

# **What's in the CAPS package?**

## **Consumer Studies**

- **A comparative analysis of the NCS/CAPS for Consumer Studies**
- **A PAT investigation**
- **International benchmarking**

### **Executive summary**

**Tom Swart**  
**Celia Booyse**  
**Elizabeth Burroughs**

**With Umalusi's curriculum evaluation teams**

September 2015

Published by



In collaboration with



COPYRIGHT 2015 UMALUSI, COUNCIL FOR QUALITY  
ASSURANCE IN GENERAL AND FURTHER EDUCATION  
AND TRAINING: ALL RIGHTS RESERVED

37 General van Ryneveld Street,  
Persequor Technopark, Pretoria  
Telephone: 27 12 3491510 • Fax: 27 12 3491511  
E-mail: [Info@umalusi.org.za](mailto:Info@umalusi.org.za) • Web: [www.umalusi.org.za](http://www.umalusi.org.za)

While all reasonable steps are taken to ensure the accuracy and integrity of the information contained herein, Umalusi accepts no liability or responsibility whatsoever if the information is, for whatsoever reason, incorrect and Umalusi reserves its right to amend any incorrect information.

This executive summary is dedicated to the memory of Phillippa Lewis, Educator at Durban Girls' College; Independent Examination Boards (IEB) National Examiner for Grade 12 Consumer Studies and a valued member of the Consumer Studies research and evaluation team. Her dedication, contribution to and passion for this field are recognised and appreciated.

## TABLE OF CONTENTS

<b>ACRONYMS AND ABBREVIATIONS .....</b>	<b>5</b>
<b>GLOSSARY .....</b>	<b>6</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>7</b>
<b>BACKGROUND AND INTRODUCTION .....</b>	<b>12</b>
<b>UNDERTAKING THE RESEARCH .....</b>	<b>15</b>
<b>THE RESEARCH REPORT – A SUMMARY PER CHAPTER.....</b>	<b>17</b>
<b>REFERENCES .....</b>	<b>47</b>
<b>ANNEXURE A: CONTENT/SKILLS COVERAGE IN CONSUMER STUDIES .....</b>	<b>54</b>
<b>ANNEXURE B: TABLES OF DETAILED CONTENT COVERAGE IN THE CAPS DOCUMENT AND THE THREE INTERNATIONAL CURRICULA.....</b>	<b>64</b>
<b>ANNEXURE C: BENCHMARKING CONSUMER STUDIES WITH COMPARABLE SUBJECTS INTERNATIONALLY .....</b>	<b>73</b>
<b>ANNEXURE D: INSTRUMENT TO DETERMINE SKILL CATEGORIES IN THE PRACTICAL ASSESSMENT TASK (PAT).....</b>	<b>81</b>

## ACRONYMS AND ABBREVIATIONS

A Level	The General Certificate of Education Advanced Level (GCE A Level) is a school-leaving qualification offered by educational bodies in the UK and the British Crown dependencies
AS Level	The Advanced Subsidiary Level is the first part of the A Level qualification
AS	Assessment standards
ATP	Annual teaching plan
BC	British Columbia, Canada
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous assessment
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
Doc	Document
DoE	Department of Education
FET	Further education and training phase
GCSE	General Certificate of Education taken by learners aged 14-16 in secondary education in the UK
GET	General education and training phase
Gr.	Grade
HEQC	Higher Education Quality Committee
HESA	Higher Education South Africa
HET	Higher Education and Training
IED	Introduction to Enterprise Development
L	Level
LOs	Learning Outcomes
LPG	Learning Programme Guidelines
LTSM	Learning and teaching support materials
n/a	Not available
NCS	National Curriculum Statement
n.d.	Not dated
NGO	Non-government organisation
NQ	National Qualification
NQF	National Qualifications Framework
NSC	National Senior Certificate
OBA	Outcomes-Based Assessment

OBE	Outcomes-Based Education
p.	Page
pp.	Pages
PAT	Practical Assessment Task
PED	Provincial Education Department
SAG	Subject Assessment Guidelines
SBA	School-Based Assessment
SLO	The Netherlands Institute for Curriculum Development
Umalusi	Quality Council for General and Further Education and Training
Vs	Versus

## GLOSSARY

<i>Applied Competence</i>	Practical application of an ability or skill
<i>Assessment Guidelines</i>	Written guidance informing the assessment in a particular subject
<i>Core Subjects</i>	The set of subjects required in a specific programme
<i>Elective Subject</i>	Subject(s) which a learner may choose from a set of subjects.
<i>Exit Level</i>	The NQF level at which a qualification is awarded
<i>Learning Outcome</i>	An explanation of what is to be achieved by the learner through the learning process
<i>National Senior Certificate</i>	School-leaving NQF Level 4 qualification on the General and Further Education and Training Sub-framework, written after the completion of 12 years of learning
<i>NQF Level</i>	The ten levels that comprise the NQF; Level 4 is the school-leaving level.
<i>Outcomes-Based Education (OBE)</i>	The approach underpinning the NCS which places the emphasis on the learner's successful achievement of identified abilities
<i>Subject Guidelines</i>	Written guidance about the content of a subject

## ACKNOWLEDGEMENTS

Umalusi regards the opportunity to engage in curriculum evaluation processes as a significant step towards co-operation at a systemic level on matters of curriculum. It is hoped that this report, and the ones that go with it, will provide an understanding of the curriculum development space and the respective roles of departments and Umalusi in strengthening the nation's qualifications.

Umalusi gratefully acknowledges the role of Ms Lisa Gordon-Davis of the Global Travel and Tourism Partnership of South Africa (GTP-SA) in introducing the National Department of Tourism (NDT), the Federated Hospitality Association of Southern Africa (FEDHASA) and industry stakeholders to Umalusi in the first stages of investigation in 2011. Some of the research questions for the National Curriculum Statement/Curriculum and Assessment Policy Statement (NCS/CAPS) comparative analysis have been based on background information gathered from discussions with the National Tourism Education and Training Working Group, private providers, the National Department of Tourism (NDT) and FEDHASA. The collaboration with these stakeholders has been helpful in the identification of experts to represent industry in the evaluation teams.

Umalusi gratefully acknowledges the discussions concerning articulation pathways, the retention of learners in hospitality and tourism, and systemic thinking with Prof. Daneel van Lill (Executive Dean, Faculty of Management at the University of Johannesburg (UJ)) and Prof. Elmarie Slabbert (Programme leader for Tourism Management at North West University (NWU)). Besides the representation from UJ and NWU, the involvement of researchers from the University of Pretoria (UP) and the University of South Africa (Unisa) is acknowledged.

Ms Mmaabo Moloi, Project Leader from the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) was instrumental in extending its involvement in the project, and initiating the signing of a Memorandum of Understanding (MoU) in 2011 between Umalusi and CATHSSETA regarding the inclusion of industry representation and joint funding of the research sessions in 2011 and 2012. The MoU resulted not only in human capital gains, but a large monetary contribution from CATHSSETA to cover 50% of the costs incurred in 2011 and 2012. CATHSSETA also facilitated the involvement of representation and field expertise from industry.

Ms Nozuko Ngozi from the NDT, Mr Lulamile Stuurman, Ms Mothepane Sesele, Ms Leonore Beukes and Mr Zakhele Sibeko have involved themselves with enthusiasm in the research initiative. Mr Stuurman was involved with the research process from the

initial stages in 2011, attended workshops and, though he was part of the observing team, involved himself in all research processes.

Umalusi appreciates not only the expertise and insight invested in this project, but also the monetary contribution from NDT towards running the workshops and research efforts. The NDT's willingness to contribute to the assessed curriculum investigation, the comparative study and international benchmarking is highly valued and appreciated.

The passion evident in the CATHSSETA and NDT representatives' involvement in the processes will certainly bring about change in both the tourism industry and in classrooms where, it is clear, teachers and learners can be greatly empowered.

Ms Cheryl Weston, Chief Education Specialist for Consumer Studies, Hospitality Studies and Tourism (DBE) is thanked for her willingness to engage with the research in 2013 and 2014. Her shared insights, her positive involvement and her presence at the research sessions are greatly appreciated.

Umalusi gratefully acknowledges the support from the High Commissions of Singapore, Canada and Kenya in the provision of documents used in the benchmarking. In particular, we thank Mr Brent Munro, Manager, Curriculum and Resources (Learning Division) in the British Columbia Ministry of Education, Mr Joseph Okelo, Director: GTTP in Kenya, Ms Elsabé Engelbrecht, Director: GPPTSA and Mr Benedict L Watamba (Kenya, High Commission) for finding the applicable documentation.

The project was envisaged and conceptualised by Dr Celia Boooyse, Manager: Curriculum, Umalusi. Members of the teams will attest to her support, guidance and encouragement during the workshops and the writing-up of research findings. Her openness and willingness to engage has opened the project up to the participation of valuable contributors who were not initially in the project's sights. Dr Boooyse developed the instrument for the PAT investigation, provided most of the commentary on the original subject reports, and prepared the reports for the final write-up.

The contribution of Ms Adri du Toit, Lecturer: Didactics of Technology & Consumer Studies, Faculty of Educational Sciences at North West University and team leader of the evaluation team who researched the history and the development of Consumer Studies as a subject in the FET Phase, is gratefully acknowledged. This valuable information has seemingly not previously been written up but is now included in Chapter 1 of this report. Her shared insights on teaching methodologies, and the teaching of entrepreneurial skills in the subject in particular, are valued.

Dr Sharon Grussendorff, a respected researcher, Physics lecturer and consultant for many educational initiatives, kindly assisted in preparing the Excel spreadsheets for the transfer of data in the comparative study. She also helped to adapt the research instruments for the comparative analysis of the NCS and the CAPS for determining entry requirements and exit-level outcomes, as well as the instrument for benchmarking the CAPS. She also prepared the critical comparison between the introductory pages of the NCS and those of the CAPS. Her analysis is included in Chapter 3.

Dr Booysse has been steadily supported by her colleagues in the QCC unit: Ms Elizabeth Burroughs, Senior Manager: QCC; Mr Duma Sithebe, Assistant Manager: Curriculum and Mr Mohau Kekana, Administrative Assistant.

Mr Sithebe ably assisted in constituting the evaluation teams and has done much of the document search for the comparative research, a considerable undertaking. The logistical work in 2013 and 2014 was undertaken with great dedication by Mr Mohau Kekana, Administrative Assistant to the unit. His contribution is gratefully acknowledged. Both Mr Sithebe and Mr Kekana helped run a very well-functioning administrative centre during workshops and research sessions. The detailed planning that went into preparing for these sessions is gratefully acknowledged.

In the initial stages (2011–2012) of the research, Ms Helen Matshoba, now Manager: Qualifications, kindly assisted in the preparation of documentation and helped at the workshops. The logistical work was then undertaken by Ms Lesego Mgidi (now Ndala), and the thanks of all involved go to her for the kind and able assistance.

The teams who have undertaken these evaluations have far exceeded the call of duty, and for that we at Umalusi thank them. It has been satisfying to see that we have all learned from one another's expertise, and that all of us involved in the project always go out with an enriched understanding of the importance of curriculum and its appropriate implementation.

It is to be hoped that the accumulated knowledge and wisdom emanating from the project will have a positive effect in schools, colleges, higher education and in industry training.

While the coming paragraphs acknowledge the individual members of the team, it is worth referring to Annexure F to appreciate fully the wealth of experience and commitment that this project has been privileged to draw upon. Umalusi wishes to thank every contributor to this research project.

The team's positive attitude and its in-depth discussions and collaboration have been remarkable. The Consumer Studies evaluation team was:

## **2011–2012**

Ms Vanessa Andreou, Consumer Studies Teacher at Northlands Girls High School, KwaZulu-

Natal Department of Education

Dr Gerrie du Rand, Head of the Foods and Nutrition Section: Department of Consumer Science, University of Pretoria

Ms Adri du Toit (Team Leader), Lecturer: Didactics of Technology & Consumer Studies, Faculty of Educational Sciences at North West University, Potchefstroom Campus

Ms Karen Kleintjies, Senior Curriculum Planner: FET Colleges in the Western Cape, offering support to the NC (V) programmes: Hospitality, Tourism and Education and Development

Ms Phillippa Lewis, Consumer Studies Educator at Durban Girls' College; Grade and Independent Examination Boards (IEB) National Examiner – Grade 12 Consumer Studies

Ms Rina Schubotz, Deputy Director: Services subjects, Department of Basic Education

Ms Heather Swanepoel, Textiles Tuition and Training (Tex Tu Train)

## **2013–2014**

Ms Vanessa Andreou, Consumer Studies Teacher at Northlands Girls High School, KwaZulu-

Natal Department of Education

Ms Adri du Toit (Team Leader), Lecturer: Didactics of Technology & Consumer Studies, Faculty of

Educational Sciences at North West University, Potchefstroom Campus

Ms Cornelia Koekemoer, External moderator for Hospitality Studies and training Hospitality Studies subject advisors

Ms Phillippa Lewis, Consumer Studies Educator at Durban Girls' College; Grade and Independent Examination Boards (IEB) National Examiner – Grade 12 Consumer Studies

Ms Heather Swanepoel, Textiles Tuition and Training (Tex Tu Train)

Ms Grace Tunzi, Consumer and Hospitality Studies Subject Advisor, Johannesburg North District, Gauteng Province

## **2014 International Benchmarking**

Dr Gerrie du Rand, Head of the Foods and Nutrition Section: Department of Consumer Science, University of Pretoria

## **Stakeholders and observers**

Ms Mmaabo Moloi, Project Manager, Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA)

Ms Nozuko Ngosi, Director: Northern Region KZN and Mpumalanga, National Department of Tourism

Ms Mothepane Sesele, Director: Domestic Tourism – Eastern Cape and Free State, National Department of Tourism

Mr Lulamile Stuurman, Deputy Director: Domestic Tourism – Eastern Cape, National Department of Tourism

Mr Zakhele Sibeko, Assistant Director in the Domestic Tourism Branch, National Department of Tourism

Ms Cheryl Weston, Chief Education Specialist for Consumer Studies, Hospitality Studies and Tourism

Umalusi gratefully acknowledges Mr Tom Swart, who took up the task of the final interpretation of the team reports and the write-up of the findings in a composite report. Dr Celia Boooyse wrote Chapter 2 and assisted Mr Swart in finalising the other chapters in the full report. Ms Elizabeth Burroughs wrote parts of the executive summary and did the critical reading of the rest of the full report. Her inputs are gratefully acknowledged. Mr Dennis Twala proofread this executive summary and his contribution requires grateful recognition.

Umalusi once again extends its thanks to all who have made the reporting on the research possible.

## **BACKGROUND AND INTRODUCTION**

Research such as this is undertaken to build a clear picture of how the CAPS has – or has not fully – addressed the issues it was expected to deal with and how these changes affect the curriculum and assessment of the largest national qualification in education. Such research also informs the bigger picture of the nature of the qualification itself: what its strengths might be, and what challenges its implementation presents to the institutions and staff offering it. In short, the research is undertaken with a commitment to ensuring a better understanding of the NSC for all involved. For that reason, it is important to provide a brief overview of curriculum development and change over the past 19 years first.

### **i. Curriculum development and change in South Africa 1995–2014**

Questions about the quality of a curriculum and its implementation are not new, but continue to be asked as South Africa – and other countries across the globe – grapple with how best to educate the adults of the future.

