

# What's in the CAPS package? Consumer Studies



# What's in the CAPS package?

## Consumer Studies

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

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With Umalusi's curriculum evaluation teams

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# FOREWORD

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Tourism, Consumer Studies and Hospitality Studies, being practical subjects, are dynamic in nature because they need to keep up with new trends and developments. As a result, curriculum content needs to change regularly. Though the Department of Basic Education is the custodian of curriculum development and implementation, the National Department of Tourism (NDT) has a vital interest in the suitability of the curriculum. This is so because the quality of the learners who come out of schools influences the quality of tourism practitioners who are needed to sustain and build the tourism sector. The NDT understands that excellent service rendered to tourists is more likely to influence repeat visits to our country and build loyalty.

As early as 2006, from the time of the National Tourism Skills Development Conference, the NDT started to focus curriculum-related issues in tourism. In order to deal with curriculum issues raised by industry, a curriculum review task team was established. The task team researched all the curricula that existed at that stage and identified the scarce and critical skills needed at the time.

In 2011, the Department of Basic Education (DBE) introduced a re-packaging of the National Curriculum Statement (NCS) for all subjects. The Curriculum Assessment Policy Statement (CAPS), as the revised policy has become commonly known, introduced certain welcome changes to the curriculum, but some concerns still remained, especially in relation to the skills needs perceived by industry. As a result, the NDT Curriculum Task Team approached Umalusi for clarity and guidance on how to deal with the curriculum challenges identified.

At that time, Umalusi was about to embark on research into the services subjects at FET level. It welcomed the work the NDT had undertaken to address challenges in the curriculum, and the work that followed led to the curriculum evaluation partnership which came to include the NDT, the DBE and CATHSSETA.

Now that the report has been finalised, NDT would like to congratulate Umalusi, CATHSSETA, the training and development experts involved, and the DBE on this achievement. All these partners were involved practically in the identification of the gaps in the existing curriculum with particular reference to industry standards and requirements. The recommendations emerging from this report should be taken seriously – and forward – by all concerned and should positively influence future interventions and plans.

It is clear that the journey does not end with the production of the report. Partners will surely be expected to put efforts into the implementation of the research recommendations.

Thank you

A handwritten signature in black ink, appearing to be 'T. Xasa', enclosed within a large, stylized oval flourish.

**Ms Tokozile Xasa**  
Deputy Minister of Tourism, MP

# ACKNOWLEDGEMENTS

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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 Booyse, 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 Booyse 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 Booyse 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:

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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 Booyse wrote Chapter 2 and assisted Mr Swart in finalising the other chapters in this report. Ms Elizabeth Burroughs wrote parts of the executive summary and did the critical reading of the rest of the report. Her inputs are gratefully acknowledged.

Ms Jill Bishop edited the report. Her work requires grateful recognition.

*leCommunications* was responsible for the final design and layout and printing of the report. Their willingness to help when deadlines were tight is gratefully acknowledged.

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# CONTENTS

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<b>Acronyms and abbreviations</b> .....	<b>1</b>
<b>Glossary</b> .....	<b>2</b>
<b>Executive summary</b> .....	<b>3</b>
<b>1. Chapter 1: Background of the subject</b> .....	<b>34</b>
1.1 The structure, role and characteristics of Consumer Studies .....	34
1.2 The NCS and CAPS documents .....	36
<b>2. Chapter 2: Research process, methodology and research instruments</b> .....	<b>37</b>
2.1 Background to the 2013–2014 research: A journey of three years .....	37
2.2 The 2013 research team .....	40
2.3 The research process .....	41
2.3.1 A comparative analysis of the FET Phase for the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) .....	41
2.3.2 Determining the entry-level requirements and exit-level outcomes for the FET Phase .....	54
2.3.3 The Practical Assessment Task (PAT) investigation .....	54
2.3.4 Combining the 2012 web-based search and the 2014 international benchmarking .....	56
<b>3. Chapter 3: Comparative analysis of NCS and CAPS documents</b> .....	<b>61</b>
3.1 Documents referenced in this section .....	61
3.2 Broad curriculum design .....	61
3.3 Comparison of introductory information for the NCS and CAPS .....	63
3.3.1 Rationale .....	63
3.3.2 Aims, purpose and principles .....	64
3.3.3 Design features of the FET curriculum .....	65
3.3.4 The type of learner envisaged .....	66
3.3.5 The type of teacher envisaged .....	67
3.4 General, generic cross-cutting and subject-specific aims .....	67
3.4.1 Purpose and aims in the NCS .....	68
3.4.2 Purpose and aims in the CAPS .....	69
3.5 Content/skill coverage, breadth and specification .....	71
3.5.1 Content (topic) coverage .....	71
3.5.2 Topic (skill) coverage .....	77
3.5.3 Breadth .....	78
3.5.4 Specification .....	78
3.6 Content/skill weighting, emphasis and depth .....	79
3.6.1 Weighting .....	79
3.6.2 Curriculum emphasis in the NCS and the CAPS document .....	80
3.6.3 Depth across the NCS and the CAPS document .....	80
3.7 Pacing .....	82
3.8 Sequencing and progression .....	83
3.8.1 Specification of sequence .....	83

3.8.2	Indication of progression .....	84
3.8.3	Similarities/differences in progression within and across the curricula .....	84
3.9	Curriculum coherence .....	86
3.10	Specification of pedagogic approaches .....	87
3.10.1	The general pedagogic approach .....	88
3.10.2	The subject-specific pedagogic approach .....	89
3.11	Assessment .....	89
3.11.1	An overview of guidance for assessment in the curricula .....	89
3.11.2	Specificity and clarity of guidance for assessment .....	92
3.12	Integration .....	94
3.13	Format and user-friendliness of the curriculum documentation .....	97
3.14	The overall structuring of knowledge in the NCS and the CAPS .....	98
3.15	Consumer Studies – Implications for country, industry, teachers and learners .....	101
<b>4.</b>	<b>Chapter 4: Expected learner attainment at exit level .....</b>	<b>104</b>
4.1	Findings .....	104
4.2	Recommendations .....	111
<b>5.</b>	<b>Chapter 5: A web search and an international benchmarking of Consumer Studies as a FET subject in South Africa .....</b>	<b>113</b>
5.1	Documents referenced in this chapter .....	113
5.2	The 2012 web-based research findings .....	114
5.3	The 2014 international benchmarking .....	116
5.3.1	Broad design and user-friendliness of documents .....	119
5.3.2	Curriculum objectives .....	123
5.3.3	Content/skill coverage: breadth and depth .....	131
5.3.4	Specification of topics .....	137
5.3.5	Content/skill coverage .....	139
5.3.6	Curriculum weighting and emphasis .....	140
5.3.7	Pacing .....	141
5.3.8	Curriculum progression and sequencing .....	142
5.3.9	Specification of pedagogic approaches .....	145
5.3.10	Assessment guidance .....	148
5.3.11	Curriculum integration .....	151
5.3.12	Factors emerging from the international curricula .....	153
5.3.13	Concluding remarks .....	154
5.3.14	Recommendations .....	157

<b>6.</b>	<b>Chapter 6: The NSC Consumer Studies Practical Assessment Task (PAT) investigation .....</b>	<b>161</b>
6.1	Documents evaluated in this section .....	161
6.2	How the NCS Practical Assessment Task (PAT) is intended to enhance the practical nature of the subject .....	161
6.3	The role of the PAT as part of the assessment structure .....	162
6.3.1	Food production PATs .....	162
6.3.2	Clothing and soft furnishing production PATs .....	163
6.4	The documents used in the evaluation .....	164
6.5	The instrument for evaluating the PATs .....	165
6.6	Findings .....	168
6.6.1	The skills categories and indicators of difficulty .....	169
6.6.2	Data-based findings .....	170
6.6.3	Assessment guidance .....	174
6.7	How the quality and usefulness of the practical assessment can be strengthened .....	175
6.8	Concluding remarks .....	175
6.9	Recommendations .....	176
<b>7.</b>	<b>Chapter 7: Core findings and recommendations .....</b>	<b>178</b>
7.1	The Curriculum and Assessment Policy Statement (CAPS) .....	178
7.2	The Practical Assessment Tasks .....	179
	<b>References .....</b>	<b>181</b>
	<b>Annexure A: Content/skills coverage in consumer studies .....</b>	<b>187</b>
	<b>Annexure B: Tables of detailed content coverage in the CAPS document and the three international curricula .....</b>	<b>194</b>
	<b>Annexure C: Benchmarking Consumer Studies with comparable subjects internationally .....</b>	<b>199</b>
	<b>Annexure D: Instrument to determine skill categories in the Practical Assessment Task (PAT) .....</b>	<b>204</b>
	<b>Annexure E: The four-category framework for thinking about question difficulty .....</b>	<b>206</b>
	<b>Annexure F: Profiles of evaluators .....</b>	<b>210</b>

# ACRONYMS AND ABBREVIATIONS

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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
GET	General Education and Training
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
QCC	The Qualifications, Curriculum and Certification unit in Umalusi
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

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<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>	Learners may choose from a set of elective subjects, such as Hospitality Services in the NC(V) Hospitality programme and Tourism Operations in the Tourism programme. Another elective subject chosen in the services curricula is New Venture Creation.
<i>Exit Level</i>	The NQF level at which a certificate 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 in 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

# EXECUTIVE SUMMARY

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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</b> (adapted from Thijs & Van den Akker (Eds), 2009:9)		
<b>Level</b>	<b>Location</b>	<b>Examples</b>
<b>SUPRA</b>	International	<ul style="list-style-type: none"> <li>• Common European Framework of Reference for Languages</li> </ul>
<b>MACRO</b>	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>
<b>MESO</b>	School, college	<ul style="list-style-type: none"> <li>• School programme</li> <li>• Educational programme</li> </ul>
<b>MICRO</b>	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>
<b>NANO</b>	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</b> (adapted from Thijs & Van den Akker (Eds), 2009:10)		
<b>Level</b>	<b>Location</b>	<b>Examples</b>
<b>INTENDED</b>	Ideal	<ul style="list-style-type: none"> <li>• Vision (rationale or basic philosophy underlying a curriculum)</li> </ul>
	Formal/written	<ul style="list-style-type: none"> <li>• Intentions as specified in curriculum documents and/or materials</li> </ul>
<b>IMPLEMENTED/ ENACTED</b>	Perceived	<ul style="list-style-type: none"> <li>• Curriculum interpreted by its users (especially teachers)</li> </ul>
	Operational	<ul style="list-style-type: none"> <li>• Actual process of teaching and learning (curriculum in action)</li> </ul>
<b>ATTAINED/ ASSESSED</b>	Experiential	<ul style="list-style-type: none"> <li>• Learning experiences as perceived by learners</li> </ul>
	Learned/assessed	<ul style="list-style-type: none"> <li>• Resulting learning outcomes of learners</li> </ul>

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.

### III. 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.

#### **IV. THE RESEARCH REPORT**

This 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 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**

The underpinning values of both curricula are directed towards preparing their learners to be more responsible citizens who are sensitive to societal issues.

The **NCS** Consumer Studies lays the foundation for consumer education developing learners into responsible, informed consumers who will be able to contribute to the improvement of the quality of life in their communities and to the development of the economy and social fabric in South Africa. It equips the adolescent to be an informed consumer. The subject also enables learners to develop skills that would lead them to produce products that could sustain an individual or family.

Similarly, the **CAPS** intends to prepare learners to become responsible and informed 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 an opportunity to produce a quality, marketable product that could lead to self-sufficiency, as well as contributing to the economy of the country.

It is clear from this investigation that the Consumer Studies curricula prepare learners for a wide range of occupations and careers without feeding directly into a specific industry. Both also equip the learner with entrepreneurial skills for small and micro-enterprises, a sector that the government has identified to boost job creation.

### **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 Grades 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 this 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 evaluators 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 evaluators were 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 evaluators 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 evaluators 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 career 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
- 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 20 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 were 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**.

### **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 evaluators 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 the 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 evaluators 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 evaluators 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 evaluators 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 evaluators believe 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 evaluators 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 evaluators were 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 in 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. Evaluators were 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 evaluators 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 should be specified 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 Grades 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.

# BACKGROUND OF THE SUBJECT

## 1.1 THE STRUCTURE, ROLE AND CHARACTERISTICS OF CONSUMER STUDIES

Consumer Studies and its preceding subjects have evolved according to the changing needs of society. The roots of these subjects go as far back as 1904, the year in which the first yearly Home Economics report was filed. Most of the initial Home Economists were trained overseas, and came to South Africa to provide help and education to improve the living conditions of homemakers and their families (Lombard, 1997:208).

The subject went through various name-changes through its history, indicating various alignments to society's needs. "Domestic economy", cookery, sewing, clothing and "washing education" were "extra subjects" available in the beginning of the 20th century associated with Home Economics. "Domestic Science" and "Sewing" were offered as part of the Senior Certificate in schools from 1923. Basic cooking and sewing skills were taught in these subjects.

The name "Home Economics" appears for the first time in the Education Gazette in 1967, referring to a Junior Secondary course which included cooking, nutrition, home management, family relations and mothercraft. Home Economics was introduced as a Senior Secondary course in 1973, was offered on higher and standard grade (referring to the level of cognitive demand), and included cooking, nutrition, needlework, home management, and applied sciences. Revision of syllabi led to the expansion of topics to include food and nutrition, shelter (covering both housing and clothing), management and consumption (covering home management and consumer education) and family studies (Lombard, 1997:215). Home Economics focused on the needs of the family as a central educational concept. The subject content included a large amount of "scientific" content, such as chemical equations and reactions. The practical aspect of Home Economics was aimed at making items to fulfil the needs of the family. Both cooking and needlework were included in the practical at various stages throughout the course.

