CONSUMER STUDIES

CASS PORTFOLIO GUIDELINE

GRADE 12

2008

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Writing Team
Sijabule Behane - District Services Facilitator (D9)
Ntombikayise Baloyi – District Services Facilitator (D1)
Janetta Steenkamp – District Services Facilitator (D7)
Judy Claremont – Senior Consumer Studies Educator – Sandringham High School
North West Department for the Grade 12 Housing Task material

FOREWORD

The purpose of this document is to provide assessment guidelines for the National Curriculum Statements (NCS) – Consumer Studies Grade 12 focusing on portfolio requirements.

This guideline document is divided into 4 sections:

1. Section 1 of this document provides guidelines on assessment in the National Curriculum Statement (NCS).
2. Section 2 provides assessment guidelines pertaining to portfolio requirements in Consumer Studies
3. Section 3 provides examples of tasks for Consumer Studies
4. Section 4 provides annexures with reference to suggested/recommended templates/tools for moderation.

Please note that these materials were developed from information contained in the following documents:

- NCS – Subject statement – Consumer Studies
- Learning Programme Guidelines (LPG) January 2007 for Consumer Studies
- Subject Assessment Guidelines (SAG) January 2007 for Consumer Studies

This portfolio guideline must be read in conjunction with:

- Relevant subject statements
- The LPG Document
- The SAG Document
- A Qualification at Level 4 on the National Qualifications Framework (NQF)
- National Education Policy Act, 1996 and South African Schools Act, 1996, as amended: National Policy Regarding Further Education and Training Programmes: Approval of the Policy Document: An Addendum of 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) (11 December 2006, Government Notice no 29467) (from www.doclog.co.za/gazette/)

Whilst every effort has been made to ensure that the information contained in this portfolio guideline document is correct, one must take cognisance that in FET things change constantly. It is therefore your responsibility as the Consumer Studies educator to remain abreast of latest educational developments, policies, legislation and changes.

SECTION 1: GUIDELINES ON ASSESSEMENT IN THE NCS – CONSUMER STUDIES

1. ASSESSMENT OF CONSUMER STUDIES IN THE NATIONAL CURRICULUM STATEMENTS

Assessment is one of the most important practices within the process of education. Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. Managing assessment involves three stages, namely:

- Collecting evidence
- Recording assessment
- Reporting

Management of the above is an ongoing process and is referred to as Continuous Assessment, abbreviated as CASS. Continuous assessment involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools. In Grades 10 -12 continuous assessment comprises two different but related activities:

- Informal daily assessment
- A formal Programme of Assessment

Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. The results of these assessment tasks are not taken into account for promotion and certification purposes.

Within the specified Programme of Assessment (other than the seven tasks which are discussed further on) the development of an Assessment Portfolio is compulsory. This consists of an accumulation of specified tasks, articles, samples and information developed and/or gathered to demonstrate the application of knowledge, skills, attitudes and values in the subject Consumer Studies.

PORTFOLIOS

1.1 WHAT IS A PORTFOLIO?

A portfolio is a collection of evidence of a learner's work and is determined by the subject Assessment Guidelines (SAG).

A variety of tasks are organised in a certain format, which will then form the learner's portfolio. It should be freely available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Tasks, which can be included in such a portfolio, include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of products, which represent achievements in the learner's journey curriculum, and shows how the learner's has progressed towards achieving a specific Learning Outcome.

The collection of portfolio tasks from different components of the curriculum makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Arter and Spandal summarise the main characteristics of portfolios when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s)".

The Subject Assessment Guidelines (SAG) determines the tasks.

The portfolio should include the following:

- A selection of the learner's work (done by the learner)
- A selection of the learner's work assessed by the educator
- The learner's work to show development and progress over a specific period of time
- Assessment tasks, which can be used to determine standards between schools and within a system.

1.2 Benefits of a portfolio

1. The learners see themselves as being able to create pieces of writing, draw diagrams etc.
2. The learners share the responsibility of assessing and reflecting on their own work.
3. The educators and parents observe evidence of the learner's development over a period of time.
4. The educator and learner integrate assessment and learning.
5. It encourages co-operation amongst learners as well as between educators and learners.
6. Educators, learners and parents are provided with the opportunity to articulate the learning that takes place in the classroom.
7. A portfolio is a way of tracking the learner's progress in a multidimensional way.

1.3 THE PURPOSE OF THE PORTFOLIO

Portfolios may be used as:

- Tools for discussion with peers, educators and parents
- To provide evidence of learner competence
- To complement and reinforce learning

- Opportunities for learners to demonstrate their skills and understanding
- Opportunities for learners to reflect on their work
- Chances to set future goals
- Documentation of a learner's development and growth in ability, attitude and expression
- Demonstration of multiple intelligence and cultural diversity
- Opportunities for learners to trace the development of their learning
- Opportunities for learners to make connections between prior learning and new learning

1.4 ASSESSMENT IN GRADE 12

In Grade 12, assessment consists of two components:

- A Programme of Assessment which makes up 25% of the total mark for Consumer Studies AND
- External assessment which makes up the remaining 75%.

The Programme of Assessment for Consumer Studies comprises seven tasks which are internally assessed. The external assessment component comprises two parts: a Practical Assessment Task and a written theory paper. Together these two parts make up the remaining 75%.

<table>
<tr><td>PROGRAMME OF ASSESSMENT</td><td colspan="2">EXTERNAL ASSESSMENT</td></tr>
<tr><td>INTERNAL ASSESSMENT TASKS</td><td colspan="2">EXTERNAL TASKS</td></tr>
<tr><td>25%</td><td colspan="2">75%</td></tr>
<tr><td rowspan="3">• 2 Tests
• 2 exams (midyear and trial)
• 3 other tasks</td><td>PAT</td><td>EXAM PAPER</td></tr>
<tr><td>25%</td><td>50%</td></tr>
<tr><td>• Main focus LO4</td><td>• Written exam LO 1-4</td></tr>
</table>

The tasks contained in the Programme of Assessment and External Assessment constitutes the annual assessment plan for Grade 12.