In 1995, just after the first democratic elections, the South African government carried out a national audit on teaching which revealed many disparities and problems. Two years later, in 1997, the Department of Education launched its new curriculum policy, Curriculum 2005, which in its ideology, content and pedagogical approach contrasted strongly with the curriculum in effect at the time. Curriculum 2005 was outcomes-based. It drew from curriculum models being used in some highly developed countries, and sought to place the South African curriculum among the most progressive internationally. This policy became a contested issue within South Africa, and so, in 2000, the then-Minister of Education set up a Curriculum Review Committee, which led to a more “streamlined” approach to the curriculum.

The revised policy and the ensuing debate caused even more confusion and uncertainty. The “cascade model” of in-service teacher education proved to be inadequate and training reached the schools in a much-diluted form. In 2002, the curriculum was reconstructed once again into a Revised National Curriculum Statement which was approved on 15 April 2002 and implemented in 2004 (DBE, 2010:2–7). This revised version became known as the National Curriculum Statement (NCS). The 2008 Grade 12 group wrote the first set of national examinations and were the first to be awarded the National Senior Certificate, a 130-credit qualification at level 4 on the NQF, which replaced the Senior Certificate in schools.

In July 2009, the then-Minister of Basic Education appointed a panel of experts to investigate the nature of the challenges and problems experienced in implementing

the NCS, and to develop a set of recommendations designed to improve its implementation. The Minister's brief was in response to wide-ranging verbal and written comments received over several years from stakeholders such as teachers, parents, teacher unions, school management and academics, on shortcomings in the implementation of the NCS. While the RNCS/NCS had positive support generally, there was nonetheless considerable criticism of various aspects of its implementation, including teacher overload, confusion and stress arising from inconsistencies in the documentation and demands on teachers' time, as well as widespread learner underperformance in international and local assessments.

While several minor interventions over time were intended to address some of the challenges of implementing the curriculum, these changes had failed to have the desired effect. The 2009 panel consequently set out to identify the challenges, particularly with reference to teachers and learning quality; to deliberate on how matters could be improved; and to develop a set of practical interventions. The key areas identified for attention were the proliferation of curriculum policy and guideline documents, the transitions between grades and phases, assessment (particularly continuous assessment), learning and teaching support materials (particularly textbooks) and teacher support and training (for curriculum implementation).

As a result of the 2009 findings, the NCS was reviewed yet again in 2011. The amended NCS was called the CAPS, the Curriculum and Assessment Policy Statement (CAPS) (Department of Education (DoE), 2009a, 2009b; Pinnock, 2011). On 28 December 2012, the approval of the regulations pertaining to the amended NCS Grades R–12 was published in Government Gazette No. 36041. According to this Gazette, the CAPS document stipulates the aim, scope, content and assessment for each subject listed in the NCS Grades R–12 (Department of Basic Education (DBE), 2012:3).

## **ii. Analysing the “curriculum” concept**

There are numerous and conflicting definitions for the word “curriculum”, but one of the most useful is a direct translation of the Dutch – and Afrikaans – word “leerplan”, a plan for learning. Clearly “a plan for learning” could equally describe the timetable for an individual learner and, say, the documents that form the “primary sources of support and direction for learning and teaching in (an) educational system” (DoE, 2009a: 11).

The Netherlands Institute for Curriculum Development (SLO) has identified two vectors which serve to relate the many definitions of curriculum to one another, and which have helped to pinpoint the nature of the curricula which are considered in this research. At the same time, these identify the areas which

cannot be addressed by research of this kind, but which nevertheless clearly require further attention.

The SLO analysis presented in *Curriculum in development* (Thijs & Van den Akker (Eds), 2009) identifies different levels at which a curriculum is represented and provides examples of the “products” associated with or applied at each of these levels. Table A summarises the levels and the documents – all of which might reasonably be regarded as curricula – associated with that level.

<b>Table A: Curriculum levels and associated curriculum documentation (adapted from Thijs &amp; Van den Akker (Eds), 2009:9)</b>		
<b>Level</b>	<b>Location</b>	<b>Examples</b>
SUPRA	International	<ul style="list-style-type: none"> <li>• Common European Framework of Reference for Languages</li> </ul>
MACRO	System, national	<ul style="list-style-type: none"> <li>• Core objectives, attainment levels</li> <li>• Curriculum statements</li> <li>• Examinations programmes/assessment guidelines</li> </ul>
MESO	School, college	<ul style="list-style-type: none"> <li>• School programme</li> <li>• Educational programme</li> </ul>
MICRO	Classroom, teacher	<ul style="list-style-type: none"> <li>• Teaching plan, instructional materials</li> <li>• Module, course</li> <li>• Textbooks, learning and teaching materials (LTSM)</li> </ul>
NANO	Learner, learner	<ul style="list-style-type: none"> <li>• Personal plan for learning</li> <li>• Individual course of learning</li> </ul>

The second dimension SLO identifies as different forms in which curricula can be represented. It calls these “curriculum representations”, and these categories relate to distinctions, which Umalusi currently makes in its thinking about curricula. Umalusi distinguishes between the intended curriculum (as represented in the national curriculum documents), the enacted curriculum as it is implemented in classrooms, and the assessed curriculum. The SLO, however, draws the following, more finely-nuanced distinctions, as reflected in the table below.

<b>Table B: Forms of curriculum (adapted from Thijs &amp; Van den Akker (Eds), 2009:10)</b>		
INTENDED	Ideal	Vision (rationale or basic philosophy underlying a curriculum)
	Formal/written	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED/ ENACTED	Perceived	Curriculum interpreted by its users (especially teachers)
	Operational	Actual process of teaching and learning (curriculum in action)
ATTAINED/ ASSESSED	Experiential	Learning experiences as perceived by learners
	Learned/assessed	Resulting learning outcomes of learners

According to SLO, this six-way distinction, based on the work of Goodlad (1979) and Van den Akker (2003), is useful in the analysis of the processes and outcomes of curriculum innovation (in Thijs & Van den Akker, 2009:10). Using these two SLO vectors, it is apparent that the present NCS analysis deals with curriculum developed at and for the macro level, since it considers versions of the curriculum determined for the national educational system. Due to a change in theoretical framing of the curriculum and the approach implied for implementation, the CAPS deals with curriculum development on a meso level and, in instances, even on a micro level.

Though the focus of the research is on the intended curriculum, the findings and recommendations are intended to help make the necessary adjustments at the macro level in the belief that improvements to the curriculum documents will directly influence the implementation of the curriculum in classrooms, performance in schools and certain experiential aspects of the curriculum, notably the practical assessment component of the subject.

## **UNDERTAKING THE RESEARCH**

Since Umalusi had no previous research experience in the fields of tourism and hospitality and consumer sciences, a good deal of energy first went into understanding the background to these subjects, their inception, rationale and role in the qualifications and South African educational and economic context.

During this fact-finding process, Umalusi's willingness to listen and engage brought about an organic enlargement of the number of parties interested in the project, and as a result the present research project felicitously includes both Departments of Education, the Independent Examination Board (IEB), Higher Education South Africa (HESA) and through it a number of prominent academics from several universities, the NDT, representatives from industry and private colleges as well as the CATHSSETA.

While managing the process with representatives from such diverse bodies has not always been simple, it is abundantly clear that the benefits of this research project will extend well beyond this report. Bodies that have grappled with what it means to develop a curriculum will go away with a much richer understanding; Departments which may not have fully understood the needs and dilemmas of the others have come closer; industry has had insight into educational processes and education has learnt from industry's requirements. In short, what the project is coming to embody are the benefits that accrue to all when work is undertaken in a truly collaborative spirit.

The research included the following aspects, for which the research process and instruments are described in detail in **Chapter 2**:

- A comparative analysis of the FET Phase NCS and the CAPS. Consumer Studies was one of 15 subjects evaluated. The 11 gateway subjects, Hospitality Studies and Consumer Studies are reported on in the "*What's in the CAPS package?*" series of reports.
- The expected requirements to enter the FET Phase and assumed learner attainment exiting the phase were determined for Consumer Studies. Only the findings on expected exit-level outcomes for the subject Consumer Studies are included in this report. The "*What's in the CAPS package?*" reports all identify the assumed attainment levels per subject for the end of Gr. 12.
- The Practical Assessment Task (PAT) investigation was done for the services subjects, Consumer Studies, Hospitality Studies and Tourism.
- The last part of the research in 2014 combined a web-based search, undertaken in 2012, with an international benchmarking of the CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada). The investigation also searched for factors in these curricula that may need to be considered in the South African context to strengthen the CAPS.

The research findings on expected learner attainment mark a new direction in Umalusi's research. The attainment findings will serve as preparatory information for a longitudinal study that Umalusi plans to undertake in 2015, when the issue of the transition between the four phases of schooling will be fully addressed. The intent in the longitudinal study will be to examine critically the development of the major subjects across the 12 years of schooling. It is clear from the work Umalusi has

already undertaken that the major discontinuities between phases create some of the difficulties currently experienced in the FET Phase of schooling.

## **THE RESEARCH REPORT – A SUMMARY PER CHAPTER**

The full report, like the others in the series, is intended to provide advice to the Minister and Department of Basic Education on the strengths and weaknesses of the CAPS.

**Chapter 1** provides the necessary background on the inception and development of the subject, Consumer Studies.

**Chapter 2** outlines the background to the research done in 2013 and 2014 and the research questions and the methodology used in this evaluation; it also explains how Umalusi undertook the research and indicates the extent of the work. In this chapter, the content and the application of the instruments used in the comparative analysis of the FET Phase NCS and the CAPS, for determining the entry-level requirements and exit-level outcomes for Consumer Studies in the FET Phase, as well as for the PAT investigation, the 2012 web-based search and the international benchmarking of the CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada) are explained.

**Chapter 3** presents the findings of the comparison of the NCS documents and the CAPS document.

It is apparent from the analysis that both curricula espouse similar values, which include social justice, human rights, inclusivity, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds, and share a common list of purposes. In this regard, the newer document is a re-packaging of the NCS. However, the learner's role has shifted from being a participant in the learning process and a negotiator of meaning in the NCS to being a recipient of a body of pre-determined knowledge, and the teacher, who was clearly described in the NCS, does not warrant a mention in the CAPS introductory material. In other words, the shift has been towards a much more technical and traditional approach to teaching and learning, in which the more far-reaching aims of education for a living democracy have taken a back seat.

The following summary of findings on each curriculum dimension evaluated is reported on in detail in Chapter 3.

### **Curriculum aims**

The evaluation team found that the aims across three documents in the NCS were repetitive and overlapping. The CAPS corrects this by having a single set of succinct aims. It was noted, however, that the subject-specific aims in the CAPS are expressed as a list of topics, rather than as aims.

### **Content/skill coverage**

A large portion of the subject content remains unchanged from the NCS to the CAPS. Changes in content are principally the expansion or re-packaging of content from the NCS to the CAPS, reassignment of content and changes in terminology. The inclusion of additional practical options in the CAPS document implies an expansion in the possible skills that learners could develop in the subject, since these options (*Knitting and crocheting; Appliqué and embroidery by hand*) were not previously included in the NCS.

The CAPS document omits the following NCS content:

- the production line
- possible career paths and education links for Consumer Studies learners.

### **Breadth**

The evaluation team judged both the NCS and the CAPS document to be broad and moderately deep.

### **Curriculum specification**

The evaluation team judged the level of specification in the NCS to be medium (moderately clear subject-specific specifications, with some generic statements/skills and/or some topics underspecified). On the other hand, the level of topic specification in the CAPS was judged to be high (extremely clear subject-specific specification: very little chance for multiple interpretations). The reason for the latter is that the topics and sub-topics are clearly specified per term and per grade, and assessment requirements are detailed.

### **Curriculum design**

The central design principle of the NCS is outcomes-based and learner-centred. The content is designed around Learning Outcomes (LOs) and Assessment Standards (ASs). The CAPS, on the other hand, is content-based, designed around topics, with an indication of the minimum content to be covered in theoretical as well as in practical work. However, in the CAPS, learner-centred teaching is still an important approach.

### **Content/skill weighting, emphasis and depth**

Approximately 70% of the time spent in the NCS is devoted to learning about the consumer and consumer activities within the disciplines of *Food and Nutrition*; *Clothing and Textiles*; *The Consumer*; and *Housing and Furnishings*. The balance of 30% is spent on practical production.

In the CAPS, more weighting (37.5%) is given to the practical option. The remaining theoretical time focuses on *The Consumer* (26.6%), *Food and Nutrition* (24.4%) and *Entrepreneurship* (20%).

### **Depth**

The NCS gives very little indication of the depth in which a topic has to be covered. Even though it seems that a large percentage of time is spent on practical production, it does not necessarily mean that this topic is dealt with in great depth. Learners are expected to produce a marketable product, but often the theory to support the successful outcome of the product is not studied in enough depth.

Seven main topics with a large number of sub-topics are covered in the CAPS. Most time is spent on three of the seven theory topics, namely *The Consumer*, *Food and Nutrition* and *Entrepreneurship* in all three grades. These three topics are addressed in depth and will give learners a powerful grasp of the content. The topics with less weighting are not covered in every grade.

### **Pacing**

There is no evidence of pacing in the NCS policy document. However, in the *Learning Programme Guideline* document, a general indication of time allocation is given, though not per LO or AS.

The CAPS, however, gives a clear indication of the amount of time to be spent on the subject per week, as well as which topics should be covered in each term. The weekly time allocation should be used in conjunction with the topics indicated for a specific week, to calculate how much time should be spent on each topic.

### **Sequencing and progression**

Both the NCS and the CAPS have a moderate specification of sequencing, where a general order in which topics are expected to be taught is suggested, but with allowance for some discretion on the part of the teacher.

The NCS shows strong evidence of progression within each LO, both within and across the grades in terms of content/concepts, but not necessarily in complexity or difficulty.

In the CAPS the level of progression is strong as well, with clear movement from one concept to another within topics and across grades.

### **Curriculum coherence**

The central idea or overarching principle informing the NCS curriculum is the “consumer cycle”. The curriculum is framed by four LOs. The ASs across all three years of study connect the consumer cycle with the management of the consumer role of making knowledgeable consumer choices, through using resources wisely in order to produce a quality marketable product.

The central idea or overarching principle in the CAPS is “the consumer”, which is central to each topic. The document clearly states that the curriculum intends to teach learners about responsible and informed consumer behaviour in respect of food, clothing, housing, furnishing and household equipment. The evaluation team judged the CAPS to be coherent and found evidence of connectedness between the consumer, the product and the context where/and how the product is used.

### **Specification of pedagogic approaches**

Both documents have low levels of pedagogic specification, i.e. the preferred general or subject-specific approach is mentioned in a few places but no details are provided.

The general pedagogic approach for the NCS requires an outcomes-based, constructivist methodology, while the CAPS, being content-based, requires a transmission-based methodology.

### **Guidance for Assessment**

All assessment for both the NCS and the CAPS is guided by two generic, underpinning documents:

- *The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement*
- *The National Protocol for Assessment: Grades R–12*, which describes assessment processes generically across all subjects.

The NCS Policy Statement contains a general and a generic introduction to assessment.

The NCS Subject Assessment Guidelines for Consumer Studies specifies the forms of assessment and the required number of assessment tasks, together with their weighting for the final mark, from Grades 10–12 in annual programmes of assessment. It requires tests, examinations, PATs and other tasks, such as assignments, investigations and projects in the form of practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies.

The CAPS includes a subject-specific introduction which refers to informal and formal assessments. Types of assessment, examinations and PATs and recording and reporting are also discussed. Teachers are provided with a clear understanding of the approach to assessment.

