezer, stove, microwave-oven and vacuum cleaner. <ul style="list-style-type: none"> <li>Factors to consider when shopping for household appliances: needs of the family, budget, easy to operate</li> <li>Choice of household appliances with regard to               <ul style="list-style-type: none"> <li>universal design and other features, functionality of different types, energy (human and non-human) and water consumption; and</li> <li>the possible environmental impact.</li> </ul> </li> </ul>
5	Housing and interior	<ul style="list-style-type: none"> <li>Financial and contractual responsibilities in buying furniture and household appliances.</li> <li>Rights and responsibilities of consumers and sellers.</li> </ul>
6	The consumer	<b>Financial and contractual aspects consumers should take note of</b> <ul style="list-style-type: none"> <li>A contract.</li> <li>Types of contracts relevant to consumers.</li> <li>A cooling-off period.</li> <li>Exemption clauses (legal/illegal).</li> <li>Unfair business practice.</li> <li>A warranty and a guarantee.</li> <li>Grey goods/parallel imports.</li> <li>Scams: types of scams consumers should be aware of.</li> <li>Stokvels (legal/illegal).</li> <li>Pyramid schemes (legal/illegal).</li> </ul>
7	The consumer	<b>Taxes, interest rates and inflation</b> <ul style="list-style-type: none"> <li>Types of taxes paid by South Africans, such as income tax, VAT, property taxes, taxes on goods and services (such as petrol, liquor, cigarettes, motor licences).</li> <li>Interest rates: applicable to different types of credit.</li> <li>Simple and compound interest (what is the difference, no calculations).</li> <li>Inflation: definition, inflation rate, the CPI in South Africa.</li> <li>Include any legal changes/new developments that might occur.</li> </ul>
8-10		<b>Trial examination</b> Final practical examination (PAT)

**Grade 12 Term 4****Four hours per week including**

- informal assessment such as written work, marking of homework, class tests, case studies
- review and reinforcement activities

<b>Week</b>	<b>Topic</b>	<b>Minimum content to be covered</b>
<b>1</b>	The consumer	<b>Sustainable consumption of electricity</b> <ul style="list-style-type: none"> <li>• Comparison of the main sources of electricity supply such as fossil fuels and regenerative forms such as water, wind and solar.</li> <li>• Responsible use of electricity related to housing and household equipment and appliances.</li> <li>• The use of gas in households as a source of energy: advantages, disadvantages and cost.</li> </ul>
<b>2</b>	The consumer	<b>Sustainable consumption of water</b> <ul style="list-style-type: none"> <li>• Water (explain the issue in general, but then focus on households): pollution of water, shortage of water, shortage of fresh, clean water.</li> <li>• Responsible use of water related to housing and household equipment and appliances.</li> </ul>
<b>3</b>	The consumer	<b>Municipal services</b> <ul style="list-style-type: none"> <li>• The responsibilities of municipalities regarding services and service delivery.</li> <li>• Responsibilities of communities regarding the use of municipal services.</li> </ul>
<b>4 - 7</b>	Review	Review and reinforcement activities in class. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.
<b>8 - 10</b>		<b>End-of-year examinations</b>



### 3.4 Teaching plans for practical tasks and the theory for practical tasks

#### 1. Food production

- A double period of at least 80-90 minutes, linked to a break, is necessary for practical work.
- The theory for the practical tasks is assessed in the test in term 3, and not in the examinations.
- The practical tasks will count 25% of the term marks.
- The recipes indicated are **examples** only. Teachers can replace them with similar or more advanced recipes, taking into account contemporary culinary trends and the context of the school.
- In schools with financial constraints, recipes should cater for two portions only.
- No other teachers or learners are allowed in the training kitchen during practical lessons or examinations.
- Practical work to be done by learners is indicated in italic font in the teaching plans.
- Twelve practical lessons are indicated for Grades 10 and 11, and six for grade 12.



GRADE 10 FOOD PRODUCTION			
Week 1½ hours	Term 1	Term 2	Term 3
1	Introduce learners to practical tasks for the term	Introduce learners to practical tasks for the term	Introduce learners to practical tasks for the term
2	Identification, use and cleaning of <ul style="list-style-type: none"> <li>• small equipment and utensils</li> <li>• stove, fridge and freezer</li> <li>• measuring equipment and skills (volume, mass)</li> </ul>	<i>Practical lesson 5: Meal and menu planning (selection of dishes) for one day for a young family.</i> Examination conditions.	<i>Practical lesson 9: Costing of a given recipe.</i> Examination conditions.
3	<b>Recipes</b> <ul style="list-style-type: none"> <li>• Reading a recipe and follow recipe instructions.</li> <li>• Writing a recipe (standard and/or action format).</li> <li>• Compiling a list of ingredients.</li> </ul>	<i>Practical lesson 6: Cup cakes with butter icing</i>	<b>Vegetables and salads</b> <ul style="list-style-type: none"> <li>• Methods to cook vegetables.</li> <li>• Rules for cooking vegetables.</li> <li>• Rules for making salads.</li> <li>• Characteristics of successful vegetable dishes and salads.</li> <li>• Ensuring a successful product.</li> </ul>
4	<i>Practical lesson 1: Test</i> <ul style="list-style-type: none"> <li>• Identification of equipment</li> <li>• Measuring of dry and liquid ingredients, volume and mass (metric measurements only)</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques to cook successful pasta and rice.</li> <li>• Ensuring a successful product.</li> <li>• White sauce - ingredients, proportions and method (roux).</li> </ul>	<i>Practical lesson 10: Vegetable dishes</i> <i>Preparation methods: peeling, cutting, dicing, and slicing.</i> <i>Pumpkin fritters, cauliflower au gratin</i>
5	<b>Flour mixtures:</b> <ul style="list-style-type: none"> <li>• Batters and dough.</li> <li>• Characteristics of successful scones, muffins, pancakes, crumpets.</li> <li>• Ensuring a successful product.</li> <li>• The saleability of products: appearance, taste, price, presentation.</li> </ul>	<i>Practical lesson 7: Macaroni and cheese with white sauce</i>	<i>Practical lesson 11: Salads and salad dressings:</i> <i>Coleslaw, potato salad, green salad (types of lettuce).</i>
6	<i>Practical lesson 2: Scones and variations</i>	<b>Eggs:</b> Cooking methods: boiling, poaching and frying (sunny side up), scrambling, omelettes. Effect of heat.	<i>Practical lesson 12: Rice dishes, including hard-boiled eggs, such as curried eggs on rice.</i>
7	<i>Practical lesson 3: Different types of muffins</i>	<i>Practical lesson 8: Boiled eggs, omelettes</i>	<i>Practical optional lesson: Pasta dishes with mince or other ingredients, such as spaghetti bolognese, pasta Alfredo.</i>
8	<i>Practical lesson 4: Pancakes and crumpets</i>	<b>Mid-year examination.</b> <b>PAT 1: Practical examination</b>	<b>PAT 2: Practical examination</b> As previous examination, but choose four other recipes.
9	Reasons for cooking food <b>Moist heat cooking methods:</b> <ul style="list-style-type: none"> <li>• Boiling, steaming and simmering.</li> </ul>	Choose any four recipes used during the weekly practical lessons. Give all four recipes to learners a week in advance. Learners draw one when entering the examination room. Individual work. For Grade 10 the skill code is not necessary.	
10	<b>Dry heat cooking methods:</b> <ul style="list-style-type: none"> <li>• Baking. Include setting the oven, preparing baking tins.</li> <li>• Frying: dry, shallow, deep</li> </ul>		

