

# SACAI

**SECTION C**

**GRADE 12**

**EXAMINATION GUIDELINES**

**CONSUMER STUDIES**

**2016**



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## EXAMINATION GUIDELINES: CONSUMER STUDIES

### 1. INTRODUCTION AND PURPOSE

The purpose of the guidelines is to assist teachers and learners in their preparation for the National Senior Certificate examination for Consumer Studies.

These guidelines should be used together with the *Curriculum and Assessment Policy Statement (CAPS)* for Consumer Studies as well as the *Revised SACAI CAPS Subject Guidelines* (Section B).

The recommended text books are:

- Focus on Consumer Studies Grade 10 - 12
- Oxford Successful Consumer Studies grade 10 - 12

The certification mark for Consumer Studies consists of the following:

- School based assessment (25%)
- Practical Assessment Tasks (25%)
- Theory examination mark (50%)

The instructions for the Practical Assessment Tasks and the theory examination paper will be set by SACAI.

Teachers and learners must keep up with current trends/issues/developments in the subject to ensure that they are well equipped to understand the subject content.

### 2.1 STRUCTURE OF THE CONSUMER STUDIES PAPER for GRADE 12

1. The Consumer Studies examination consists of one 3-hour paper of 200 marks.
2. There are SIX COMPULSORY questions, covering all the topics.
3. Case studies, scenarios, cartoons, graphs, pictures, labels, recipes, menus and other sources will be used where applicable.

	<b>Contents</b>	<b>Marks per question</b>	<b>Percentage per question paper</b>
Question 1	Short questions (all topics)	40	20
Question 2	The Consumer	20	10
Question 3	Food and Nutrition	40	20
Question 4	Clothing	20	10
Question 5	Housing	40	20
Question 6	Entrepreneurship	40	20
<b>TOTAL</b>		<b>200</b>	<b>100</b>

Each topic has sub topics e.g.

<b>TOPIC</b>	<b>SUB TOPICS</b>
Entrepreneurship	Moving from an idea to producing and marketing a product Factors to consider in the entrepreneur's choice of a suitable product for small-scale production Factors influencing the efficient production of quality products Developing a marketing plan according to the 5P marketing strategy Doing a feasibility study to determine the sustainable profitability of the enterprise

All the sub topics cannot be tested in each exam but should be tested over a cycle of three years.

Teachers should stick to the CAPS requirements and refrain from coaching learners on topics which they have predicted.

## **2.2 COGNITIVE LEVELS OF QUESTIONS**

The examination paper caters for a **range of cognitive levels** and **different degrees of difficulty/cognitive demands**.

<b>Cognitive level</b>	<b>Marks</b>	<b>Percentage per question paper</b>
Lower order: remembering	60	30
Middle order: understanding, applying	100	50
Higher order: analysing, evaluating and creating	40	20
<b>TOTAL</b>	<b>200</b>	<b>100</b>

## **2.3 COGNITIVE DEMANDS**

The cognitive demands refer to the **degree of difficulty** of the paper. When setting the paper an analysis is done to ensure the paper is weighted according to the Curriculum and Policy Statement (CAPS).

The spread of the cognitive levels and the degree of difficulty will not only be evident in the question paper as a whole, but must be evident within EACH question in the question paper.

### **EXAMPLE/GUIDE PER QUESTION**

<b>COGNITIVE LEVEL</b>	<b>COGNITIVE DEMAND</b>	<b>(%)</b>	<b>TOTAL 40</b>	<b>TOTAL 20</b>
Lower order: remembering	Easy, moderate, difficult	30%	12 marks	6 marks
Middle order: understanding, applying	Easy, moderate, difficult	50%	20 marks	20 marks
Higher order: analysing, evaluating, creating	Easy, moderate, difficult	20%	8 marks	4 marks
<b>TOTAL:</b>		<b>100%</b>	<b>40 marks</b>	<b>20 marks</b>

**EXAMPLES OF QUESTIONS WITH DIFFERENT COGNITIVE LEVELS AND COGNITIVE DEMANDS**

**Lower order/easy**

List the FIVE stages of the fashion cycle. (5)