Pointing out changes in family structure, availability of resources and cultural values, Lombard (1997:224–225) implied that these and other influences led to a modification of the focus in Home Economics. The focus of the subject shifted gradually from the family as **production unit** (producing farmer's products like eggs, milk, and butter) to the family as **consumer unit** (buying products), aiming to become more globally relevant.

Consumer Studies was phased in to replace Home Economics as a subject in secondary schools as part of the implementation of Curriculum 2005, which came about as a result of thoroughgoing political changes in South Africa. It was hoped that the new subject would be better aligned with international curricula and changing societal needs. Consumer Studies content focuses on the consumer as central concept. Informed and responsible consumer behaviour is studied with regard to topics such as food, housing, clothing and services (DBE, 2011a:8). The practical section is aimed at skills development in one of five different production options, through producing quality, marketable products for a specific target market. Additionally, the development of entrepreneurial knowledge and skills is an important aim in Consumer Studies, making the subject extremely relevant in the current South African context with its high levels of unemployment.

Excluding the change in subject focus, the subject format for Consumer Studies differs substantially from that of Home Economics. Home Economics was a compulsory subject for all girls in Standards 6 and 7, and was an elective in Standard 8, 9 and 10. This meant that all (female) learners had exposure to the subject for at least two years, which provided an excellent foundation for skills in Home Economics. Learners who chose the subject as an elective in Standard 8 could then continue constructing their knowledge and skills on the knowledge gained in the previous two years. Unfortunately boys were compelled to take more “male-orientated” subjects such as woodwork or metalwork in Standards 6 and 7, which lead to a subject segregated on the basis of gender (Koekemoer, 2012:11).

In contrast to Home Economics, Consumer Studies is offered only as part of the Further Education and Training (FET) phase in Grades 10, 11 and 12 (previously Standards 8–10) (DBE, 2011a:7). Learners who choose Consumer Studies in Grade 10 have had no exposure to the subject in the previous two years, apart from a small section in the compulsory subject Technology in the Senior Phase. According to the CAPS (DBE, 2011b:6–8), Senior Phase Technology was intended as an introductory subject for FET subjects that have large practical components. However, only Processing Materials as a core topic of Technology has direct relevance to Consumer Studies. The importance of design in Technology education is stressed, with specific reference to its usefulness for producing products in FET subjects such as Consumer Studies. Even though brief references are made to “consumers” and “Consumer Studies” in the Senior Phase Technology curriculum document, it fails to provide an adequate introduction to the field of education that Consumer Studies offers.

The new format of the subject has resulted in learners having no prior exposure to the subject, other than the limited mention of processing of food in the subject, Technology, in the Senior Phase. This means that Consumer Studies teachers have to start with the very basics in the subject, at the same time supplying learners with high-level knowledge and high-level skills, including high standards for achievement and clear progression, as is required by the NCS in all subjects (DBE, 2011a:4). Learners therefore have limited time available to learn all the knowledge and skills required by the South African curriculum.

At present, Consumer Studies is grouped together with Hospitality Studies and Tourism as one of the three Services Subjects. Consumer Studies is however the only designated subject of the three, which allows learners who take the subject to gain admission to tertiary institutions. There is a small but steady increase in the number of learners completing their NSC with Consumer Studies as a subject: statistics show that the number of learners who wrote the Grade 12 final Consumer Studies examination in 2008 (30 736 learners) increased in 2011 to 32 560 learners (Umalusi SIR Unit, 2012b). The DBE confirmed that 39 483 Grade 12 learners are registered to write the Consumer Studies Grade 12 examination in 2014. Teachers find the subject content and skills valuable, life-relevant and useful and learners are reported to enjoy the subject (Koekemoer, 2012:44).

## 1.2 THE NCS AND CAPS DOCUMENTS

As explained in the executive summary, the challenges identified around the *implementation* of the NCS included the overloading of teachers, confusion among teachers in its implementation and learner underperformance. The recommendations made by the Ministerial Task Team (DoE, 2009a) included streamlining and clarifying policies by developing one document for every learning area and subject (by phase) that would be the definitive support for all teachers and help address the complexities and confusion created by curriculum and assessment policy vagueness and lack of specification, document proliferation and misinterpretation.

A process of curriculum reviewing ensued which resulted in a Curriculum and Assessment Policy Statement (CAPS) for all subjects and grades. These were introduced incrementally as a three-year programme in 2011 for Consumer Studies from Grade 10, featuring nine central topics, each divided into sub-topics. The curriculum for each grade is spread over 40 weeks and further sub-divided into four terms and detailed per week. The weekly layout per term reflects all the content to be taught and includes quarterly revision, reinforcement and assessment time. It further paces the content to be covered per week, term or year.

# RESEARCH PROCESS, METHODOLOGY AND RESEARCH INSTRUMENTS

## 2.1 BACKGROUND TO THE 2013–2014 RESEARCH: A JOURNEY OF THREE YEARS

In February 2011, Ms Lisa Gordon-Davis, representing Global Travel & Tourism Partnership South Africa (GTPP-SA) and Managing Director of Kundiza Training and Consulting, requested a meeting with Umalusi. She explained the industry's concerns about the preparation of learners for the hospitality industry and referred to a Concept Document on Revision of Hospitality Studies prepared by stakeholders to strengthen the NSC subject Hospitality Studies. Ms Gordon-Davis explained the stakeholders' position regarding a proposal for the revision of Hospitality Studies by including a framework which reflects the emerging/new educational discipline to which the field of Hospitality Studies belongs. The framework outlines the development of conceptual understanding in this field, which includes managerial capacity, sales, client service, value chains, the guest cycle and other concepts included in the discipline. Umalusi made Ms Gordon-Davis aware of the importance of benchmarking in the evaluation of curricula and the need to establish standards, after which she, on behalf of GTPP-SA, agreed to do an overview of hospitality programmes in Canada.

Ms Gordon-Davis introduced Umalusi to Ms Nozuko Ngozi, who was then the Director: Human Capital Development and Governance at the National Department of Tourism (NDT), and other stakeholders involved in the tourism and hospitality fields. Umalusi invited NDT representatives to a meeting in April 2011 in order to conceptualise the purpose of the intended research, and to establish partnerships between national departments and industry. Umalusi provided background on the research that it had conducted up to that point, but which, prior to 2011, had not included the evaluation of the NSC subjects Tourism, Hospitality Studies and Consumer Studies.

Ms Ngozi led the representation from the NDT and the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA). She explained that, as of 2008, an investigation had been carried out on possible articulation pathways from schooling into higher education. It was found that the rate of learners from Hospitality Studies accessing higher education was dropping. A few other concerns were also tabled, of which the quality of the curriculum was one.

The meeting resulted in a verbal agreement from NDT and CATHSSETA to become observers in the research process and to assist in referring representatives from industry to be involved as members of the evaluation teams. Umalusi agreed to attend the meetings arranged for the Tourism-Hospitality Talent Attraction and Capacity Strategy Programme Working Group, which included representation from NDT, the International Hotel Schools, Tourism Business Council of South Africa (TBCSA), CATHSSETA, City Lodge Hotels Limited and FEDHASA.

At a follow-up meeting in May 2011, the decision was made to include two representatives from industry, one person from higher education, a subject advisor, a person to represent the NC(V) fraternity and a curriculum or methodology expert. The reason for the inclusion of a NC(V) representative was in particular for the analysis of the NC(V) Hospitality and

Tourism programmes. The findings of the that research are given in a report titled *At your service – Towards an informed understanding of the NC(V) Tourism and Hospitality programmes* (Umalusi, 2013c).

A further decision in May 2011 was to keep both the Department of Basic Education and the Department of Higher Education and Training informed about the research process and, if possible, to involve the staff in the particular branches.

In 2008, the NDT, in partnership with FEDHASA, commissioned a study to investigate the reasons for the decline of new entrants into Hotel Schools or Hospitality Colleges. Finalised in 2009, the report culminated in a Tourism and Hospitality Talent Attraction and Capacity Development (THTACD) Strategy with an implementation plan. A National Key Stakeholder Workshop was subsequently convened in December 2009, which adopted the THTACD Strategy and Implementation Plan. The National Key Stakeholder Workshop also endorsed the establishment of a Working Group which was mandated to co-ordinate the implementation of the strategy through its Implementation Plan.

Against this background, the NDT in partnership with FEDHASA, and on behalf of the THTACD Working Group, invited Umalusi to attend the feedback National Key Stakeholders Workshop in August 2011. The purpose of the workshop was to:

- review progress and achievement of the THTACD strategy implementation;
- reprioritise implementation programmes for the year 2011/12; and
- define roles and responsibilities in the implementation of priorities.

Umalusi had the opportunity to present the process and progress of the research into subjects of a more practical nature in both the NSC and NC(V) qualifications, and was able to initiate discussions with higher education representatives from the University of Johannesburg (UJ) around articulation issues and the need for learners to be prepared to think systemically.

The first phase of the investigation in 2011 is considered to be a time of building stakeholder relationships and establishing the involvement of DHET, DBE, HESA and other government departments. The research questions, research methods and the identification of experts were based on background information, resulting from discussions with GTP-SA/Kundiza, the members of the task team, private providers, the NDT, FEDHASA, HESA and representatives from the University of Johannesburg, University of Pretoria, Unisa and North West University. This phase also included the contextualisation and adaptation of the research instrument to suit the analysis of intended curricula of a more practical nature.

In the early stages of the investigation it became very clear that the model for collaboration that involved both evaluators (researchers) and observers across sectors had multiple benefits and positively influenced thinking processes.

The research undertaken from November 2011 to February 2012 included an in-depth analysis of the NCS documents underpinning the NSC services subjects, as well as the Subject Guidelines for the subjects included in the NC (V) Tourism and Hospitality programmes. Though the analysis of both curricula included the same dimensions to establish the standing and quality of the curricula in both qualifications, the investigation was not of a directly comparative nature. The teamwork during the two workshops in November 2011 resulted in detailed reporting on the curricula underpinning the subjects in question.

A "layered model" for the curriculum analysis was implemented during these workshops, which resulted in more effective use of team time and allowed for individual input into the process: the teams worked in smaller groups and focused on specific tasks allocated to them. Team co-ordinators guided the groups, provided direction in completing the tasks, paced the groups and took responsibility for compiling a single team report. This "layered" approach gave each individual in the team the opportunity to add value to the investigation. Some of the industry representatives attested that the model provided the opportunity to grow "from looking at any training material with minimum interest to wanting to examine, study, investigate, scrutinise, evaluate, consider, question, assess, weigh up the content and to assure its validity and overall impact on both learner and teacher!"

As a result of the signing of a MoU between Umalusi and CATHSSETA, eight CATHSSETA representatives attended an orientation day on 21 November 2011 to acquaint themselves with the process and progress to date and with the instrument applied in the earlier workshop and research session, which none of them had attended. They then joined the rest of the evaluators on the following day for a workshop and research session which undertook the NC(V) Subject Guideline analysis for the Tourism and Hospitality programmes.

A workshop at the end of January 2012 entailed an investigation of the standing and quality of the unit standards underpinning the unit-standard based qualifications offered by colleges and the Sector Education and Training Authorities (SETAs). The dimensions in this analysis included: rationale, purpose and aim, organising principle, content coverage and assessment guidelines.

Furthermore, as part of the search for examples of best practice, Ms Monica Koen (DHET) shared insights into the structure of the VET system in Victoria State, Australia. A second investigation shared findings on the Western Australian integrated schooling and VET system.

In May 2012 the focus of the research shifted to the nature of the assessed curriculum. The item-by-item analysis of exam papers for NSC Grade 12 and those of NC(V) Level 4 was undertaken at the end of May 2012. An overview of the NC(V) Levels 2 and 3 examinations included answering questions about progression within and between levels.

A five-category typology, with examples specifically linked to the services subjects, guided the analysis which was used to establish which cognitive categories appeared – and weighed more heavily – in the assessment items of the exam papers. The instrument was used to establish the nature of the cognitive demands assessed and the associated levels of difficulty. The data collection was made easier by a calculation function in the Excel spreadsheet software, which enabled an “on-the-spot” visual presentation of the findings.

The teams had to make notes on the format and layout of the paper before the analysis of all items in the papers began. During this part of the research, the need to analyse the practical component of the subject as well became evident. The fact that the analysis of the practical component was not included in the original project plan was not the only hindrance to continuing with such an analysis; another was that no existing instrument was available in South Africa to do such an analysis. The instrument was later developed by Dr Booysse from Umalusi, and the analysis of the PAT continued in 2013.

In July 2012, a first attempt was made to compare NSC services-subjects curricula and the amended CAPS curricula. The instrument used in this comparative investigation was later refined and applied in the August 2013 comparative NCS/CAPS research. In July 2012, eight of the field experts were also involved in a web-based overview to establish the standing of the subjects internationally and to identify learning pathways in a global market. The information from this investigation is included in the findings reported on in Chapter 5 of this report.

The instruments for the comparative analysis, for the determining of entry-level requirements and exit-level outcomes, and for the PAT investigation as well as the international benchmarking are all described in more detail in the paragraphs to come.

## **2.2 THE 2013 RESEARCH TEAM**

In the interest of space, the names and CVs of the evaluators have not been included in the body of this chapter, but, by way of thanks, their names and brief biographical profiles are recorded in **Annexure F**. That Annexure indicates how actively industry was involved in helping to evaluate the usefulness of the curriculum from its perspective. University staff brought their needs to the table, while people involved in teaching the NCS and the NC(V) and administering hospitality and tourism programmes brought their knowledge and experience to bear on the questions being asked.

The first step in the process of constituting the 2013 FET Phase evaluation teams was to invite the qualifying researchers from the earlier research process in 2011 and 2012 to apply for inclusion in the research teams for the comparative analysis, PAT investigation and the international benchmarking of the CAPS with selected curricula from international qualifications. As a last step towards gathering subject experts for the evaluation teams,

an invitation was sent out to assessment bodies and provincial education departments and the stakeholders for referrals. The intention was to have teams consisting of people who bring different strengths and perspectives on the subject being investigated. Ms Adri du Toit was the team leader who took overall responsibility for the reporting on Consumer Studies.