### **Specificity and clarity of guidance for assessment**

Both general and subject-specific assessment guidance is provided in the NCS, albeit subject-specific in terms of the PAT and Programme of Assessment, and very generic regarding the other forms of assessment.

The assessment guidance in the CAPS is very subject-specific, according to type of assessment, e.g. theory or practical (depending on practical option choice).

### **Degree of clarity of guidance regarding assessment**

In the NCS the degree of clarity of guidance is moderate to low in contrast to the CAPS where it is high, with the term breakdown clearly indicated, promotion mark explained and the mark allocation and content for the end of year examination paper specified.

### **Integration**

The evaluation team considered three dimensions of integration in the two sets of documents, namely the between-subject integration, intra-subject integration and between the subject and the everyday world and knowledge.

Neither curriculum document specifically mentions integration of Consumer Studies with other subjects. However, in both the NCS and the CAPS, linkages can be made with subjects like Mathematics, Mathematical Literacy, Business Studies, Visual Art and Life Sciences.

Consumer Studies in both the NCS and CAPS has a high level of internal integration where relationships and connections between different topics within the subject are explicitly indicated. Though not explicitly stated, the core concepts of “consumer cycle” in the former and “the consumer” in the latter document, serve as the integrators.

Clear integration could be found between Consumer Studies subject content and the everyday world and knowledge in both the NCS and the CAPS. Most of the topics covered in the subject deal with everyday life issues, relevant to the lives of the learners. Examples include nutritional content, planning a wardrobe, food safety and hygiene.

### **Format and user-friendliness of the curriculum documentation**

The NCS has three curriculum documents: the policy statement, the learning programme guidelines and the subject assessment guidelines, totalling some 166 pages.

The structuring of information in the policy is not user-friendly. A reader has to search through the pages to find all the relevant information pertaining to any one specific teaching topic. This document served as the introduction of a new outcomes-based teaching approach, which included new concepts like LOs and ASs. The information provided to explain these concepts is vague. The NCS policy statement is clearly an academic document with language that would not be accessible to many teachers.

It is clear that the learning programme guidelines were developed to help support and clarify the original NCS document.

The introduction of yet a third document – the subject assessment guidelines – compounded the confusion, since teachers had to refer to three documents which, in many cases, did not speak to one another.

The single CAPS document comprises only 65 pages. It is user-friendly, well-structured and clearly set out, with good spacing and layout and concise language.

The content of the CAPS, while similar to that of the NCS, is much clearer: the user will find it easier to read through the content and organise a teaching plan for the year, term and day-to-day teaching.

### **The structuring of knowledge in the NCS and the CAPS document**

#### **Statements of learning**

Both the NCS and the CAPS have clear statements of learning (Learning Objectives and Assessment Criteria in the case of the former, and Topics in the latter). However, the verbs indicating *skills* in the NCS are largely absent in the CAPS.

#### **Disciplinary base and organisation of knowledge**

The NCS Consumer Studies uses a strong outcomes-based approach, with the consumer and the production of marketable products as the central focus.

In the CAPS, the disciplinary base and organisation of knowledge are no longer outcomes-based, but are content-based. The development of high knowledge and high skills is a basic principle required in the South African curriculum, and this drive is evident throughout the CAPS, both in the content and in the production tasks.

### **Curriculum coherence**

In the NCS, progression is primarily indicated through changes in content from LOs 1 to 3, while in LO 4 progression is also indicated in terms of complexity. However, the evaluation team found that coherence in content and complexity is not always consistent.

The NCS Consumer Studies curriculum has cohesion. While there is some concern about the depth of information, the evaluation team agreed that the breadth is good, firstly within a grade, then across all three grades, as well as across different areas.

The CAPS shows evidence of curriculum coherence, as all the topics within the three grades are based around the overarching principle of “the consumer”. This theme is a constant throughout the seven topics and within the practical and production modules. It provides the connection between topics and underpins the progression in content and complexity within and across the grades. Knowledge is ordered sequentially, creating coherence in the curriculum. Basic knowledge and skills form the foundation for subsequent learning and the development of advanced skills.

### **Overall guidance and use of curriculum in the NCS and the CAPS document**

The NCS documents are not user-friendly and are difficult to relate to one another. However, they are comprehensive in providing the required information.

The CAPS is better structured as an overall guidance than the three documents of the NCS, insofar as the assessment and content are closely linked.

Neither document contains specific guidance about teaching methodology.

### **Social impact of the NCS and the CAPS**

Consumer Studies should be recognised for the fact that it teaches invaluable life skills.

### **Implications for country, industry, teachers and learners**

Consumer Studies should be recognised for the fact that it teaches invaluable life skills provided that the policy about the production option being compatible with the facilities available at schools is rigorously enforced.

The central aim of the subject Consumer Studies is to help learners become responsible consumers (citizens) in local, national and international communities. They should also learn to produce marketable products, which opens opportunities for entrepreneurial projects in future. It develops an informed learner who is able to make sensible choices with regards to buying and using services, not only knowing

their rights as consumers, but also having a good understanding of their responsibilities in the marketplace in South Africa and abroad. The subject gives learners an opportunity to make and then market a product which would increase their (financial) independence, making them more confident and prepared for the world post-school, giving them marketable skills.

Consumer Studies thus lays the foundation for consumer education to develop learners into responsible, informed consumers who will be able to contribute to the improvement of the quality of life in their families and their communities, and to the development of the economy and social fabric in South Africa. Due to the production content, they will have been exposed to a good level of structured thinking (systemic) skills, which will prove useful in their futures. The inclusion of more entrepreneurial skills, basic business management, and market analysis would further develop the operational skills and/or systemic thinking (managerial) skills in question.

It is clear also from this investigation that Consumer Studies potentially prepares learners for a wide range of occupations and careers without it feeding directly into a specific industry. It also equips the learner with entrepreneurial skills for small and micro-enterprises, a sector that the government wishes to grow to help boost job creation. The CAPS could be improved by including more about career paths and opportunities, as well as the qualifications that are linked to Consumer Studies at FET and HET level. More detailed pedagogical approaches for effective teaching of this subject should be suggested and included in the curriculum document as a priority.

### **The type of learner envisaged**

In the description given of the type of learner that is envisaged, both the NCS and the CAPS include the list of Critical Outcomes, although these are not named as such in the CAPS. The Critical Outcomes, as described in the *National Curriculum Statement Grades 10-12 (General) - Overview* (DBE, 2003:8), require learners to be able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with others as members of a team, group, organisation and community;
- 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.

One key difference in the list of Critical Outcomes is that the CAPS describes the second point as: “work effectively as individuals and with others as members of a team” (DBE, 2011:5). This acknowledges that learners must also be able to work effectively on their own, a capacity which was missing from the NCS, where the emphasis on group work was paramount.

A notable omission from the CAPS is that the Developmental Outcomes listed in the NCS are not mentioned at all. These are fairly broad-based outcomes that include an exploration of learning strategies, participation as responsible citizens, and the development of cultural and aesthetic sensitivity.

In addition, the NCS contains a list of ideals that the curriculum aims to develop in learners, such as “one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution”, “have access to, and succeed in, lifelong education and training of good quality”, and to develop learners who “demonstrate an ability to think logically and analytically, as well as holistically and laterally” and are “able to transfer skills from familiar to unfamiliar situations” (DoE, 2003:17). Although some of these are touched on in the values of the CAPS, they are not mentioned in the descriptions of the type of learner that is envisaged.

The move from OBE has also resulted in a shift from discovery-based learning to a content-driven learning approach. This in turn has led to a shift in the position of the learner from being a participant in the learning process, as a negotiator of meaning, to a recipient of a body of predetermined knowledge. Significantly, there has also been a loss of the intention to develop critical thinking about knowledge validity and bias, which is captured in some of the LOs of the NCS. For example, part of LO 3 in the NCS Physical Sciences is the evaluation of knowledge claims. This requirement, a valuable one, is not incorporated in the CAPS Physical Sciences in any way.

### **The type of teacher envisaged**

The **NCS** provides a clear description of the kind of teacher that is envisaged (DoE, 2003:18). They are expected to be:

- key contributors to the transformation of education in South Africa;
- qualified, competent, dedicated and caring and
- able to fulfil the various roles outlined in the Norms and Standards for Educators.

These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars,

researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

By contrast, the CAPS provides no description of the kind of teacher that is envisaged. This is a notable omission for such an important role-player in the educational process.

Teacher training is central to the promise that this Consumer Studies could deliver in education, but a great concern is the reduced number of institutions that offer training for Consumer Studies teachers in South Africa, since these institutions are expected to play a major role in effective teacher training. An area that needs particular attention in teacher training is assessment (both formal and informal assessment). Teachers should also be reintroduced to the practice of teaching effectively by using a textbook as part of the Learning and Teaching Support Materials. And so, the increased use of Consumer Studies textbooks by learners and teachers should be promoted, as this is frequently the only contact with appropriate language for most second-language learners, while the reading skills support learning and production skills.

The necessary prerequisite for this subject is the financial means to support the practical section of the subject, and motivation (not only training) of teachers to continue with it. If learners are not able to produce a marketable product, the learning cannot be seen as successful. In order to produce a quality, marketable product, the schools need to be adequately equipped, otherwise the learners are deprived of being taught the whole curriculum. With the knowledge and skills learnt in this subject, learners who are the heads of child-headed families could produce an income to sustain their families.

In summary, the value of Consumer Studies is its intent to prepare learners to become responsible consumers. It teaches learners to make informed decisions and to make use of resources in a sustainable and responsible manner in order to improve their wellbeing and become independent citizens. The practical component provides the learner with the notion of self-sufficiency through an opportunity to produce a quality marketable product.

The CAPS specifies that subjects in the NSC qualification should facilitate the transition from education institutions to the workplace. Consumer Studies assumes that the learner may be able to engage in entrepreneurial activities that could contribute to the economy of the household – and the country. Due to the fact that the consumer (and consumer choices) is central to this subject, the links to the retail industry should be actively explored in the curriculum and entrenched in the teaching of the subject.

All seven generic cross-cutting aims impart skills that are transferable to everyday life as well as to the working environment. These cross-cutting skills are naturally infused into the subject by virtue of the nature of the content and practical skills taught.

The aims of the CAPS to “promote active and critical learning” and “the achievement of high levels of knowledge and skills” can be achieved through competent teaching of this subject and the provision of adequate facilities. Advice offered elsewhere regarding the earlier introduction of some of the critical concepts into Grades 8 and 9, either as a part of existing subjects, or as separate subjects as well as the further clarification for the other practical options in order to support the teaching of such alternative options would also serve to strengthen its role in the qualification.

Finally, the standing of the subject can only be improved if teachers are properly trained, all the production options are properly curriculated, thoroughly resourced and well implemented, and quality textbooks support the learning. Consumer Studies will only reveal its full potential as a contributor to community upliftment and consumer wellbeing when its links to careers in industry and to further and higher education are made explicit in the curriculum, and through targeted advocacy in higher education and industry, and last, but not least, to schools, parents and learners as well.

### **Recommendations**

The evaluation team has made a number of recommendations regarding the CAPS and its implementation, around the following organisers:

- curriculum document content;
- implementation of the curriculum;
- improving the format of the subject; and
- improving the standing of the subject.

The CAPS could be improved by including more content regarding career paths and opportunities, as well as the qualifications that are linked to Consumer Studies which the learner can enter into at FET and HET level. Pedagogical approaches for effective teaching of this subject should be suggested and included in the curriculum document as a priority.

Implementation of the CAPS can be successful only if national policy documents are followed as the basis for teaching. Additional, unappraised documents in circulation lead to different standards and should be rooted out. It is further recommended that targeted, subject-specific training support for teachers must be standardised nationally. This should include assessment practice and effective textbook-based teaching. The policy that the production option should be compatible with the facilities available at schools should be enforced.

Regarding subject format, it is recommended that formal assessments such as the final examination paper in Grade 12 should reflect the consumer as the overarching principle of the subject. An imbalance exists among the five practical options in terms of the complexity of the practical skills, and also between the weighting of the theory and the practical. Guidelines for all practical options should be clarified and specified. Furthermore, Consumer Studies should be made a compulsory subject in Grades 8 and 9; alternatively, more food technology and textiles technology should be incorporated into the Grade 8 and 9 Technology programme to expand exposure to the subject before entry into the FET Phase.

The final recommendation is probably the most important, and underlies most of the above recommendations, as it affects the perceived *standing of the subject*. More should be done to dispel the incorrect perception of the subject and its level of difficulty, to show its full potential as a contributor to community upliftment and consumer wellbeing. School Management Teams should be targeted in this regard. A marketing drive should also be considered, involving the retail industry and developing of a catchy slogan to “sell” the subject.

**Chapter 4** presents the evaluation team’s analysis of the expected learner attainment at exit level from an analysis of Annexure A: Content/skills coverage in Consumer Studies derived from Chapter 3 of the full report. The findings represented in this chapter come from the evaluation team’s analysis of the content, skills, competencies and the kinds of thinking expected by the topics in the CAPS document at Grade 12 level.

Limited evidence of recommended activities was found in the CAPS, because the document is content-based, and contains only a list of topics and sub-topics to be covered within a work schedule.

Assessment tasks that are mentioned in the CAPS, together with the combined extensive experience of the evaluators, were therefore used to determine the exit-level outcomes for Consumer Studies. In addition, the kinds of cognitive skill assumed to be related to the exit-level outcomes for Consumer Studies, were also tabulated. These were listed in two tables (Tables 4.1 and 4.2), both for the theory and the practical production options, in line with the topics.

### **Main findings**

Emphasis in terms of the broad content areas specified across the whole phase is mainly on the consumer (the golden thread running through all other topics), as well as on entrepreneurship in the form of small-scale product development. This is clearly reflected in the proportion of exit-level outcomes specified for these two main

topics. The exit-level outcomes therefore support the aim of the subject, as stated in the CAPS, namely:

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 wellbeing. In the practical component of the subject learners have an opportunity to produce and market different products.

The evaluation team felt that this was an appropriate reflection of the expectations surrounding the subject content and skills, and that no shift in emphasis is required.

The generic competencies underpinning Consumer Studies are that learners need to have the practical competence to use and apply skills, as well as possess entrepreneurial knowledge and skills, and need to become informed, responsible consumers of goods and services. These competencies are considered as essential, since “the consumer” and “entrepreneurship” are entwined in all the topics in the subject.

The evaluation team considered the emphasis in terms of cognitive skills specified by the Department of Basic Education’s required cognitive level distribution to align well with the actual production tasks evaluated.

Although in theory, higher cognitive levels are expected of the learners, the evaluation team was doubtful that such high levels actually exist in practice. This is so because teachers do not always teach all the content and there is minimal guidance regarding teaching activities and teaching methods in the curriculum document. The unequal distribution of and access to resources among schools, as well as a lack of standardisation between schools and provinces, further aggravates this problem of not achieving the higher cognitive levels expected by the curriculum.

### **Omitted content, skills or competencies**

Although a range of skills, competencies and content is evident in the exit-level outcomes for Consumer Studies, the evaluation team expressed concern regarding the omission of some content. Content dealing with career paths related to Consumer Studies should be included in the curriculum. Clear reference to a complete business plan as a single concept has also been omitted.

Some members of the evaluation team were of the opinion that the inclusion of textiles content up to Grade 12 level would be useful so as to underline the importance of that field, as well as opening up career path options, such as fashion

design, textile design, garment and textile technology, interior decorating and fabric buying. A suggestion was also made that up-to-date global and local consumer product trends should be included in the curriculum, to offer better opportunities to learners developing entrepreneurial products, in order for them to be able to lead the market, rather than just follow existing trends.