**Lower order /moderate**

Explain how you would know that a fashion item is becoming less popular when you go shopping. (3)

**Lower order/difficult**

Name THREE channels for consumer complaints that a consumer could contact regarding misleading descriptions on food labels. (3)

**Middle order/easy**

The production cost of one product is R25.00. Each product is sold at R55.00. Calculate the profit on ONE product. Show all calculations. (2)

**Middle order/moderate**

Write a short paragraph to discuss the differences between anorexia and bulimia. (4)

**Middle order/difficult**

Read the extract below and answer the question that follows:

'When I left the house I was renting, my landlord pocketed most of my deposit by running through a list of things which were broken or missing before I moved in. He crossed off a shower which I had replaced at my own expense. He clearly cheats all his tenants with the same checklist.'

'How does one defend oneself against crooked landlords?'

[Letter in *Business Times*, 2 October 2011]

4.2.1 Respond to the writer's question. (6)

**Higher order/easy**

Food additives have an impact on the safety and health of consumers. Comment on this statement. (8)

**Higher order/moderate**

1. "This small-scale business runs the risk of not being able to sustain profitability." (Refer to the flyer on page 13.)
  - 1.1 Explain why this statement is TRUE.

**Higher order/difficult**

2. Study the meal plan below and answer the question that follows:

<b>BREAKFAST</b>
125 ml muesli
250 ml low-fat, unsweetened, plain yoghurt
50 ml blueberries
1 banana
1 cup coffee with full-cream milk
1 slice buttered whole-wheat bread with cheddar cheese

2.1 Evaluate the suitability of the meal plan for a person suffering from anaemia. (8)

To ensure the spread of cognitive levels and degree of difficulty, an analysis sheet must be completed. Teachers must complete an analysis sheet for every test or examination they set. See Addendum A – example of analysis sheet.

**2.4 FORMAT OF QUESTION PAPER**

NO separate answer sheet will be provided for Question 1 (short questions).  
 ALL questions must be answered in the EXAMINATION BOOK.

The paper starts with the following instructions and information for the learners:

1. The paper consists of SIX questions.

	<b>Content</b>	<b>Mark allocation</b>	<b>Time (minutes)</b>
Question 1	Short questions (all topics)	40	20
Question 2	The Consumer	20	20
Question 3	Food and Nutrition	40	40
Question 4	Clothing	20	20
Question 5	Housing	40	40
Question 6	Entrepreneurship	40	40
	<b>TOTAL:</b>	<b>200</b>	<b>180</b>

*The time allocation is added to assist the learners to manage their time well, in order to complete the question paper in time.*

2. ALL the questions are compulsory.
3. Answer all the questions in the EXAMINATION BOOK.
4. Number the questions correctly according to the numbering system used in this question paper.

5. Start each question on a new page.
6. You may use a calculator.
7. Write with blue or black ink only.
8. Pay attention to spelling and sentence construction.
9. Write neatly and legibly.

2.5 HOW TO ANSWER THE QUESTIONS:

2.5.1 Question 1 must be answered as follows:

Question 1:

- 1.1.1 C
- 1.1.2 B
- 1.1.3 A etc

Please note that NO lines are left open and the letters must be capital letters. After question 1.1 has been answered, leave a line open and do Question 1.2. e.g.

Question 1.2

OR

- 1.2.1 F
- 1.2.2 C etc
- 1.2.1 anaemia
- 1.2.2 cholesterol etc

Please note that NO line is left open and the letters must be capital letters. After Question 1.2 has been answered a line is left open. By leaving a line open after each sub section of the question has been answered, it is easy to see where the sub section starts and ends.

2.5.2 Question 2: The Consumer

This topic stands on its own but may also be merged with *Food and Nutrition, Clothing and Housing* e.g. a case study/statement/picture/cartoon may be given which the learner must interpret and questions based on the information supplied, will be asked.

**EXAMPLES OF QUESTIONS:**

**Clothing:**

- 2.1. Give THREE guidelines on how to complain about the poor attitude of a salesperson at a local clothing store. (3)

The learner should use the consumer information regarding complaints and apply it to the information in the case study.