1.4.1 PROGRAMME OF ASSESSMENT IN GRADE 12 (PoA)

The Programme of Assessment for Consumer Studies in Grade 12 comprises seven tasks. Of the seven tasks,

- two tasks are examinations and
- two are tests.
- The remaining three tasks should be different forms of assessment such as an assignment/ investigation/ and project.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded. In Grade 12, these marks will be submitted as the internal continuous assessment mark.

Tests and examinations
The suggested outline for tests and examinations is as follows:

- Tests: Minimum of 50 marks (45 minutes)
- Examinations: The format of the midyear and the trial examination papers must be similar to the format of the external written examination
- Questions at different cognitive levels

Each test and examination must cater for a range of cognitive levels and abilities of learners. The following can be used as a guide to compile tests and examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

BLOOM'S Taxonomy (Applicable to Services Subjects)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
KNOWLEDGE	**COMPREHENSION**	**APPLICATION**	**ANALYSIS**	**SYNTHESIS**	**EVALUATION**
Arrange Define Identify Label List Name Recall Relate Select Recall State Reproduce	Classify Convert Demonstrate understanding Describe Determine Discuss Distinguish Explain Identify Interpret Investigate Paraphrase Review Summarize Tabulate	Adapt Apply Demonstrate Establish Estimate Examine Explain how/ why Interpret Predict Prepare Relate Show Solve Use	Analyse Associate Calculate Classify Compare Deduce Determine Differentiate Discriminate Distinguish Examine Outline Predict Select most appropriate Solve	Analyse Arrange/rearrange Create Collect Compile Compose Construct Demonstrate Integrate Modify Design Develop Organize Plan Prepare Predict Propose Produce Structure	Analyse and evaluate Appraise Argue Assess Conclude Criticize Debate Defend Evaluate Explain how Explore and evaluate Explore and explain Investigate and evaluate Justify Motivate Recommend Research Support Verify Weigh up

1.4.2 ANNUAL ASSESSMENT PLAN

The table below indicates how to calculate marks for the report card for the first three terms.

SUGGESTED weighting of the Annual Assessment Plan for Grade 12

Annual Assessment Plan		
Term 1	**Term 2**	**Term 3**
Task 1 Assignment [50] **Task 2** Test [50]	**Task 3** Investigation [50] **Task 4** Midyear exam 200/2=100	**Task 5** Test 50 **Task 6** Project 50 **Task 7** Trial exam 200/2=100
PAT Task 1 [50]	**PAT** Task 2 [50]	**PAT** Task 3 [50]
Convert to 100	**Convert to 100**	**Convert to 100**

The following table indicates how to calculate the school-based assessment mark (25%) and external assessment mark (75%) for **term 4:**

Annual Assessment Plan for Grade 12

Annual Assessment Plan					
Assessment Tasks (25%)		External Assessment (75%)			
Tasks 1-7		**PAT**		**Exam**	
Test first term	50	Practical Assessment Task		External written exam	
Test third term	50	(PAT)			200
Assignment first term	50	Task 1	50		
Investigation second term	50	Task 2	50		
Project third term	50	Task 3	50		
Midyear exam	100				
Trial exam	100				
Convert to 100		**Convert to 100**		**200**	
Final mark: 100 + 100 + 200 = 400					

This final mark is used as the certification mark, and also for the report card for term 4.

1.5 EXTERNAL ASSESSMENT

The external assessment component in Grade 12 consists of an externally set written paper (50%) and Practical Assessment Task (25%). The theory paper is externally set, marked and moderated. The criteria for the PAT are externally set and externally moderated, while the teacher will administer the task and assess learner performance against the given criteria.

1.5.1 Written examinations

For Grade 12, the three-hour end-of-year examination in Consumer Studies comprises 50% of a learner's total mark that is 200 marks, for the subject.

The following structure is suggested for the external end-of-year paper for Consumer Studies in Grade 12:

CONTENTS		MARKS
SECTION A	Short questions LO1-3	40
SECTION B	Food and Nutrition LO 1-3	40
SECTION C	Clothing LO 1-3	40
SECTION D	Housing and Furnishings LO 1-3	40
SECTION E	Theory on marketing of products LO 4- (No theory on production skills and techniques of food, clothing or furnishings will be asked as these may vary according to context) Theory on AS 2 and 3 will be asked. Thus according to latest communication with DoE 30/08/2007.	40
	TOTAL	200

1.5.2 Practical Assessment Task (PAT)

Learning Outcome 4 is the practical component of Consumer Studies, and the core Learning Outcome for the Practical Assessment Task.

The Practical Assessment Task for Grade 12 consists of a series of three tasks. All evidence generated in each task is placed in a portfolio. The mark for the final Practical Assessment Task is obtained by the addition of marks obtained in tasks 1, 2 and 3.

Daily assessment in practical work will be done during the 1½ hours continuous teaching time for LO 4 during school hours. From the time allocation of 4 hours per week, 1½ hours should be one continuous period for practical work.

The three tasks making up the Practical Assessment Task should however be done outside the normal weekly 4 hours allocated to the subject. They could for example be slotted into the timetable for tests / examinations.

The criteria for the three tasks making up the Practical Assessment Task for grade 12 are externally set, administered and marked by the school and externally moderated. Task one will be in the form of a project.

The following is required for task two and three for grade 12:

- A time frame of 2½ hours.
- Groups of not more than 12 learners simultaneously.
- The necessary equipment and funds.

NB - According to Circular S9 of 2007, "All reference made to working in a production team and /or group in the SAG document, should not be adhered to in 2008."(Refer to this circular for additional information)

Practical Assessment Tasks (PAT) for grade 12 will be made available by the Department of Education (DOE).

1.6 REPORTING AND RECORDING ON THE PROGRAMME OF ASSESSMENT

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- A contents page
- The formal Programme of Assessment
- The requirements of each of the assessment tasks
- The tools used for assessment for each task; and
- Record sheets for each class.