The evaluators were contracted over eight months for the full extent of the investigation. Three workshops were held with the evaluation teams, in August and November of 2013 and in March 2014, in order to brief them about the evaluation and for the teams to work together on the comparative curriculum analysis; the PAT investigation; an investigation to determine entry-level requirements for the FET Phase and the exit-level outcomes on completion of Grade 12, and on an international benchmarking. Finally, the evaluation teams completed their analysis via e-communication, and the team leaders took responsibility for the completion and submission of the teams' reports. Constant communication with the teams, before and after the workshops, regarding logistics, document analysis, instrument interpretation, preparatory reading towards work sessions and the finalisation of reports was vital for the success of this project.

## **2.3 THE RESEARCH PROCESS**

The following subsections explain the how the research was undertaken by the teams, and provides an indication of the extent to which the **CAPS** has been investigated.

### **2.3.1 A comparative analysis of the FET Phase for the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS)**

The first workshop contextualised the research process in a number of ways.

In the workshop, the *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (DoE, 2009a)*, submitted to Minister Angie Motshekga in October 2009, was presented to the evaluation teams. The presentation shared the findings and recommendations of the Ministerial panel that was tasked to identify the challenges presented to the schooling system by the revised NCS (2005) and to make recommendations regarding difficulties in respect of curriculum policy, and its delivery. This report, which provided the rationale for and the direction taken when the NCS was revised or "re-packaged" as the CAPS, was thus a critical document for the teams to be familiar with. The presentation helped the evaluation teams to locate the comparative work they would undertake.

The evaluation teams also received information and documentation about the curriculum dimensions they would use for their analysis, and about approaches to curriculum development and reviews.

The comparative investigation used an instrument that was customised for this investigation. It required the evaluators to grapple deeply with issues around curriculum framing, and concepts such as content breadth and depth, sequencing, progression, coherence and how to determine the weighting and curriculum focus in the documents. All those who participated in the process learned a great deal, and they in turn offered insights from their own expertise that added value to the report.

Having closely examined the two respective curricula for their subjects, the evaluation teams were asked to give their opinion regarding

- broad curriculum design – the central design principle;
- the aims/objectives of the subject;
- the ideal learner envisaged;
- the weighting of each topic in terms of the percentage of time allocated to each;
- the emphasis placed on content and skills;
- the depth of the subject in terms of the extent to which learners could move from a superficial grasp of a topic to a more refined and powerful grasp;
- the degree to which the curriculum of each subject is paced, in terms of the volume of work to be covered in a specific timeframe;
- the specification of sequencing of topics;
- the progression of topics from Grades 10–12 in terms of increase in level of complexity and difficulty;
- the coherence of the curriculum for each subject, in terms of connections and co-ordination between topics through the levels;
- the degree to which teachers are given explicit guidance regarding pedagogy;
- the degree to which teachers are provided with guidance regarding assessment;
- format and user-friendliness of the curriculum documentation.

In drawing up their concluding remarks, evaluators were asked to comment on the overall guidance and use of the curriculum and the central values underpinning each curriculum.

In addition, the teams had to substantiate their opinions about the extent to which the CAPS has “re-packaged” or completely re-written the curriculum in the revision process. The evaluation teams were asked to identify the extent to which the re-packaging has extended or contracted the content and skills that learners are expected to acquire and teachers to teach. Another point for attention was whether the CAPS provides better guidance to teachers than the NCS or not.

Lastly, the evaluation teams were required to make recommendations, based on their findings regarding all the points above, for strengthening the CAPS for each subject where these may still require improvement. Such recommendations will form the basis for negotiating subsequent work to be undertaken by the Department of Basic Education and monitored by Umalusi.

### **2.3.1.1 The research question for the comparative NCS/CAPS evaluation**

The research question for the comparative NCS/CAPS evaluation is worded as follows:

*What does the comparison between the Curriculum and Assessment Policy Statement (CAPS) for the FET Phase (Grades 10 to 12) and the NCS reveal about:*

- a. the extent to which the NCS curricula were re-packaged or re-written in the formulation of the CAPS;*
- b. the relative depth and breadth of the content covered in the respective curricula;*
- c. the overall design, structure and coherence of the curricula;*
- d. the level of specification of various aspects of the curricula; and*
- e. the guidance provided by the curricula for the teaching and assessment of the subject?*

### **2.3.1.2 The evaluation instrument for the comparison of the intended curricula**

The instrument used for the comparative evaluation of the NCS and the CAPS draws conceptually on two sources.

Firstly, as in Umalusi's previous work comparing curricula from different countries, the instrument considers the features in the intended curricula of countries that perform well on international standardised tests. These features include:

- clear, succinct, unambiguous, easily understood, measurable statements of learning (Donnelly, 1999; 2002; 2005);
- a foundation of essential learning as represented by subject disciplines (Donnelly, 1999; 2002; 2005) and a strong, discipline-based approach to school subjects (Schmidt, Wang & McKnight, 2005);
- curriculum coherence – the overall sequence or order of the curriculum from one grade to the next and internal disciplinary principles evident in the sequencing and progression (Schmidt et al, 2005).

Secondly, the instrument is underpinned by Bernstein's (1990; 1996) conceptual categories that comprehensively describe the structuring of curriculum and pedagogy, including:

- the relationship between different subjects in the overall curriculum;
- the relationship between topics within subjects;
- the relationship between subjects and the everyday world or the world of work;
- the specification of the sequencing of the curriculum;
- the specification of the pacing of the curriculum;
- the specification of knowledge or that which is to be learnt in the curriculum.

The evaluation teams involved in the process were asked to consider the following dimensions of the intended curriculum. These dimensions have been developed and refined over a successive series of Umalusi studies (Umalusi, 2004; 2006a; 2006b; 2007a; 2007b; 2008; 2010a; 2010b):

1. Curriculum aims/objectives
2. Curriculum coverage, breadth and specification
3. Curriculum weighting, emphasis and depth
4. Curriculum pacing
5. Curriculum sequence and progression
6. Curriculum coherence
7. Specification of pedagogic approaches
8. Assessment guidance
9. Curriculum integration
10. Curriculum format and user-friendliness.

The instrument used for the comparison has been refined by Umalusi to allow for both qualitative and quantitative reporting on the similarities and differences between curricula. The instrument has previously been used to compare curricula for the fundamentals in the NSC and the NC(V), for example, and for subject comparisons between the NSC and selected international qualifications.

Further refinement of the instrument was necessary for the present analysis of the NCS and CAPS. Umalusi required the evaluators to report on the following aspects, which became headings in each of the subject reports:

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

In this section of the report, evaluators wrote a few descriptive paragraphs about the general design of the respective curricula. The description of the overall curriculum design made reference to the number of documents that comprise the curriculum and the function of each document, and provided comments on the central design principle and how user-friendly the documents are for teachers.

The evaluators judged the extent to which the documents are **user-friendly** as follows:

- **Good** or very user-friendly when the function and the structuring of the documents are clear
- **Moderately** user-friendly, when the function and the structuring of the documents are sometimes clear but at other times the function seems unclear or the structuring confusing
- **Poor** or not user-friendly when the function and the structuring of the documents are often unclear or the structuring is overly complex.

Regarding the **accessibility of the language** used in the curriculum, the evaluators considered the language as follows:

- **Very accessible** where the documents use plain, direct language
- **Moderately accessible** where the documents sometimes use plain, direct language and at other times used language that is complex or obscure, or terms that are ill-defined
- **Inaccessible** where the documents often use complex or obscure language and terms that are not defined.

In describing the **broad curriculum design**, the alignment of the various documents was also considered as follows:

- **Good** alignment, when it is clear how the documents relate to and complement one another
- **Moderately good** alignment, when it is only sometimes clear how documents relate to one another, and there are some contradictions across documents, or there are instances where it is not clear how documents complement or relate to one another
- **Poor** alignment of documents, when it was unclear how documents relate to one another, or where there were numerous contradictions across documents, or there was no evidence of how the documents were expected to complement one another.

The evaluation teams were also asked to identify and find evidence for the technical aspect(s) used to organise the design of the curriculum. The instrument gave as examples “outcomes-based”; “standards-based”; and “syllabus”, for the technical design aspect. Some of the teams referred to “topic-structured” and “spiral curriculum” in the discussion.

As a task in this section, the evaluation teams had to draw out the patterns and salient points emerging across curriculum documents and to write comparatively about the examples and the data collected.

### **b) Curriculum aims (objectives)**

The evaluators were asked to look at the list of subject-specific aims, objectives or broad outcomes given in each document for the particular subject. The evaluation teams commented on any similarities or differences across the stated objectives that they noticed between the curricula.

### **c) Content/skills coverage, breadth and depth**

The instrument provides guidance to the evaluators about what is meant by curriculum coverage, content breadth and depth. Curriculum coverage is described as all the content, concepts and skills covered by the curriculum. Content breadth is construed as the number of topics represented in the curriculum for a specific subject, and content depth refers to the complexity and extent of cognitive challenge associated with the topic.

In terms of **content breadth**, the evaluators were asked to identify all the content/concept/skill areas represented for the FET Phase in the NCS and the CAPS, and list the topics in a table provided. In cases where content/concepts and skills are separated, the evaluators had to list the content/concepts first, followed by the skills.

From how the **breadth of content** was represented, the evaluation teams could infer the relative breadth of the various curricula and comment on any content that is covered in one curriculum and not in the other. The evaluators also considered and reported on how the curriculum breadth is likely to impact on learners learning through a second or third language. In terms of **content depth**, the evaluation teams used a four-point scale in determining the relative degree of depth of content in the NCS and the CAPS.

The evaluation teams used the following codes:

- 1: Introductory level content; superficial; mainly definitions and descriptions
- 2: Definitions and descriptions plus some detail provided
- 3: Detailed indications of concepts/topics; requires understanding of relationships between concepts
- 4: Highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts.

In other words, the depth of a curriculum refers to the extent to which topics are explored. When a topic is given a significant amount of time and the expectation is for engagement at a demanding conceptual level, the topic is considered to have been covered in depth.

From this analysis, evaluators were able to draw conclusions about content depth, referring to considerations such as the extent to which the curricula provide learners with the opportunity to move from a superficial or primitive grasp to a more refined and powerful grasp of a topic.<sup>1</sup>

Breadth and depth are in constant tension, because the greater the depth expected, the fewer the topics that can be covered in the time available. Ideally, a subject curriculum must attempt to find a balance between these diverging curriculum impulses, something which may be achieved by covering certain topics in greater depth while conceding the need to cover a range of other topics more quickly and in a way that demands less intellectual rigour.

#### **d) Specification of topics**

In this section, the evaluation teams considered the curriculum specification in terms of the degree to which knowledge is broken down for stipulation in the curriculum. The evaluation teams were asked to determine in how much detail the various topics are specified. In other words, how clear would it be for the user of the curriculum to understand exactly which content/concepts and skills are to be covered for the particular subject, or the extent to which the teacher would be required to draw on his or her previous knowledge and experience of the subject to be able to interpret the curriculum.

#### **e) Comments on content/skills coverage**

In this section of the subject analysis, the evaluators commented on the overall coverage of content and skills by addressing the following:

- Comment on the comparison of content and skills across the two curricula, and comment on the appropriateness of these for the relevant age group.
- To what extent do the curricula provide clear, succinct, unambiguous, measurable statements of learning?
- To what extent are the curricula based on a strong, discipline-based approach to the particular subject?
- Is the way in which the subject knowledge is presented in the curricula up to date with any shifts in the discipline itself?

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<sup>1</sup> A paraphrase of Bruner's (1995:334) concept of depth.

- For any erroneous, missing or inappropriate content or skills that are noted, please provide a list of these issues, and explain fully why your team has a concern over this content. Please include document and page references wherever necessary.

## **f) Curriculum weighting and emphasis**

### *i. Curriculum emphasis within the phase (subject time allocation)*

The evaluation teams determined emphasis by looking at how the time allocation for the subject is addressed in the NCS and the CAPS, and indicated the amount of time allocated for the subject as a percentage of total classroom time allocated for all subjects within the phase.

### *ii. Curriculum emphasis within the subject (topic weighting)*

The evaluators determined the curriculum emphasis in the NCS and the CAPS in terms of the central topics covered within the subject. They then explained how the weighting of topics compared across the curricula. In order to do so, the evaluators had to indicate the amount of time allocated for each central topic as a percentage of the total classroom time allocated for the subject, that is, if time allocation per topic is addressed in the curriculum document. If time allocation could not be captured as a percentage of the total classroom time, the evaluators had to describe how time is dealt with in the documents.

## **g) Curriculum pacing**

Pacing for a subject in the NCS and CAPS was determined in terms of the relationship between the volume of learning material (topics to be covered) and the particular timeframe given to the subject. Firstly, the **specification of the pacing** (or whether the pacing is stipulated) was determined as follows:

- **High** degree of specification of pacing, where the pacing is made explicit through clear stipulation of the topics are to be covered in terms of a timeframe over the course of the grade
- **Moderate** degree of specification of pacing is evident where the curriculum provides broad parameters regarding what should be covered over the course of the grade
- **Low** degree of specification refers to pacing that is left to the discretion of the teacher, and where little or no indication is given of the rate at which content should be covered.

It should be noted, however, that **low** and **high** are not necessarily value judgements about pacing. High levels of specification may be thought appropriate where many teachers are poorly educated and trained. Alternatively, high levels of specification could be regarded as placing unnecessary constraints on experienced and knowledgeable teachers, especially if there is an insistence on treating a national curriculum as the letter of the law.

In addition, the evaluators were asked to make a judgement on the **level of the pacing** itself as it would be experienced by learners in the FET Phase. The evaluators were asked to judge whether the pace expected is in the following categories:

- **Fast** for learners at this level of development
- **Moderate**, and appropriate for learners at this level of development
- **Slow** for learners.