**Housing:**

2.2. Read the scenario below and answer the question:

A consumer saw the following notice at the till point in a clothing shop: "We are happy to issue refunds within 10 days of purchase, in the event of a defect in the garment, and on condition that a valid receipt is provided." The consumer contacted the head office and informed them that the policy was not compliant with the CPA.

Adapted from: Consumer Watch, The Star 20 June 2012

2.2.1 Justify the consumer's complaint regarding the shop's policy. (6)

The learner must use the knowledge he/she has regarding consumer rights and apply it to the problem in the case study.

**Food and Nutrition:**

2.3. Consumers must read product labels carefully before buying/purchasing food. Explain each of the following with regard to the labelling of food products:

2.3.1. Claims

2.3.2. "Sell-by date" and "Best-before date"

The learner must use the knowledge he/she has regarding the labeling of products and apply it to the labeling of food products.

**2.5.3 Question 3: Food and Nutrition:**

A case study/statement/picture/cartoon/recipe/meal plan/diet plan may be given which the learner must interpret and questions based on the information supplied will be asked.

**EXAMPLES OF QUESTIONS:**

3.1. Study the recipe below and answer the questions that follow:

<p><b>SWISS ROLL WITH BERRY FILLING</b></p> <p>3 large eggs 100 ml castor sugar 155 ml cake flour 5 ml baking powder 5 ml vanilla essence</p> <p><b>FILLING:</b> 500 ml fruit, cubed (mangoes, peaches, pears, plums) 250 g strawberries, sliced 200 g low-fat Greek vanilla yoghurt 15 ml castor sugar</p>
---

3.1.1. Give THREE reasons why this recipe would be suitable for a person suffering from diabetes. (3)

3.1.2. Suggest changes to the above recipe to make it suitable for a person suffering from heart disease. Motivate the changes made. (8)

3.2. Read the case study below and answer the question that follows:

After a serious accident, Mary's mother was in hospital for a long time. Mary had to look after her little brother. Mary was only 12 years old. Suddenly she had a full programme because she was responsible for the household as well as her school work. She also regularly visited her mother in hospital. She seldom had time for breakfast and would buy a quick snack from the school tuck shop to keep her going. On her way back home from the hospital she usually bought hotdogs or pizza for supper. Soon she was feeling very tired.

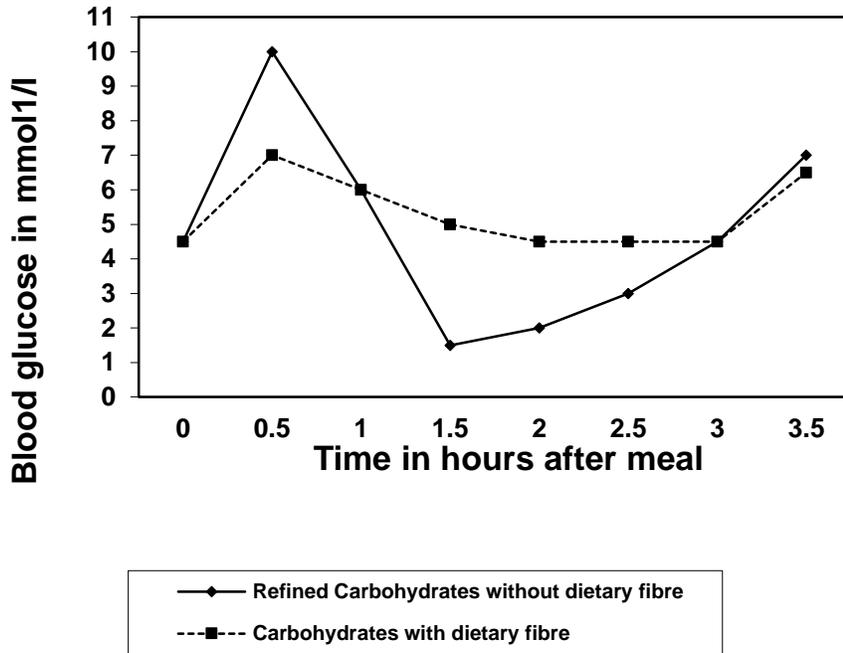
3.2.1. Identify FOUR possible consequences this lifestyle could have on Mary's health and list ONE cause of each.