Recording of learner performance is against the assessment task and not the Learning Outcomes.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports cards to parents once per term on the Programme of Assessment. This report must indicate the percentage/marks, National codes and comments on learner achievements.

RATING CODE	RATING	MARKS %
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

SECTION 2: PORTFOLIO REQUIREMENTS FOR CONSUMER STUDIES

2.1 Learner's Portfolio

Each learner should have a portfolio for Consumer Studies. Each portfolio should have a:

- FRONT COVER
- INDEX/TABLE OF CONTENTS
- CONTENT

The Front Cover of the learner's portfolio should have the following information:

- learner/candidate's name
- subject
- school
- name of district
- grade
- Year

Index/Table of content

Should give a clear indication of the content of the file

Content
The portfolio content must be clearly sub-divided into the following sections:

Section 1

- Task - 1 : Assignment (Assignment comprises of a Section 1 and 2)
- Task – 2: Formal test (Minimum 50 marks / 1 hour)

Section 2

- Task – 3 Investigation
- Task – 4 Midyear Exam (June) - 200 marks (3 hours)

Section 3

- Task – 5 : Formal test (minimum 50 marks / 1 hour)
- Task – 6: Project
- Task – 7: Trial exam 200 marks (3 hours)

Section 4

- Practical Assessment Task (PAT) (Section 1)
- Practical Assessment Task (PAT) (Section 2)
- Practical Assessment Task (PAT) (Section 3)

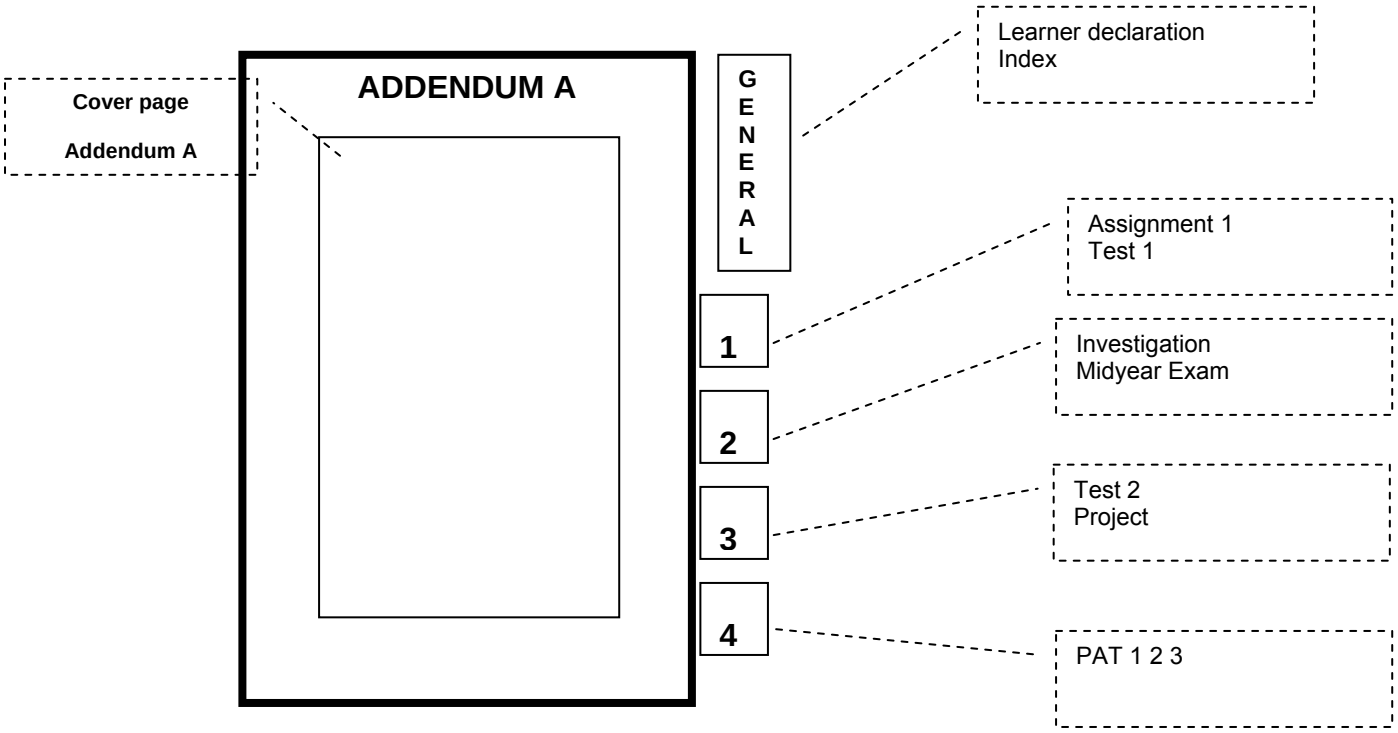
Presentation

Portfolio files should be arranged in a coherent manner (logical and easy to follow). The following may be used as a guide:

Type of file:

- A4 size
- neatly bounded
- no flip files, plastic envelopes or plastic sleeves
- easy to page (no metal sliding mechanisms)

LEARNER'S PORTFOLIO



All work must be neat and handwriting legible.
Dates must be written on each task/activity and signed by the candidate.

2.2 Educator/Teacher Portfolio

The Programme of Assessment should be recorded in the educator's portfolio of

assessment. The following should be included in the educator portfolio:

- a contents page;
- the requirements of each of the assessment tasks;
- the tools used for assessment of each task; and
- recording sheets for all learners.

An educator's portfolio has to be submitted with the learner's portfolio.