### **The appropriateness of emphasis in terms of the content areas and cognitive skills specified and/or implied across the whole phase**

It was noted that in all the practical production options in Consumer Studies, all aspects regarding the specific practical option are performed in all three grades (Grades 10–12), becoming progressively more complex, from basic to advanced, regarding knowledge, skills and application. All levels of cognitive demand were found to be present in all the practical options. This finding supports Consumer Studies being a designated subject.

### **Recommendations**

In order to strengthen the CAPS, the evaluation team recommends the following additions to the curriculum document.

1. Clear reference to the concept of a complete business plan should be included. It is recommended that the Grade 12 project in Term 1 be renamed and re-packaged as a business plan which contains all the necessary elements to provide a clear and comprehensive conceptualisation for learners.
2. A section on current international and local trends should be included, with an indication that teachers and learners should research up-to-date trends before teaching and learning that section. This would be useful for learners when developing products, to ensure that their entrepreneurial products are current and relevant.
3. Textiles content should be included up to Grade 12 level, as this would underline the importance of this content, and could open up careers such as fashion design, merchandising, interior design, and many more. No other subject contains as many elements to provide possible employees for the clothing sector and industry, a prominent employer in the South African labour market.
4. Lastly, more measurable progression should be included in the topic *Entrepreneurship* from Grades 10–12. Clearer progression from simple to complex should be scaffolded by the curriculum.

**Chapter 5** presents the international benchmarking of the CAPS, by analysing 14 curricula relating to Consumer Studies.

## The 2012 web-based research findings

The evaluation team did a web search of curriculum documents pertaining to Consumer Studies in order to place the subject in an international context.

The team used the following headings to guide their search and to make the results comparable:

- subject name;
- level offered/age group offered to;
- core aim/purpose;
- organisational principle; and
- assessment.

The countries/curricula researched in this part of the study were:

1. Ghana: Home Economics
2. Botswana: Home Economics
3. Namibia: Home Economics
4. Malta: Home Economics
5. Norway: Food and Health
6. United Kingdom (England, Wales and Northern Ireland): Textiles Technology/Food Technology
7. Scotland: Home Economics
8. Cambridge International Certificate A Level: Food Studies
9. United States: Family and Consumer Sciences
10. Japan: Industrial Arts and Home Economics
11. Singapore: Home Economics

The comparative tables are presented in Annexure C, Tables A3 to A6.

From these tables, the evaluation team extrapolated the most important findings: The subject name "Home Economics" is still used in the majority of the countries researched. In South Africa, this name was replaced with "Consumer Studies" from the beginning of 2004, a uniquely South African term. This change of name and some shift in content has made the subject more relevant to the South African context. Learners are taught to become responsible consumers and entrepreneurs, who are able to make informed decisions outside the home.

Even though the subject names differ, many topics and content overlap among the 11 national curricula compared with Consumer Studies. The Consumer Studies curriculum content is comparable to similar subjects in the US, Australia and Ghana (Annexure C, Table A6). The topics *Food and Nutrition* and *Clothing* are most consistent throughout the countries researched.

The range of topics covered in Consumer Studies over the three years from Grade 10 to Grade 12 is wide and the depth of each topic is comprehensive, making it a

challenging subject. In comparison, other countries have selected and expanded one topic (e.g. *Food and Nutrition*) as their Home Economics curriculum.

In the UK, learners have a choice between Food Technology and Textile Technology as their GCSE option, while in Consumer Studies, food and textiles are both addressed, together with other topics such as housing, finance and entrepreneurship. The extensive nature of the Consumer Studies curriculum enables the learner to gain relevant knowledge and skills to cope with real-life situations. In addition, the learner develops skills to produce a saleable product with which to generate an income. Similar learning experiences are evident in other African countries such as Botswana and Ghana, though their curricula are not as extensive as that of South Africa.

The evaluation team viewed the inclusion of *Entrepreneurship* as a topic in Consumer Studies as a strong point, especially taking into account the South African context of high unemployment, few resources and a large population.

Topics not covered in the Consumer Studies curriculum, but included in some other countries, are *Family Studies*, *Career Opportunities* and *Home Management*.

The evaluation team felt that career paths and employability after completing the subject in Grade 12 should be included in the Consumer Studies curriculum. The US and Canadian curricula deal with this topic in detail.

*Family Studies* is covered in great detail and depth in various other countries, but not in Consumer Studies, though parts of it are covered in the Life Orientation curriculum.

Overall, the standards and aims of the Consumer Studies curriculum compare favourably with best practice in the international subjects researched (Annexure C, Tables A3 to A6).

In other countries comparable subjects are offered to all students at the start of their high school career, whereas in South Africa learners are exposed to the subject only at the beginning of Grade 10. The evaluation team feels this is a concern that needs to be addressed urgently. Starting the subject at an earlier level would allow content to be distributed over five years instead of three, and make the content covered less daunting to learners and teachers alike.

### **The 2014 international benchmarking**

In a more intensive study, the team compared the CAPS with the following curricula:

- British Columbia Level 11 and 12 Home Economics
- Singapore O-Level Home Economics
- Kenya Home Economics

## **Brief introduction to the three countries' curricula**

### **British Columbia**

British Columbia offers the Home Economics curriculum (2007) from Grade 8 in the secondary school. Four courses are offered: *Family Studies*, *Food Studies* and *Textile Studies*. This study focused on Levels 11 and 12, since these two O-Levels align best with Consumer Studies.

### **Singapore**

The Singapore curriculum (2007) offers Home Economics only up to the "N Level", with two Home Economics specialities offered up to "O-Level", namely *Introduction to Enterprise Development* and *Food and Nutrition*. This study focussed on the O-level specialities.

### **Kenya**

The Kenya Secondary curriculum for Home Science (2002) is offered in Forms 1– 4 in secondary schools. Learners write an exit-level examination at the end of Form 4. The curriculum is aimed at "improving the quality of life for the individual, the family and the community." Thus the curriculum is family-orientated, not consumer-orientated.

### **Research question for the international benchmarking**

What does the comparison between the FET CAPS and the curricula from British Columbia, Singapore and Kenya reveal about:

- a. the relative depth and breadth of the content covered in the respective curricula,
- b. the overall design, structure and coherence of the curricula,
- c. the level of specification of various aspects of the curricula, and
- d. the guidance provided by the curricula for the teaching and assessment of the subject with special attention given to strengthening the CAPS?

In addition, do critical factors appear to be emerging in these curricula that should be considered in the South African context?

### **Broad curriculum design, format and user-friendliness of curriculum documentation**

Including the Protocol for Assessment, and the Programme and Promotion Requirements, the CAPS Consumer Studies curriculum comprises three documents totalling 179 pages. British Columbia has four documents with 270 pages altogether. Singapore has four documents totalling 58 pages, while Kenya has one document of 19 pages. The evaluation team found the CAPS document and the British Columbian documents to be the most user-friendly, but considered the language used in all four curricula evaluated to be accessible for their readers.

The evaluation team considered the central design principle of the CAPS and the Kenya curriculum to be content-based, while evidence was found that the curricula from British Columbia and Singapore are outcomes-based.

### **Curriculum objectives**

Across the four curricula reviewed, there was no standard reference and no common approach in the formulation of curriculum objectives, e.g. the British Columbia and Singapore curricula use prescribed learning outcomes whereas Kenya uses specific objectives.

The comparative analysis shows that the CAPS, the British Columbia and Kenya curricula are strongly aligned, in terms of content that addresses the objectives (specific aims). By contrast, the Singapore curriculum deals only with *Food and Nutrition* and *Introduction to Enterprise Development* and therefore there is minimal alignment with the objectives (specific aims) of the CAPS.

### **Content/skill coverage: breadth and depth**

The four curricula analysed reflect a wide range of topics covered by learners working towards the school exit qualification. A number of common topics are covered across the four curricula. It was noticeable that the topics that were not held in common speak to the contextual issues of that particular country. In order to benchmark the curriculum coverage in terms of content, the concepts and skills covered in the curricula analysed, the number of topics evident in the curricula determine the content breadth, while the complexity and extent of cognitive challenge indicates the depth of the content.

#### **Breadth**

The Kenya curriculum covers a broad range of 45 topics allocated to specific Forms (Forms 1– 4) over four years, compared to the CAPS which offers seven topics over three years. There is some repetition of topics in each year in the CAPS. In the Singapore curriculum, *Food and Nutrition* is a stand-alone subject with three topics, as is *Introduction to Enterprise Development (IED)* which has four topics – both subjects exiting at O-Level. The British Columbia 2007 curriculum offers the same three courses over Grades 11 and 12, namely *Family Studies*, *Food and Nutrition* and *Textiles*, with 16 topics covered in this period.

#### **Depth**

The evaluation team concluded that the depth of the CAPS curriculum was approximately the same as *Cafeteria Training* in the British Columbia curriculum, and the O-Level *Food and Nutrition* of the Singapore curriculum. However, it has slightly less depth than the *Family Studies*, *Food and Nutrition* and *Textiles* topics in the British Columbia curriculum, and far less depth than the Singapore O-Level *Introduction to Enterprise Development* and the Kenya Home Science curriculum.

### **Specification of topics**

The CAPS and the British Columbia curriculum have a high degree of specification with very little opportunity for multiple interpretations. On the other hand, the curricula from Singapore and Kenya have a medium degree of specification: some generic statements/skills or some topics are underspecified, which leaves room for differing interpretation.

### **Content/Skill Coverage**

In the **CAPS** Consumer Studies, clear guidelines per grade, per term are provided. The curriculum is highly structured, specifying time frames and specific content as well as specific skills that need to be covered in each grade. It is a discipline-based curriculum with clear guidance for the teacher on implementation. It covers topics which address South African needs. The inclusion of the topics *Entrepreneurship* and *Consumerism* is integral to implementing the shift from Home Economics to Consumer Studies with its core focus on the consumer.

The **British Columbia** Home Economics curriculum of 2007 is clear and unambiguous, providing for prescribed learning outcomes and suggested achievement indicators for each topic in each of the subject's courses in each of the grades. Guidance is given to the teacher on understanding the prescribed learning outcomes, with a tabulated overview of these outcomes per grade: it is *here* that the depth of coverage is evident.

The two **Singapore** O-Level specialities have specific learning outcomes, which support standardisation. The Home Economics Syllabus Lower Secondary curriculum allows each teacher time for "white space" which is utilised to address the needs, current trends and issues of that particular community, thereby keeping the curriculum up to date.

**Kenya's** Home Science curriculum (2002) is static in its structure, showing no development or additional information added in the last 13 years. The content of this curriculum is relevant to the needs of Kenyan citizens. The focus is on the family and the traditional role of the female within the family and home environment.

### **Curriculum weighting and emphasis**

While the CAPS emphasises the topic *Consumerism* as well as *Entrepreneurship*, there is also an emphasis on *Food and Nutrition*. Learners are exposed to the topic of *Textiles* in some detail, which will be strengthened if they choose the practical option of soft furnishing, clothing, patchwork and quilting by hand. There is emphasis on the skills of producing a marketable product by following a set of preparation instructions. These instructions are repeated and reinforced in Grade 10, Grade 11 and Grade 12.

In the British Columbia Home Economics curriculum there is opportunity for the learners to develop skills and attitudes and acquire knowledge to ensure they are able to deal with personal and family situations in their daily lives as well as being able to deal with local and global issues.

In the Singapore curriculum, learners may choose the subject, *Introduction to Enterprise Development*, where the emphasis is on planning and organising a business. *Food and Nutrition* focuses on meal planning and the link between diet and health. Topics that are not present in the curricula of the other three countries studied, but are an important part of the O-Level curriculum in *Food and Nutrition*, are *Digestion* and *Food Science*.

In the Kenya curriculum, strong emphasis is placed on child care and the skills needed to produce needlework and food products.

Clear emphasis on practical skills is evident across all curricula and a similar emphasis is placed on *Food and Nutrition* within each curriculum, as can be seen in Annexure B (pp. 63-71)

### **Curriculum pacing**

The pacing evident in a curriculum is expressed in this research as the ratio of the number of topics to available teaching time. The evaluation team concluded that CAPS document has the highest ratio of topics per teaching time (0.0046:1) which results in a fast pace. Since the Singapore and Kenya curriculum documents did not stipulate teaching hours, the pacing in these documents could not be determined.

### **Curriculum progression and sequencing**

The evaluation team adjudged the British Columbia and the Singapore curricula as displaying strong progression within grades/topics: there is clear movement from one type of content, concept and/or skill to another. Progression in terms of increasing complexity or difficulty from one level to the next was also found.

### **Specification of pedagogic approaches**

The British Columbia curriculum provides the most guidance regarding the preferred subject-specific pedagogic approach, whereas no guidance is provided in the CAPS and Singapore curricula. The evaluation team agreed that clear guidance of how a particular curriculum needs to be taught would enhance teaching and learning.

### **Assessment guidance**

The CAPS and Singapore curricula prescribe specifically the number and types of formative assessment that learners have to complete: in the CAPS, Grades 10 and

11 require 12 assessment tasks and in Grade 12 a total of 11 tasks are required; the Singapore curriculum requires two per year in the two specialisations.

The evaluation team could not make a determination for British Columbia and Kenya in the absence of information in the available documentation.

### **Curriculum coherence**

In terms of a logical, hierarchical sequence of knowledge, sensible shifts in content, evidence of a particular form of reasoning and a conceptual logic in the ordering of the knowledge, the British Columbia and Singapore curricula were judged to have high coherence in terms of content knowledge through progression over the years of study. In the CAPS, the coverage of content and concepts increases in breadth within grades but not necessarily in complexity or difficulty.

### **Factors emerging from international curricula**

The evaluation team considered the curricula of all three countries evaluated to be contextualised within their environments. This type of contextualisation should be kept in mind when revising the CAPS to ensure the curriculum is relevant and meets the needs of a diverse society such as that of South Africa, with its many cultures, languages and complex history.

In the British Columbia curriculum the key concepts and content are consistent across Grades 11 and 12 with clear evidence of progression from one year to the next. This approach leads to growth and deepening within the subject content. Whilst the CAPS attempts to achieve this through the same topics being dealt with from Grades 10–12, there is often no clear indication of progression of the topic from one year to the next.

*Career Opportunities* as a key concept in the British Columbia curriculum is taught over two years. This topic is missing from the CAPS and it is thus difficult for the learner to make a connection between the subject and the world of work and possible career opportunities.

In the British Columbia curriculum, the topic *Textiles* is covered intensively, guiding learners towards the correct career paths whilst they are still at school. *Textiles* is dealt with in CAPS but is not given the attention it deserves. Learners who would like to pursue a career in fashion design are being disadvantaged because they do not gain the intensive textiles knowledge and skills that would be required.

Réchauffé cooking is taught in the Kenya curriculum. Réchauffé cooking is the reheating and use of leftovers in new dishes. This type of cooking prevents wastage and optimal use of food and resources. In South Africa, where we are faced with

many social issues such as poverty and unemployment, food insecurity and lack of resources, réchauffé as a way of cooking needs more consideration.

In the Kenya curriculum, first aid is dealt with at an elementary level, where learners consider their home safety and contextual health factors. When taking into consideration that learners will be dealing with food and dangerous equipment in the classroom, a basic first-aid course should become part of the Consumer Studies curriculum in South Africa.