GRADE 11 FOOD PRODUCTION			
Week 1½ hours	Term 1	Term 2	Term 3
1	Introduce learners to practical tasks for the term	Introduce learners to practical tasks for the term	Introduce learners to practical tasks for the term
2	Identification, use and cleaning of advanced <b>equipment and utensils</b> : <ul style="list-style-type: none"> <li>• Electric beater, deep fryer, electric frying pan, blender/liquidizer, kitchen scales, timers, thermometers and thermostats, microwave oven.</li> </ul>	<b>Cakes</b> <ul style="list-style-type: none"> <li>• Cakes without shortening.</li> <li>• Cakes with shortening.</li> <li>• Preparing of baking tins</li> <li>• Rules for baking cakes.</li> <li>• Characteristics of successful cakes.</li> <li>• Ensuring a successful product.</li> <li>• Cake fillings.</li> <li>• Cake decorating with butter icing.</li> </ul>	<b>Sugar cookery</b> <ul style="list-style-type: none"> <li>• General principles and rules.</li> <li>• Crystalline and non-crystalline sweets.</li> <li>• Use of thermometers.</li> <li>• Cold water test.</li> <li>• Characteristics of successful homemade candy.</li> <li>• Ensuring a successful product.</li> <li>• Attractive packaging of homemade candy for selling.</li> </ul>
3	<b>Yeast products</b> <ul style="list-style-type: none"> <li>• General techniques, including shaping</li> <li>• Characteristics of successful yeast products</li> <li>• Ensuring a successful product</li> </ul>	<i>Practical lesson 5: Novelty cake (small)</i> <i>Bake and freeze</i>	<i>Practical lesson 9: Sugar cookery</i> <i>Crystalline sweets: fudge, coconut ice, fondant</i>
4	<i>Practical lesson 1: Yeast products, baked (bread, bread rolls) and deep fried (doughnuts, vetkoek). Use instant yeast.</i>	<i>Practical lesson 6</i> <i>Thaw frozen cakes. Any type of filling. Butter icing. Icing and decorating a novelty cake.</i>	<i>Practical lesson 10: Sugar cookery</i> <i>Non-crystalline sweets: marshmallows, peanut brittle</i>
5	<b>Choux pastry and easy short crust pastry dough</b> <ul style="list-style-type: none"> <li>• Different techniques.</li> <li>• Blind-baking of pastry dough.</li> <li>• Characteristics of successful choux paste and pastry products.</li> <li>• Ensuring a successful product.</li> </ul>	<b>Dairy and eggs</b> <ul style="list-style-type: none"> <li>• Preventing lump formation in dishes such as milk tart.</li> <li>• Characteristics of successful products.</li> <li>• Ensuring a successful product.</li> </ul>	<b>Chutney and jam</b> <ul style="list-style-type: none"> <li>• Rules for cooking and bottling of chutney and jam.</li> <li>• Reasons and methods to sterilize and seal bottles.</li> <li>• Attractive bottling of chutney and jam for selling.</li> </ul>
6	<i>Practical lesson 2: Choux pastry</i> <i>Éclairs, cream puffs and queen fritters.</i>	<i>Practical lesson 7: Homemade pastry dough (easy short crust.)</i> <i>Line a tart plate with pastry dough, cover and freeze.</i>	<i>Practical lesson 11: Jam and chutney.</i> <i>Tomato jam or any other jam.</i> <i>Apple and raisin chutney, banana chutney, or any other chutney.</i>
7	<b>Disposable paper and plastic products</b> available for packaging and storing of food.  Packaging, labelling, storing and transporting of homemade food products.	<i>Practical lesson 8: Thaw and blind-bake crust. Prepare milk tart filling and pour into baked crust.</i>	<b>Egg whites:</b> <ul style="list-style-type: none"> <li>• Beating of egg whites: rules for beating, stages and uses.</li> <li>• Characteristics of successful meringues.</li> <li>• Ensuring a successful product.</li> </ul>

Week 1½ hours	Term 1	Term 2	Term 3
8	<p><b>Biscuits</b> (baked in oven)</p> <ul style="list-style-type: none"> <li>• Types/variations suitable for selling.</li> <li>• Mixing methods: rubbing-in/ cutting, creaming, one-bowl.</li> <li>• Characteristics of successful biscuits.</li> <li>• Reasons for failure.</li> <li>• Attractive packaging of homemade biscuits for selling.</li> </ul>	<p><b>Mid-year examination.</b></p> <p><b>PAT 1: Practical examination</b></p> <p>Teacher sets three to four tests, using recipes similar to those used for the practical tasks. Give all tests to learners a week in advance. Learners draw one test when entering the examination room. Individual work. Skill-code/ weighting of 13 – 15 points. Timeframe: two hours</p>	<p><i>Practical lesson 12:</i></p> <p><i>Soft meringue: Lemon meringue tart (biscuit crust), queen of bread pudding, velvet pudding. Hard meringues.</i></p>
9	<p><i>Practical lesson 3:</i></p> <p><i>A variety of baked biscuits</i></p>		<p><b>Practical examination 1:</b></p> <p>As previous examination, but set three to four other tests, using other recipes.</p>
10	<p><i>Practical lesson 4: Swiss Roll</i></p>		