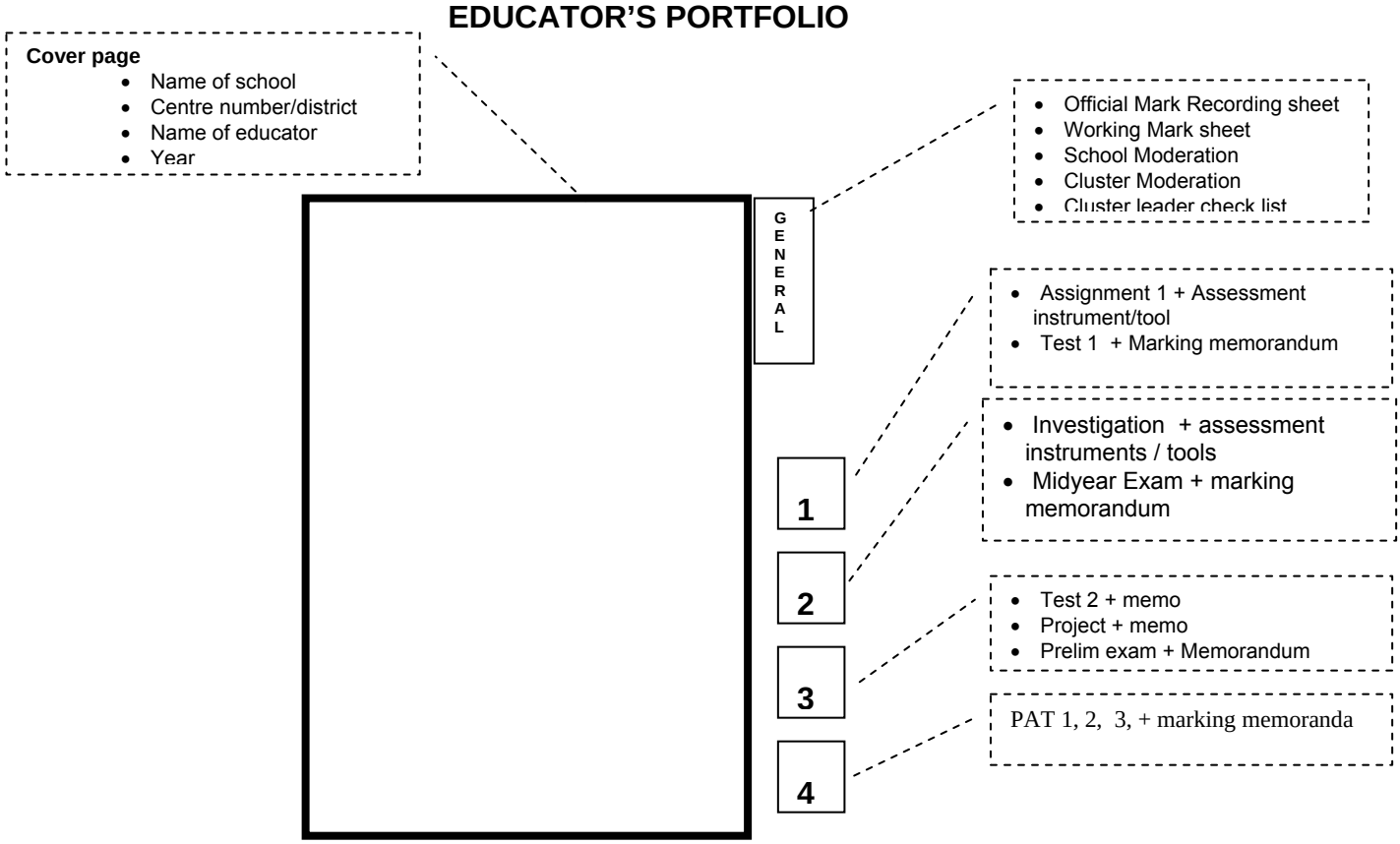
The educator's portfolio has the same layout requirements as the learner's portfolio and should be a replica of the learner's portfolio.

The front cover must have:

- Name of school
- Name of the district
- Name of educator
- Subject and year

The educator's portfolio must be compiled and sub-divided exactly as the learner's portfolio.

All instructions and memoranda must be included in the educator's portfolio and submitted.



General

- All learner portfolios must be accompanied by an educator portfolio (file).
- Without the educator portfolio the learner's portfolio cannot be moderated.
- If amendments are made to the memorandum during the marking, such amendments must be shown on the memorandum.
- Please use ticks (√) or crosses (X) to indicate that the work has been marked.
- Each task/activity/piece in the portfolio MUST have a DATE and a heading
- Begin each question on a new page. Leave a line open between sub-sections of questions.
- Only original pieces are allowed in both learner and educator portfolios. No photo-copies will be accepted.
- Learners may only write in black or blue ink.
- Where there is no evidence of a task in the learner portfolio, the learner will not be awarded a mark. If an educator awards a learner with a mark and there is no evidence of the completed task, the educator's mark will not be accepted.
- Marking by educators may only be done in RED ink and not in green or black. Those colours are to be used by moderators.
- The learner and educator portfolios should be kept at school and be made available to parents, learners and subject advisors on request
- No half marks are to be used in formal assessment.

2.3. MODERATION OF THE ASSESSMENT TASKS IN THE PROGRAMME OF ASSESSMENT

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School (black pen)	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task, which is to be used as part of the Programme of Assessment, should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region (green pen)	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national (purple pen)	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

SECTION 3: GUIDELINES FOR CONSUMER STUDIES TASKS

3. TASKS

Guidelines for learners to successfully complete formal assessment tasks

The following **SUGGESTED** guidelines can be applied when you engage with tasks such as projects, surveys, investigations and assignments.

A. Planning

- Plan carefully to make sure that the identified topic has sufficient relevant subject matter.
- Prepare a mind map to capture ideas.
- Refer to appropriate resources to ensure accurate information and to increase subject knowledge. Remember that a bibliography recording all sources of information must be documented.
- All information documented must be in your own words, and sources must be acknowledged as they are used in the text, not only at the end.
- Visual material used must have descriptive captions and be accompanied by an explanation in text.

B. The Task

Your task should be clearly divided into the following sections

1. **A front page**, with the following information
   - Name of learner
   - Subject and grade
   - Title of task

2. **A table of content** page should provide headings and corresponding page numbers of where to find specific sections of the task.