The Singapore curriculum for *Food and Nutrition* incorporates a section on *Food Science and Food Reactions* as part of the science of the subject. *Food Science* is an important aspect to consider in the CAPS, as it underpins the reactions involved in food preparation and cooking. It is difficult to develop and make a product without understanding the reactions taking place between ingredients within the food products. *Food Science* can explain the reactions resulting in successful and unsuccessful products.

### **Recommendations**

In order to strengthen the CAPS, based on the analysis of the three other national curricula in this chapter, the evaluators make the following recommendations:

#### **Content to be included**

1. Content related to food science should be included in the CAPS document, as in the case of the Singapore curriculum. This knowledge is necessary for product development which forms part of the *Food Production* practical option in the CAPS.
2. Understanding the digestive system in relation to nutrients and their absorption as well as to food-related diseases and the concept of energy balance as in the Singapore curriculum should be included in the CAPS.
3. Réchauffé cooking, which provides a resourceful use of leftover food, is included in the Kenya curriculum. This concept should be brought into the *Food Production* options of the CAPS and the principle of re-using resources could be expanded to include thrift items produced from recycled textiles in the *Clothing and Home Furnishings* option.
4. The development of a simple business plan to support entrepreneurial learning in Consumer Science as seen in the Singapore curriculum is recommended as part of the CAPS document, where the elements are currently done separately, but not as a whole.
5. The British Columbia curriculum carries *Textiles* through from Grade 8 to 12. The CAPS, by contrast, deals with *Textiles* only in Grades 10 and 11. It is recommended that the *Textiles* content of Consumer Studies should also be included in Grade 12, to validate the importance of this content, particularly for careers such as fashion and textile design, garment and textile

technology, interior decorating, fabric and fashion buying and merchandising.

### **Structuring of the curriculum**

6. The pedagogic approaches to be used in the CAPS for Consumer Studies should be as clearly evident in the curriculum as they are in the curriculum for British Columbia.
7. A clearer statement of the integration of content in the CAPS for Consumer Studies is needed to support integrated teaching of the topics, e.g. teaching *The Consumer* as an integrated topic in all other topics.
8. More detailed and specific guidance for projects should be incorporated in the CAPS document, such as the inclusion of detailed analytical rubrics. This will support teachers in the structuring and assessment of projects, should promote learning as part of projects, and will facilitate the inclusion and assessment of 21<sup>st</sup> century life skills such as critical thinking, problem-solving, communication and collaboration, as part of projects.
9. The British Columbia curriculum for Home Economics provides comprehensive and detailed information for the teacher regarding the implementation of the curriculum. Similar depth of detail must be provided in the CAPS document.
10. Clear progression across grades, as evident in the British Columbia curriculum, must be introduced into the CAPS. This level of progression across grades will restrict the possibility of learners moving into Consumer Studies in Grades 11 and 12. The Kenya curriculum for Home Science is examined in a summative assessment at the end of Form 4, which covers all the content of Forms 1– 4. Designing the Consumer Studies final examination in Grade 12 to assess content from previous years will also dissuade learners from joining the subject in Grade 11 or 12.
11. In the analysis of the CAPS, the evaluation team found that the content coverage was broad and moderately deep, having 17 topics covered from Grades 10 to 12. By contrast, the British Columbia curriculum has only four courses, which are covered in greater depth. The recommendation is to build greater depth into fewer topics in the CAPS for Consumer Studies.
12. Another way in which depth of knowledge is ensured in the British Columbia curriculum is that the subject is introduced in Grade K and carries through to Grade 12. The curriculum for *Food and Nutrition* GCE O-Level is underpinned in the Singapore schooling system by the Home Economics Syllabus Lower Secondary. Based on these facts, the evaluation team recommends that Consumer Studies be introduced in the South African schooling system in Grade 8.
13. Additionally, a side-by-side review of the CAPS for Consumer Studies, Life Orientation and Senior Phase Technology is recommended to determine the content in these subjects at GET level which can then serve as a basis for entry into Consumer Studies at Grade 10.

## Teaching of Consumer Studies

14. Education in Singapore has an Information and Communications Technology-infused curriculum. This should be a controlled and structured pillar in the South African curriculum as well, since the learners find it exciting and schools are on the brink of fully realising how technology can be used for learning.
15. Organised collaboration between teachers, learners, schools and tertiary institutions on a global level is possible and should be encouraged and facilitated. The sharing and exchanging of knowledge through the use of technology, social media, podcasts and webinars, within the school's code of conduct, will open up learning and broaden experiences in the subject. This would expand the horizons of teachers and learners in the subject and bring modern trends into the classroom.
16. Including "white space" as seen in the Singapore Home Economics Syllabus Lower Secondary into the South African curriculum will allow extended opportunities for top-performing learners and allow for the inclusion of new technology in the subject, in appropriate contexts. White spaces also facilitate the implementing of relevant, interesting or contemporary topics in the curriculum, and greater depth of knowledge in the subject.
17. Career opportunities and development should be included in the CAPS document as in the case of the British Columbia curriculum for Home Economics. This will support one of the General Aims of the South African Curriculum: "facilitating the transition of learners from educational institutions to the workplace".

**Chapter 6** gives an account of the investigation of the two 2013 NCS Consumer Studies Practical Assessment Tasks (PATs) for:

- Food production
- Clothing and soft furnishings production.

This investigation seeks to establish the types of cognitive process employed in the PAT; what types of knowledge learners will be dealing with; and how the quality and usefulness of the PAT could be strengthened.

In order to do this, the evaluation team used an instrument that measures the level of reproductive and productive skills employed in the PAT in terms of the cognitive, psychomotor, reactive and interactive categories required to be displayed in the PAT. In addition, the instrument measures the difficulty or ease of questions in the PAT based on their content, the nature of the stimulus, the process required by the task or the complexity of the expected response.

The NCS Learning Programme Guideline document was analysed together with the PAT Guideline documents for *Food Production* and *Clothing and Soft Furnishings Production*. The two sets of guidelines share the same format and layout, containing

detailed instructions regarding the process, planning, implementation, assessment and moderation of the PATs. The evaluation team found the format of the two tasks user-friendly, easily accessible and written in straightforward language, making them easy to interpret. There was however some concern about a calculation error on the *Clothing and Soft Furnishings Production* mark sheet, which added up to only 96%.

The evaluation team felt the design of the two tasks gave clear guidance to teachers and that the preparation and administration expected would support the effectiveness of the PAT as an assessment tool.

### **Food Production PATs**

The evaluation team felt that in the *Food Production* option, the skills categories assessed clearly support the subject pedagogy, which requires that learnt knowledge and skills should be transferable to new contexts. Eighty-five per cent of skills were productive, requiring application to novel contexts, rather than reproductive. Fifty-eight per cent of skills fell in the cognitive category, 17% in the psychomotor category, and 25% in the reactive skills category. Instances of the interactive skills category were not found in any of the tasks, since Grade 12 learners produce their products individually throughout the year, as well as in all PATs.

The high percentage of skills in the cognitive productive category (45.5%) was considered to be indicative of the high level of cognitive demand expected in Consumer Studies.

Almost half of all tasks were considered to be of moderate difficulty, with 10% of tasks considered to be on an easy level and 42% of tasks considered to be on a difficult level.

The evaluation team believes that this distribution of level of difficulty is not completely suitable for an NQF Level 4 qualification assessment, since a large portion of moderate to difficult skills were incorporated, but no very difficult skills were reflected.

The evaluation team judged that most of the difficulty indicators were associated with the task (66%), followed by the nature of the expected response (18.5%) and content difficulty (13.5%). From these data it became clear that the PATs focused mainly on the application and implementation of practical skills or tasks, as was intended by the NCS document.

### **Clothing and Soft Furnishings Production PATs**

A larger percentage of productive skills (95%) was found in the *Clothing* option than in the *Food Production* option. Only 5% of skills required in the PATs for these options

were reproductive. More than half (57%) of these were psychomotor skills, followed by cognitive skills (38%) and (5%) reflective skills.

Analysing the difficulty of this option, the evaluation team judged 18% of skills to be on a "very difficult" level, 21% of skills "difficult", just more than half "moderate" and 7% were thought to be "easy".

As was the case in the *Food Production* option, most of the difficulty indicators in the *Clothing and Soft Furnishings Production* option were associated with the task itself (76.5%), followed by nature of the expected response (13%) and content difficulty (8.5%). The evaluation team argued that the high percentage of task difficulty is appropriate for a PAT, and suitable in Consumer Studies specifically, where a large proportion of physical, practical skills are expected to be taught and learned.

All evaluation team was in agreement that the inclusion of so many productive tasks is in line with the intention of the curriculum, which demands transferability of learning and content to novel contexts. The focus on task difficulty, in both the *Food Production* and *Clothing and Soft Furnishings Production* options, were also considered to be line with the intentions and requirements of the curriculum.

The PAT guidelines for both the *Food Production* and *Clothing and Soft Furnishings Production* options were found to be clear, unambiguous and detailed enough to support teachers in the implementation of the PATs. Though teachers might find the large amount of administration before and during the PATs overwhelming, it was felt that the expected administration would support better preparation for the PATs and that it probably helps to increase standardisation and the quality of the PAT for learners and teachers alike.

The evaluation team recommends two areas for possible improvement of future *guidelines* for all options of Consumer Studies PATs:

1. Clearer guidance needs to be included regarding allocation of extra time, and this should be comparable across the different options. At present the allocation of extra time, as well as marks given during extra time, is inconsistent between the different production options.
2. Guideline documents need to be carefully checked and moderated to ensure that no mistakes (spelling, calculations or otherwise) appear in documents before they are distributed to schools and teachers. The calculation error found in the *Clothing and Soft Furnishings Production* PAT guidelines for 2013 might have been missed by many teachers, resulting in incorrect marks being used for recording purposes, thereby negatively affecting learners' total marks in the subject. This is especially important since Consumer Studies is a designated subject and this might influence learners' admission to tertiary education institutions.

Further recommendations for the design of the PATs are:

1. The *Food Production* option should include more “very difficult” tasks, or at least fewer basic reflective tasks than is the case in the 2013 PAT. This would better align this PAT with the level required of an NQF Level 4 qualification. The evaluation team is of the opinion that all the basic skills assessed during the PAT 1 exam in *Food Production* should not be repeated in PAT 2, as is the case in *Clothing and Soft Furnishing Production* options.
2. It is also recommended that packaging of products should be included as part of the PAT assessment, since it forms such an important part of the presentation and marketing of products. The evaluation team felt that this would be useful for entrepreneurs, and should therefore be included as part of entrepreneurial learning in Consumer Studies.
3. Clear and structured PAT guidelines should be developed for the *Knitting and Crocheting*, and *Quilting and Patchwork by Hand Production* options as a priority. This will support teachers and learners in schools offering such options to attain the potential advantages offered as part of the practical for the subject.
4. The evaluators felt that it was advisable for all production options to complete the practical planning sheet (as in *Food Production*) for standardisation and organisational purposes before the initial practical commences.
5. A serious concern perceived by the evaluators, from their personal experience in South African schools, is that new learners joining the subject, or who are accepted at Grade 11 due to subject changes, pose a serious challenge to Consumer Studies teachers, as these learners have missed out on all the basic skills and techniques taught and learned in Grade 10. These learners often produce inferior products, especially if they do not have interest in the practical option offered at their school. For this reason, it is recommended that a bridging course (per practical option) be developed for such learners, or that learners should consider other subject alternatives if they need to change subjects.

#### iv. Core findings and recommendations

**Chapter 7** presents the evaluation team’s overall findings and recommendations, based on the whole investigation.

#### ***The Curriculum and Assessment Policy Document (CAPS)***

Firstly, the evaluation team found that the CAPS is an improvement on the NCS as the curriculum and assessment policies and practices are consolidated in one document, resulting in greater user-friendliness. The CAPS has gone a long way towards addressing the complexities and confusion created by the NCS curriculum

and assessment policy vagueness, its lack of specification, as well as the document proliferation and misinterpretation.

The greater level of specification in the CAPS, as opposed to the NCS, is helpful for guiding teachers who do not have a strong Consumer Studies knowledge base or teaching expertise in the subject. In addition, the CAPS document gives very detailed Annual Teaching Plans which will assist teachers in their lesson planning and delivery.

The evaluation team has made a number of recommendations regarding the CAPS document and its implementation, around the following organisers:

- curriculum document content
- implementation of the curriculum
- improving the format of the subject
- improving the standing of the subject.

### **Curriculum document content**

Including more content regarding career paths and opportunities, as well as the qualifications that are linked to Consumer Studies which the learner can enter into at FET and HET level, is advised. Pedagogical approaches for effective teaching of this subject should be included as suggestions in the curriculum as a priority.

### **Implementation of the CAPS curriculum**

Implementation can be successful only if national policy documents are actually followed as the basis for teaching. Additional, unappraised documents in circulation that lead to different standards should be rooted out. In addition, subject-specific support for teachers should be standardised nationally, with targeted and specific training included. An area that needs particular attention in teacher training is assessment (both formal and informal assessment). Teachers should also be reintroduced to the practice of teaching effectively by using a textbook as part of the Learning and Teaching Support Materials.

The policy that the production option selected should be compatible with the facilities available at schools should be enforced.

### **Subject format**

Formal assessments such as the final examination paper in Grade 12 should reflect the consumer as the overarching principle of the subject. An imbalance exists between the five practical options in terms of the complexity of the practical skills assessed, and in the weighting of the theory and the practical. Guidelines for the remaining practical options must be developed in order to support the teaching of these alternatives.

It is also recommended that the Department of Basic Education consider making Consumer Studies a compulsory subject in Grade 8 and 9, or alternatively, to incorporate more food technology and textiles technology into the Grades 8 and 9 Technology programme so as to expand exposure to the subject before the FET Phase.

### **Standing of the subject**

The final recommendation is probably the most important, and underlies most of the above recommendations, as it affects the manner in which the subject is viewed. More should be done to dispel the current, incorrect perception of the subject and its level of difficulty, and to showcase its full potential as a contributor to community upliftment and consumer wellbeing. To this end, School Management Teams should be targeted. A marketing drive should also be considered.

### **The Practical Assessment Tasks (PATs):**

The evaluation team suggested that clearer guidance needs to be included in all production options' guidelines regarding allocation of extra time. A second recommendation was that guideline documents need to be carefully checked and moderated to ensure that no mistakes (spelling, calculation or otherwise) appear in documents before they are distributed to schools and teachers.

Clear and structured PAT guidelines should be developed for the *Knitting and Crocheting*, as well as *Quilting and Patchwork by Hand Production* options as a priority.

Regarding the design of the PATs, the evaluation team recommended that the *Food Production* option should include fewer basic reflective tasks than is the case in the 2013 PAT. The inclusion of more difficult questions would better align the *Food Production* option with the level required of an NQF Level 4 qualification.

For standardisation and organisational purposes, it is suggested that learners should complete the practical planning in *all* production options.

A further recommendation is that packaging of products should be included as part of the PAT assessment, since it forms such an important part of the presentation and marketing of products.

The evaluation team raised a serious concern about new learners joining the subject at Grade 11 as this becomes a serious challenge to Consumer Studies teachers, because these learners have not mastered the basic skills and techniques taught and learned in Grade 10. The teachers and moderators in the evaluation team reported that these learners often produce inferior products, especially if they do not have interest in the practical option offered at their school. For this reason, it is

recommended that a bridging course (per practical option) be developed for such learners, or that learners should consider other subject alternatives if they need to change subjects.

## REFERENCES

Bernstein, B. 1990. *The structuring of pedagogic discourse, Vol. iv. Class, Codes and Control*. London: Routledge.