GRADE 12 FOOD PRODUCTION			
Week 1½ hours	Term 1	Term 2	Term 3
1	Introduce learners to practical tasks for the term	Introduce learners to practical tasks for the term	<p><b>Practical examination 2:</b> Instructions for this examination are externally set. Skill code weighting of 20. Techniques and commodities done in all three grades are included. Date negotiated with subject advisor for external moderation.</p>
2	<ul style="list-style-type: none"> <li>Factors to consider when <b>catering from home</b>.</li> <li>Menu planning for catering from home (not writing out of menu, only deciding on dishes).</li> <li>Requirements for successful menus for functions.</li> <li>Plan a menu for a buffet lunch, two courses.</li> </ul>	<p><b>Gelatine:</b></p> <ul style="list-style-type: none"> <li>General rules for preparing gelatine dishes.</li> <li>Ensuring a successful product.</li> </ul>	
3	<ul style="list-style-type: none"> <li>Costing of above menu and a selling price per person.</li> </ul>	<i>Practical lesson 4: Suitable gelatine dishes for a buffet meal: Moulded cucumber salad, moulded fruit jelly, moulded tuna mousse</i>	
4	<ul style="list-style-type: none"> <li>Catering for buffet lunches: Basic principles of buffet service and table setting for buffet lunches.</li> <li>Set up a buffet and indicate where the dishes in your menu should be placed, as also placement of crockery, cutlery, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Catering from home for special occasions such as birthday parties.</li> <li>Basic principles of buffet service.</li> <li>Table setting for a special occasion</li> <li>Plan a menu for a special occasion, e.g. birthday party (not writing out of menu, but deciding on the dishes).</li> <li>Storing, packaging and transporting meals to the function venue.</li> </ul>	
5	<i>Practical lesson 1: Fish dishes: Fish cakes and fish pie (tinned fish allowed) (two portions only).</i>	<i>Practical lesson 5: Dishes with mince: meat balls, cottage pie, bobotie, lasagne, spaghetti bolognaise (two portions only).</i>	
6	<i>Practical lesson 2: Chicken dishes: Chicken a la King, chicken pie (two portions only).</i>	<i>Practical lesson 6: Meat dishes such as stews. Pressure cooker (not compulsory) (two portions only).</i>	
7	<i>Practical lesson 3: Suitable advanced desserts for a buffet meal: small cheesecake (refrigerated, not baked).</i>		
8 - 10		<p><b>Mid-year examination.</b></p> <p><b>Practical examination 1:</b> Skill code weighting of 20. Each learner makes dishes as planned in the project in term 1</p>	

## 2. Clothing production

- A double period of at least 80 minutes, linked to a break, is necessary for practical work.
- The theory for the practical work is assessed in the test in term 3, and not in the examinations.
- The practical tasks will count 25 % of the term marks.
- Pictures serve as examples to select suitable patterns.
- It is compulsory to use commercial patterns.
- Always use an instruction sheet for sequence of techniques. Each learner should have his/her own instruction sheet.
- *Practical work to be done by learners is indicated in italic font.*





GRADE 10 CLOTHING					
<b>Term 1- 2`</b> <b>Blouse with set-in sleeves and shaped neckline facing</b> <b>Commercial pattern</b>				<b>Term 3</b> <b>Boxer shorts</b> <b>Elastic in waist</b> <b>Sewn on pockets</b>	
Week 1½ hours	Term 1	Term 2	Term 3		
1-2	Identification, use, cleaning and storage of <b>equipment</b> : measuring, marking, cutting, needles, pins, sewing threads and iron.	<i>Make neckline facing.</i>	<i>Cut out boxer shorts pattern. Place pattern on fabric and cut.</i>		
3	<ul style="list-style-type: none"> <li>• <b>The sewing machine:</b></li> <li>• Parts, handling and threading, tension, cleaning and storage.</li> </ul>	<i>Attach neckline facing.</i>	<i>Complete pocket/s and stitch onto garment.</i>		
4	<ul style="list-style-type: none"> <li>• Practise sewing without thread on paper</li> </ul>	<i>Sew side seams and seam finishes.</i>	<i>Stitch inner leg seams.</i>		
5	<ul style="list-style-type: none"> <li>• Sewing test for a “sewing licence”. Teacher should mark this test.</li> </ul>	<i>Make sleeve.</i>	<i>Complete flat seams on side.</i>		
6	<b>Commercial patterns</b> <ul style="list-style-type: none"> <li>• Information on pattern envelope and instruction sheet</li> <li>• How to follow the instruction sheet</li> </ul>	<i>Set in sleeve.</i> 	<i>Stitch casing at waist and insert elastic.</i>		
7	<b>Measurements</b> <ul style="list-style-type: none"> <li>• Taking body measurements.</li> <li>• Comparing with measurements of commercial pattern.</li> </ul>	<i>Sew sleeve hems and hem of blouse.</i>	<i>Stitch hems.</i>		
8	<i>Cut out blouse pattern and place on fabric.</i>	<b>Mid-year examinations</b> <b>Practical examination 1</b>	<b>Practical examination 2</b>		
9	<i>Cut blouse and transfer pattern marking.</i>				
10	<i>Sew shoulder seams and seam finishes.</i>				

**GRADE 11 CLOTHING**

**Term 1-2**

**Shorts or slacks or trousers or long pants. Waistband. Pockets. Zip. Commercial pattern. Use instruction sheet for sequence of techniques**



**Term 3**

**Clothing accessory: Hat OR bag. Commercial pattern. Use instruction sheet for sequence of techniques**



Week 1½ hours	Term 1	Term 2	Term 3
1-2	<p>Choice of <b>commercial pattern</b></p> <ul style="list-style-type: none"> <li>• Compare own body measurements with measurements of commercial pattern.</li> <li>• Adapt to suit figure type if necessary.</li> <li>• Following an instruction sheet.</li> </ul>	<i>Insert zip.</i>	<p><b>Requirements for quality products for small-scale production</b></p> <ul style="list-style-type: none"> <li>• Appropriate for target group.</li> <li>• Design and fabric suitable for purpose.</li> <li>• Fabric and pattern selection: quality, fashion.</li> <li>• Appearance of the product, including quality of the textile and textile finishes and decorations.</li> <li>• Correct measurements and fitting.</li> <li>• Quality of construction techniques and workmanship.</li> <li>• Easy maintenance and care.</li> <li>• Packaging for selling.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Effective <b>ironing</b> during the sewing process.</li> </ul> <p><i>Cut out pattern and place on fabric.</i></p>	<i>Insert zip.</i>	<p><i>Cut pattern.</i></p> <p><i>Place pattern on fabric and cut. Transfer pattern markings.</i></p>
4	<i>Cut pants and transfer pattern markings.</i>	<i>Make waistband.</i>	<i>Use pattern instructions for sequence of techniques, and commence with item.</i>
5	<i>Attach pocket parts to side parts.</i>	<i>Attach waistband.</i>	<i>Work on item.</i>
6	<i>Stitch side seams, including pockets.</i>	<i>Make machine buttonhole.</i>	<i>Work on item.</i>
7	<p>The <b>over-locker</b></p> <ul style="list-style-type: none"> <li>• parts, threading, tension, handling, maintenance</li> </ul>	<p><i>Sew button on.</i></p> <p><i>Complete hems.</i></p>	<i>Complete item.</i>
8	<i>Finish side seams.</i>	<p><b>Mid-year examinations.</b></p> <p><b>Practical examination 1.</b></p>	<p><b>Practical examination 2.</b></p>
9	<i>Stitch and finish inner leg seams.</i>		
10	<i>Complete all seams and seam finishes.</i>		

**GRADE 12 CLOTHING**



One garment, using advanced techniques. Shirt with collar and cuffs. Open front. Buttonholes and buttons. Commercial pattern.