The evaluators were requested to compare data in the data collection tables regarding the stipulation and level of pacing in the NCS and the CAPS.

## **h) Curriculum sequencing and progression**

### *i. Specification of sequence*

Evaluators were asked to describe the level of specification of sequencing in the curricula being evaluated, using the following descriptors:

- **High:** Indicates that the order in which topics are to be taught is clearly specified and prescribed within and across grades
- **Moderate:** Refers to situations where a general suggested order is given in which topics are expected to be taught within and across grades, but allowance is made for some discretion on the part of the teacher
- **Low:** Indicates that there is no particular order indicated in which the teacher should present the topics within and across grades, and the sequencing of content is at the discretion of the teacher.

In addition, the evaluators were asked to comment for each curriculum on the appropriateness of the sequencing to the subject and level. In other words, they had to indicate whether the order in which the topics are expected to be dealt with is appropriate, and whether it makes sense in terms of the structure or nature of the subject itself.

Sequencing as a curriculum requirement is much more critical in some subjects than in others. In subjects such as Mathematics and Physical Sciences, the sequencing of topics

is important because earlier content must have been acquired in order to learn more advanced concepts and skills. While all subjects will have some sequencing requirements, the sequencing may be less stringent in subjects that are, in Bernstein's terms, horizontal in structure (Bernstein, 1996). Nevertheless, sequencing of content can be of great assistance to teachers and others such as materials developers.

## *ii. Indication of progression*

Progression is the increase in the level of complexity or difficulty at which a topic is addressed through a grade or across the phase.

The evaluators were asked to describe the changing nature of topics (and the nature of their treatment) over the course of Grades 10, 11 and 12 in terms of an increase in the level of complexity or difficulty at which a topic is addressed over the three years. The evaluation teams inferred from data collected whether there was any indication of progression within and between grades in the FET Phase, using the following criteria of progression:

- **Strong**, if there is evidence of clear movement from one type of related content/concept/skill to another, or a clear progression in terms of increasing complexity or difficulty in a topic from one grade to the next
- **Moderate**, where some indications of a shift to different content/concepts/skills are found, or where some instances point to an increase in the complexity or difficulty at which topics are addressed at different levels in Grades 10, 11 and 12
- **Weak**, when very little indication of progression in terms of shift of content/concept/skill from one grade to the next is found, or where there is little evidence of increasing complexity or difficulty from one level to the next
- **None**, where no shift in the content concept/skill or change in complexity/difficulty from one grade to the next is evident.

Analysis of progression across grades often helps to pinpoint potential difficulties, for example, where a topic may have been introduced in one level, neglected in a second, and then becomes both conceptually demanding and difficult in a third. Looking for progression helps evaluators to check whether the content is logically organised within a grade and across grades.

### *iii. Specification of pedagogic approaches*

The evaluators took the meaning of a pedagogic approach to be the way in which teaching and learning is intended to happen in the classroom. Often described in terms of “teacher-centred” or “learner-centred”, a pedagogic approach can include other, more specific approaches such as problem-based learning, constructivist learning or direct instruction.

The evaluators were asked to describe the extent to which the NCS and the CAPS provide explicit guidance regarding the preferred subject-specific pedagogic approach(es) to be adopted. The following descriptors were used:

- **High:** Describes a curriculum where detailed guidance is given regarding the preferred pedagogic approach to be taken
- **Moderate:** Describes a curriculum where some guidance is given regarding the preferred pedagogic approach to be taken
- **Low:** Describes a curriculum where the preferred pedagogic approach is mentioned in a few places but no details are provided
- **None:** Describes a curriculum that provides no information or guidance regarding the pedagogic approach.

Using the coding, and by making inferences from the data collected, the evaluators were requested to provide a brief description of the subject-specific pedagogic approaches provided, if any are specified. Furthermore, they had to indicate the extent to which the curriculum provides explicit guidance regarding the preferred pedagogic approach to be adopted. They had to write comments on the appropriateness of the approaches for learners at this level of development. Lastly, they had to give an opinion on how the role of the teacher and the perceived ideal learner (or the theory of the learner) compares across the NCS and the CAPS.

### *iv. Assessment guidance*

The evaluators were asked to give an overview of the nature and extent of the assessment guidance provided in each of the curricula, including any information offered that would contribute towards a general understanding of the approach taken towards assessment. More specifically, evaluators had to indicate the number and type of assessment tasks specified in the curricula, and the dominant types of assessment specified.

The *degree of specificity of assessment guidance* had to be analysed, using the following descriptors:

- **General** means that only generic assessment guidance is given
- **Subject-specific** means that subject-specific assessment guidelines are provided

- **Both** means that both general guidance and subject-specific guidelines are provided
- **Neither** refers to a curriculum where no assessment guidance is provided at all.

The *degree of clarity* of guidance regarding assessment was indicated by the use of the following descriptors:

- **High** describes assessment guidance that provides detailed, specific, clear and comprehensive information, and is not likely to result in greatly differing interpretations of the assessment requirements
- **Moderate** describes assessment guidance that provides moderate amounts of information regarding assessment that is generally clear, but which leaves scope for differing interpretations of the assessment requirements
- **Low** describes assessment guidance that provides only broad statements about assessment that lack clarity and that allow for multiple interpretations
- **None** describes a curriculum where no guidance regarding assessment is provided.

#### v. *Curriculum integration*

The evaluators first considered the degree to which different subjects are consciously integrated across the curriculum, or kept separate, using the following descriptors:

- **High** refers to a curriculum where an effort has been made to understand and encourage integration across a number of different subjects
- **Moderate** refers to a curriculum where, in a few places, explicit reference is made to other subjects, or connections to topics in other subjects are referred to
- **Low** refers to a curriculum where the approach keeps subjects very separate from one another and there is very little or no reference to other subjects.

The evaluators then considered the extent to which explicit relationships and connections are made to the learner's everyday knowledge and experience, and whether or not this knowledge forms part of the curriculum. The evaluators used the following descriptors:

- **High** indicates that the learners' everyday world and knowledge, the world of work and of communities are constantly referenced and form part of the contextualising knowledge specified in the curriculum
- **Moderate** indicates that the learners' everyday world and knowledge, the world of work and of learners' communities are referenced in a few places in the curriculum, but not seemingly as a conscious strategy
- **Low** indicates that the curriculum emphasises only subject-specific knowledge, and that there are few or no references to the everyday knowledge of the learners, their communities or the world of work.

#### *vi. Curriculum coherence*

Coherence is understood to be the extent to which a curriculum reflects a logic (often inherent in the nature of the discipline itself) in the organisation of topics, where the significant ideas of the subject and their development over time are evident.

Having looked at the broad curriculum design, the curriculum objectives, the content/skill coverage and the sequence and the progression of the curriculum, the evaluation teams were required to make a judgement on the coherence of the NCS and the CAPS.

#### *vii. Implications for the South African context*

Taking into consideration the South African school context for which the NCS and CAPS were developed, the evaluators were asked to comment on their appropriateness. Though this exercise was speculative, it was broadly based on the evaluators' knowledge of schooling and instructional contexts across South Africa, as well as on the research findings. The evaluators had to justify their claims by referring to examples from the data collected.

#### *viii. Assumptions regarding teacher expertise*

By referring to the content and skill coverage, the evaluators had to give an opinion about the manner and detail in which the content is laid out, with regard to assumptions about the teacher's knowledge, experience and capability in respect of the subject.

#### *ix. Concluding remarks*

The evaluators were asked to summarise the most important findings from the analysis in brief concluding remarks.

#### *x. Recommendations*

Based on their analysis, evaluators were asked to make recommendations with a view to strengthening the CAPS.

### ***In summary***

The comparative research undertaken by the evaluators focused on the national policy through which the Minister sets the minimum norms and standards for the system,

analysing the ideals entrenched in policy as well as the written form it takes. This analysis provides a view offered by a group of experienced educationists after an intensive and constructive engagement with those policies.

### **2.3.2 Determining the entry-level requirements and exit-level outcomes for the FET Phase**

The intent in this part of the investigation was to determine the entry-level requirements regarding knowledge and skills for a learner entering the subject in the FET Phase at Grade 10, and the exit-level outcomes for the FET Phase, based on the details provided in the CAPS. The evaluation teams had the opportunity to make recommendations regarding expected learner attainment in order to strengthen the FET Phase CAPS.

The findings from this part of the investigation will inform the research that is planned for the Senior Phase. The intent is to determine possible gaps from the cross-mapping between the Senior Phase and FET Phase. These findings will also provide information for the longitudinal study across all of the phases, which is planned for 2015.

### **2.3.3 The Practical Assessment Task (PAT) investigation**

#### **2.3.3.1 Theoretical framing and research design**

The instrument draws conceptually on frameworks dealing with reproductive and productive thinking and has specific reference to the work of Romiszowski (1981), but also resembles the work of Kolb (1984) and that of Marzano (1998; 2001a, 2001b), which considered the conative and affective aspects of thinking.

These frameworks for understanding critical and creative thinking, referred to by Romiszowski (1981) as productive thinking, are reminiscent of Bloom's cognitive categories of analysis, evaluation and synthesis. In various combinations, engagement with these categories in the learning and assessment process could, for example, lead to deeper understanding and a defensible judgement of a valued product. Such engagement may involve planning what to say, imagining situations, reasoning, solving problems, considering opinions, making decisions and judgements or generating new perspectives.

Productive thinking goes beyond the cognitive domain. By stressing the importance of engaging the affective domain through both the teaching and assessment processes, reflection and metacognition come into play. This approach would entail using tasks to develop the following thinking dispositions:

- willingness to plan and self-correct
- flexibility

- being mindful
- persistence
- seeking consensus.

Romiszowski (1981) regards skilled performance as depending on the availability of prerequisite knowledge. By linking planning with the productive quality of a skill, Romiszowski (1981) focuses on constructive and creative mental processes and does away with a purely behavioural “performance-type” approach. He thus attaches considerable importance to knowledge and skills in the psychomotor and affective domains, and consequently values both learner-centredness and a guided discovery approach.

### **2.3.3.2 Guidelines for judging question difficulty**

The four-category conceptual framework for thinking about question difficulty is adapted from Leong (2006) of the Singapore Examinations and Assessment Board. Leong's adapted framework comprises the following four general categories of difficulty:

1. content (subject/concept) difficulty
2. stimulus (question) difficulty
3. task (process) difficulty
4. expected response difficulty.

In the Umalusi (2012a:74) report, Reeves explained that in developing the framework, Leong drew on work of Pollitt, Entwistle, Hutchinson and De Luca (1985), Osterlind (1990), Edwards and Dall'Alba (1981) and other researchers who have developed similar tools for gauging cognitive challenge.

Leong (2006) draws on literature to make a further distinction between “valid” and “invalid” sources of question difficulty or easiness. Valid difficulty or easiness is intended by the examiner. Invalid sources of difficulty or easiness are defined as those features of question difficulty that were not intended by the examiner. Invalid sources (indicators) of question difficulty or easiness prevent the question from assessing what the examiner intended to assess, and are those aspects of question difficulty that prevent candidates from demonstrating their true ability or competence. For example, grammatical errors in a question that could cause misunderstanding are invalid sources of question difficulty because the difficulty in answering the question lies in the faulty formulation of the question, rather than in the intrinsic difficulty of the question itself. Learners may misunderstand the question and therefore not be able to demonstrate what they know.

### **2.3.3.3 Dimensions measured**

The instrument intends to measure the level of reproductive and productive skills in terms of cognitive, psychomotor, reactive and interactive categories required to be displayed in the tasks.

- Reproductive skills refer to the reproduction of known content, concepts and application in familiar contexts.
- Productive skills refer to application in novel contexts that require critical and creative thinking, which are the thinking skills that assist in the productive thinking process.

A second intent was to determine whether the task question is difficult (or easy) due to its content, the nature of the stimulus, the process required by the task or the complexity of the expected response.

### **2.3.4 Combining the 2012 web-based search and the 2014 international benchmarking**

In 2012, a team of researchers did a web-based search to inform understanding of international views on the choice of content in subjects and programmes similar to Consumer Studies as the subject is known in South Africa. This fact-finding process was not intended to benchmark the South African national curriculum with any pre-selected country, but rather to extrapolate pointers for best practice in the South African context.

The team searched for examples from Africa, Western-European countries, Eastern-European countries, Australia and the East. They were requested to describe how the subject/programme fits into a qualification structure; explain how the level descriptors (exit outcomes) relate to the final exit point, identify the requirements set for the attainment of the qualification, and examine articulation pathways into further/higher education. The researchers were also requested to determine the rationale for the subject and to describe the rationale for inclusion of the subject within the particular qualification. The team understood the rationale as the presentation of the socio-political view of the learning to be undertaken: it explains the necessity for the learning proposed.

The following areas were also included in the instrument for a web-based search:

#### **a. Purpose**

The researchers' opinion was required about how the subject equips the learner (and teacher/facilitator) with the necessary knowledge base, skills and foundational learning needed to make sense of situations within a context, solve problems within a context and offer novel solutions. The request was also to identify and briefly explain any additional intentions found in the documents that would help learners to transfer skills between familiar contexts and across to a variety of

unfamiliar contexts.

### **b. Aim**

By considering the action verbs supplied in a curriculum, the researchers had to determine how, in their opinion, the curriculum aims help learners to learn.

The following action verbs were some of the examples provided:

*Recognise, order, describe and calculate ... Make use of different strategies to solve realistic and abstract problems; Demonstrate an understanding of ... ; Describe ...; Investigate observed patterns, identify and describe patterns in real-life situations; Apply concepts ... to make decisions relative to the world around us; Recognise, identify, name, compare, sort and visualise figures, shapes and solids, to solve problems in a range of contexts; Demonstrate an understanding and use of concepts; Collect data, summarise data, display data in diagrams, analyse and interpret data to draw conclusions and make predictions; Create, build, draw, etc.*

### **c. Organisational principle**

The researchers had to explain how content and skills are structured and further developed from prior knowledge. Comments were required on the appropriateness of the particular organising principle in these materials and on the structure of and coherence within the documents.