CONSEQUENCE/ILLNESS	ONE CAUSE
(a)	(a)
(b)	(b)
(c)	(c)
(d)	(d)

(8)

3.3. Study the graph below and answer the question that follows:

**The effect of dietary fibre on blood glucose levels**



3.3.1. Explain why it would be beneficial for people suffering from diabetes to eat food high in dietary fibre.

The learner must know the effect of dietary fibre on the blood glucose levels and how dietary fibre can assist in the management of diabetes.

3.2. Discuss the food –related health risks illustrated below:



The learners should study the cartoon:

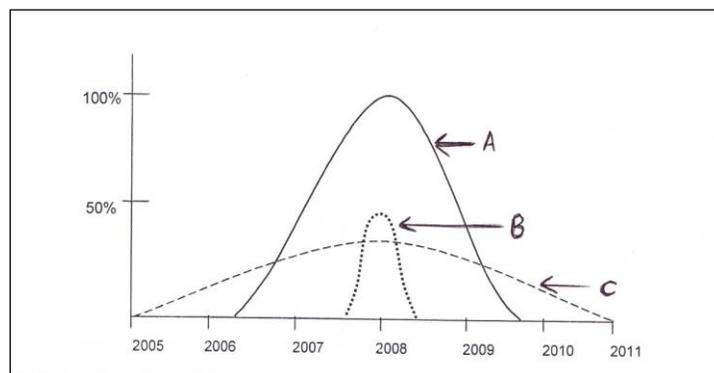
- The two people are obese/overweight.
- There is a huge amount of food – too much for two people.
- Their food is stacked in the shape of a pyramid – the food contains a lot of fat, carbohydrates, (starch and sugar) and protein.
- They must use their knowledge of the food pyramid as well as the food-related health risks to discuss the risks which are evident in the cartoon and give reasons why.

#### 2.5.4 Question 4: Clothing

A case study/statement/pictures/list of clothing/outfits may be given which the learner must interpret and questions based on the information supplied will be asked.

#### EXAMPLES OF QUESTIONS:

4.1 The following graph illustrates three different types of fashion. Identify and explain each type (A,B,C).



(3 x 2)

(6)

4.2. Study the following outfits for men and answer the question that follows:

OUTFIT A	OUTFIT B	OUTFIT C
<ul style="list-style-type: none"><li>• Slim-fit, stretch, long-sleeved shirt with leopard print</li><li>• Black linen waistcoat</li><li>• Black lace tie</li><li>• Designer denim jeans</li><li>• Black shoes</li></ul>	<ul style="list-style-type: none"><li>• Brown Madiba silk shirt with long sleeves</li><li>• Black trousers</li><li>• Black shoes</li></ul>	<ul style="list-style-type: none"><li>• White long-sleeved shirt</li><li>• Black pinstripe suit</li><li>• Floral tie</li><li>• Black shoes</li></ul>

4.2.1 Identify the outfit which is an example of a fashion fad. Give a reason for your answer. (2)

4.2.3 Study the picture below and answer the question that follows.



The man in the picture is wearing a black linen jacket with set-in pockets, a cream-colored T-shirt, light blue pants (hems rolled up) and dark grey leather shoes with cream-colored soles and secret socks.

Evaluate the suitability of this outfit for an interview for a professional job. (7)

### 2.5.5 Question 5: Housing

A case study/statement/pictures/advertisement may be given which the learner must interpret and questions based on the information supplied will be asked.

EXAMPLES OF QUESTIONS

5.1 Study the extract/scenario below and answer the questions that follow:

A housing complex comes with duties and rules. Arm yourself with information about the body corporate when you consider buying property in a housing complex.