Dolls' clothes are suitable for **PATs in all grades**. Buy one pattern with a variety of styles and select a garment for each grade. Photocopy instructions for the relevant garment for learners.



Week 1½ hours	Term 1	Term 2	Term 3
1-2	The commercial pattern (revision) <ul style="list-style-type: none"> <li>Information on envelope and instruction sheet.</li> <li>How to follow instruction sheet.</li> </ul> Cut out pattern pieces.	Make collar.	<b>Trial examinations. PAT 2: Practical examination. Keep for external moderation</b>
3	Place pattern pieces on fabric.	Attach collar to blouse/shirt.	
4	Cut and transfer pattern markings.	Do front opening and hem.	
5	Stitch shoulder seams.	Complete front opening and hem.	
6	Attach sleeve.	Make buttonholes.	
7	Stitch side seams, including sleeve. Seam finishes.	Sew on buttons.	
8	Make sleeve openings.	<b>Mid-year examinations PAT 1: Practical examination</b>	
9	Make cuffs.		
10	Attach cuffs to sleeves.		

### 3. Knitting and crocheting

- A double period of at least 80 minutes, linked to a break, is necessary for practical work.
- The theory is assessed in the test in term 3, and not in the examination papers.
- The practical tasks will count 25% of the term marks.
- Pictures serve as examples to select suitable patterns.
- It is compulsory to use knitting and crocheting patterns. Each learner should have a pattern.
- Learners should knit and crochet at home to complete items. Repeat items until the product is satisfactory.
- *Practical work to be done by learners is indicated in italic font in the table below.*

GRADE 10 KNITTING AND CROCHETING				
Term 1-2: Striped scarf and hat in rib stitch		Term 3: Crochet Granny squares and join to make any item		
				

Week 1½ hours	Term 1	Term 2	Term 3
1	Identification and use of <b>equipment for knitting:</b> Single-pointed needles, stitch & row counter, stitch holder, tapestry needles	<b>Criteria for quality products:</b> <ul style="list-style-type: none"> <li>• Suitability of yarn for product</li> <li>• Fashion and pattern selection</li> <li>• Quality of workmanship</li> <li>• Suitability for target market</li> </ul>	Identification and use of <b>crochet equipment:</b> Hooks: different types Yarns: wool, cotton, synthetic yarns and mixtures Caring for knitted and crocheted articles
2	Yarns: appearance and uses Wool, cotton, synthetic yarns and mixtures Chunky, 3ply, 4ply, double knitting, etc.	<b>Knitting patterns</b> <ul style="list-style-type: none"> <li>• Abbreviations and terminology</li> <li>• How to read a knitting pattern</li> <li>• Numbering of knitting needles</li> </ul>	<i>Form a ring. Crochet a circle and start a granny square. Crochet any number of granny squares.</i>
3	<i>Use double knitting wool (not chunky). Hold needles and yarn. Cast on 25 stitches. Start knitting garter stitch.</i>	<i>Cast on stitches and knit hat according to pattern.</i>	<i>Crochet granny squares.</i>
4	<i>Knit ± 25 rows. Correct tension. Introduce purl stitch. Knit ± 25 rows stocking stitch.</i>	<i>Follow pattern and knit hat</i>	<i>Crochet granny squares.</i>
5	<i>Introduce rib stitch. Knit ± 25 rows ribbing. Correct tension. Cast off.</i>	<i>Follow pattern and knit hat.</i>	<i>Crochet granny squares.</i>

Week 1½ hours	Term 1	Term 2	Term 3
6	Start a scarf, knitting rows of different colours in ribbing/variation of ribbing.	Follow pattern and knit hat.	Joining two pieces of crochet. Join granny squares to make any item.
7	Knit scarf.	Complete hat.	Join granny squares to make any article.
8	Knit scarf.	<b>Mid-year examinations</b> <b>Practical examination 1</b>	<b>Complete item</b>
9	Knit scarf.		<b>Practical examination 2</b>
10	Complete scarf.		

**More examples**



**Suitable items for PAT grade 10 or 11**

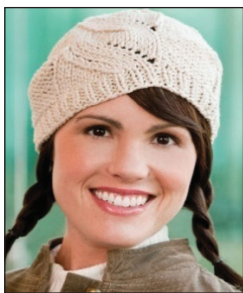


Dolls' clothes or other small articles can also be knitted and crocheted, and are suitable for practical examinations.

Learners should be able to read a pattern and follow the instructions to make a small article.

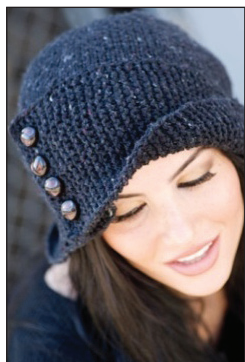


**GRADE 11 KNITTING AND CROCHETING**



Week 1½ hours	Term 1 <b>Cable pattern hat on 4 needles:</b>	Term 2 <b>Hat or mittens in a lacy pattern on 4 needles.</b>	Term 3 <b>Crocheted hat</b>
<b>1</b>	Cable needles, double pointed needles, round needles point protectors. Reading of advanced cable and lace patterns Terminology and abbreviations	<i>Follow pattern and cast on stitches for hat or mittens.</i>	<b>Crocheting stitches:</b> single crochet, half double crochet, double crochet, double treble, picots, spaces. Joining yarn, increasing and decreasing, ending off.
<b>2</b>	<i>Follow pattern for hat and cast on stitches on four needles.</i>	<i>Knit ribbing</i>	<b>Reading a crochet pattern</b> <i>Practise stitches not used yet</i>
<b>3</b>	<i>Knit ribbing.</i>	<i>Follow pattern and knit mittens or hat.</i>	<i>Follow pattern and crochet hat.</i>
<b>4</b>	<i>Follow pattern to knit cables.</i>	<i>Follow pattern and knit mittens or hat.</i>	<i>Follow pattern and crochet hat.</i>
<b>5</b>	<i>Continue with hat, following pattern.</i>	<i>Follow pattern and knit mittens or hat.</i>	<i>Follow pattern and crochet hat.</i>
<b>6</b>	<i>Continue with hat, following pattern.</i>	<i>Follow pattern and knit mittens or hat.</i>	<i>Follow pattern and crochet hat.</i>
<b>7</b>	<i>Continue with hat, following pattern.</i>	<i>Complete item</i>	<i>Complete item</i>
<b>8</b>	<i>Continue with hat, following pattern.</i>	<b>Mid-year examination.</b>	<b>Practical examination 2.</b>
<b>9 -10</b>	<i>Complete hat.</i>	<b>Practical examination 1.</b>	