### **d. Content coverage**

In terms of content covered, the researchers were required to describe the ways in which certain content is emphasised (weighted) as more important than other parts of what needs to be learned; how content is sequenced to display knowledge and skills development, and/or how it reflects increasing difficulty levels and differentiation in cognitive demand. Any evidence of progression had also to be mentioned.

### **e. Specification of pedagogic approaches**

In terms of the specification of general pedagogic approach, the researcher had to mention and describe the degree of specification, whether

- **detailed guidance** is given in the curriculum regarding the preferred general or subject-specific pedagogic approach;

- **some guidance** is given in the curriculum regarding the preferred general or subject-specific pedagogic approach;
- the preferred general or subject-specific pedagogic **approach is mentioned** in a few places but no details are provided; or
- **no guidance** or information regarding the general or subject-specific pedagogic approach is given.

In terms of a subject-specific approach, the researchers had to describe the particular approach and explain the extent to which the subject-specific pedagogic approach is set out in each curriculum.

#### **f. Assessment guidelines**

The question regarding the assessment guidelines was about how detailed the assessment guidance is to assist teachers/lecturers/facilitators to assess internally (informal and formal assessment). Another was whether teachers/ lecturers/ facilitators and learners are adequately guided towards the nature of the external assessment and what kind of guidance was evident.

In concluding, the researchers had to mention and briefly describe any outstanding features as examples of good practice.

The central focus of the **2014 international benchmarking** has been to benchmark the FET Phase CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada). These three were identified in the Foundation Phase (Grades 1 to 3) research titled *Comparing the Learning Bases* (Umalusi 2010), in English, Mathematics, and Life Orientation. The three were selected on the basis of their high rankings on international standardised comparative tests such as the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) They were also chosen as they use English as their language of learning and teaching thus making analysis of their curriculum documents more feasible for South African researchers.

The TIMSS provides reliable data on the Mathematics and Science achievement of U.S. students compared to that of students in other countries. The Progress in International Reading Literacy Study (PIRLS) measures trends in children's reading literacy achievement at age 10 and collects information about reading and literacy policies and teaching practices every five years. At the time of the Foundation Phase research, Singapore was in the top five countries in the PIRLS 2006 and TIMSS 2003 studies. Canada is in the top ten countries in the TIMSS 2003 and Programme for International Student Assessment 2006 studies, with British Columbia coming third in the PIRLS 2006 study. Kenya is in the top five countries in the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) 2005 study. These countries held similar positions in the TIMSS 2011 which confirmed sustainable performance levels over the past five years.

## **Singapore**

Among the key strengths of the Singapore education system are their bilingual policy, emphasis on broad-based and holistic learning, meta-cognition, focus on teacher quality and the integration of information and communication technologies (ICT) into learning. They also believe that their schools should work closely with the parents and the community.

At the secondary level, learners in Singapore have the opportunity to offer either the Express, Normal (Academic) or Normal (Technical) courses, depending on their academic ability (as measured initially by Primary School Level Exam scores). The different courses are designed to cater to a range of academic learning abilities and interests and learners can move from one course to another based on their ability to access the curriculum offered in each of these courses.

Learners in the Express course at the end of Secondary 4 typically offer six to eight subjects at the Singapore-Cambridge General Certificate of Education (Ordinary Level) examination. Those with exceptional academic ability may offer a ninth subject.

Learners in the Normal (Academic) course will offer academically-based subjects while those in the Normal (Technical) course will follow a curriculum that is more practice-oriented.

Learners in both courses will sit for the Singapore-Cambridge General Certificate of Education (Normal Level) or GCE 'N' Level examination at the end of Secondary 4. After the GCE 'N' Level examination, students from the Normal (Academic) course who satisfy the academic requirements can go on to a fifth year of study, where they can sit for the GCE 'O' Level examination at the end of the year. Learners who meet the academic requirements can also be admitted to the polytechnics via the Polytechnic Foundation Programme, or to the Institutes of Technical Education (ITE) through a Direct Entry Scheme.

Gearing up for university, learners may offer subjects at three levels of study – Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H1 subjects offer learners breadth and sufficient depth for them to acquire foundational knowledge and skills in a subject area. H2 is equivalent to 'A' Level subjects prior to 2006. H3 subjects offer learners a variety of learning opportunities to study a subject area in more specialised depth.

## **Kenya**

Since 1985, public education in Kenya has been based on an 8–4–4 system, with eight years of primary education followed by four years of secondary school and four years of college or university. President Daniel arap Moi introduced the 8–4–4 system of education. With the introduction of this system Certificate of Primary Education became KCPE (Kenya Certificate of Primary Education) while KCE became the Kenya Certificate of Secondary Education (KCSE). Under the current system, learners attend secondary school for four

years before sitting for the school leaving exam. The first class or year of secondary school is known as Form 1 and the final year is Form 4.

### **British Columbia (Canada)**

During the document search and preparation for the international benchmarking of the South African CAPS in March 2014, the Manager, Curriculum and Resources (Learning Division) from the British Columbia Ministry of Education mentioned to Umalusi that the education in British Columbia is undergoing a transformation. Part of this transformation includes the redesign of all provincial curricula. He referred Umalusi to the background information and documents on the transformation at [http://www.bced.gov.bc.ca/irp/transforming\\_curriculum.php](http://www.bced.gov.bc.ca/irp/transforming_curriculum.php).

The drafts for many of the subject areas for Kindergarten to Grade 9 are available at <https://curriculum.gov.bc.ca/>. It was indicated that the draft curricula for Grades 10 to 12 would be available on their website in 2014. Although the revised curricula for Tourism 11 and 12 were not available for the benchmarking, the research team commended the widely consultative approach followed in the curriculum review process in British Columbia.

The aims of the FET research were achieved by benchmarking the CAPS against the international curricula using similar categories to those used in the comparative NCS/ CAPS analysis, but with specific focus on some of the curriculum dimensions in order to strengthen the CAPS, namely -

- 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.

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 teams were asked to use the insight gained from this comparison to identify characteristics specific to the FET Phase within the South African NSC qualification as a whole, and to determine what distinguishes this phase from the other phases in the qualification.

Without claiming a direct causal link between the nature of the intended curriculum and learner attainment outcomes, the research used learner performance as a limited indicator of the efficiency and effectiveness of the education systems of various countries. The crucial issue of classroom practices and the quality and nature of the schooling system in general is not taken into account in the research.

## COMPARATIVE ANALYSIS OF NCS AND CAPS DOCUMENTS

### 3.1 DOCUMENTS REFERENCED IN THIS SECTION

The evaluation team analysed the following NCS and CAPS documents. These are referenced according to the reference numbers allocated for the purpose of this evaluation in the right-hand column.

<b>Documents</b>		<b>Footnote References</b>
<b>1</b>	Department of Education. 2003. <i>National Curriculum Statement Grades 10–12 (General): Consumer Studies</i> , Pretoria	1
<b>2</b>	Department of Education. 2008. <i>National Curriculum Statement Grades 10–12 (General), LPG: Consumer Studies</i> , Pretoria	2
<b>3</b>	Department of Education. 2008. <i>National Curriculum Statement Grades 10–12 (General), Subject Assessment Guidelines: Consumer Studies</i> , Pretoria	3
<b>4</b>	Department of Basic Education. 2011. <i>National Curriculum Statement Curriculum and Assessment Policy Statement (CAPS) Grades 10–12: Consumer Studies</i> , Pretoria	12/1
<b>5</b>	Department of Basic Education. 2011. <i>National Protocol for Assessment Grades R–12</i> , Pretoria	12/2
<b>6</b>	Department of Basic Education. 2011. <i>National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12</i> , Pretoria	12/3

### 3.2 BROAD CURRICULUM DESIGN

The two documents analysed were the *National Curriculum Statement: Consumer Studies* (2003) (policy) (hereafter referred to as "Document 1"), and the *National Curriculum Statement, LPG: Consumer Studies* (2008) (guideline document) (hereafter referred to as "Document 2"). Both these subject-specific documents were published by the DBE.

The general policy documents, namely the Protocol for Assessment and the Promotion Requirements of the Senior Certificate Grades R–12, were not evaluated during this phase of the study, but formed part of the assessment analysis. For the NSC for Consumer Studies, teachers have to refer to a total of five documents for comprehensive detail regarding teaching requirements and guidelines.

The central design principle of the **NCS** is outcomes-based and learner-centred, and the content is designed around Learning Outcomes (LOs) and Assessment Standards (ASs).

Document 1 is intended to be a functional policy document to help teachers implement and teach the subject Consumer Studies, which was introduced in 2005 with the NCS. In order to prepare for or teach any teaching content using Document 1, a teacher has to find and refer to the LO, the AS and the proposed content.

The competence descriptors for teaching content are general, but could also be referred to, should the teacher wish to do so. The evaluators found that it is cumbersome and time-consuming to find and use the information in Document 1.

Document 2, a guideline document, was developed to support and help clarify the original policy document (Document 1), which contained vague descriptions and sweeping statements (e.g. Document 1, p. 16: "... make knowledgeable consumer choices ..."). The second document contains a useful content framework, which unpacks each AS more clearly and gives guidelines for progression from one grade to the next (Document 2, p. 21). Also included in Document 2 are examples of work schedules for each grade (p. 44 onward), which propose pacing of the content for each AS. It also gives suggestions for resources and examples of assessment. All of the above information is, however, still open to interpretation by teachers. Newly qualified and second-language teachers most probably find these guidelines overwhelming and time-consuming.

The **CAPS** document (Document 12/1), 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. An OBE approach is not followed as a design principle in the CAPS, but learner-centred teaching remains an important teaching approach.

The intention of the CAPS (Document 12/1) is to re-package and strengthen the NCS in one user-friendly document by giving clear information about the teaching and assessment of the subject. It indicates time allocation, sequence and pacing for theoretical topics as well as for practical work. It specifies minimum content to be covered as well as the requirements for formal and informal assessment. It therefore replaces three NCS documents – the *National Curriculum Statement*, *LPG* and *Subject Assessment Guidelines*. This document helps to make the Consumer Studies curriculum more manageable and less complicated, allowing teachers to be more confident and in control of their planning and teaching.

The **National Protocol for Assessment Grades R–12 of 2011** (Document 12/2) is meant to provide a policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher files, report cards, record sheets and schedules for Grades 1–12. This policy document focuses on assessment policy for both internal assessment comprising School-Based Assessment, PATs, and the end-of-the-year examinations. It is a generic document pertaining to all the approved subjects from Grades R–12.

**The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 of 2011** (Document 12/3) is likewise a general policy document, pertaining to all the approved subjects. For the FET band (Grades 10–12), it specifies entrance requirements to Grade 10, programme requirements, provisos, promotion requirements, assessment, recording and reporting and concessions, changing subjects in Grades 10, 11 and 12, time allocation per subject, and certification requirements. These stipulations apply to all schools that use the NCS as curriculum.

### **3.3 COMPARISON OF INTRODUCTORY INFORMATION FOR THE NCS AND CAPS**

The introductory pages of the NCS Subject Statements are identical for all subjects, and comprise seven pages. These provide a large amount of information on the background and history of the NCS. Much of this relates to redressing the imbalances caused by apartheid education. It also contains the rationale and description of Outcomes-Based Education (OBE), together with explanations of what is meant by the terms Learning Fields, Subjects, Learning Programmes, LOs and ASs. In addition, each of the Subject Statements contains eight pages of general information on assessment, common to all the subjects.

The seven introductory pages of the CAPS subject documents consist of common introductory material, and between five and 32 pages of assessment guidance, some of which is generic and some subject-specific. The introductory pages make no mention of OBE, since this is no longer the approach adopted by the Department of Basic Education. There are consequently some clear shifts that have taken place in the underpinning educational values and approach. These can be traced through a comparison between the generic information provided in the CAPS and the NCS. Some of these shifts are discussed below.

#### **3.3.1 Rationale**

The rationale of a curriculum presents the socio-political view of the learning to be undertaken: it explains the necessity for the learning proposed. The rationale also explains the view taken of the teaching-learning process.

The rationale provided in both the NCS and the CAPS is similar in terms of situating the curriculum within the aims of the South African Constitution. In addition, the NCS includes the rationale for the choice of OBE as the selected educational approach, which seeks to “enable all learners to reach their maximum learning potential by setting the LOs to be achieved by the end of the education process” and to “encourage a learner-centred and activity-based approach to education” (DoE, 2003:7). By way of contrast, the description of the underlying educational approach in the CAPS is to encourage “an active and critical approach to learning, rather than rote and uncritical learning of given truths” (CAPS subject statements, 2011:4).

The NCS also provides a large amount of information on the background and history of the curriculum in the South African context. Much of this relates to redressing the imbalances caused by apartheid education.

The DoE report (2009:12) describes the NCS as follows:

The key and clear messaging [in the NCS] included a positive new beginning, the move away from Christian National Education and its attendant philosophy of

Fundamental Pedagogics, to a new emphasis on rights-based education and the notion of learner centredness.

In the move from the NCS to the CAPS, the background discussion around the desired values and social impact of the curriculum has been greatly reduced. This is appropriate in light of the different historical positioning of CAPS, which was introduced more than 17 years after the advent of democracy in South Africa. The omission of the hopeful, idealistic language of the NCS from the CAPS has given the CAPS the flavour of a more traditional curriculum, and has, at times, resulted in a certain amount of nostalgia amongst evaluators about the loss of the “good vibrations” of the NCS, as it was described by a participant in one of the Umalusi subject evaluation teams.

### **3.3.2 Aims, purpose and principles**

#### ***Aims***

The general aims of a curriculum explain its over-arching intention and broadly outline what the curriculum expects successful learners to achieve.

