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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Consumer Studies**  |
| **GRADE: 11** | **TERM: 1 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: SBA Skills test (T4)** 25Marks | **Type: Control Test** |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Baseline | 1  |  |  |
| The Consumer Income and expenditure of South African families • Sources of income of South African households. • Expenditure patterns of South African households. Use www.statssa. gov .za • Factors influencing expenditure patterns of South African households | 2 |  |  |
| The ConsumerThe household budget • The household budget as an instrument for managing financial resources. • Principles of budgeting (assess needs and objectives, control and record spending, prepare for unexpected incidents). | 3 |  |  |
| The Consumer The household budget Develop a household budget according to the following steps: • List income • Estimate expense: fixed payments variable/ dayto- day expenses, emergency,n non-essentials / luxuries). • Compare income and expenditure. • Evaluate the Budget •  | 4 |  |  |
| Design elements and principalsBaseline Assessment to introduce: Design elements and principles Colour theory • Colour terminology, Properties, classification and characteristic s • The colour wheel • Colour combinations | 5 |  |  |
| Design elements and principalsDesign elements and principles • Design elements: line, shape, form, space, colour and texture. • Design principles: proportion, balance, rhythm, harmony, emphasis. | 6 |  |  |
| Design elements and principalsApplication of design elements and principles • The elements and principles of design to achieve desired effects when choosing clothes taking into consideration body shapes, sizes and style • Application of knowledge in advising consumers about the purchase of clothing items. | 7 |  |  |
| Design elements and principalsApplication of design elements and principles • The elements and principles of design to achieve desired effects in interior design for living and workspaces, to meet aesthetic needs. Include the choice of furnishings. • Application of knowledge in advising consumers about interior design problem areas. | 8 |  |  |
| RevisionReview and consolidate with reinforcement activities in class to assess the learners’ knowledge and understanding of the expected learning outcomes. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc | 9 |  |  |
| Control Test | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Consumer Studies** |
| **GRADE: 11**  | **TERM: 2 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Control Test**  | **Type: Practical Lessons**  |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:**  |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:**  |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Fibres and Fabrics Fabric properties to meet aesthetic and functional needs for specific end uses • Visual and tactile: draping quality, colorfastness. • Durability: strength, abrasion resistance, pilling, sunlight resistance. • Comfort: elasticity, dimensional stability, absorbency, heat conductivity, heat retention. • Maintenance: shrink reaction to water and cleaning chemicals and procedures, , reaction to heat (water and ironing temperature) | 1  |  |  |
| Fibres and Fabrics Fabric finishes meeting aesthetic and functional needs for specific end uses. • Finishes that alter fabric appearance: calendering, embossing, sanforizing, mercerising. • Finishes that alter fabric handle, drape and texture: starching, raising, napping, sueding, brushing. • Finishes that alter the performance of fabrics: flame retardent static control, stain and soil release, antibacterial, waterproof and water repellent, crease | 2  |  |  |
| Food and NutritionBaseline Assessment on Food and Nutrition Nutrition Functions and sources of protein, carbohydrates, lipids and water | 3  |  |  |
| Food and NutritionFunctions and sources of minerals. Macrominerals: calcium, phosphorus, magnesium, sodium, potassium. Micro-minerals: iodine, iron, fluoride, zinc and manganese | 4 |  |  |
| Food and NutritionFunctions and sources of minerals. Water soluble: Vitamin C and Vitamin B complex: Fat soluble: Vitamin A, D, E and K. | 5 |  |  |
| Food and NutritionNutritional needs of different consumer groups: • Young adults Food fortification by adding micronutrients to foodstuffs to ensure that minimum dietary requirements of consumers are met. | 6 |  |  |
| Food and NutritionFood contamination • Causes, prevention and control measures. • Microbiological contamination including high risk foods and cross contamination, physical Contamination chemical contamination • General symptoms of food poisoning – how to treat food poisoning | 7 |  |  |
| RevisionReview and consolidate with reinforcement activities in class to assess the learners’ knowledge and understanding of the expected learning outcomes. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc | 8-9 |  |  |
| Control Test | 10 |  |  |