3. **Introduction**
   The introduction may include background information to put the topic in perspective. You may begin with a general but interesting statement or pose an interesting question or quote from a well-known personality or source (acknowledge source). A case study could also be used to illustrate the topic of the task. The introduction is often prepared once the task is completed. It is short and only contains necessary information.

4. **Main Section**
   This contains the information / ideas you want to convey, as well as a detailed description / outline of each. Also include your arguments and views. Enhance by visual information, e.g. graphs and tables. It should have main headings or themes and appropriate sub headings or themes.

5. **Conclusion**
   - The conclusion must not have any new ideas
   - It forms the logical closure to the project
   - It should bring all the ideas together

- If a point of view or an opinion had to be defended the conclusion is used for reinforcement
- It makes the final statement
- It must be brief and keep the reader's attention

6. Recommendations

If applicable

7. Bibliography/References

- This is a list of all the books, magazines, newspaper articles and websites that have been consulted.
- List the sources alphabetically according to the author's surname (Aboo, Brown, Cele)
- These are listed in a specific way
- A book with one author
  Surname, Name (is it not only the initial) Year of publication. Title. City: Publisher.
  The surnames of authors should be arranged in alphabetic order.
  e.g. Cornelissen, J. et al, 2006, Doing Consumer Studies Grade 11, Cape Town, Juta Gariep.

  - A book with two authors
    Surname, Name & Surname. Year of publication. Title. City: Publisher
  - Magazines or newspaper articles
    Surname, Name. Year of publication. "Heading". Title number date: page numbers.
  - A website of which the author is known
    Surname, Name. "Heading" Web site <complete address> [Date accessed]
  - A website of which the author is not known
    "Heading" Website <complete address> [Date accessed]

Avoid plagiarism

To pass off ideas, opinion or facts that you found in sources as if they were your own is plagiarism – a form of theft. Booth et al (1995:67) defines plagiarism as follows:

"You plagiarize when intentionally or not, you use someone else's words or ideas but fails to credit the person. You plagiarize even when you do credit the author but use his exact words without so indicating the quotations marks or block indention."

C. DEFINING TASKS

Assignment

An assignment is defined in the Advanced Oxford Dictionary as that asks students to apply ideas, theories, concepts or principles learned or studied in class.

Investigation

We investigate important problems, challenges and opportunities that will play a role in the chosen topic. Systematic inquiry into a specific issue must be done. Critical thinking is important when doing investigations.

How to conduct an investigation:

- Identify the problem. Pose your topic as a question or problem to be solved
- Gather information/data through case studies, interviews, questionnaires, observations etc.
- Evaluate your information
- List possible solutions
- Predict the outcomes
- Develop a plan of action
- Put the plan into action
- Reflect on your actions
- Conclusion. Your conclusion should relate to the question you want to answer

Project

The Chartered Management Institute defines a project as…
"an activity that has a beginning and an end which is carried out to achieve a particular purpose to a set quality within given time constraints and cost limits".
It is a plan for work or an activity e.g. Begin a project to enlarge an existing enterprise.
The Advanced Oxford Dictionary describes a project as a planned piece of work that is designed to find information about something new or to improve something.

Surveys proceeds in a sequence of operations

1. Identify Topic / Problem / Task / Need
2. Learners may formulate a research question, and describe the purpose of the investigation
3. Decide on the method
4. Develop questionnaire / questions for interview / method of observation
5. Choose people to participate and conduct the survey
6. Analyse your findings
7. Present your findings in the form of a graph or table
8. Draw conclusions and explain them
9. Make recommendations, and motivate

A report

A report is a summary of an investigation that has been made at the request of a person in authority. After the information has been collected and summarized, conclusions are drawn and recommendations made. A report is formal, and follows a specific format that you should know.

3.2 PROGRAMME OF ASSESSMENT TASKS (PoA)

3.2.1. ANNUAL ASSESSMENT PLAN

TERM 1

TASK 1: Assignment – See SAG document p. 12
Rubric – refer to annexure

TASK 2: Test See SAG document p. 12 and 13

TASK: PAT (To be provided by DoE)

TERM 2

TASK 3: Investigation – See SAG document p. 12
Matrix- refer to annexure

TASK 4: Mid-year examination See SAG document p. 12 and 13

TASK: PAT (To be provided by DoE)

TASK 5: Project See SAG document p. 12
Matrix- refer to annexure

TERM 3

TASK: PAT showing some adjustments from the project (To be provided by DoE)

TASK 6: Test - See SAG document p. 12 and 13

TASK 7: Trial examination - See SAG document p. 12 and 13

TERM 4

External written exam

3.2.2 EXAMPLES OF PROGRAMME OF ASSESSMENT TASKS (POA) for CONSUMER STUDIES

3.2.2.1. ASSIGNMENT 1: FOOD & NUTRITION

LO 2: AS 1 Suggest guidelines for the prevention of nutritional and food related health conditions.

Design a pamphlet to inform the public of a nutritional and food-related health condition, e.g. kwashiorkor, scurvy, goitre, osteomalacia and rickets, pellagra, beriberi, Xerolphthalmia, cheilosis, bulimia nervosa, anorexia nervosa, obesity, diabetes, osteoporosis, coronary heart disease, hypertension, constipation, anaemia etc.

Investigate the topic chosen and include the following:

- Causes
- Signs and symptoms
- Recommendations/ guidelines for prevention

Prior knowledge gained in the study of food and nutrition is to be applied during the research and planning.

<u>The pamphlet should comply with the following requirements:</u>

1. It should be done on an A4 page both sides.
2. It can be folded in any shape.
3. It can be typed or neatly written out.
4. The topic must be clearly visible.
5. It should be attractive, be colourful, original and creative.
6. It should only contain relevant information on the topic of the pamphlet.
7. The following should appear at the end of the pamphlet:
    - Your name and surname
    - The name of your school
8. A bibliography

<u>Aspects to consider when you plan your investigation:</u>

1. Plan using a brainstorm.
2. Resources that could be used to collect information are:
    - your teacher
    - people interviews (dietician, medical doctor, nurse etc)
    - the library
    - internet
    - books
    - magazines
    - any other relevant resource
3. Your planning must be neat, as it also has to be submitted with the pamphlet.