[Adapted from *Business Times*, 21 August 2011]

5.1.1 Which type of housing ownership is referred to in the extract? (1)

5.1.2 Give a brief description of what a *body corporate* is. (2)

5.2 Read the advertisement for washing machines below and answer the questions that follow.

WASHING MACHINE A	WASHING MACHINE B
Top loader	Front loader
13 litre capacity	6 litre capacity
Price: R2 899,00	Price: R3 699,00
OR	OR
Deposit: R290,00 R173,00 x 36 months	Deposit: R370,00 R210,00 x 36 months

5.2.1 Give reasons why washing machine A is more suitable for a retired couple. (3)

5.2.2 (a) Calculate the total cost of washing machine A if it is bought on instalment sale. Show ALL calculations. (4)

(b) Calculate the difference between the cash price and instalment sale price of washing machine B. Show ALL calculations. (3)

5.3 Read the information below and answer the question that follows.

**TO BUY OR NOT TO BUY**

Many homeowners have to sell their houses as a result of the recession. Interest rates have been low for a while but may rise in future. Food inflation is high in South Africa.

Give good reasons why Keith should invest in property during a recession.

(4 x 2) (8)

### 2.5.6 Question 6: Entrepreneurship

A case study/statement/flyer may be given which the learner must interpret and questions based on the information supplied will be asked.

#### EXAMPLES OF QUESTIONS

6.1 The success of a small-scale business is not only about product returns, but customer service and good marketing strategy must also be a top priority. Suggest how the success of a small-scale business can be achieved by implementing the following:

6.1.1 Good customer relations (5)

6.1.2 Managing time (3)

6.2 “The packaging of a product influences a consumer to buy.”

Justify this statement. (3 x 2) (6)

6.3 Study the flyer below and answer the questions that follow:

Tired of being cold in winter?

Imagine ...

warm ears, neck and hands  
and steaming hot soup ...

What and where?

- Beanies in a variety of colours @ R45,00 each
- Chunky scarves in a variety of colours @ R60,00 each
  - Warm gloves @ R50,00 per pair
- Variety of home-made soups from R15,00 per serving

These products can be bought from

Winter Warmers

at the market every Saturday

on the Village Square from 09:00–15:00

Buy NOW! Don't let another week pass without being geared for the cold!  
You deserve to be warm!

Products can also be ordered from Dudu

083 706 5434



6.3.1 List FOUR material/non-human resources that this small-scale business will need in order to produce the products in the flyer. (4)

**3. PREPARATION FOR THE QUESTION PAPER**

Only Grade 12 content will be assessed. However, prior knowledge from Grades 10 and 11 may be necessary to interpret and answer some of the questions.

On the day of the examinations learners should:

1. Be in the examination room 20 minutes before the starting time to get settled and make maximum use of the reading time.
2. Bring a calculator, pen, pencil, eraser, ruler and if possible a highlight pen.
3. Read through the paper carefully and highlight the main/key words to ensure they understand what is asked.
4. Jot down any thoughts/words which come to mind on certain topics. These thoughts/ words can be useful memory triggers when they answer questions.
5. Read all the instructions carefully. Learners should be prepared to handle resources they have not seen before because the learners should be able to apply their knowledge to any type of question.
6. Study each resource, e.g. a cartoon, a graph, a table, an illustration or a picture carefully and ask the following questions: "What is this about? What is this telling me? What part of my knowledge does this relate to?"
7. Write neatly and legibly with a blue or black pen.
8. Avoid slang or sms language.
9. Leave a line open after answering each sub question in Questions 2 – 6. Start each question on a new page and draw a line after completing each question.
10. Leave time at the end of the paper to read their answers and correct any mistakes made, e.g. spelling mistakes.

**4. TYPES OF QUESTIONS WHICH COULD BE ASKED**

**QUESTION 1:**

To be answered in the EXAMINATION BOOK. NO SEPARATE ANSWER SHEET WILL BE PROVIDED. All topics should be included in this question.

**1.1 Multiple choice questions**

The total mark allocation for Question 1 is (40), therefore the total for the multiple choice questions should be (20) and the marks per topic will be as follows:

The Consumer – 3 marks  
Food and Nutrition – 5 marks  
Clothing – 2 marks  
Housing – 5 marks  
Entrepreneurship – 5 marks

Learners must write the letter next to the question number in the EXAMINATION BOOK.

This type of question tests the learners' knowledge of detail, facts and connections between content. Do not guess because examiners tend to structure their questions in the following way:

- One answer is completely wrong
- One answer is partially wrong
- One answer is nearly correct
- One answer is correct

The order of the distracters will vary and the correct answer will not always be in the same position as in the example above.