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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Agricultural Studies**  |
| **GRADE: 11** | **TERM: 3 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Practical Lessons**  | **Type: Control Test**  |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:**  |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Housing and Interior Baseline Assessment on Housing and Interior Space planning • Interpretation of house plans: different symbols. • Types of floor plans: open and closed. • Factors to consider when evaluating existing house business/ work place plans | 1  |  |  |
| Housing and Interior • Space planning in work, rest and social areas in the home to ensure functionality, safety and accessibility. • Furniture arrangement plans, storage plans, lighting plans, considering functionality and aesthetics. | 2 |  |  |
| Housing and InteriorThe choice of furniture: • Influence of construction methods on durability. • Wood, metal, glass, plastic, bamboo, cane upholstered material | 3 |  |  |
| Housing and InteriorEvaluation criteria when purchasing furniture • Economy • Strength and durability • Aesthetics • Environmental responsibility • Consumer responsibilities before and after making a purchase | 4 |  |  |
| The Consumer Banking and payment methods • Types of bank accounts such as savings and current. • Hints to keep bank charges down. • Methods of purchasing goods and services. - Cash transaction - Debit cards: Advantages and disadvantage | 5 |  |  |
| The Consumer • Credit transactions: advantages and disadvantages. • Credit account (monthly charge account; store cards) • Credit cards • Comparison of credit and cash transactions | 6 |  |  |
| The Consumer Technology used for payment: advantages and disadvantages • Internet payments. • ATM payments. • Credit cards. • Debit cards. • Cell phone paymentsConsumer protection policies and practices Basic knowledge • The National Credit Act (NCA) of 2007(basic knowledge of the aims of the act and the influence it has on consumers) • The National Credit Regulator (NCR). • Consumer rights relating to credit transactions. • Interest rates and other charge fees. • Reckless lending. • Debt counselling | 7-8 |  |  |
| The Consumer The Credit Bureau • Legislation on the Credit Bureau. • Credit information of consumers recorded by the Bureau. • Consumer rights. • Removing negative information from the Bureau - what to do if you are incorrectly listed. • The Consumer Protection Act of 2009. • Consumer complaints South African Bureau of Standards | 9 |  |  |
| Revision and Control Test Review and consolidate with reinforcement activities in class to assess the learners’ knowledge and understanding of the expected learning outcomes. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc | 10 |  |  |

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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Consumer Studies**  |
| **GRADE: 11** | **TERM: 4 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Practical** 75 Marks  | **Type: Exam** 200 Marks |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| The ConsumerChannels for consumer complaints • What to do when the following problems arise: unsuitable product, unsatisfactory service. • Procedure for lodging complaints. Where to complain: awareness of Provincial ConsumerAffairs Offices, the National Office for Consumer Protection (OCP), the Ombudsman for various types of consumer products, consumer organisations | 1 |  |  |
| EntrepreneurshipThe choice, production and marketing of homemade products/items • How to identify a potentially profitable business opportunity. • How to formulate the idea and specification of the product. • Factors to consider in the entrepreneur’s choice of a suitable product for small-scale production. | 2 |  |  |
| EntrepreneurshipMarketing • The marketing process (situation analysis, marketing strategy, marketing mix decisions, implementation and control). • Core principles of marketing (produce what customers want; analyse competitive advantage; target specific markets; create profitable sales volume; grow networks and build relationships; satisfy customer needs). • The product life cycle (introduction; growth; maturity; decline). | 3 |  |  |
| EntrepreneurshipProduction • Production costs: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products. • Factors influencing production costs. • Determine selling price by adding a suitable percentage to cover production costs and make a profit – this percentage may differ according to the context in which the entrepreneur finds himself/herself | 4 |  |  |
| EntrepreneurshipCalculations to determine a selling price by adding a suitable percentage to cover production costs and make a profit | 5 |  |  |
| RevisionReview and consolidate with reinforcement activities in class to assess the learners’ knowledge and understanding of the expected learning outcomes. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc. | 6 |  |  |
| Assessment (Exam)  |  7 - 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

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