Bernstein, B. 1996. *Pedagogy, symbolic control and identity: theory, research, critique*. London: Taylor and Francis.

Bruner, J. S. 1995. On learning mathematics. *Mathematics Teacher*, 88(4):330–335.

Cambridge Dictionaries online. Cambridge Advanced Learner's Dictionary & Thesaurus Pedagogy. <http://dictionary.cambridge.org/dictionary/british/pedagogy>  
Date of access: 15 March 2013 Cambridge International A-Level Food Studies Syllabus. Code 9336. For examination in November 2012. Available at [www.cie.org.uk](http://www.cie.org.uk) Accessed on 1 Feb. 2012.

Collins Dictionary. Pedagogy. <http://www.collinsdictionary.com/dictionary/english/pedagogy> Accessed on 15 March 2013.

Department of Basic Education. 2011a. *Curriculum and assessment policy statement (CAPS): Consumer Studies*. Pretoria. Department of Basic Education.

Department of Basic Education. 2011b. *Curriculum and assessment policy statement (CAPS): Senior Phase Technology*. Pretoria. Department of Basic Education.

Department of Basic Education. 2011c. *National Curriculum Statement Curriculum and Assessment Policy Statement (CAPS) Grades 10-12: Consumer Studies*. Pretoria. Department of Basic Education.

Department of Basic Education. 2011d. *National Curriculum Statement Curriculum and Assessment Policy Statement (CAPS) Technology - Senior Phase Grades 7-9 Technology*. Pretoria. Department of Basic Education.

Department of Basic Education. 2013a. *Food Production PAT Guideline*. Pretoria. Department of Basic Education.

Department of Basic Education. 2013b. *Clothing and Soft Furnishings Production PAT Guideline*. Pretoria. Department of Basic Education.

Department of Education 2002. Revised National Curriculum Statement. (GET). Grades R-9). Pretoria: Government Printer.

Department of Education. 2003. National Curriculum Statement Grades 10–12 (General): Consumer Studies. Pretoria. Department of Basic Education.

Department of Education. 2008. National Curriculum Statement Grades 10–12 (General): LPG for Consumer Studies. Pretoria. Department of Basic Education.

Department of Education. 2009a. Report of the Task Team for the Review of the Implementation of the National Curriculum Statement. Pretoria: Government Printer.

Department of Education. 2009b. Government Gazette, Vol 1227, No. 32836, 29 December 2009. Pretoria: Government Printer.

Donnelly, K. 1999. An international comparative analysis across education systems: Benchmarking the Victorian CSF. *Seminar Series*, May 1999, No. 83. Melbourne. IARTV.

Donnelly, K. 2002. *A review of New Zealand's school curriculum*. Wellington: Education Forum.

Donnelly, K. 2005. *Benchmarking Australian primary school curricula*. Canberra: Department of Education, Science and Training.  
[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/benchmarking\\_curricula.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/benchmarking_curricula.htm) Accessed on 16 July 2007.

Du Toit, A. 2014. Implementation of project-based learning in pre-service Consumer Studies teacher preparation to promote self-directed learning. Unpublished MEd Dissertation. Potchefstroom: North West University.

Edexcel GCSE in Design and Technology: Food Technology (2FT01) Issue 2 (May 2009). Pearson. <http://www.edexcel.com/subjects/Design-Technology/Pages/Qualifications.aspx> Accessed on 1 Feb. 2012.

Edwards, J. & Dall'Alba, G. 1981. Development of a scale of cognitive demand for analysis of printed secondary science material. *Research in Science Education*, 11:158–170.

Fox, W. S., & Klemme, D. 2010. Developing expectation statements for the National Standards for teachers of family and consumer sciences. In Erickson, P.M., Fox, W. S., & Stewart, D. (eds). *National Standards for teachers of family and consumer sciences: research, implementation, and resources*.  
[http://www.natefacs.org/JFCSE/Standards\\_eBook/Standards\\_eBook.pdf](http://www.natefacs.org/JFCSE/Standards_eBook/Standards_eBook.pdf) Accessed on 5 November 2012.

Gauteng Department of Education. 2013. *Specialised PAT mark sheet for Consumer Studies*. Johannesburg: Gauteng Department of Education.

Goodlad, J.I. 1979. *Curriculum inquiry. The study of curriculum practice*. New York: McGraw-Hill.

Keino, L. C., & Hausafus, C. O. 2009. Student and program assessment: Effective Preparation of Teacher Candidates. *Journal of Family and Consumer Sciences Education*, 26 (National Teacher Standards 5):47–64.  
<http://www.natefacs.org/JFCSE/v27standards5/v27standards5Keino.pdf> Accessed 11 March 2014.

Koekemoer, A. & Booyse, C. 2013. Lost entrepreneurship opportunities: the crisis in Consumer Studies education. In Zulu, C.B. & Kwayisi, F.N. (eds). Building sustainable education for the Southern African sub-continent: 40<sup>th</sup> Annual International Conference of the Southern African Society for Education, Mafikeng, South Africa: 543–558.

Koekemoer, A. 2012. Exploring Potchefstroom teachers' experience of the subject Consumer Studies when it replaced Home Economics. Unpublished mini-dissertation BEd (Hons). Potchefstroom: North West University.

Kolb, D.A. 1984. *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Laster, J.F. & Johnson, J. 2001. Major Trends in Family and Consumer Sciences. In S. S. Redick, A. Vail, B. P. Smith, R. G. Thomas, P. Copa, C. Mileham, J. F. Laster, C. Fedge, J. Johnson, & K. Alexander (eds) *Family and consumer sciences: A chapter of the curriculum handbook*. Alexandria, VA: Association for Supervision and Curriculum Development.  
<http://www.ascd.org/publications/curriculum-handbook/394/chapters/Major-Trends-in-Family-and-Consumer-Sciences.aspx>. Accessed on 1 November 2011.

Lefoka, P.J. 2011. Sources and application of professional knowledge amongst teacher educators. Unpublished PhD Thesis. University of Pretoria.

Leong, S.C. 2006. *On varying the difficulty of test items*. Paper presented at the 32 Annual Conference of the International Association for Education Assessment, Singapore. [http://www.iaea.info/documents/paper\\_1162a1d9f3.pdf](http://www.iaea.info/documents/paper_1162a1d9f3.pdf) Accessed on 15 August 2011.

Lombard, A. 1997. Die relevansie van Huishoudkunde in die senior sekondêre fase vir beroeps- en beroepsgerigte onderwys. Unpublished PhD Thesis, UOVS.

Ma, A. & Pendergast, D. 2010. Innovative pedagogies for Family and Consumer Science/Home Economics Education – utilizing computer-based collaborative learning to foster lifelong learning attributes. *Family & Consumer Sciences Research Journal*, 38(3):273–288.

Marzano, R.J. 1992. *A different kind of classroom: teaching with dimensions of learning*. Alexandria, VA: Association of Supervision and Curriculum Development.  
Marzano, R.J. 1998. *A theory-based meta-analysis of research on instruction*. Aurora, CO: Mid-Continent Regional Educational Laboratory.

Marzano, R.J. 2001a. *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press.

Marzano, R.J. 2001b. A new taxonomy of educational objectives. In *Developing Minds: a resource book for teaching thinking*. 3<sup>rd</sup> Ed. Editor Costa, A.L. Alexandria, VA: Association for Supervision and Curriculum Development, 181 -188.

McGregor, S.L.T. 2009. Reorienting consumer education using social learning theory: Sustainable development via authentic consumer pedagogy. *International Journal of Consumer Studies*, 33:258–266.

McGregor, S.L.T. 2010. Name changes and future-proofing the profession: Human sciences as a name? *International Journal of Home Economics*, 3(1):20–37.

Ministry of Education, Botswana. 2010. *Botswana Junior School Syllabus*.  
<http://www.moe.gov.bw/index.php?id=171> Accessed on 1 February 2012.

Ministry of Education, Singapore. 2012. *Education in Singapore*. Singapore: MoE.

Namibia Ministry of Education. 2005. *Namibia Senior Secondary Certificate (NSSC)*. 2005. Home Economics Syllabus Grades 11–12. NIED, Okahandja: Ministry of Education, <http://www.nied.edu.na> Accessed on 1 February 2012.

Osterlind, S.J. 1990. Toward a uniform definition of a test item. *Educational Research Quarterly*, 14(4):2–5.

Oxford dictionaries. 2013. Pedagogy.  
<http://oxforddictionaries.com/definition/english/pedagogy>. Accessed on 15 March 2013.

Pickard, M.J. & Reichelt, S.A. 2008. Consumer economics and family resources: Internet delivery of consumer economics and family resource management courses. *Journal of Family Consumer Sciences Education*, 26 (National Teacher Standards 2).

Pinnock, A.J.E. 2011. *A practical guide to implementing CAPS*. 4<sup>th</sup> ed. Cape Town: Pinnock Consulting.

Pollitt, A., Entwistle, N., Hutchinson, C. & De Luca, C. 1985. *What makes exam questions difficult?* Edinburgh, UK: Scottish Academic Press.

Queensland Studies Authority. 2010. Home Economics Senior Syllabus. [www.Qsa.qld.edu.au](http://www.Qsa.qld.edu.au) accessed on 1 February 2012.

Romiszowski, A.J. 1981. *Designing instructional systems: decision making in course planning and curriculum design*. London: Kogan Page.

Savery, J. R. 2006. Overview of Problem-based Learning: Definitions and Distinctions. *Interdisciplinary Journal of Problem-based Learning*, 1(1). <http://dx.doi.org/10.7771/1541-5015.1002> Accessed 24 March 2014.

Schmidt W. H., Wang H. C. & McKnight C. M. 2005. Curriculum coherence: An examination of U.S. mathematics and science content standards from an international perspective. *Journal of Curriculum Studies*, 37:525–559.

Scottish Certificate of Education. 2011. Standard Grade Arrangements in Home Economics Foundation, General and Credit Levels in and after 1995. 3<sup>rd</sup> Edition. <http://www.sqa.org.uk> Accessed on 1 February 2012.

Smith, B.P. 2007. *Contextual teaching and learning instructional strategies in family and consumer sciences*. Athens, GA: University of Georgia.

Smith, M. G. & De Zwart, M. L. 2010. Home Economics: a contextual study of the subject and home economics teacher education. A BCTF PQT/Teacher Inquiry project. *Teacher inquirer*. [www.bctf.ca](http://www.bctf.ca) Accessed on 21 November 2012.

Street, P. 2006. Home Economics Education in New Zealand: A Position Statement. (In TKI NZ Curriculum Marautanga Project Health and physical education Home Economics Education in New Zealand: a position statement. [http://www.tki.org.nz/r/nzcurriculum/draft-curriculum/health\\_physical\\_e.php](http://www.tki.org.nz/r/nzcurriculum/draft-curriculum/health_physical_e.php) Date of access: 16 Oct. 2012.

Thijs, A. & Van den Akker, J. 2009. Curriculum in Development. Netherlands Institute for Curriculum Development (SLO). Enschede: SLO.

Umalusi. 2004. *Investigation into the standard of the Senior Certificate examination. A Report on Research Conducted by Umalusi*. Pretoria: Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2006a. *Apples and oranges: a comparison of school and college subjects*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2006b. *Making educational judgements: reflections on judging standards of intended and examined curricula*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2007. *Cognitive challenge: A report on Umalusi's research on judging standards of intended and examined curricula*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2008. *Learning from Africa-Science: Umalusi's research comparing syllabuses and examinations in South Africa with those in Ghana, Kenya and Zambia*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2010. *Comparing the learning bases: an evaluation of Foundation Phase curricula in South Africa, Canada (British Columbia), Singapore and Kenya*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi, 2012a. *Developing a framework for assessing and comparing the cognitive challenge of home language examinations*. C. Reeves. Pretoria, South Africa.

Umalusi. 2012b. Statistical Information and Research Unit. Home Economics and Consumer Studies statistics: 1996–2011.

Umalusi. 2013a. *A comparative analysis of the intended curricula for the services subjects: NCS 2003 and CAPS*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2013b. *Determining the entry-level requirements and exit-level outcomes for the FET Phase*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa

Umalusi. 2013c. *At your service: Towards an informed understanding of the NC (V) Tourism and Hospitality programmes*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Van den Akker, J. 2003. Curriculum perspectives: An introduction. In Van den Akker, J., Kuiper, W., & Hameyer, U (eds). *Curriculum landscapes and trends* (pp. 1-10). Dordrecht: Kluwer Academic Publishers

## ANNEXURE A: CONTENT/SKILLS COVERAGE IN CONSUMER STUDIES

Shaded topics introduced for the first time in CAPS

Table A1: Content/skills coverage in the NCS and CAPS						
Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
<b>Topic (content/concept)</b>						
<b>1. Management of the consumer role</b>						
Rights and responsibilities of consumers	X			X		
Consumer protection policies and practices		X			X	
Consumer organisations			X		X	
Channels for consumer complaints			X		X	
Impact of marketing strategies on consumer buying behaviour	X			X		
Income & expenditure of SA families					X	
Household budget as an instrument for managing financial resources		X			X	
Banking & payment methods					X	
Implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings			X			X
Decision-making	X			X		
Marketing/5P model				X		
Financial & contractual aspects consumers should take note of						X
Responsibilities of municipalities and communities						X
<b>2. Knowledgeable consumer choices</b>						
The daily food intake of young adults	X			X Food practices of consumers		

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
A young adult's daily food intake compared to the nutritional requirements using nutritional tables and recommending necessary improvements		X			X	
Guidelines for the prevention and management of nutritional and food-related health conditions			X			X
A day's food intake in comparison with the food-based dietary guidelines and the impact of food choices on own health	X			X		
The 6 food groups in the SA food guide pyramid	X			X		
Nutrients, their functions, sources in food groups	X	X		X	X	
Food additives						X
Food labelling as a source of information		X				X
The nutrient needs of consumers from different age groups and with different energy requirements		X		X	X	
The young adult's choice of suitable clothing for different purposes	X				X Design elements & principles Colour theory Application in clothing and interior finishes	X Application of design elements and principles when planning a wardrobe Fashion and appearance in the world of work
Clothing to meet aesthetic needs		X				
Clothing theory applied to the selection of clothing for the world of work			X			
The effect of clothing choices on physical comfort	X					
The effect of clothes on figure shapes, using the elements and principles of design		X				
Current fashion trends for young adults and the fashion cycle			X			X

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
Origin, properties and use of fibres and fabrics in clothing & furnishings	X			X		
Appearance, properties and uses of fabric construction techniques for clothing and furnishings	X					
Different aspects to consider in the choice of housing	X			X		
The functionality and safety of existing floor and furniture plans, and application of the elements and principles of design to the choice of furnishings for living and work spaces		X			X Renamed and re-packaged	
Enabling housing environments for the disabled				X		
Financial and contractual responsibilities of the occupants for different housing options, and the different role-players in accessing housing			X			X
The functional considerations in the choice of textiles for furnishings and clothing		X		X	X	
The choice of household equipment, and the financial and contractual responsibilities in buying furniture and household equipment			X			X
Current issues related to one of the following: nutrition; food; clothing; textiles; housing; furnishings; equipment			X			X Focused on consumer issues
<b>3. Responsible use of resources</b>						
Judicious food choices in terms of the resources available to the household	X					
The criteria of safety, quality and pricing to evaluate food outlets in the local community		X		X		