Learners could also be required to select a combination of facts as specified in the distracters – see example.

Block out the answers while you read the questions. Try to provide an answer before you look at the options provided. Cross out definite incorrect answers.

**EXAMPLES:**

One of the most common triggers of allergic reactions:

- A Peanuts
  - B Oranges
  - C Red meat
  - D Sugar
- (The correct answer is A)

From the list below, select THREE reasons for using additives in food:

- 1 Improves the nutritional quality of food
  - 2 Promotes growth of micro-organisms
  - 3 Prevents product coagulation
  - 4 Improves the keeping quality of food
  - 5 Standardises the baking time of the food
  - 6 Improves the colour of the food
- A 1, 3 and 5
  - B 2, 3 and 4
  - C 1, 4 and 6
  - D 2, 5 and 6
- (The correct answer is C) (2)

**1.2 Matching type questions**

Learners have to match an item from Column B to an item in Column A. Only the corresponding letter has to be written next to the question number. First read the column on the right (Column B) - these have the answers. Then look at the column on the left (Column A). Match the items with the definition/term/statement.

**EXAMPLES OF QUESTIONS**

1.3 Choose a description from COLUMN B that matches a term in COLUMN A. Write the letter (A – H) next to the question number (1.3.1-1.3.5) in your EXAMINATION BOOK.

<b>COLUMN A TERMS</b>	<b>COLUMN B DESCRIPTIONS</b>
1.3.1	A
1.3.2	B
	C

Usually there will be FIVE terms/statements in COLUMN A and EIGHT descriptions in COLUMN B. However, it could vary.

Learner should answer as follows:

- 1.3.1 D
- 1.3.2 B

Do not leave lines open between 1.3.1, 1.3.2 etc. Letters used are capital letters.

1.4 Choose the symptom in COLUMN B that matches the food-related disease in COLUMN A and the food that should be eaten to manage the disease in COLUMN C. Write the letter (A-H) and the Roman numeral (i-viii) next to the number (1.4.1-1.4.5) in your EXAMINATION BOOK.

<b>COLUMN A FOOD-RELATED DISEASE</b>	<b>COLUMN B SYMPTOM</b>	<b>COLUMN C FOOD THAT SHOULD BE EATEN TO MANAGE IT</b>
1.4.1		
1.4.2		

Learner should answer as follows:

- 1.4.1 C      ii
- 1.4.2 G      iv

Do not leave lines open between 1.4.1, 1.4.2 etc. Letters used are capital letters together with the Roman numerals. Column B and C should have two or more options/alternatives.

**1.3. Identification items**

Select/choose the correct answers from the list given – only the selected correct answers must be written next to the question numbers. If more than the requested number of answers are given, NO marks will be awarded.

Read the instruction carefully to determine which options are correct.

**EXAMPLES:**

1.4 Choose THREE household waste items from the list below that CANNOT be recycled. Write only the THREE letters (A–F) next to the question number (1.4) in the ANSWER BOOK.

- A Egg boxes
- B Foil packaging
- C Junk mail
- D Light bulbs
- E Mirrors
- F Wax-coated packaging

(3)

The learner should answer as follows:

1.5 D, E, F (The letters may be written in any order)

1.5 Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question number (1.6.1-1.6.5) in your EXAMINATION BOOK.

1.5.1 Everyone is a (dealer/consumer) because in one way or another everyone buys goods and services.

The learner should answer as follows:

1.5.1 consumer

1.5.2 (No lines open)

**1.5 Give the correct term**

Give the correct term for the description. Only the correct term must be written next to the question number. Read the description carefully to give the correct term.

EXAMPLE

1.5 Give ONE word/term for each of the following descriptions. Write only the word /term next to the question number (1.6.1 – 1.6.5) in your EXAMINATION BOOK.

1.5.1 The payment made to the estate agent by the buyer or seller.

The learner should answer as follows:

1.5.1 Agent's commission

1.5.2

No lines to be left open.

TRUE/FALSE questions and MISSING WORD questions will NOT be asked.

**QUESTION 2 – 6**

To be answered in the EXAMINATION BOOK. Start each question on a new page and end each question by drawing a line across the page. Remember to leave a line open after answering each sub question.