**More examples**




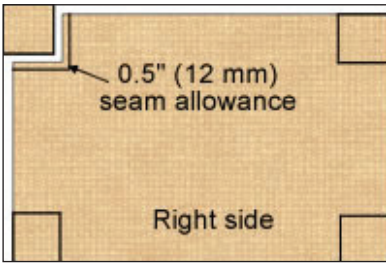

**GRADE 12 KNITTING AND CROCHETING**



Week	Term 1	Term 2	
1½ hours	Short-sleeved advanced crocheted garment	Knitted short-sleeved cardigan, shrug, vest or bolero. Use advanced knitting stitches	
1	<p><b>Read an advanced crochet pattern</b></p> <p><i>Practise stitches not yet used.</i></p> <p><i>Study pattern and choose suitable yarn.</i></p>	<p><b>Read an advanced knitting pattern</b> for a garment such as a short-sleeved cardigan, shrug, vest or bolero.</p>	
2	<p><i>Start with a shrug/wrap/bolero. Crochet the garment according to pattern instructions.</i></p>	<p><i>Study pattern. Choose suitable yarn.</i></p> <p><i>Knit garment according to pattern instructions.</i></p>	
3 - 7	<i>Crochet garment.</i>	<i>Knit garment.</i>	
8	<i>Crochet garment.</i>	<p><b>Mid-year examination.</b></p> <p><b>Practical examination 1</b></p>	<p><b>Term 3</b></p> <p><b>Trial examinations</b></p> <p><b>Practical examination 2</b></p>
9	<i>Complete garment.</i>		
10			

**4. Soft furnishing**

- A double period of at least 80 minutes, attached to a break is necessary for practical tasks.
- The theory will be assessed in the test in term 3. It should not appear in the examination papers.
- The practical tasks will count 25% of the term marks.
- Pictures serve as examples to select suitable patterns.
- Always use instruction sheets for sequence of techniques. An instruction sheet must be available for each learner.
- *Practical work to be done by learners is indicated in italic font in the table below.*

GRADE 10: BEDDING AND TABLECLOTHS			
Week 1½ hours	Term 1 <b>Pillowcase (standard size or baby)</b>	Term 2 <b>Fitted sheet for baby bed or pram, or one corner of a fitted sheet</b>	Term 3 <b>Small square table cloth with a border</b>
			
1-2	<p>Identification, use, cleaning and storage of <b>sewing equipment</b>:</p> <ul style="list-style-type: none"> <li>• Measuring, marking, cutting, needles, pins, sewing threads and iron.</li> </ul>	<p><b>Bedding</b></p> <ul style="list-style-type: none"> <li>• Suitable textiles, fabrics and fabric widths for bedding.</li> <li>• Standard bedding measurements.</li> <li>• Mattress sizes.</li> <li>• Measure mattresses for fitted sheets and duvet covers, and pillows for pillowcases.</li> <li>• Calculate amount of fabric.</li> </ul>	<p><b>Tablecloths</b></p> <ul style="list-style-type: none"> <li>• Suitable textiles, fabrics and fabric widths for tablecloths.</li> <li>• Measuring tables for tablecloths.</li> <li>• Calculate the amount of fabric needed according to the table size.</li> </ul>
3	<p><b>The sewing machine:</b></p> <ul style="list-style-type: none"> <li>• Parts, handling and threading, tension, cleaning and storage.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure a baby bed or pram.</li> <li>• Calculate the amount of fabric needed for a fitted sheet.</li> </ul>	<p>Measure a small table. Determine size of tablecloth and calculate amount of fabric needed.</p>
4	<ul style="list-style-type: none"> <li>• Practise sewing without thread on paper.</li> </ul>	<p><i>Cut the fitted sheet.</i></p> <p><i>Measure and draw the corners.</i></p>	<p><i>Cut small square tablecloth with border and corners as shown.</i></p>
5	<ul style="list-style-type: none"> <li>• Sewing test for a “sewing licence”. Teacher assesses.</li> </ul>	<p><i>Cut out the corners and stitch the corner seams.</i></p>	<p><i>Attach the corners to two sides of the borders.</i></p>
6	<p><i>Cut a pillowcase according to standard measurements.</i></p>	<p><i>Measure the elastic, and stitch onto the four corners while stretching the elastic.</i></p>	<p><i>Attach the two borders without the corners to the tablecloth.</i></p>
7	<p><i>Fold upper hem to the outside and attach decoration or embroider.</i></p> <p><i>Stitch the two hems.</i></p>	<p><i>Fold the hem and tack. The corners with the elastic are folded over as part of the hem. Stitch.</i></p>	<p><i>Attach the remaining two borders to the tablecloth.</i></p>
8	<p><i>Fold the pillow correctly.</i></p> <p><i>Stitch the side seams, using French seams.</i></p>	<p><b>Mid-year exams</b></p> <p><b>PAT 1: Practical exam</b></p>	<p><i>Stitch the hems.</i></p>
9	<p><i>Complete the French seams.</i></p>		<p><b>PAT 2: Practical exam</b></p>



**GRADE 11: CURTAINS AND CUSHIONS**



Use gingham or calico to make a small curtain.