ASSESSMENT TOOLS

ASSIGNMENT 1
FOOD AND NUTRITION
RUBRIC FOR ASSESSMENT
TOTAL: 50

SURNAME AND NAME: _____ **SCHOOL:** _____

DISTRICT: _____

ASSESS-MENT CRITERIA	DESCRIPTIVE LEVELS				SCORE
	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED	4 EXCELLENTLY ACHIEVED	
Pamphlet	**0 -1**	**2**	**3**	**4-5**	**5**
	- Topic is not observed, /very poor introduction /indication of what the topic is about. - Pamphlet does not attract attention - Presentation is not exciting / interesting. - A 4 size / bigger/ smaller not folded to form a pamphlet.	- Topic is observed, brief introduction of what the topic is all about. - Design elements and -principles have not been used effectively to create an appealing impact - Presentation is FAIR. - Bigger / smaller than A4 and folded.	- Topic is observed, brief introduction of what topic is all about - Design elements and -principles have been used BUT the impact is not very forceful - Presentation is INTERESTING. - A4 size and folded	- Topic is instantly observed, with a brief introduction of what the topic is about. - Makes an instant impact through the creative use of design elements and principles. - Very original in presentation. - A4 size and folded interestingly.	
	0 - 5	**6 - 10**	**11 - 15**	**16 – 20**	**20**
Information presented	- Provides only basic facts with only some degree of accuracy. - refers into information to explain at least one issues or concept in general terms. - limited use of previous knowledge without complete accuracy. - major reliance on the information provided. - plagiarism is committed.	- relates only major facts to the basic issues with a fair degree of accuracy. - analyses information to explain at least one issue or concept with substantive support. - uses general ideas from previous knowledge with fair degree of accuracy. - plagiarism is committed	- offers accurate analysis of the documents - provides facts to relate to the major issues involved. - uses previous general knowledge to examine issues involved. - no plagiarism committed.	- offers accurate analysis of the information and issues. - provides a variety of facts to explore major and minor issues and concepts involved. - extensively uses previous knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations. - no plagiarism committed	

ASSESS-MENT CRITERIA	DESCRIPTIVE LEVELS				SCORE
	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED	4 EXCELLENTLY ACHIEVED	
Lay-out of pamphlet , pre-sentation and personal details	**0 - 2**	**3 - 4**	**5 - 7**	**8 - 10**	**5**
	- Overcrowded with information and visual aids. - One or the other dominated/too many of each have been used. - Print and print size is illegible. - Very untidy and no attempt to present a professional look. - Both aspects not correctly done, and positioned in an inappropriate place.	- There is an attempt to create a balance but most ineffective - Print and size of print varies, at times illegible Untidy and a half hearted attempt to gain a professional look. - One /both not correctly done BUT positioning in appropriate.	- Overcrowding occurs in specific areas. - Balance between information and visual aids is acceptable - Print and print size is legible and easy to read. - Neat and fairly professional. - Both aspects correctly presented but positioning is inappropriate.	- Not overcrowded with information and or visual aids. - There is a good balance between information and visual aids. - Visual aids has been well spaced out to create harmony. - Print and print size legible and easy to read - Exceptionally neat presentation with a professional look. - Both aspects correctly presented in an appropriate position at the end of the pamphlet.	
Planning	**0 - 5**	**6 - 10**	**11 - 15**	**16 – 20**	**20**
	- Very little planning done, that has been presented untidily, reflects poor unorganised research. - No synopsis is present at the start of the research	- A fair amount of planning has been done, that has been acceptably presented but not orderly , reflecting poor research - Synopsis present at the start of the research but not very effective	- All planning has been handed in, it is neat and orderly presented reflecting a fair amount of research. - Synopsis is present at the start of the research and is acceptable	- All planning is handed in, in a neat, orderly presentation that reflects that intensive research has been done. - Synopsis is present at the start of the research and is well formulated	
				TOTAL	_____ **50**

REFLECTION:

COMMENTS		
EDUCATOR	**CLUSTER MODERATION**	**PROVINCIAL MODERATION**

3.2.2.2. INVESTIGATION: HOUSING

LO 2: AS 7 Investigate and report on an issue related to one of the following : housing , food, clothing (refer to: proposed content NCS)

SCENARIO:

It has been found that housing for paraplegics is a problem in our communities. Architects agree that simple adaptations to a home are possible to ensure independent living for paraplegics.

Activity 1:
Gather information on paraplegics and supply the following:

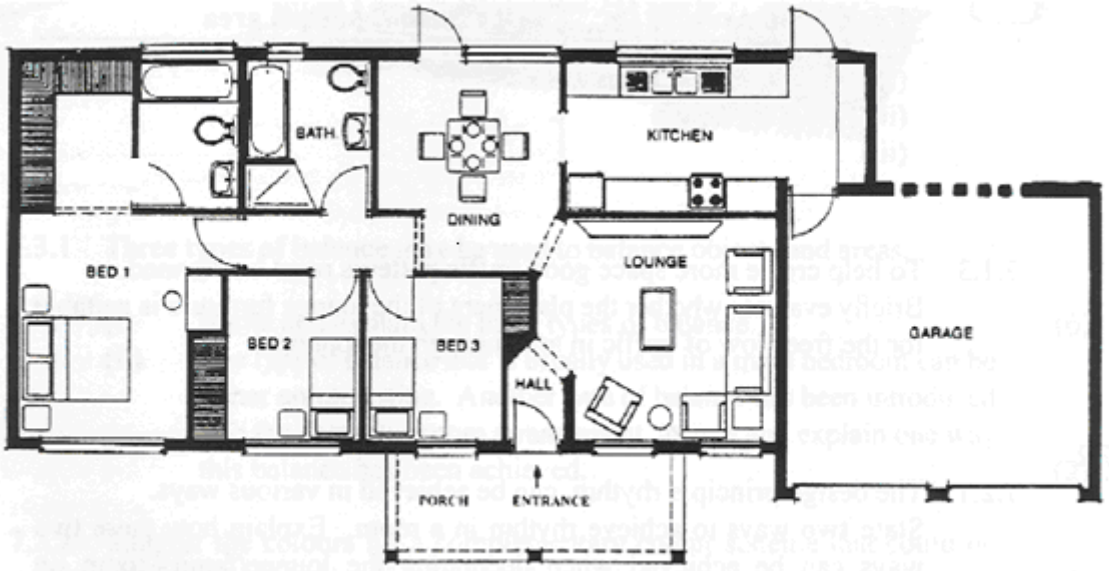
1.1 Explain what a paraplegic is. [3]