These questions could require short answers or longer answers.

**Short answer questions:**

These questions test the ability of learners to give detailed, brief and concise answers. Key words and phrases are very important. The mark allocation gives an indication of how much information is required.

**State:** Used when the answer is a statement or should be given in a sentence.

**Name/list:** Used when the answer is one word or consists of lists of items.

**Give:** Used when the answer is a reason or an example.

**Identify:** One or more words

**Longer answer questions:**

These questions require learners to express their own opinion and will appear in all the questions, except question 1.

These questions may start with phrases like: “Give your views on...”, “Explain why...”, “Discuss why...”, “Analyse...” or “Evaluate...”

The examiners do not only want to test the learners’ knowledge of the subject, they also want to test their ability to understand, interpret, apply and reason – which is why learners will often be asked to explain/motivate their answers.

Below are some terms that are used in the longer answer questions and tips on answering them.

**Compare:** Describe both situations and show the differences and similarities between them. This could be answered in table format, e.g.

CRITERIA	ANOREXIA	BULIMIA
1. Description 2. Causes		

NB. If the learners do not answer in table format, one mark will be deducted.

Another possibility is that the learners write a short paragraph to describe and compare the differences and similarities of the health conditions.

**Define:** A short description is required e.g. Define the term GI. Learners must not give what GI stands for but what it means.

**Discuss:** Consider the argument for and against the concept that is presented in the question. Learners must present both sides and then reach a definite conclusion. This is an example of extended writing where learners should write a paragraph

**Describe:** List the main characteristics or give an account of something. Learners may need to do more than just describe the idea in question. For the higher cognitive level they also need to look at the idea critically.

**Explain:** Interpret, make clear and spell out the meaning of the idea in question. Learners can use an example to show their understanding of the idea. Give reasons for differences in opinion and try to analyse causes.

**Justify:** Learners need to prove or give reasons for decisions or conclusions or statements. A logical argument must be presented. The learner's argument could be for or against the conclusion/statement (positive or negative). The memorandum should provide both arguments (positive and negative).

**Outline:** Give a summary, using the main points and leaving out the minor details. This is usually required when learners need to make a list of the steps in an idea. A concise definition of each of these steps is expected.

**Analyse:** Learners have to examine the idea in detail and show the essence or structure of the idea. Often the case study scenario may mention two products/ideas. If the instruction indicates that the learners have to analyse/substantiate one only, no marks will be awarded for the information regarding the second product/idea.

**Evaluate:** Learners have to assess or appraise the idea. Look at positive and negative aspects. Give reasons for conclusions or decisions. The memorandum should provide both arguments (positive and negative).

**Critically analyse:** Learners need to separate, examine and interpret critically. The learners should present a view on the theory, based on the evidence they have (positive or negative). The memorandum should provide both arguments (positive and negative).

**Create:** The learners will need to use information/data to create/predict or make projections.

**Propose/suggest:** The learners must give ideas/plans to improve something. They should also give reasons for each idea/plan.

**Advise:** Give advice to improve the current idea/problem/ to recommend something new/better.

**Substantiate:** Give valid reasons to verify a statement.

When answering Question 2 – 6 the mark allocation is usually an indication of how many facts you have to write down. ONE mark will be awarded for ONE fact.

Paragraph –style answers should be written in full sentences and not in bullet-style. ONE mark will be deducted if a paragraph is not written.

Learners have to answer the higher cognitive questions in full sentences. NO marks should be awarded if the learners only give one word answers.

**PLEASE TAKE NOTE:**

In the table below please take note of the differences in translation which could be confusing and cause problems:

<b>TOPIC</b>	<b>CAPS ENGLISH</b>	<b>CAPS AFRIKAANS</b>	<b>TEXTBOOKS</b>
The Consumer	A warranty and a guarantee	'n Waarborg en 'n vrywaring	The Afrikaans textbooks only refer to a “waarborg” for a warranty and a guarantee
Clothing	Brand piracy	Ongeoorloofde gebruik van handelsmerke	Focus/Verken: “handelsmerkplagiat” Successful C Studies: “handelsmerkrowery”