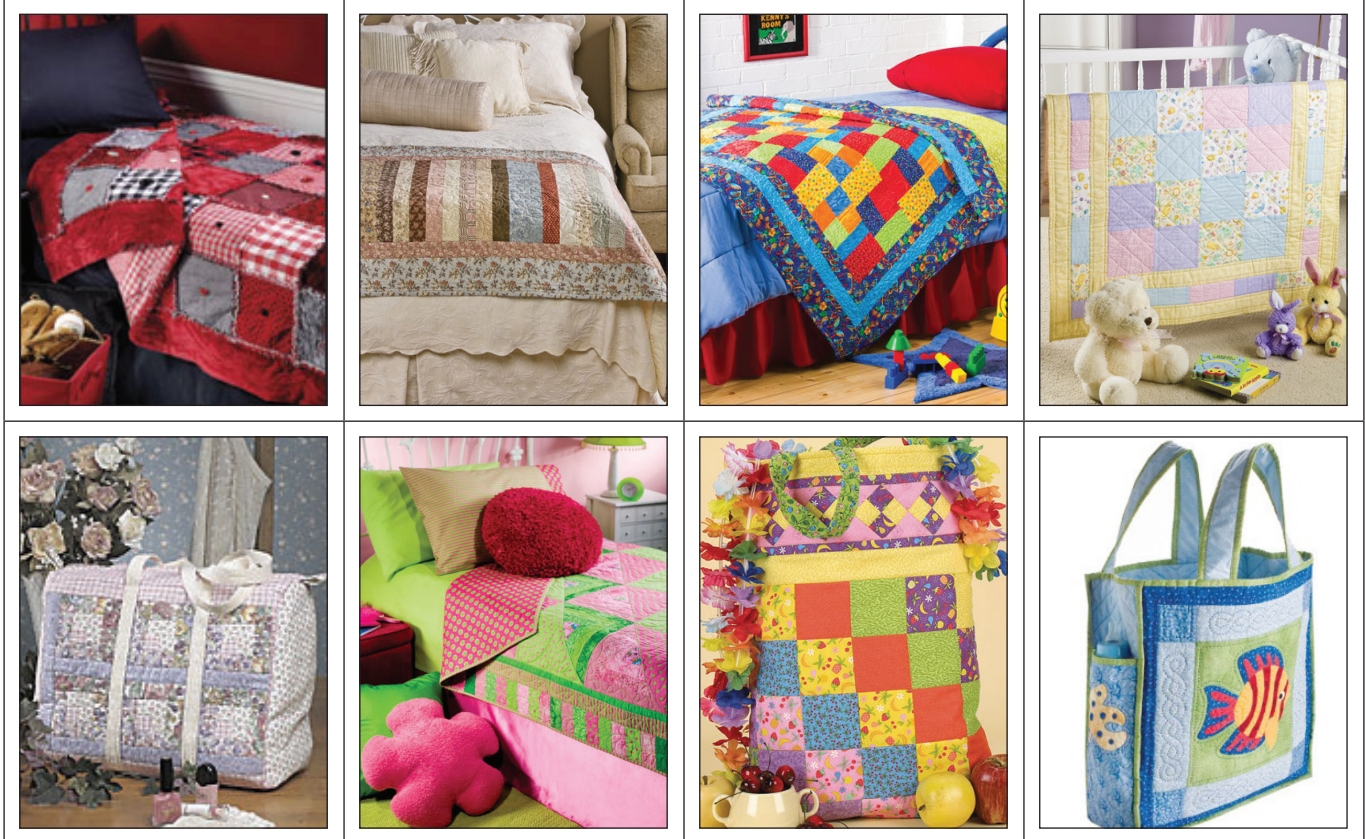


Week 1½ hours	Term 1 Small unlined or lined curtain with curtain tape	Term 2 Cushion cover	Term 3 Cushion cover – piping and zip
1-2	<p><b>Curtains and curtain linings</b></p> <ul style="list-style-type: none"> <li>Suitable textiles and fabrics for curtains and curtain linings.</li> <li>Fabric widths suitable for curtains.</li> <li>Measuring windows.</li> <li>Different curtain headings and tapes.</li> <li>When to line curtains.</li> </ul>	<p><b>Cushions:</b></p> <ul style="list-style-type: none"> <li>Suitable textiles, fabrics, zips and decorations.</li> </ul> <p><i>Select cushion size, shape and decoration.</i></p> <p><i>Cut cushion front and two back parts.</i></p>	<p><b>Requirements</b> for quality soft furnishing products for <b>small scale production:</b></p> <ul style="list-style-type: none"> <li>Appropriate for target group.</li> <li>Design and fabric suitable for purpose.</li> <li>Appearance of the product, including quality of the textile, textile finishes, decorations.</li> <li>Fabric and pattern selection: quality, fashion.</li> </ul>
3	<ul style="list-style-type: none"> <li>Measure a small window and determine the size of the curtain. Calculate the amount of fabric needed for curtains according to window measurements.</li> </ul>	<ul style="list-style-type: none"> <li>Cutting and joining of crossway bindings.</li> <li>Cut crossway bindings</li> </ul>	<ul style="list-style-type: none"> <li>Correct measurements.</li> <li>Quality of construction techniques and workmanship.</li> <li>Maintenance and care.</li> <li>Packaging, labelling, storing and transporting of soft furnishing items for selling.</li> </ul>
4	<p><b>The over-locker</b></p> <ul style="list-style-type: none"> <li>Parts, threading, tension, handling, maintenance</li> </ul>	<i>Make piping.</i>	<i>Insert zip in back of cushion</i>
5	<i>Measure small window, determine size of curtain and calculate the amount of fabric</i>	<i>Make piping.</i>	<i>Insert zip in back of cushion.</i>
6	<i>Cut curtain according to measurements.</i>	<i>Join piping to front of cushion.</i>	<i>Join front and back and stitch seams.</i>
7	<i>Sew side hems.</i>	<i>Join piping to front of cushion.</i>	<i>Do seam finishing.</i>
8	<i>Sew top hem.</i>	<b>Mid-year exams</b> <b>PAT 1: Practical exam</b>	<i>Complete cushion.</i>
9	<i>Attach curtain tape.</i>		<b>PAT 2: Practical exam</b>
10	<i>Sew bottom hem.</i>		

More examples



**GRADE 12: MACHINE PATCHWORK AND QUILTING**



Week 1½ hours	Term 1	Term 2	Term 3
1-2	<p><b>Quilting equipment:</b> Quilter's rulers, cutting mat, rotary cutters, quilter's quarter and graph paper.</p> <ul style="list-style-type: none"> <li>• Suitable textiles and fabrics.</li> <li>• Suitable fabric designs and colour combinations.</li> </ul>	<i>Do machine quilting.</i>	<p><b>Trial examination PAT 2: Practical examination</b></p>
3	<i>Create a simple patchwork design.</i>	<i>Do machine quilting.</i>	
4	<i>Choose fabric for patchwork, lining and borders. Cut patchwork pieces.</i>	<i>Measure and cut borders.</i>	
5	<i>Do patchwork with sewing machine.</i>	<i>Attach borders.</i>	
6	<i>Do patchwork with sewing machine.</i>	<i>Attach borders.</i>	
7	<i>Do patchwork with sewing machine.</i>	<i>Attach edge finishing: crossway or straight binding.</i>	
8	<i>Do patchwork with sewing machine.</i>	<p><b>Mid-year exams PAT 1: Practical exam</b></p>	
9	<i>Cut batting (or old blanket) and lining.</i>		
10	<i>Baste layers for quilting together.</i>		

**5. Patchwork quilting by hand**

- A double period of at least 80 - 90 minutes, linked to a break is necessary for practical work.
- The theory will be assessed in the test in term 3. It should not appear in the examination papers.
- The practical tasks will count 25% of the term marks.
- Pictures serve as examples to select suitable patterns.
- Each learner should have his or her own pattern.
- The teacher could prepare the articles for Grade 10 in steps, as indicated below.
- *Practical work to be done by learners is indicated in italic font in the table below.*

GRADE 10 PATCHWORK QUILTING BY HAND				
				Two items, such as purse, cell phone holder, small, bag or any other suitable item
		<b>Crazy patchwork, embroidery and crossway bindings</b>		