1.2 List and explain their housing and furnishing needs. In your answer include aspects such as lights, traffic lanes, handles, cupboards and shelves, fittings such as taps etc,

a. Entrances. [5]
b. Kitchens [5]
c. Bathrooms and toilets [5]
d. Bedrooms [5]

Activity 2:
Analyse the floor plan and identify the problems in the following areas which make this home inaccessible to paraplegics:

a. Bedroom 1 with En Suite bathroom [10]
b. Kitchen [5]
c. Entrance [5]



Activity 3

Draw a floor plan for the En Suite bathroom and indicate the changes that you would make to ensure independent living for a paraplegic. [8]

Total: 50

Assessment tool:

Level of performance	Description of competence
4	Excellent (Wow!)
3	Substantial (Yes, looking good)
2	Adequate (Yes, but still lots of room for improvement)
1	Elementary/limited (No, lacking in many areas)

MATRIX		APPLICATION OF KNOWLEDGE			
CONTENT		4	3	2	1
		Applies comprehensive (high level) knowledge and skills to analyze and identify the problem areas, and recommendations	Applies considerable knowledge and skills to analyze and identify the problem areas, and recommendations	Applies moderate knowledge and skills to analyze and identify the problem areas, and recommendations	Applies limited/ no knowledge and skills to analyze and identify the problem areas, and recommendations
4	Provides comprehensive explanation and description of needs	43 - 50 (50)	36 - 42 (50)		
3	Provides sufficient explanation and description of needs	36 - 42 (50)	29-35 (50)	22-28 (50)	
2	Provides partial explanation and description of needs		22-28 (50)	15 – 21 (50)	8-14 (50)
1	Irrelevant, limited or no explanation and description of needs.			8-14 (50)	0-7 (50)

3.2.2.3. PROJECT: FOOD / CLOTHING / HOUSING

LO 4: AS 3 Evaluate the sustainable profitability of the enterprise

1. **This project has to be done after the Practical Assessment Tasks (PAT) 1 and 2 have been completed. PAT 3 should show the necessary adjustments made after the project.**

Learners should conduct a survey to evaluate their enterprise. A questionnaire or SWOT analysis can be used to conduct this investigation. Data can be captured in a graph, bar or pie chart. Conclusion should be given.

Activity 1

The following is a guide on what should be contained in the evaluation:

1. Check your service rating in terms of punctuality, cleanliness and courtesy, etc. (3)

2. Check if the customers would recommend your product to anyone else and why or if not, why not? (5)

3. Check if the packaging served its purpose. (3)

4. Who else is in the same business and how can you make your product more attractive than theirs? (5)

5. Justify your choice of the suppliers of raw material. (5)

6. Assess the impact of the business to the environment, e.g. global warming, pollution, Genetically Modified Organisms (GMOs) etc. (4)

7. Assess the workflow by checking if you met your target on time. Indicate areas, which need improvement, e.g. more assistance or labour saving equipment like electric mixers or overlockers. Remember the more time spent on a task the less profit is made. (5)

- Present your data in the form of a graph or a table (5)
- Draw conclusions and explain your findings (5)
- Presentation should be neat (5)

Sub-total 40

Activity 2

As a youth being part of the Deputy President's focus on Accelerated Shared Growth Initiative of South Africa (ASGISA) write a report to her explaining how the local community will benefit from your enterprise and how constant interest rates will have a negative impact on your emerging enterprise.

Sub-total 40

Grand total for project 80

Activity 1 Memorandum Sub-total 40

1-3 use of a questionnaire to determine customer opinion on service, product and packaging effect. (11)
4. Knowledge on competitors' weaknesses and improving on them to win market share (5)
5. Knowledge of wise consumer choices, e.g. comparing prices, considering transport and storage fees, bulk buying and availability of material through out the year, etc. (5)
6. Explain the term and show considerations of how the environment will be protected during obtaining raw material, production and transportation and selling and after selling the product. (4)
7. Efficiency in production and quality products earn high profits. Employ more workers if business grows, use of technology and improved work plan, improved skills, etc.
   Learners should identify the specific areas as per their product. (5)
8. Use of graphs and other representations (5)
9. Introduction and conclusion (5)
10. Presentation (logical and having content page) (5)

Activity 2 Sub-total 40

Research Project **Name of learner:**

	Research Project: Criteria			Possible Mark	Mark Obtained
Introduction	The introduction describes the topic to be addressed:			6	
	6	3	1		
	Clearly described and unambiguous – clearly states where the learner will go and what the reader can expect	The description is vague, leaving the reader unsure of what the purpose is	The description is so vague that no discernable purpose can be found		
	A clear argument is formulated and described			1	
Body	The body clearly discusses the problem/argument stated in the introduction			1	
	The body/paragraphs are arranged according to content			1	
	The body contains graphics/images/data to explain/support the content			1	
	Information flow in the body is logical and hangs together			1	
	Key concepts pertaining to the topic are clearly defined / explained			4	
	4	2	1		
	All key concepts	Most of the key concepts	Less than 50% of the key concepts		
	Discussion of the topic			4	
	4	2	1		
	Comprehensive Shows insight	Minor shortcomings	Vague Shows little understanding		
	Relevance of information			4	
	4	2	1		
	All information relevant	Most information relevant	Less than 50% of the information is relevant		
	Justification of argument			4	
	4	2	0		
	Clear justification / motivation	Justification / motivation not always convincing	No justification / motivation		
	Facts given are correct			1	
Conclusion	The conclusion addresses the problem stated in the introduction			1	
	Main points are summarised			1	
	Reader is presented with a clear, well formulated, unambiguous solution / recommendation / idea / conclusion			2	
General	Topic chosen is appropriate in the context of the scenario			1	
	Title page is present			1	
	Table of contents is present			1	
	Bibliography included			1	
	Bibliography indicates a variety of sources			3	
	3	2	1		
	More than 2 sources	Two sources	Only one source		
	Sources sited correctly			1	