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
Consumer issues related to the impact of the selection and use of food on the natural or economic environment, and strategies for addressing these issues			X	X Sustain-ability now a strong focus		
Safe food-handling practices	X			X	X Food con- tamination and food hazards	
The effect of pathogenic organisms on food spoilage and safety	X	X		X Plus waste control and kitchen pests		X Food-borne diseases
Clothing choices in terms of the resources available to the household	X		X			
The criteria of variety, quality and pricing as applied to evaluate clothing outlets in the local community		X		X		
Consumer issues related to the impact of the selection and use of clothing on the natural or economic environment, and strategies for addressing these issues			X			X
Ergonomic principles applied to the choice of furniture and household equipment	X			X added ergonomics and universal design		
The criteria of variety, quality and pricing as applied to evaluate soft furnishing, furniture and household equipment outlets in the local community		X		X		
The responsible use of water, electricity and municipal services related to housing and household equipment			X	X Sustainable consumption now a strong focus		X Sustain-able consumption now a strong focus

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
<b>4. Production and marketing of food, clothing and soft furnishing products</b>				* This section is referred to as "Entrepreneurship" in the CAPS document		
What is entrepreneurship?				X		
Theoretical knowledge and necessary skills to produce quality products by using <b>basic</b> methods and techniques	X				X Theory of more advanced practical work	X Theory advanced practical work
Theoretical knowledge and necessary skills to produce quality products by using <b>advanced</b> methods and techniques		X		X Theory for practical work as well as the practical work for each grade is clearly specified. Requirements for quality products are specified in each grade.		
Theoretical knowledge and skills necessary to produce quality marketable products, using applicable methods and techniques, while working in a production team			X			
Factors influencing efficient production						X
Household processes and workflow for small-scale production of a product	X			X Planning for small-scale production from home		
Recipes for small-scale production		X		X	X	X
Concept testing and needs identification					X	
Plans for the production and marketing of a product			X	X Planning for small-scale production		
The unit price of products	X			X Calculate the cost of products.	X Calculate production costs.	X Production cost Calculate selling price and profit.
The cost of products in terms of human and other resources used		X				
The sustainable profitability of enterprises			X			X

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
						Determine the sustainable profitability of home-based business.
Marketing: the marketing process. Core principles of marketing.					X	X Develop a marketing plan according to the 5P marketing strategy.
<b>Topic (skill)</b>	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>
<b>1. Management of the consumer role</b>						
Evaluate channels for consumer complaints.			X			X
Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings.			X			X
<b>2. Knowledgeable consumer choices</b>						
Select clothing to meet aesthetic needs.		X		X		
Apply clothing theory to the selection of clothing for the world of work.			X			X
Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities in buying furniture and household equipment.			X			X
<b>3. Responsible use of resources</b>						
Make judicious food choices in terms of the resources available to the household.	X					
Apply the criteria of variety, quality and pricing to evaluate		X		X		

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
clothing outlets in the local community.						
Apply ergonomic principles to the choice of furniture and household equipment.	X			X		X
Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community.		X				
<b>4. Production and marketing of food, clothing and soft furnishing products</b>						
Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using <b>basic</b> methods and techniques.	X			X Practical techniques to produce quality market-able products	X Practical techniques to produce quality market-able products ( <b>not</b> production line)	X Practical techniques to produce quality market-able products ( <b>not</b> production line)
Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using <b>advanced</b> methods and techniques.		X			X	
Apply theoretical knowledge and demonstrate the necessary skills necessary to produce quality marketable products, using applicable methods and techniques, while working in a production team.			X	X (not as team)	X (not as team)	X (not as team)
Adapt household processes and workflow for a product to principles of small-scale production.	X			X Choice of items for small-scale production		
Adapt recipes to make them suitable for small-scale production.		X				

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
Concept testing and needs identification					X	
Compile and implement a plan for the production and marketing of a product.			X	X Planning for small-scale production		
Calculate the unit price of products.	X			X Calculate the cost of products	X Production costs. Determine the selling price.	
Calculate the cost of products in terms of human and other resources used.		X				
Evaluate the sustainable profitability of the enterprise.			X			X Evaluate the sustainable profitability of an enterprise.
Marketing: the marketing process. Core principles of marketing.					X	X Develop a marketing plan according to the 5P marketing strategy.
<b>Topic (content &amp; skill intertwined)</b>	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>
The content and skills of the learners are intertwined as the content lays the down the basic requirements and the skills reinforce the learners' ability to apply the concept.						
Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using <b>basic</b> methods and techniques.	X			X		
Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using <b>advanced</b> methods and techniques.		X			X	
Apply theoretical knowledge and demonstrate the necessary skills necessary to produce			X	X	X	X

**Table A1: Content/skills coverage in the NCS and CAPS**

<b>Topic (content/concept and/or skill)</b>	<b>NCS 2003</b>			<b>CAPS</b>		
	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>
quality marketable products, using applicable methods and techniques, while working in a production team.						
Select clothing to meet aesthetic needs.		X		X		X
Make judicious food choices in terms of the resources available to the household.	X					
Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community.		X		X		
Identify a consumer issue related to the impact of the selection and use of food on the natural or economic environment, and suggest a strategy for addressing the issue.			X	X		X
Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community.		X				
Identify a consumer issue related to the impact of the selection and use of clothing on the natural or economic environment, and suggest a strategy for addressing the issue.			X			X
Apply ergonomic principles to the choice of furniture and household equipment.	X			X		
Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community.		X				
Adapt household processes and workflow for a product to	X					

**Table A1: Content/skills coverage in the NCS and CAPS**

Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr.10	Gr.11	Gr.12	Gr.10	Gr.11	Gr.12
principles of small-scale production.						
Adapt recipes to make them suitable for small-scale production.		X				
Identify factors influencing efficient production						X
Compile and implement a plan for the production and marketing of a product.			X			X
Calculate the unit price of products.	X			X	X Calculate production costs. Determine the selling price.	X
Calculate the cost of products in terms of human and other resources used		X				
Evaluate the sustainable profitability of the enterprise.			X			
Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities in buying furniture and household equipment.			X		X	

## ANNEXURE B: TABLES OF DETAILED CONTENT COVERAGE IN THE CAPS DOCUMENT AND THE THREE INTERNATIONAL CURRICULA

Table A2 represents lists of the topics and sub-topics of the **British Columbia, Singapore** and **Kenya** curriculum documents benchmarked against the **CAPS** topics and sub-topics, as well as practical skills taught as part of the South African curriculum. A number from 1 to 4 was allocated per topic/sub-topic, to indicate the degree of cognitive complexity (or depth). The numbers indicate the depth as follows:

- 1 introductory-level content, consisting mainly of descriptions and definitions
- 2 descriptions and definitions with some detailed explanations
- 3 detailed topics, requiring understanding of relationships between concepts
- 4 highly detailed topics, requiring complex understanding of relationships between concepts

Due to the unique character of Consumer Studies (see Section 1: Introduction, par. 5 and 8) and the limited documents available for this study, many orphaned topics were found, where no comparable topic could be found in any of the other three countries' curricula. This was true in especially the topics and sub-topics for *The Consumer; Clothing* and *Entrepreneurship*. The highest comparable coverage of topics was found in the topic and sub-topics of *Food and Nutrition*.

**Table A2: Table of detailed content coverage**

Content Topics	CAPS			British Columbia								Singapore		Kenya			
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training Gr.11	Cafeteria Training Gr.12	Family Studies Gr.11	Family Studies Gr.12	Food and Nutrition Gr. 11	Food and Nutrition Gr. 12	Textiles Gr. 11	Textiles Gr. 12	O-Level Food and Nutrition	O-level Intro to Enterprise Dev	Form 1	Form 2	Form 3	Form 4
<b>1. The Consumer</b>																	
Introduction to Consumer Studies	1																
What is a consumer?	2														3		
Sustainable consumption	3																
Factors influencing buying behaviour	2															3	
Types of outlets in South Africa	2																
Dining in restaurants	2							3	3								
AIDA	2														3		
Consumer protection policies and practices		3															3
Consumer organisations		2															3
Channels for consumer complaints		2															
Income & expenditure of SA families		3															
Household budget		2														3	
Banking & payment methods		3															

**Table A2: Table of detailed content coverage**

Content Topics	CAPS			British Columbia								Singapore		Kenya			
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training Gr. 11	Cafeteria Training Gr. 12	Family Studies Gr. 11	Family Studies Gr. 12	Food and Nutrition Gr. 11	Food and Nutrition Gr. 12	Textiles Gr. 11	Textiles Gr. 12	O-Level Food and Nutrition	O-level Intro to Enterprise Dev	Form 1	Form 2	Form 3	Form 4
Technology used for payment		2															
Credit Bureau		3															
Taxes, interest rates and inflation		3															3
Decision-making	2																
Marketing/5P model	2																
Financial & contractual aspects consumers should take note of			4														
Responsibilities of municipalities and communities			3														
Sustainable consumption of water and electricity, caring for environment (4x Rs)			2		3												3
<b>2. Food and nutrition</b>																	
Food practises of consumers	2							3				2					3
Energy and nutritional requirements of consumers	3								3								
Nutrients and their functions in the food pyramid	3							3	3			4			3		

**Table A2: Table of detailed content coverage**

Content Topics	CAPS			British Columbia								Singapore		Kenya			
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training Gr.11	Cafeteria Training Gr. 12	Family Studies Gr.11	Family Studies Gr.12	Food and Nutrition Gr. 11	Food and Nutrition Gr. 12	Textiles Gr. 11	Textiles Gr. 12	O-Level Food and Nutrition	O-level Intro to Enterprise Dev	Form 1	Form 2	Form 3	Form 4
Daily meal planning	3							3				3				3	
Food spoilage and contamination	3			3				3	3			3		3			
Food hygiene	2			3										2			
Food storage	2				3							2					2
Nutritional needs		3															
Nutritional and food-related health conditions			3						4			3			3		
Food-borne illnesses			4					3	4								
Food-related consumer issues			3						3								
Food labelling as a source of information			2					3	3			2					
<b>3. Design elements and principles</b>																	
Colour theory		3															3
Design elements and principles		4					3			3	3						
Application of design elements and principles		4															

**Table A2: Table of detailed content coverage**

Content Topics	CAPS			British Columbia								Singapore		Kenya			
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training Gr.11	Cafeteria Training Gr. 12	Family Studies Gr.11	Family Studies Gr.12	Food and Nutrition Gr. 11	Food and Nutrition Gr. 12	Textiles Gr. 11	Textiles Gr. 12	O-Level Food and Nutrition	O-level Intro to Enterprise Dev	Form 1	Form 2	Form 3	Form 4
<b>4. Fibres and Fabrics</b>																	
Origin, properties and use of: natural, regenerated, synthetic fibres, blends, leather and leather substitutes	4													4			
The choice of textiles for clothing, soft furnishing using labels	4													4	3		
Fabric construction techniques		3															
Fabric properties		3															
Fabric finishes		3															
<b>5. Clothing</b>																	
Young adult choice of suitable clothing	2																
Adaptive clothing for people with disabilities	3																
Fashion and appearance in the world of work			3														
Consumer issues regarding clothing and textiles			3								3						

**Table A2: Table of detailed content coverage**

Content Topics	CAPS			British Columbia								Singapore		Kenya			
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training Gr.11	Cafeteria Training Gr. 12	Family Studies Gr.11	Family Studies Gr.12	Food and Nutrition Gr. 11	Food and Nutrition Gr. 12	Textiles Gr. 11	Textiles Gr. 12	O-Level Food and Nutrition	O-level Intro to Enterprise Dev	Form 1	Form 2	Form 3	Form 4
<b>6. Housing and Interior</b>																	
Factors influencing housing decisions	3						3							3			
Design features of housing and interiors; ergonomics; universal design	4																3
Enabling housing environments for the disabled	3																
Space planning		3					3										
The choice of furniture		3															3
Evaluation criteria when purchasing furniture		3					3										
Different housing acquisition options			4				3										
Financing related to buying a house			3				3										
Buying household appliances Financial and contractual responsibilities			2				3										
<b>7. Entrepreneurship</b>																	
What is Entrepreneurship?	2																

**Table A2: Table of detailed content coverage**

Content Topics	CAPS			British Columbia								Singapore		Kenya			
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training Gr.11	Cafeteria Training Gr. 12	Family Studies Gr.11	Family Studies Gr.12	Food and Nutrition Gr. 11	Food and Nutrition Gr. 12	Textiles Gr. 11	Textiles Gr. 12	O-Level Food and Nutrition	O-level Intro to Enterprise Dev	Form 1	Form 2	Form 3	Form 4
Choice of items for small scale production	3																
Planning for small-scale production	3																
The choice, production and marketing of homemade products/items		3															
Concept testing and needs identification		3															
Marketing		2											4				
Production Costing, packaging, overheads		3															
Moving from an idea to producing and marketing a product factors to consider			3														
Developing a marketing plan according to 5P marketing mix Financial feasibility, best sale/worse sale scenario			3										4				

Table A2: Table of detailed content coverage																	
Content Topics	CAPS			British Columbia								Singapore		Kenya			
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training Gr.11	Cafeteria Training Gr. 12	Family Studies Gr.11	Family Studies Gr.12	Food and Nutrition Gr. 11	Food and Nutrition Gr. 12	Textiles Gr. 11	Textiles Gr. 12	O-Level Food and Nutrition	O-level Intro to Enterprise Dev	Form 1	Form 2	Form 3	Form 4
<b>Production of food, clothing, soft furnishings, crochet/knitting/patchwork and quilting by hand (SKILLS)</b>																	
Equipment – identification, use and cleaning e.g. kitchen or sewing equipment	2			2				2	2	3	3			3			
Methods of cooking	3							3	3			3		3			
Recipe instruction/commercial pattern instruction/functions of ingredients	3	3	3	3				3	4			3			4	4	4
Preparation/mixing methods, e.g. creaming, whisking, cutting, chopping/measuring/preserving Clothing processes, e.g. construction of an item	4	4	4	3				3	3	3	3				4	3	4
<b>Total Level 1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Level 2</b>	<b>13</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total Level 3</b>	<b>12</b>	<b>17</b>	<b>9</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>8</b>
<b>Total Level 4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Total Topics</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>11</b>

ADDITIONAL TOPICS NOT IN SOUTCH AFRICAN CAPS																	
<b>British Columbia</b>																	
Response to ER situations					2							2					
Partner and group work/planning skills					3							3					
Food fads and food myths					2												
Career opportunities: food, textiles and family studies					2						3	3					
<b>Singapore</b>																	
Energy balance													3				
Digestion													4				
Food science													4				
<b>Kenya</b>																	
First Aid														3			
Care of the home – (Dust removal)														2			
Safety in the home														3			
Laundry equipment, detergents and processes															3		
Repairing household items and clothing															3		
Storage of clothes and household articles															2		
Child care – immunisation, breastfeeding, weaning, habit training																4	
Care of the sick at home																	
Flower arrangements																	
Réchauffé cookery																	3
Fuels in the home																	2