The aims of both the CAPS and the NCS make mention of the importance of conveying the knowledge, skills and values that should be communicated in a post-apartheid South Africa. Both documents contain a similar list of values, which include social justice, human rights, inclusivity, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds. The NCS goes into more detail than the CAPS does with regard to the importance of redressing the historical imbalances in education. The values associated with a democratic South Africa are also more extensively explicated in the NCS than in the CAPS.

#### ***Purposes***

The purposes of a curriculum provide an explanation, in general terms, of what the curriculum intends to help the learner achieve. Both the NCS and the CAPS provide a clear list of purposes<sup>2</sup> which are identical for both documents, namely:

- equipping learners, irrespective of their socioeconomic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner’s competencies.

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<sup>2</sup> For the NCS, these are listed as purposes of the FET Certificate in the DoE FETC Overview document (2003).

## **Principles**

The principles of a curriculum embody the underlying values or beliefs about what is important and desirable. These principles guide the structuring of the curriculum.

The NCS and CAPS both contain a list of principles that reiterate the values of human rights, inclusivity, environmental and social justice. Both documents also maintain that the curricula are based on a high level of skills and knowledge, and aim for an education that achieves credibility, quality and efficiency, by providing “an education that is comparable in quality, breadth and depth to those of other countries” (DoE, 2003:10; 2011a– d).

The principles in both documents include the importance of Indigenous Knowledge Systems (IKS), but these are discussed at much greater length in the NCS, where the narrow Western construction of knowledge and intelligence is challenged. The principle of IKS would consciously have been paired with the notion of integration.

The NCS principles thus contain a discussion around integration within and across subjects, making explicit the importance of developing applied competence in learners in the form of practical, foundational and reflective competencies. There is no explicit mention of integration in the CAPS introduction. The CAPS is also missing any discussion around articulation and portability, which were central design features of the FETC qualification (the Further Education and Training Certificate), namely the NSC.

Where progression is described in the NCS as being across the grades, through the increased complexity of ASs, progression is described in the CAPS as taking place within each grade, through the progression of content and context from simple to complex.

Inclusivity is highlighted as an important principle in both curricula, with discussion on the need to address barriers to learning, although this matter is discussed in more detail in the NCS than in the CAPS.

### **3.3.3 Design features of the FET curriculum**

The **NCS** provides a detailed discussion of the structure and design features of the FET curriculum. These include descriptions of Learning Fields, and their relationships to individual subjects. In addition, the NCS critiques the traditional notion of a subject as a “specific body of academic knowledge”, placing emphasis on knowledge at the expense of skills, values and attitudes, and maintaining the perception of subjects as static and unchanging. Instead, the NCS specifically mentions the intention to blur subject boundaries to encourage subjects to be viewed as “dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum” (DoE, 2003:11).

By contrast, the **CAPS** makes no mention of Learning Fields, Learning Programmes or Learning Areas, and provides no discussion around the meaning of the term "subject". This approach is in line with the recommendation made by the Ministerial Task Team in the DoE report (2009:63) that "Learning Programmes, Learning Areas and Subjects must all be called "Subjects" at all levels to ensure simplicity, clarity and consistency".

The implication is that there is a reversion to a traditional understanding of the notion of a subject, and a reinsertion of clear discipline-boundaries between the various subjects. This matter is discussed further in the section on curriculum coherence.

### 3.3.4 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.

### 3.3.5 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.

## 3.4 GENERAL, GENERIC CROSS-CUTTING AND SUBJECT-SPECIFIC AIMS

The evaluation team's understanding was that **general** aims relate to broad, general, societal, economic or political goals; **cross-cutting** aims are related to generic skills relevant across a range of subjects, such as critical thinking or problem solving; and

**subject-specific** aims are those related to the specific subject in question. The evaluation team used these three levels to analyse the proportion of emphasis the NCS and CAPS documents devoted to each of the above three aims.

### 3.4.1 Purpose and aims in the NCS

The purpose of Consumer Studies is clearly stated in the NCS. Its focus is mainly on consumer-related concepts (+ 75%) and production (+ 25%). The generic and general subject-specific aims are embedded in all areas of the curriculum policy. Document 1, p. 2, states the following purpose: "develop entrepreneurial opportunities"—this aim is at the core of Consumer Studies when addressing production as a topic.

Since the **generic aims** are contained in the Critical Outcomes and the Developmental Outcomes of the NCS, they are common to all subjects. The differentiation therefore occurs at the level of the **subject-specific aims**, which are drawn from the comprehensive definition for Consumer Studies (Document 1, p. 9). The aims are to:

1. develop learners to become responsible consumers;
2. enable learners to use resources optimally and in a sustainable manner and
3. develop knowledge and skills in order for learners to produce quality, marketable products in the areas of food, clothing or soft furnishings.

In the NCS, the subject-specific aims are derived from the purpose of the subject, and this purpose is used to contextualise the Critical Cross-field Outcomes (CCOs). Aims of a subject-specific nature listed in the NCS policy documents include the following:

- Develop entrepreneurial opportunities (Developmental Outcomes, Document 1, p. 2);
- Improve the quality of life experienced by individuals and communities;
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others;
- Collect, analyse and critically evaluate information to acquire the skills to be effective consumers;
- Utilise different sources of product information to make consumer decisions using critical and creative thinking;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Recognise environmental concerns and their effect on consumers and producers (e.g. decreasing the supply of natural resources and the excess of waste);
- Understand the impact of inequitable consumption and production on the natural and economic environment;

- Appreciate the mutual benefits of working with others as members of a team or group in investigating issues, solving problems and producing products;
- Develop cultural and aesthetic sensitivity about food, clothing and housing behaviour patterns across a range of social contexts;
- Encourage positive attitudes towards work and empower individuals to become self-reliant through the application of food, clothing, housing and furnishings, and entrepreneurial knowledge and skills;
- Lay the foundation for Higher Education and Training, and explore career opportunities in food, clothing, housing and interior design (Purpose of Consumer Studies, Document 1, p. 9).

The Learning Outcomes of the NCS are the subject-specific aims. In other words, the NCS builds its LOs on the Critical and Developmental Outcomes shared by all subjects. In Consumer Studies, high level aims such as “to work effectively with other members of a team or group ...” are addressed, for example, in “Apply theoretical knowledge to demonstrate the necessary skills to produce quality products while working in a production team ...” (Document 2, p. 31: LO4, AS4.1).

The NCS principles such as the promotion of “human rights, inclusivity, environmental & social justice” are also translated in Consumer Studies, for example, into “Discuss the responsible use of water, electricity ...” etc. (Document 2, pp. 29-30, LO 3 AS3.2, Grade 12).

### 3.4.2 Purpose and aims in the CAPS

Whereas the NCS clearly states the purpose of the subject, no such indication of purpose is offered in the CAPS. Even though the CAPS does not give purpose a heading of its own as in the NCS, the definitions for the subject are similar.

The **general aims** in the CAPS are to develop knowledge, skills and values in local and international contexts and to equip learners to become meaningful participants in society. They promote access to higher education, transition into the workplace and offer a profile of learner competencies. In addition, the aims include promoting social transformation, active and critical learning, the achievement of high levels of knowledge and skills, and progression in content and context in each grade. The curriculum aims to infuse the principles of social and environmental justice and human rights in accordance with the South African Constitution and develop knowledge of the heritage and history of the country. It aims to provide an education that is comparable to that of other countries in quality, breadth and depth (Document 12/1, pp. 4 & 5). In the CAPS for Consumer Studies, these aims are addressed in, for example, “*Entrepreneurship: the importance of entrepreneurship for the South African economy and society*” (Document 12/1, p. 22 Grade 10, Topic 7).

In the CAPS, the **general subject aims** are to be found in the definition of Consumer Studies, and are:

1. to teach learners about informed consumer decisions;
2. to use resources sustainably and
3. to produce a quality, marketable product.

The difference in approach from the enabling, learner-centred one in the NCS to a teaching approach in the CAPS is evident.

The **subject-specific aims** as outlined in the CAPS is to teach learners about responsible and informed decision-making and consumer behaviour regarding commodities such as food, clothing, housing, furnishing and household equipment. It also aims to teach learners to use resources optimally to improve human wellbeing and to produce and market a quality product.

However, in the CAPS, the subject content is listed as the subject-specific aims (Document 12/1, pp. 8 & 9 paragraph 2.2). The 18 subject-specific aims include a topic, "Ways to Curb Global Warming", which is not clearly stipulated in the NCS (Document 12/1, p. 8). This content covers:

- consumer rights, responsibilities and channels for complaints;
- evaluation of consumer outlets, e.g. food outlets;
- responsible buying behaviour in order to make informed decisions with regard to consumer commodities;
- the responsible use of resources in order to protect the environment;
- management and planning of personal finances;
- making suitable choices in terms of food and nutrition and food hygiene;
- the evaluation and application of design elements and principles to furnishing and clothing;
- clothing and housing requirements for the disabled;
- housing options;
- properties and uses of textiles;
- entrepreneurship and the small-scale production and marketing of quality products (Document 12/1, pp. 8 & 9).

The CAPS excludes the Developmental Outcomes that form part of the **generic cross-cutting aims** of the NCS, and, while the critical outcomes are included, they are not labelled as such (Document 12/1, p. 5). In the CAPS for Consumer Studies these cross-cutting aims are nevertheless addressed in, for example, "*Food and Nutrition: food-*

related consumer issues impacting on the natural and economic environment and public health" (Document 12/1, p. 35, Grade 12, Topic 2); "*Housing*: choice of household appliances with regard to the possible environmental impact" (Document 12/1, p. 36, Grade 12, Topic 6).

### **3.5 CONTENT/SKILL COVERAGE, BREADTH AND SPECIFICATION**

#### **3.5.1 Content (topic) coverage**

A large portion of the subject content has stayed mainly unchanged between the NCS and the CAPS. Changes in content are principally the expansion or re-packaging of content from the NCS to the CAPS. However, the inclusion of additional practical options in the CAPS implies an expansion of 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 NCS "topics" are comprised of the LOs of the subject, whereas the concepts and content were extracted from the ASs. The outcomes or "activities" refer to the five areas of application or disciplines in the subject, namely:

1. *Food and nutrition*
2. *Clothing and textiles*
3. *The consumer*
4. *Housing and furnishings*
5. *Production and entrepreneurship.*

In the ASs, the concepts and the content for each grade are broadly described. In addition to the conceptual cognitive knowledge, a wide range of practical skills is also taught in the various disciplines. In many instances the practical skills are integrated with the concepts.

In the CAPS the following seven topics are interrelated and include a practical option:

1. *The consumer*
2. *Food and nutrition*
3. *Design elements and principles*
4. *Fibres and fabrics*
5. *Clothing*
6. *Housing*
7. *Entrepreneurship.*

The common thread linking these topics is the consumer and consumer behaviour related to these topics. However, each topic is able to stand alone in terms of content.

Schools are given a choice in terms of practical work. They may choose to offer one of these practical options:

- *Food production*
- *The production of clothing OR Soft furnishing items using a sewing machine*
- *Producing knitting and crocheted items OR Patchwork quilting by hand*

The last two options are suitable for schools with no facilities for cooking or sewing.

It is clear from the documents and the summary of content coverage in **Annexure A** that the CAPS document omits the following NCS content:

- The production line
- The 4P marketing model (replaced by the 5P model: see below)
- Possible career paths for Consumer Studies learners.

Also, the education and career links found in the NCS (Document 1, p. 10) have been omitted in the CAPS document.

On the other hand, the evaluating team found the following content added in the CAPS document which was not previously included in the NCS:

- Global warming (Document 12/1, p. 8 )
- Food additives (Document 12/1, p.14)
- Sustainable consumption (Document 12/1, p.14)
- Food-borne illnesses (Document 12/1, p.14)
- The 5P marketing model (Document 12/1, p.15)
- Evaluating restaurants (Document 12/1, p.14)
- Universal design (Document 12/1, p.15).

The CAPS document separates the practical options of *Crocheting and knitting* and *Patchwork and quilting by hand* (Document 12/1, p.16) into stand-alone options, whereas in the NCS these were all contained on one LO. *Catering for a buffet service* is indicated as an additional aspect of the *Food Production* option (Document 12/1, p. 42).

The evaluation team also found reassignment of content and changes in terminology in the CAPS document. For instance, sub-topics have been moved from one grade to another, as well as into other topics, for example: *Channels for consumer complaints* has moved from Grade 12 to Grade 11 (Document 12/1, p. 14). Also, *Responsibilities of*

*municipalities and communities* moved from *Housing and furnishings* to *The Consumer* (Document 12/1 p.14). The evaluators were of the opinion that such changes allowed better alignment between topics across the phase, as well as within grades.

The topic titled *Housing and furnishings* in the NCS is called *Housing and interior* in the CAPS. This reflects the general trend of renaming subject content in the CAPS to keep up with the changes taking place globally and in our society, and supports the dynamic quality of content in the subject. Using the term “interior” instead of “furnishings” would indicate a broader range of content as compared to furnishings, signifying the wider scope of Consumer Studies. Furnishings maybe limited to fittings, furniture and accessories, whereas interiors relates to the interior space of a room or house. It encompasses more aspects of Interior design.

An in-depth analysis of the skills, content and combined skills and content which are covered in Consumer Studies in the NCS and CAPS can be found in **Annexure A**. For comparison purposes regarding the content/concepts and skills found in the NCS and CAPS, the LPG document was used in conjunction with the NCS to support clarification of details regarding content.

Though many sub-topics are almost unchanged from the NCS to the CAPS, such as *Household budget as an instrument for managing financial resources* and *Application of budgeting skills* or *Guidelines for the prevention and management of nutritional and food-related health conditions*, various dissimilarities were noted. The most prevalent changes were found to be content, which was expanded in the CAPS for better alignment with the central concept of the consumer, and to better reflect current national and global issues.