Activity 2

Rubric for the report

CRITERIA	Not Achieved	Partially Achieved	Achieved	Excellently Achieved
	0 - 9	10 - 19	20 - 29	30 - 40
Format Cover page Index Bibliography	Incorrect format followed.	Only two of the requirements followed	Correct format used	All the requirements excellently achieved.
Focus areas of report	Only 2 – 4 focus areas mentioned	All the areas are mentioned But report lacks detail	All the areas Are described In detail.	Provided extra depth and detail to all focus areas
Ten point code of conduct	Less than five relevant points mentioned. expectations not clear.	A minimum of 8 points mentioned some expectations are not clear.	Ten relevant points mentioned most expectations are clear.	Ten relevant points mentioned with additional information that clearly describe the expectations
Presentation Visual, Illustrations, Pictures, headings	Untidy presentation no effort	Very little effort to present a neat assignment	Neat presentation some picture and illustration evident.	Excellent presentation. Effective use of pictures, illustrations and headings.

SECTION 4: ANNEXURES
ANNEXURE A – COVER PAGE

CONSUMER STUDIES

DISTRICT: _____

SCHOOL: _____

LEARNER: _____

ANNEXTURE B
LEARNER DECLARATION

Name of school: _____

School centre number: _____

Year _____

Full name of learner: _____

Examination number: _____

Declaration by learner
I hereby declare that the work contained in this portfolio is my own original work.

Signature of learner: _____ Date: _____

Declaration by Educator:
As far as I am able to ascertain, the work in this portfolio is the original work of this candidate. All required work has been included in the portfolio.

Signature of educator: _____ **Date:** _____

ANNEXURE C

CONSUMER STUDIES GRADE 12 TEACHER'S FILE INDEX

GENERAL

- Computerised mark sheet
- Working mark sheet
- School moderation form
- Cluster moderation form
- Cluster leader check list
- Provincial moderation report

Section 1

- Assignment 1 + assessment tool
- Test 1 + memorandum

Section 2

- Investigation + assessment tool
- Mid-year exam + memo

Section 3

- Test 2 + memorandum
- Project + assessment tool
- Prelim exam + memorandum

Section 4

- PAT assignment + assessment tools

ANNEXURE D

CONSUMER STUDIES GR. 12
LEARNER FILE
INDEX

GENERAL

- Learner declaration form
- Learner recording sheet

Section 1

- Assignment 1
- Test 1

Section 2

- Investigation
- Mid-year exam

Section 3

- Test 2
- Project

Section 4

- PAT

ANNEXURE E

RECORDING SHEET

GRADE 12

TASKS	FORMS OF ASSESSMENT	MAX. MARK	MARKS OBTAINED BY LEARNER	CONVERT TO:	FINAL MARK
			TERM 1		
1	Assignment 1			**50 ***	
2	Test 1			**50 ***	
	PAT (Section 1)			**50**	
			TERM 2		
3	Assignment 2 (Research)			**50***	
4	Midyear Exam (June)			**200 ***	
	PAT (Section 2)			**50**	
			TERM 3		
5	Test 2			**50***	
6	Project			**50***	
7	Trial Exam			**200***	
	PAT (Section 3)			**50**	
SUB-TOTAL * (Tasks 1+2+3+4+ 5 + 6+7)				***450**	
				100	
			TERM 4		
PAT 1 +2 + 3				**150**	
				100	
TOTAL (100 + 100)				**200**	

Convert to

ANNEXURE F

PROVINCIAL PORTFOLIO MODERATION TOOL

EDUCATOR PORTFOLIO	Yes	No	Comment
GENERAL			
All selected portfolios are included			
Cluster moderation report			
School moderation report			
Official recording sheet			
Working mark sheet			
TASKS			
Check for the following:			
• Task 1- Test 1 + Memo			
• Task 2 – Assignment 1 + memo			
• Task 3 – Investigation + memo			
• Task 4 – Midyear exam + memo			
• Task 5 – Test 2 + memo			
• Task 6 – Project + memo			
• Task 7.1 – Trial Examination + memo			
• Task 7.2 – PAT + memo			
Instructions on tasks are clear?			
Questions set at different cognitive levels?			
Consistent assessment?			

MARKS			
All the candidates have marks?			
Legible and clearly indicated?			
Correctly transferred?			
Correctly calculated?			
GENERAL COMMENTS			

MODERATOR/S: _____

DATE: _____

ANNEXURE G
PROVINCIAL PORTFOLIO MODERTION TOOL

LEARNER PORTFOLIO	**Yes**	**No**	**Comment**
GENERAL			
All documents are easy to find			
Documents are in the correct order			
Neat presentation of work			
Declaration form			
TASKS			
Learner completed the following:			
• Task 1 – Assignment			
• Task 2 – Test 1			
• Task 3 – Investigation			
• Task 4 – Mid-year exam			
• Task 5 – Test 2			
• Task 6 – Project			
• Task 7 – Trial examination			
• Task – PAT			
School moderated			
Cluster moderated			

MARKS			
Correctly calculated			
Correctly transferred			
General Comments:			

MODERATOR/S: _____

DATE: _____