## ANNEXURE C: BENCHMARKING CONSUMER STUDIES WITH COMPARABLE SUBJECTS INTERNATIONALLY

TABLE A3: COMPARISON OF CONSUMER STUDIES WITH CONSUMER EDUCATION SUBJECTS INTERNATIONALLY – AFRICAN COUNTRIES				
COUNTRY	SOUTH AFRICA	KENYA	BOTSWANA	NAMIBIA
<b>SUBJECT NAME</b>	Consumer Studies	Home Science	Home Economics	Home Economics
<b>OFFERED ON LEVEL/AGE GROUP</b>	16–18-year-olds/Grades 10–12	Secondary schools (Forms 1–4)	Junior Secondary	Secondary schools
<b>CORE AIM/PURPOSE</b>	To teach learners to make informed decisions, and to make optimal use of resources to improve human wellbeing. Learners have an opportunity to produce and market different products in the practical.	Applied and integrated science which aims at improving the quality of life for the individual, the family and the community.	Equipping learners with practical competencies relevant to real life situations	Making a meaningful contribution towards improving the quality of life of young people: maintaining healthy lifestyle & function effectively in society.
<b>ORGANISATIONAL PRINCIPLE</b>	7 Theory topics taught in increasing complexity over three years, with one practical option (chosen from 5 options) applied in increasing complexity.	Not apparent from document Content-based	Syllabus organised in Units, which are broken down into different topics. General and specific objectives are included.	The content is divided into themes: <b>A</b> Food and Nutrition; <b>B</b> Family Life Education; <b>C</b> Management and Housing; <b>D</b> Clothing and Consumer Education, with general and specific objectives in detail for each
<b>ASSESSMENT</b>	Clearly defined guidelines and weighting for formal assessment of theory and practical included.	Not apparent from the document Practical and written assignments on knowledge and skills	Formative and summative assessment is mentioned, but no detail regarding weighting or other guidelines is included.	The three clear and detailed assessment objectives: <b>A</b> Knowledge with understanding; <b>B</b> Handling information and solving problems; <b>C</b> Practical skills and their application

**TABLE A4: COMPARISON OF CONSUMER STUDIES WITH CONSUMER EDUCATION SUBJECTS INTERNATIONALLY – EUROPE & UNITED KINGDOM**

COUNTRY	SOUTH AFRICA	MALTA	NORWAY	UK (Wales, England & Northern Ireland)	Cambridge Int. Certificate A level	Scotland
<b>SUBJECT NAME</b>	Consumer Studies	Home Economics	Food & Health Subject	Textiles Technology OR Food Technology	Food Studies	Home Economics
<b>OFFERED ON LEVEL/TO AGE</b>	16–18-year-olds/Grades 10–12	Forms 2, 3, 4 & 5 (6–16-year-olds)	Years 1–10. Compulsory subject	11–18-year-olds	17–18-year-olds	11–18-year-olds
<b>CORE AIM/PURPOSE</b>	Teach learners to make informed decisions and make optimal use of resources to improve human wellbeing. Learners produce products in practical component.	To equip students with a useful range of relevant and transferable skills to include knowledge, comprehension and application, investigation, evaluation and expression: inter-relationships between diet, health, family, resources and home are addressed in both practical and theoretical contexts	<b>Food and lifestyle:</b> developing skills and the motivation to choose a health-promoting lifestyle <b>Food and consumption:</b> becoming accustomed with different food, labelling and production, and being a critical and responsible consumer <b>Food and culture:</b> focuses on eating habits on everyday basis	Students will have the opportunity to realise their full <b>potential</b> through engagement of the design and technology process. The student will be actively involved in designing and making a quality product. <sup>1</sup>	Theoretical & practical aspects of nutrition, food and food preparation	The rationale of the subject is grounded in the study of various processes necessary for day-to-day living.

<sup>1</sup> There are a variety of exam boards within the UK – schools are able to select an exam board per subject. Edexcel Exam Board documents were used in this research.

**TABLE A4: COMPARISON OF CONSUMER STUDIES WITH CONSUMER EDUCATION SUBJECTS INTERNATIONALLY – EUROPE & UNITED KINGDOM**

COUNTRY	SOUTH AFRICA	MALTA	NORWAY	UK (Wales, England & Northern Ireland)	Cambridge Int. Certificate A level	Scotland
<b>ORGANISATIONAL PRINCIPLE</b>	7 Theory topics taught in increasing complexity over three years, with one practical option (chosen from 5 options) applied in increasing complexity.	Syllabus focuses on <b>3</b> key content areas and a coursework component: <ul style="list-style-type: none"> <li>• Module 1: <i>Food, Nutrition and Health</i></li> <li>• Module 2: <i>Family Wellbeing</i></li> <li>• Module 3: <i>Choice and Management of Resources</i></li> <li>• Module 4: <i>The Coursework Project</i></li> </ul>	3 topics, gradually deepening and widening from Years 1–10: <ul style="list-style-type: none"> <li>• Food and lifestyle</li> <li>• Food and consumption</li> <li>• Food and culture</li> </ul>	Curriculum comprises units which consist of either stages or topics. There is content to be covered for each stage or topic.	6 well-defined main sections with sub-topics clearly explained under each. 2-year qualification.	The Home Economics curriculum is made up of: Knowledge and understanding, handling Information, practical and organisational skills.
<b>ASSESSMENT</b>	Clear guidelines and weighting for formal assessment of theory and practical included.	Main assessment objectives, as well as detailed scheme of assessment are included.	Not available	Percentage breakdown for coursework and exam, as well as Assessment criteria	Assessment of theoretical and practical work clearly specified.	Knowledge and Information handling: 25% in written Exam. Practical and Organisational skills: 50% Project: 25%

**TABLE A5: COMPARISON OF CONSUMER STUDIES WITH CONSUMER EDUCATION SUBJECTS INTERNATIONALLY – OTHER COUNTRIES**

COUNTRY	SOUTH AFRICA	UNITED STATES	BRITISH COLUMBIA, CANADA	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
<b>SUBJECT NAME</b>	Consumer Studies	Family and Consumer Sciences	Home Economics (4 sub-specialisations)	Industrial arts and Home Economics	Home Economics (Food & nutrition; Intro. to enterprise development)	Home Economics
<b>OFFERED ON LEVEL / TO AGE</b>	16–18-year-olds/Grades 10–12	Schooling Years 6–12. Year 6 introductory content	Some subjects from Schooling Years 8–12, some 10–12, others 11–12	Schooling Years 7–10+. Compulsory subject	Normal level: 11–14-year-olds; O-Level: up to 16 years old	Schooling Years 11–12
<b>CORE AIM/PURPOSE</b>	Teach learners to make informed decisions and make optimal use of resources to improve human wellbeing. Learners produce products in practical component.	Provides a foundation for managing individual, family, work, and community roles and responsibilities Maintaining environments and using nutrition and wellness practices Applying resources, develop textile, fashion, and apparel concepts, and explore careers related to Family and Consumer	Meaningful learning in both personal and family contexts Develop practical abilities related to foods, textiles and care-giving. Fosters the critical-thinking and problem-solving skills needed to manage resources effectively Contributing to: • improving the quality of life • increasing resourcefulness in	Understand healthy human development, the significance of families/households as well as relationships between families /households and the society. Acquire knowledge and skills necessary for daily living and become able to develop family and community lifestyles in the ways men and women	To develop an understanding of • concepts of nutrition and meal planning • link between diet and health • principles of food science To equip learners with knowledge and skills to make informed decisions concerning food and nutrition, <b>OR</b>  • Basic knowledge of planning and organising a business • Introduction to and application of business disciplines in an integrated manner through the development and evaluation of a simple business plan	Future wellbeing of individuals, families and communities

**TABLE A5: COMPARISON OF CONSUMER STUDIES WITH CONSUMER EDUCATION SUBJECTS INTERNATIONALLY – OTHER COUNTRIES**

COUNTRY	SOUTH AFRICA	UNITED STATES	BRITISH COLUMBIA, CANADA	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
		Sciences. Develop early childhood education concepts and leadership skills.	dealing with challenges <ul style="list-style-type: none"> <li>• responsible citizens</li> </ul>	co-operate with each other.	<ul style="list-style-type: none"> <li>• Enhancing communication, problem-solving and presentation skills</li> <li>• Effective use of resources to achieve business goals</li> <li>• Facilitating the cross-fertilisation of knowledge and developing team building</li> </ul>	
<b>ORGANISATIONAL PRINCIPLE &amp; Content covered</b>	7 Theory topics taught in increasing complexity over three years, with one practical option (chosen from 5 options) applied in increasing complexity.	Approximately 10 general topics covered to some extent in various states. Students focus on their individual development as well as their relationships and roles within the family unit.	Curriculum organisers and Prescribed LOs (clarified by achievement indicators), and Key Concepts. <ul style="list-style-type: none"> <li>• Learning requires the active participation of the learner;</li> <li>• Inclusivity;</li> <li>• Both individual &amp; group learning is important.</li> </ul>	Year 10+ has 3 topics: <ul style="list-style-type: none"> <li>• <i>Life Course perspective</i></li> <li>• <i>Family living and health</i></li> <li>• <i>Consumer life and environment</i></li> </ul>	Content is arranged as Components and LOs. Very clear, specific topics within each component including opportunity to teach a component in the curriculum called "white space".	3 Key concepts with subject matter unpacked under each key concept, taught over 2 years.

**TABLE A5: COMPARISON OF CONSUMER STUDIES WITH CONSUMER EDUCATION SUBJECTS INTERNATIONALLY – OTHER COUNTRIES**

COUNTRY	SOUTH AFRICA	UNITED STATES	BRITISH COLUMBIA, CANADA	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
<b>ASSESSMENT</b>	Clear guidelines and weighting for formal assessment of theory and practical included.	General outcomes stated for each topic, with suggestions of assessment practices. Different details for different states.	Key concepts and achievement indicators utilised to support the principles of assessment <b>for</b> learning, assessment <b>as</b> learning, and assessment <b>of</b> learning. Suggestions only, not specified	General outcomes stated for each topic, with suggestions of assessment practices.	Detailed: percentages given for coursework (project) and written paper. Clear instructions regarding weighting of the written paper as well as coursework or project. Detailed rubrics included to support and guide assessment.	Clear assessment guidelines, described under 3 cognitive levels

**Table A6: Comparison of content covered in Consumer Studies curriculum with internationally comparable subjects**

CONTENT TOPICS INCLUDED IN CURRICULA	SOUTH AFRICA	KENYA	GHANA	BOTSWANA	NAMIBIA	MALTA	NORWAY	United Kingdom	CAMBRIDGE INT. Certificate	SCOTLAND	CANADA (British Columbia)	UNITED STATES	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
THE CONSUMER & ROLES OF CONSUMERS	Y	Y	Y		Y <sup>2</sup>	Y	Y <sup>3</sup>			Y <sup>4</sup>		Y	Y <sup>5</sup>	Y <sup>6</sup>	Y <sup>7</sup>
FOOD & NUTRITION	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y <sup>8</sup>	Y
DESIGN ELEMENTS AND PRINCIPLES	Y	Y <sup>9</sup>										Y <sup>10</sup>			Y
FIBRES AND FABRICS/TEXTILES	Y	Y		Y		Y		Y				Y			Y

<sup>2</sup> Only limited references included to consumer issues

<sup>3</sup> Very limited: only regarding food choices

<sup>4</sup> Only budgeting and family expenditure is covered

<sup>5</sup> Only from year 10 onwards

<sup>6</sup> Referred to as "Consumer studies"

<sup>7</sup> Only the sub-topics "Community & government organisations" and "Decision-making" covered

<sup>8</sup> Referred to as "Food studies"

<sup>9</sup> Only information regarding colour theory

<sup>10</sup> Various references to "Design" but not including "design elements and principles"

**Table A6: Comparison of content covered in Consumer Studies curriculum with internationally comparable subjects**

CONTENT TOPICS INCLUDED IN CURRICULA	SOUTH AFRICA	KENYA	GHANA	BOTSWANA	NAMIBIA	MALTA	NORWAY	United Kingdom	CAMBRIDGE INT. Certificate	SCOTLAND	CANADA (British Columbia)	UNITED STATES	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
CLOTHING	Y		Y	Y	Y	Y		Y		Y	Y	Y	Y <sup>11</sup>		Y
HOUSING & INTERIORS	Y	Y <sup>12</sup>	Y		Y	Y				Y	Y	Y	Y		Y
ENTREPRENEURSHIP	Y		Y				Y <sup>13</sup>					Y			
FAMILY STUDIES		Y	Y		Y	Y					Y	Y	Y		Y
CAREER OPPORTUNITIES											Y	Y		Y	
HOME MANAGEMENT		Y				Y <sup>14</sup>			Y <sup>15</sup>			Y			Y

<sup>11</sup> Only up to year 9

<sup>12</sup> Limited sub-topics included comparable to those of the CAPS

<sup>13</sup> Limited inclusion

<sup>14</sup> As part of resource management

<sup>15</sup> Referred to as "Family resources"

## ANNEXURE D: INSTRUMENT TO DETERMINE SKILL CATEGORIES IN THE PRACTICAL ASSESSMENT TASK (PAT)

<b>Table A7: Framework for thinking and skills application based on skill categories</b>		
	<p><b>Reproductive skills</b> Simple reflexive, repetitive activities linked to standard procedures based on knowledge (skills linked with remembering knowledge, understanding and application).</p>	<p><b>Productive skills</b> Complex opinion-based ideas, strategy-based, creative and planning skills; Proper application in new, unfamiliar situations; Find new solutions for problems (skills linked to analysing, evaluating and synthesising)</p>
<b>Categories</b>	<b>Action Verbs</b>	<b>Action Verbs</b>
<b>Cognitive skills</b>	Allocate Apply in familiar contexts Code/coding Calculate Control Compare Decide on Describe Prepare Read from Register Set up Search for Test Write out receipt	Adapt Analyse Apply in novel contexts Apply according to criteria Calculate cost Change and apply in new form Combine Compare (rate, levy, fee) Compile, e.g. questionnaire Conclude Coordinate Critique Deduct Determine quality, layout, efficiency, sequence Design Evaluate Estimate Formulate Generalise and apply in novel context Interpret Investigate possibilities Identify problematic areas Judge Plan, e.g. event, marketing Prove Recommend Relate Report Search suitable applications (recipes, menus, etc.)

<b>Table A7: Framework for thinking and skills application based on skill categories</b>		
		Set a menu Solve the problem Suggest Summarise main ideas
<b>Psychomotor skills</b>	Apply techniques (piping, icing) Bake Carry serving trays Clean and wipe Collect equipment Demonstrate working of equipment Display preparation techniques Dish up Drill Follow instructions Gather, e.g. material, ingredients Man a counter Maintain apparatus /machines/equipment Make Mend Pack Paste, e.g. pictures Prepare Service Tidy up workspaces Use equipment (blender, deep fryer etc.) Use ready-made ingredients Whisk	Bind, e.g. books Create, e.g. food art Decorate according to theme Design (information booklet; advertisement) Develop a form; new application Do layout Draw Make, e.g. paper/material shapes, three-dimensional solids etc. Manufacture Operate a system, e.g. ticketing Prepare a dish Repair (after determining problem) Select ingredients Set up exhibition Shape, e.g. dough Stock pantry Sketch Take photographs according to specifications Test capacity Typing a report format, itinerary Use technology, equipment, apparatus
<b>Reactive skills (react to stimulus)</b>	Accept Collaborate with Confirm Contribute to Extend service Find acceptable Recommend	Create acceptability Ensure service delivery Interpret case study or scenario Prioritise Prompt reaction Recommend with justification
<b>Interactive skills</b>	Ask questions Agree to Collaborate Consent Consult Discuss	Argue for Convert into Convey message Correspond in particular ... Decide on applicability Develop and explain strategy

**Table A7: Framework for thinking and skills application based on skill categories**

	Explain Narrate Present Welcome guests	Formulate new ideas Initiate change Justify argument Liaise Make judgements Motivate for/against Negotiate Promote verbally Protest Provide advice Reason for Select and provide information Verbalise preferences
--	---	--