Week 1½ hours	Term 1 Purse	Term 2 Complete purse. Start bib	Term 3
1	Identification, use, cleaning and storage of equipment: needles, threads, pins, thimbles, scissors, quick unpick, quilter's ruler, iron.  Suitable fabrics and fabric designs	<b>Embroidery stitches:</b> chain and blanket stitches and variations, other suitable embroidery stitches	<i>Cut base, batting and lining for bib or tray cloth</i>  <i>Do crazy patchwork by hand on the base</i>
2	<b>Crazy patchwork:</b> Uses. Fabric selection: quality, suitability, design and colour. Crossway strips.	<i>Do embroidery on crazy patchwork.</i>	<i>Do crazy patchwork by hand.</i>
3	<b>Purse :</b> <i>Collect scraps of fabric for patchwork- preferably pure cotton.</i>	<i>Do embroidery on crazy patchwork.</i>	<i>Baste layers together. Do quilting by hand.</i>
4	<i>Cut base, batting and lining for purse.</i>	Cutting and joining <b>crossway bindings</b> . Uses. <i>Cut crossway bindings for edge finishing.</i>	<i>Do quilting by hand.</i>

Week 1½ hours	Term 1 Purse	Term 2 Complete purse. Start bib	Term 3
5	<i>Do crazy patchwork by hand on the base of the purse. Start on one end, the design will develop.</i>	<i>Finish edges with crossway binding.</i>	<i>Cut crossway bindings for edge finishing.</i>
6	<i>Do crazy patchwork by hand.</i>	<i>Complete purse.</i>	<i>Finish edges - crossway binding.</i>
7	<i>Complete crazy patchwork.</i>	<i>Collect fabric for bib or tray cloth</i>	
8	<i>Baste layers of purse together.</i>	<b>Mid-year examination</b>	<b>Practical examination 2</b>
9-10	<i>Quilting by hand</i>	<b>Practical examination 1</b>	



GRADE 11 PATCHWORK QUILTING BY HAND

Two items:

Examples: potholder, throw, comforter, covered blanket, bed runner, table runner, casserole carrier, placemat, laptop cover. Borders and edge finishing.

Textures of fabric pieces should match. Fabrics used should need similar washing and caring.

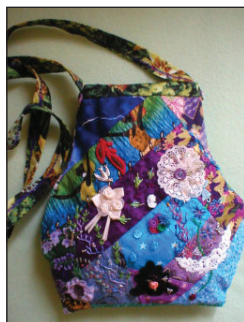


Suitable items for PATs



Week 1½ hours	Term 1	Term 2	Term 3
1	<p><b>Four-patch and nine-patch</b> designs</p> <p><b>Techniques</b> for accurate cutting and sewing when using blocks</p> <p>Choosing a <b>colour</b> scheme</p> <p><b>Suitable fabrics</b> for patchwork quilting. Choosing fabric scraps</p>	<p>Requirements for quality products for small-scale production:</p> <p>Appropriate for target group, design and fabric suitable for purpose, appearance of the product, including quality of the textile, textile finishes and decorations, fabric and pattern selection: quality, fashion, correct measurements, quality of construction techniques and workmanship, easy maintenance and care, packaging</p>	<p><i>Baste batting and patchwork together. Pin lining on top of the patchwork, right sides together. Baste the edges.</i></p>
2	Suitable types of <b>batting</b>	<i>Cut pure cotton crossway strips for edge finishing. Attach crossway binding as edge finishing.</i>	<i>Stitch all around, leaving an opening to turn out. Baste all around, and stitch the opening.</i>
3	<b>Potholder:</b> Measure and cut base, lining and batting.	Complete edge finishing	Quilt the 3 layers together
4	<p><i>Cut 2 fabric strips for patchwork for a 9-patch design for a potholder (should be pure cotton – synthetic fibre not suitable for potholder)</i></p> <p><i>Cut the squares of fabric as illustrated above</i></p>	<b>Casserole carrier:</b> Choose fabric pieces for crazy patchwork.	Make the slings.
5	<i>Join the squares to make three strips of three squares each, as illustrated.</i>	<i>Cut base, batting and lining. Cut slings for carrying.</i>	Attach slings.
6	<i>Complete the design by joining the three strips.</i>	<i>Do crazy patchwork on the base of the casserole carrier. Start on one end, the design will develop.</i>	Complete item.
7	<i>Complete the patchwork.</i>		
8	<i>Baste the three layers together.</i>	<b>Mid-year examinations</b>	<b>PAT 2: Practical examination</b>
9	<i>Quilting</i>	<b>PAT 1: Practical examination</b>	
10	<i>Measure and cut pure cotton fabric for border. Attach border.</i>		

GRADE 12 PATCHWORK QUILTING BY HAND



Bag: batting, lining, handles / slings, crossway binding, pockets

Week 1½ hours	Term 1	Term 2	Term 3
1	Choose a commercial pattern for a bag. Choose colour scheme and fabric.	<i>Follow pattern instructions for sequence of techniques, and make and insert pocket.</i>	<b>Trial examination. Practical examination 2. Keep for external moderation.</b>
2	<i>Place pattern on fabric and cut base, lining and batting. Cut handles/slings.</i>	<i>Follow pattern instructions for sequence of techniques, and assemble bag.</i>	
3	<i>Patchwork</i>	<i>Make slings/handles</i>	
4-6	<i>Patchwork</i>	<i>Work on bag</i>	
7	<i>Follow pattern instructions for sequence of techniques, and assemble layers for quilting.</i>	<i>Complete bag.</i>	
8	<i>Quilting</i>	<b>Mid-year examination.</b>	
9	<i>Quilting</i>	<b>Practical examination 1</b>	
10	<i>Quilting</i>		



## SECTION 4

### 4.1 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 assist the learner's development in order to improve the process of learning and teaching.

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

### 4.2 Informal assessment

Assessment for learning has the purpose of continuously collecting information on learners' achievement that can be used to improve their 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, open-book tests, homework exercises, case studies, etc. It should not be seen as separate from the learning activities taking 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.

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 particularly important if barriers to learning or poor levels of participation are encountered. The results of informal assessment tasks are not taken into account for promotion and certification purposes.

### 4.3 Formal assessment

#### 4.3.1 Formal assessment requirements

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical tasks, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The formal assessment requirements for Consumer Studies are as follows:

- Six formal theoretical assessment tasks must be completed during the school year. These six formal written assessment tasks and six practical tasks make up 25% of the total mark for Consumer Studies in Grades 10, 11 and 12.
- The end-of-year assessment component includes two parts: a practical assessment task and a written theory paper. Together these two parts make up the remaining 75% in all grades.
- In Grades 10 and 11 all assessment is internal.
- In Grade 12
  - The formal assessment (25%) is internally set and marked but externally moderated.
  - PAT 1: determined by the subject advisor
  - PAT 2 is internally set and marked, but the test as well as the practical exam is externally moderated
  - The end-of-the year Paper (50%) is externally set, marked and moderated.