Content is discussed below under the four main headings of management of the consumer role; knowledgeable consumer choices; responsible use of resources; and production and marketing of food, clothing and soft furnishing products. Skills are discussed afterward with reference to the intertwined character of content in skills found in Consumer Studies.

### **Management of the consumer role**

The central concept in Consumer Studies is “the consumer”. Both the NCS and the CAPS use the rights and responsibilities of consumers to introduce this concept in Grade 10. In an effort to keep content up to date, and following global trends where more and specified consumer organisations have come into being, the content of Consumer protection policies and practices is much more detailed and specified in the CAPS than it was in the NCS. Shifting the topics of *Consumer organisations* and *Channels of consumer complaints* to Grade 11 in the CAPS from Grade 12 in the NCS better supports the alignment of content and concepts, bringing about greater cohesion. Grade 12 learners are also expected to develop skills for the evaluation of channels for consumer complaints.

The content of *Impact of marketing strategies on consumer buying behaviour* has been expanded in the CAPS to include *Factors influencing consumer buying behaviour*, increasing the content and making learning more useful. This content needs to be integrated with practical skills to be able to produce quality marketable products, supporting the notion that knowledge and skills are intertwined in Consumer Studies.

Both *Income and expenditure of SA families* and *Banking and payment methods* as sub-topics have been included in the CAPS in Grade 11, which was not the case in the NCS. The evaluation team was of the opinion that this content was valuable to learners, since this is a life-relevant concept. Concepts have been scaffolded from the broader content of family income and expenditure, to the narrower content of personal banking and payment methods. The sub-topic of *Taxes, interest rates and inflation* has also been included in the Grade 12 CAPS, which was not the case in the NCS. The evaluation supports the inclusion of this sub-topic in Grade 12 because of the link with sub-topics *Income and Expenditure of SA families* and *Banking and payment methods* included in the CAPS in Grade 11. *Financial and contractual aspects consumers should take note of* and *Responsibilities of municipalities and communities* are also two new sub-topics that have been included in the CAPS, and which were not specified in the NCS. Both these sub-topics are extremely life-relevant for learners and should help prepare them for the real world.

*Decision-making* has stayed in Grade 10 in both the NCS and the CAPS. The evaluators judged the placement of this sub-topic as suitable, since this is foundational content and is needed in skills for the rest of this phase.

Again indicating the dynamic nature of the subject in keeping up with global trends, the CAPS content regarding the marketing model has been updated to be a “5P” model, as opposed to the “4P” model previously used in the NCS.

### **Knowledgeable consumer choices**

The sub-topic *The daily food intake of young adults* in the NCS has been expanded in the CAPS to include a wider group of consumers, better aligning the content to the central concept of the subject – the consumer.

*Food additives* as a consumer issue related to food was not specified in the NCS curriculum, but has been included and specified in the CAPS (Document 12/1, p. 34). This indicates alignment with recent expanded consumer demands related to concepts such as food allergies, awareness of the effects of additives on health, consumer choices, and so on. *Food labelling* as a sub-topic has been moved from Grade 11 in the NCS to Grade 12 in the CAPS, which might be an indication of the depth required in this sub-topic. The evaluating team was of the opinion that the valuable contribution of food labelling to consumer information, as well to marketing of products, should be recognised by including this content from as early as Grade 10.

The separate sub-topics of *Clothing to meet aesthetic needs; Clothing theory applied to the selection of clothing for the world of work; The effect of clothing choices on physical comfort; The effect of clothes on figure shapes, using the elements and principles of design; and Current fashion trends for young adults*, which were found in the NCS, have been re-packaged to form more life-relevant, practical content in Grade 11 and Grade 12 in the CAPS. This re-packaging links the different concepts better and allows the content to be seen as parts of a whole.

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* have been slightly re-packaged and restructured from the NCS to the CAPS. This allows the learning of particular concepts (such as line or colour theory), but also allows for applying the content in other consumer contexts, such as buying clothes or selecting furnishings.

The inclusion of *Enabling housing environments for the disabled* in the CAPS was seen as beneficial to support inclusivity and is in line with the global awareness of catering for the needs of this group of consumers. This topic was not included in the NCS.

The sub-topic *Current issues related to one of the following: nutrition; food; clothing; textiles; housing; furnishings; equipment* is more specified in the CAPS (as opposed to the NCS) by focusing on the consumer, thereby aligning the subject content better with its core focus. The content has been increased and expanded to keep in line with issues that are currently trending regarding the import of cheaper clothing and textiles and the impact on the local economy and workforce.

### **Responsible use of resources**

It was found that although making judicious food/clothing/soft furnishing choices in terms of the resources available to the household does not appear as a separate concept, the elements of this concept do appear in the CAPS, though not linked to or directed specifically at food/clothing/soft furnishing, but rather to consumer choices as applicable to a household. It is the opinion of the evaluators that this develops the skills needed for the learners to make informed consumer decisions and to use resources sustainably across all consumer commodities, as outlined in the general aims of the subject. The evaluation team viewed this as evidence of integration within the subject content and across the grade.

In the NCS (LPG) the *Criteria of safety, quality and pricing to evaluate outlets in the local community* was dealt with in each concept of food, clothing, and housing, but in the CAPS it is now taught in a generic fashion in the topic *The Consumer*. This basic knowledge is then applied to all the commodities dealt with, e.g. clothing, food and housing. The view is that this streamlines the curriculum, avoids repetition and serves to reinforce integration of the topics.

Consumer issues related to the impact of the selection and use of food, clothing and household equipment and furnishings on the natural or economic environment, and strategies for addressing these issues were dealt with in the NCS LPG, Grade 12. In the CAPS the concept of *Sustainable consumption* is introduced in the topic *The Consumer* in Grade 10, followed by *Environmental responsibilities when purchasing household furniture* in Grade 11. In Grade 12 *Food-related consumer issues impacting the natural and economic environment* is covered. This approach ensures continuity across the grades and supports the specific aims of the subject, namely responsible buying behaviour and responsible use of resources such as water and electricity.

*Universal design* is a new concept introduced in the CAPS Grade 10 which was not previously covered in the NCS. The principles of universal design form a basis for consumer choices of housing, interiors, furniture, appliances and equipment. The knowledge can also be applied in *Design considerations for the disabled* and *Adaptive clothing for people with disabilities*.

The introduction of this concept aligns to the general aims of inclusivity: for example on p. 5 of the *CAPS Policy Document*, *Food-borne diseases* has been introduced as a new concept to the topic of Food and Nutrition in Grade 12. It is covered in depth and includes the transmission and symptoms of such diseases. This was not the case in the NCS. In the CAPS there is evidence of progression in the concepts of safe food handling practices across the three grades.

### ***Production and marketing of food, clothing and soft furnishing products***

The concept "An entrepreneur" has been moved from Grade 12 in the NCS to Grade 10 in the CAPS. This concept is contained in one of the specific aims of the subject, namely small-scale production, entrepreneurship and marketing of quality products. Therefore an early introduction of the concept is essential to equip the learners with entrepreneurial skills to enable them to contribute to the South African economy.

In the NCS the skills for producing a quality, marketable product progress from basic skills application in Grade 10 to advanced skills application in Grade 12. This is also true of the CAPS document. The difference between the two curricula is that learners are not required to produce the product in a production team in the CAPS document, as in the NCS, but rather to work individually to produce the product. It is the opinion of the evaluators that it is difficult to assess production in teams and in Grade 12 marks are generated individually. It was also difficult to implement for both teachers and learners.

The concept *Testing and needs identification* as dealt with in the CAPS Grade 11 is linked to *Feasibility studies* dealt with in Grade 12 in the NCS. This enables Grade 11 learners to do the calculations needed for the implementation plan for PAT 1 in Grade 12.

The same rationale applies to Plans for the production and marketing of a product which has been moved from Grade 12 in the NCS to Grade 10 in the CAPS document. In the NCS the marketing aspect is dealt with in *Implementation plan for the production and marketing of a product*, whereas in the CAPS the planning aspect is dealt with in Grade 10 and 12 while the marketing aspect is dealt with in Grades 10, 11 and 12, showing progression in content across the grades.

Costing of the unit price of the product is dealt with in Grades 10, 11 and 12 in the NCS, although this is not clearly stated in the document, since the heading of AS 4.3 on p. 34 is ambiguous.

### **3.5.2 Topic (skill) coverage**

The evaluating team argued strongly that content knowledge and skills should not be separated in Consumer Studies. Content and skills are intertwined in many cases, and learners are expected to be able to apply content knowledge in the execution of practical tasks to illustrate capability and cognitive mastery. The evaluating team concurred that most of the skills required by the curriculum are life-skills, relevant to the everyday lives of the learners.

A few discrepancies were found between the skills required in the CAPS and the NCS. In some cases the practical skills required were more specified in the CAPS, e.g. producing quality marketable products, as opposed to producing basic products in the NCS. Another important aspect which features prominently in the CAPS, which was not included in the NCS, is the focus on sustainable consumption and production.

A large selection of skills is expected to be developed in learners as part of the topic Management of the consumer role. The skills include analysis and evaluation, for example evaluating channels for consumer complaints or analysing the implications of taxes.

In the topic *Knowledgeable consumer choices*, learners are expected to develop skills regarding the selection, application, comparison and evaluation of various aspects such as household equipment or clothing needs.

The dominant skills that the learners are required to master in Consumer Studies include the ability to make judicious consumer choices, apply knowledge and evaluate products. In the topic *Responsible use of resources*, learners are, for example, required to apply ergonomic principles to the choice of furniture and household equipment, or evaluate soft furnishings and household equipment in the local community.

In the topic, *Production and marketing: food/clothing/soft furnishing products*, learners are required to master the skills of application, demonstration, adaptation, evaluation, calculation, compilation, implementation and the use of applicable methods and techniques. For example learners are required to demonstrate the necessary skills to

produce quality products by using basic and advanced techniques; adapt household processes and workflow for a product; execute the principles of small-scale production; calculate the production costs of a marketable product; and evaluate the sustainability of the enterprise.

### 3.5.3 Breadth

From the above, it can be argued that coverage in the NCS is broad and moderately deep. The subject covers five disciplines (consumer activities), within four main “topics” (LOs were used as topics; ASs used as sub-topics). The CAPS has seven topics and one practical component and the four LOs have fallen away. The evaluation team judged the breadth of coverage in the CAPS also to be broad and moderately deep.

### 3.5.4 Specification

The following coding was used to make a judgement of each curriculum. The content was classified as **high**, **medium** or **low** in terms of its specificity:

- **High:** High specification – extremely clear subject-specific specification: very little chance for multiple interpretations
- **Medium:** Medium specification – moderately clear subject-specific specifications, some generic statements/skills or some topics underspecified
- **Low:** Low specification – no clear subject-specific specification, minimal guidance provided for users thus allowing for multiple interpretations.

The evaluation team first analysed the degree of specificity *within* each of the two curricula, followed by a comparison between the two curricula.

The evaluation team judged the level of specification in the **NCS** to be medium with moderately clear subject-specific specifications, with some generic statements/skills or some topics underspecified, for example:

**Document 1, p. 26:**

“When discussing the daily food intake of young adults, consider the food practices of various groups of people as influenced by culture, religion and socioeconomic status, as well as the influence of knowledge, attitudes and education on food habits and patterns.” This statement is moderately subject-specific, but is open to interpretation.

**Document 1, p. 34:**

"The principles, basic processes, techniques and skills necessary for food production that result in a variety of products with specified characteristics." This statement is moderately subject-specific, but is open to interpretation.

The team found the level of topic specification in **CAPS** to be high. The reason is that the topics and sub-topics are clearly specified per term and per grade and assessment requirements are detailed. Examples of a high degree of specification are:

**Document 12/1, p. 32:**

"Developing a marketing plan according to the 5P marketing strategy:

- Product: trademark/name, image, labels and packaging
- Promotion/ advertising
- Price and pricing strategy
- Place: where will the product be produced? Where will the point of sale be?
- People: target group and people doing the marketing"

Content is specified in detail, thereby restricting personal interpretation by teachers.

The CAPS document specifies the number of assessment tasks, as well as the percentage weighting of various assessments towards the final mark (Document 12/1, p. 22). Detailed teaching plans are given for theory and practical content and formal and informal assessments (Document 12/1, pp. 18–59).

## **3.6 CONTENT/SKILL WEIGHTING, EMPHASIS AND DEPTH**

### **3.6.1 Weighting**

Umalusi evaluators were asked to determine the percentage of time allocated to each topic in the curriculum documents, in order to determine its weighting. Table 3.2 gives the evaluation team's computation.

Table 3.2: Weighting of topics in each of the curriculum documents			
% of time allocated in each curriculum, or n/a if topic is not covered			
Learning Outcomes in the NCS		Central topics in CAPS	
1. Management of the consumer role	12%	1. The consumer	26.6%*
2. Knowledgeable consumer choices	40%	2. Food and nutrition	24.4%*
3. Responsible use of resources	18%	3. Design elements and principles	4.4%*
4. Production and marketing of food, clothing and soft furnishing products	30% (25% of total is practical; 5% is the theory related to the specific practical option which the school offers; the 25 +5% makes up 30% of the total for the subject)	4. Fibres and fabrics	8%*
		5. Clothing	6.6%*
		6. Housing and interior	10%*
		7. Entrepreneurship	20%*
		8. Practical options, including theory of practical and actual practical tasks	37.5%**

\* Percentages were calculated as the number of weeks out of total teaching time for all three grades in the FET Phase.

\*\* 1.5 hours of the total four hours allotted to Consumer Studies per week is used for practical and theory of practical work.

### 3.6.2 Curriculum emphasis in the NCS and the CAPS document

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*; *Housing and Furnishings*. The balance (about 30%) is spent on production of quality, marketable products and entrepreneurship.