Table 1a Formal assessment grades 10 and 11						
Term 1		Term 2		Term 3		Term 4: Promotion mark
Test	50%	Test	25%	Test: theory of practical	50%	Term 1+2+3 = 300÷3 =100
Project	25%	Mid-year examination	50%	Test/open book test	25%	PAT 1 + 2 = 50+50 =100
Practical tasks	25%	Practical class work	25%	Practical tasks	25%	Examination paper =200
<b>100</b>		<b>100</b>		<b>100</b>		400÷4=100

Table 1b Formal assessment grade 12						
Term 1		Term 2		Term 3		Term 4: Certification mark
Test	50%	Test	25%	Test/open book test	25%	Term 1+2+3 = 300÷3 =100
Project	25%	*Mid-year exam	50%	*Trial examination	75%	PAT 1 + 2 = 200÷2 =100
Practical task	25%	Practical tasks	25%			Examination paper = 200
<b>100</b>		<b>100</b>		<b>100</b>		400÷4=100

\* In Grade 12 only one internal examination is compulsory.

Schools may therefore write both exams; **or** replace one of the exams with a test at the end of the term. This test will have the same weighting as the exam, and must cover a substantial amount of work.

### 4.3.2 Types of formal assessment for Consumer Studies

#### Projects

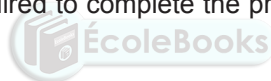
In all grades each learner must do a project in term 1. Suggested topics are included in the term 1 teaching plans.

#### A project should require the learner to...

- do some planning / preparation / investigation / research to solve the identified problem/task;
- perform the task/carry out instructions (according to criteria given);
- produce a product such as a quotation, a booklet, a written task with introduction, main body, conclusion and recommendations; and
- allow for some innovation and creativity.

#### To set the project, the teacher should...

- determine the content/skills/knowledge to be addressed;
- set clear criteria and give good instructions to guide the learner (the learner should know exactly what to do and what is expected);
- keep the scope manageable;
- determine which resources will be required to complete the project. Ensure that learners will have access to these resources.
- determine the time frame/duration/due date.
- determine mark distribution and compile an assessment tool.



#### Tests

- A test for formal assessment should not comprise of a series of small tests, but should cover a substantial amount of content and the duration should be 45 to 60 minutes.
- Open-book tests require learners to find information. Learners are tested on their understanding of learning material and not on rewriting. Open-book tests should not include only short questions. Learners are required to write longer reflective answers, such as paragraph type responses to a given scenario. Paragraphs providing reasons and supporting evidence/arguments are essential.
- Each test, open-book test and examination must cater for a range of cognitive levels and must also include paragraph-type responses.

Cognitive level	Percentage
Lower order: remembering	30
Middle order: understanding, applying,	50
Higher order: analysing, evaluating and creating	20

## Examinations

- For Grade 12, the three-hour end-of-year examination in Consumer Studies (200 marks) comprises 50% of a learner's total mark.
- Only Grade 12 content will be assessed. However, prior knowledge from Grades 10 and 11 may be necessary to interpret and answer some of the questions.
- The mark allocation for examination papers in all grades are indicated below:

		Marks		
	Contents	Grade 12	Grade 11	Grade 10
Question 1	Short questions (all topics)	40	40	40
Question 2	The consumer	20	30	40
Question 3	Food and nutrition	40	40	40
Question 4	Clothing	20	-	30
	Fibres and fabrics	-	30	
	Design elements and principles	-		-
Question 5	Housing	40	30	30
Question 6	Entrepreneurship	40	30	20
<b>TOTAL</b>		<b>200</b>	<b>200</b>	<b>200</b>

## 4.4 Practical tasks

- Grades 10 and 11: Each learner has to do a minimum of 12 practical tasks during the year, four in each of the first three terms.
- Grade 12 learners must each do a minimum of eight practical tasks during the year, four in each of the first two terms.
- Suggested dishes for these tasks are included in the term plans.

### Practical Assessment Task (PAT)

- The Practical Assessment Task for each grade comprises two practical examinations.
- These examinations take place during terms 2 and 3. Grade 10 examinations may be done in terms 3 and 4.
- These are examinations and should be planned to prevent clashes with other school activities.
- Practical examinations for Grades 11 and 12 must be taken up in the timetable for examinations/tests.
- The practical assessment tasks for Grades 10 and 11 are set internally, in line with guidelines provided by the Department of Basic Education.
- Instructions for the Grade 12 practical assessment tasks will be set externally, and sent to schools at the end of the previous year. Teachers will choose recipes/patterns and plan the tests according to the instructions in this task.

- The date for the final practical examination for Grade 12 in term 3 should be discussed with the subject advisor for external moderation.
- The provincial education departments or schools may not change or retype this task, or use previous tasks.
- The school has the responsibility to provide resources for the practical assessment task.
- Refer to section 2 for the time allocation for the practical assessment task.

#### 4.5 Recording and reporting

**Recording** is a process whereby the teacher documents the level of a learner's performance in a specific assessment task.

**Reporting** is the process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters. Teachers in all grades issue formal report cards quarterly. These reports report in percentages against the subject. The following rating scale applies for the quarterly reports:

##### Codes and percentages for recording and reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29

Teachers will

- record actual marks against the task by using a record sheet; and
- report in percentages against the subject on learners' report cards

## 4.6 Moderation of assessment

### 4.6.1 Formal assessment (SBA)

- Grades 10 and 11 tasks are internally moderated. The subject advisor must moderate a sample of these tasks during his or her school visits, to verify the standard of the internal moderation.
- Grade 12 tasks must be moderated by the provincial subject advisor. This process will be managed by the provincial education department.

### 4.6.2 Practical assessment task (PAT)

- **Grades 10 and 11:** Teachers assess the practical assessment tasks in grades 10 and 11.
- **Grade 12:** The first practical examination in Grade 12 in term 2 will be assessed by the teacher. The second practical examination will be externally moderated by the provincial subject advisor.
- **Grade 12 Food production:** In term 3 the **last** group of learners (maximum 12) will be externally moderated at the school, while performing the practical examination. The moderator will assess the learners in the group independently from the teacher while they perform the examination. Afterwards the moderator will compare his or her assessment with the assessment of the teacher. A block assessment could then be made, if necessary.
- **Grades 10 to 12 Clothing, soft furnishing, knitting and crocheting, patchwork quilting:** The teacher assess the practical examinations and keep it for external moderation. The subject advisor will visit the school for moderation in term 3 or 4, on a date communicated to the school. A block assessment could then be made, if necessary.