Just more than a third of the time (37.5%) allocated to the subject is spent on the practical option in the **CAPS**. This includes actual practical tasks as well as theory of the practical option. In the theory, the emphasis is on the topics of *The Consumer*, *Food and Nutrition* and then *Entrepreneurship*. These three topics are covered in Grades 10 to 12. Other topics are covered to a lesser extent and are only covered in some of the grades.

### 3.6.3 Depth across the NCS and the CAPS document

In the **NCS**, a large number of ASs ("sub-topics") are covered in Document 1. A moderate amount of specification is generally given, with some clear subject-specific direction provided, as well as some deeper specifications ("sub-topics"), which are open to interpretation. However, the limited specification of topics and sub-topics was addressed to some extent by the LPG (Document 2), which was specifically developed to clarify the original curriculum document (Document 1).

Neither of these documents gives an indication of weighting, so the weighting has been estimated using information from the sample work schedule. According to the estimated time allocation, about 50% is spent on topics relating to the role and responsibilities of the consumer, another 16% is spent on the responsible use of resources by consumers, and the remaining third (35%) is spent on the production and marketing of products. Even though it seems that a large percentage of time is spent on the "Production" part of the subject, 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 completed in enough depth because minimal guidance is given. A good example of this can be found in Grade 10, Food production (Document 1, p. 34):

"Theory about equipment and work space:

- suitable equipment;
- hygienic standards;
- suitable work space for the production of food items that are safe for eating."

In this example, very little is specified and the content is thus open to personal interpretation by the teacher, who must consider the various contexts in which it would be taught in South African schools.

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.

It is expected that knowledge gained in each grade is applied or synthesised into new knowledge in a higher grade: the topic, *Housing and interiors*, is a good example, where learners are taught about ergonomics and universal design in Grade 10; they have to use this knowledge as evaluation criteria when purchasing furniture in Grade 11, and in Grade 12, they have to be able to make suitable choices of household appliances using knowledge gained in the previous two grades. Topics and sub-topics are further clarified in teaching plans with detailed minimum content to be covered. In short, the theory content in the CAPS is covered in sufficient depth to provide learners with a good grasp of the content.

There is an imbalance among the five practical options in terms of the complexity of the practical skills and the weighting of the theory of the practical. For example, *Food production* theory is heavily weighted and has a greater depth of complexity, evidenced by the embedding of more generic cross-cutting aims in this option than in any of the other options. The other practical options have lower weightings and evidence less demanding skills levels. For example, in Grade 10 it is difficult to regard the skills needed to produce a tablecloth with a simple border as equivalent to the skills needed to produce a blouse with a set-in sleeve and a shaped neckline facing.

### 3.7 PACING

The team considered the stipulations in the curricula evaluated, using the descriptors below:

- **High:** High stipulation – pacing is made very explicit by clearly stipulating what topics are to be covered in what time frame
- **Moderate:** Moderate stipulation – there is a moderate degree of specification of pacing, providing broad parameters as to what should be covered over the course of the grade
- **Low:** Low stipulation – pacing is left to the discretion of the teacher and little or no indication is given of the rate at which content should be covered beyond a specification of content per phase.

The level of specification for the pacing of the subject content throughout the school year is high in the CAPS, and low in the NCS, with virtually no guidance for pacing indicated in the latter. The CAPS, however, gives a clear indication of the amount of time to spend 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.

The evaluators could not find any similarities in pacing between the NCS and CAPS documents.

There is no evidence of guidance regarding pacing in the **NCS** (Document 1). Document 2 (LPG) however, does provide some general guidance on time allocation (Document 2, p. 16), but it is open to interpretation. The pacing is then further specified from pp. 44–66 in the provided examples of work schedules, which recommend the number of weeks to spend on a topic. Interpretation of the suggested pacing by teachers is nevertheless allowed.

In the **CAPS**, teachers who choose to work through topics faster may do so, but it is important that they do not fall behind the suggested pacing. For example, Week 2 of Term 1 in Grade 10 (p. 18) covers *What is a consumer?* (one week is equal to four hours). In Grade 11, Term 1, pp. 25–26 covers the topic of *Fibres and fabrics*. It is indicated that it should be covered over three weeks, which equates to 12 hours. In Grade 12, Term 1, pp. 32–33 cover the topic of *Clothing*. This topic is covered in four weeks (16 hours).

The CAPS (Document 12/1) contains all the information the teacher needs regarding pacing of content. For each grade, a specific teaching plan describes the content allocated to the weeks in the term and offers specific instructions about the content that needs to be covered by the end of each term. The order of work is left to teachers' discretion each term, but content per term must be covered. The time allocation is also included in each teaching plan, e.g. theory is 2½ hours, production and the theory of the practical is 1½ hours (Document 12/1, p. 20, Grade 10, Term 2).

### 3.8 SEQUENCING AND PROGRESSION

Sequencing as a curriculum requirement is much more critical in some subjects than in others. In subjects such as Mathematics and Physical Science, the sequencing of topics is important because earlier content must have been acquired in order to learn more advanced concepts and skills. The team used Bernstein's (1990; 1996) framework for analysing curricula, particularly the specification of the sequencing of the curriculum where content may be sequenced within a particular topic or content may be sequenced across topics. While all subjects have sequencing requirements, the sequencing may be less stringent in these subjects, which are, in Bernstein's terms, horizontal in structure.

The evaluators of the curriculum understand Consumer Studies to have a balance between horizontal sequencing of topics and scaffolded ones.

The planned sequencing and progression for Consumer Studies can be clearly seen on pages 14–15 of the CAPS document, which indicates how topics follow on each other within grades, and across the FET Phase.

#### 3.8.1 Specification of sequence

The team had to describe the level of specification of sequencing in the curricula being evaluated, using the following descriptors:

- **High** indicates that the order in which topics are to be taught is clearly specified and prescribed
- **Moderate** refers to situations 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
- **Low** indicates that there is no particular order indicated in which the teacher should present or teach the topics, and the sequencing of content is at the discretion of the teacher.

The level of specification of sequencing and progression in the **NCS** is found to be moderate, as there is a suggested order in which topics are expected to be taught in Document 2 (LPG), but allowance is made for some discretion on the part of the teacher.

The justification for a moderate level of specification is that in Document 2 of the NCS, proposed sequencing of topics, concepts and content is provided but is not prescribed. Document 2, pp. 22–66 provides examples of work schedules, which are divided into weeks and terms, assisting with sequencing. For example, LO 2: Responsible use of resources. AS: 10.2.1: Discuss the daily food intake of young persons, is to be done before AS: 10.2.2 Compare a day's food intake based on dietary guidelines (Document 2, p. 22). Therefore there is some evidence of logical sequencing within topics.

The evaluation team found a moderate level of specification of sequencing and progression also in the **CAPS**. There is a general suggested order in which topics can be taught within a term, but some allowance is made for teacher discretion. The topics allocated to a term must, however, be taught in that term (Document 12/1, p. 17).

In the CAPS the sequencing in Document 12/1 is clear and topics are sequential, ensuring that by the end of the term, a learner has a comprehensive knowledge of each topic. For example in Document 12/1, p. 18 the topic *The Consumer: Basic introduction to Consumer Studies* is followed by more in-depth relevant information.

### 3.8.2 Indication of progression

Progression refers to the growth and complexity level of a topic over a period of time – either within a grade or across grades.

- **Strong:** evidence found of clear movement from one type of related content/concept/skill to another, or a clear progression in terms of increasing complexity or difficulty in a topic from one grade to the next
- **Moderate:** some indications of a shift to different content/concepts/skills were found, or where some instances pointed to an increase in the complexity or difficulty at which topics are addressed at different grades
- **Weak:** very little indication of progression in terms of shift of content/concept/skill from one level to the next could be found, or where little evidence of increasing complexity or difficulty is evident across grades
- **None:** no shift in the content/concept/skill or change in complexity/difficulty from one grade to the next was evident.

Progression was assessed by analysing the complexity and difficulty of topics, content/concepts and skills. The evaluators assessed the escalation of cognitive levels of demand of the content and concepts covered in the curricula as well as the complexity and difficulty of the skills demonstrated in the practical tasks required when producing the products. They also looked at the amount of content covered across the grades to determine the degree of progression.

### 3.8.3 Similarities/differences in progression within and across the Curricula

#### NCS

The evaluation team found evidence of progression in complexity of content and concepts within the grades. Learners need to acquire certain conceptual knowledge

before they can apply it, and there is strong evidence of progression in the concepts covered within the grades, e.g. from applying knowledge in consumer choices to applying knowledge and skills for the production of a marketable product.

### **Progression across grades**

There is a strong indication of cross-grade progression in the NCS. There is an increase in the amount of content and number of concepts across the grades. However, progression in complexity or difficulty is evident only in LO 4.

Evidence of progression (skills becoming more complex) can be found in Document 2, p. 31 (AS 4.1) in the topic Food production where learners are required to use a range of basic food preparation methods, progressing to advanced methods, to working in a production team. For example: basic flour mixtures are taught in Grade 10, e.g. preparing scones, which advances to cake-making, e.g. sandwich cake in Grade 11, and then the knowledge gained in Grades 10 and 11 is applied to menu planning for home catering in Grade 12.

### **CAPS**

In the CAPS, “content and context of each grade shows progression from simple to complex” (Document 12/1, p. 4). In the practical option, Knitting and crocheting, Grade 10 learners are expected to identify and use crochet equipment and produce a granny’s square. In Grade 11 learners learn different crochet stitches and how to read a pattern and produce a product, e.g. a hat. In Grade 12 learners read an advanced crochet pattern and stitches and produce a crocheted garment, e.g. a bolero.

An example of progression across grades is evident in the topic *Soft furnishings* (Document 12/1, p. 51). In Grade 10, learners are expected to do/make basic seams; in Grade 11, learners insert piping and are expected to make advanced seams. In Grade 12, learners are expected to do patchwork and quilting, which is more creative and demands higher levels of psychomotor skills, which is considered to be more difficult. The higher expectancy is due to the fact that quilting requires highly accurate measuring, the design work is symmetric, textile selection and combination need to be co-ordinated and the colour scheme needs to be carefully considered (Document 12/1, p. 54). This highlights a change in skill, content, and levels of complexity and difficulty in the topics.

### 3.9 CURRICULUM COHERENCE

The team considered curriculum coherence to refer to the following:

- sensible connections and co-ordination between topics that learners study in each subject within a grade/level as they advance through the grades/levels;
- a logical, and, if appropriate, hierarchical sequence of knowledge over time;
- logical and sensible shifts in the content that are specified at different levels, where a particular form of reasoning is evident or a conceptual logic in the ordering of the knowledge is present;
- a central idea or overarching principle underlying each curriculum which is discernible and which renders it coherent

#### NCS

The central idea informing this curriculum is the consumer cycle, i.e. the management of the consumer's role to make knowledgeable consumer choices, by using resources wisely in order to produce a quality marketable product. This is evidenced in the four LOs, which are constant across all three grades, namely: consumer role; knowledgeable consumer choices; responsible use of resources; and, production of quality, marketable products.

The logic and organisation within the LOs varies considerably. For example, LO 1, AS 1.2 does not present a logical and hierarchical sequence over the grades: Grade 10: *Marketing strategies* is not related to the concepts in Grade 11 and 12, namely *Household budgets and taxes* (Document 2, p. 22). LO 2, AS 2.1 & 2.2. Similarly, LO 2, which deals with clothing, is a set of topics that show no logical coherence across the three grades: Effect of clothing choices on physical comfort; Effect of clothes on figure shapes using elements and principles of design; and Examine and describe current fashion trends. On the other hand, is logically and hierarchically coherent in its movement from Basic nutritional knowledge (Gr. 10) to Nutritional needs (Gr. 11) to Management of nutritional and food related health conditions in the last year.

In LO 4, however, a logical and hierarchical sequence is evident across the grades, for example in Document 2, p. 31 (AS 4.1):

Grade 10: Producing quality products using **basic** methods

Grade 11: Producing quality products using **advanced** methods

Grade 12: Producing quality products **in a production team** using knowledge and skills from Grade 10 and 11.

The evaluation team noted, even though *Production Teams* is stipulated as a topic in the curriculum for Grades 10, 11 and 12, it does not occur in practice in any of the grades.

## **CAPS**

In the CAPS, sensible connections and co-ordinated advances between topics exist within the grades. For example, in Grade 10, learners learn what a consumer is, and then apply this information when looking at the food and nutrition practices of consumers (Document 12/1, p. 14).

A logical, sequenced hierarchy of knowledge over the three years is evident in the topic *Food production*. Learners in Grade 10 are required to learn basic skills and information about measuring, equipment and mixtures and are expected to advance to preparing a buffet lunch for special occasions in Grade 12 (Document 12/1, pp. 39–42).

Another good example of the logical and hierarchical sequence of knowledge providing coherence is found in Document 12/1, p. 32: *Basic entrepreneurial skills* leads to *The production of quality marketable products*. The sensible shift is evident where the learners must identify the consumer and the product, after which they are expected to analyse both the consumer and the product to enable them to produce a marketable product (Document 12/1, pp. 14–15).

The evaluation team judged the CAPS document to be coherent and found evidence of connectedness between the consumer, the product and the context of where/how the product is used. For example, reference to *The consumer's needs for housing, Planning of the house and the interior* and then *Financing housing options* (Document 12/1, p. 15).

To sum up, the overarching concept, "the consumer", is central to each topic (Document 12/1, pp. 14–15), in line with the intention to teach learners about responsible and informed consumer behaviour in respect of food, clothing, housing, furnishing and household equipment (Document 12/1, p. 8).

### **3.10 SPECIFICATION OF PEDAGOGIC APPROACHES**

Pedagogy should not be reduced to mere methodology. Both the Oxford Dictionaries Online (2013) and Cambridge Dictionaries Online (2013) define the term "pedagogy" as the method and practice/activities of teaching, referring specifically to academic subjects. The Collins English Dictionary (2013) expands the definition to include the "principles, practice, or profession of teaching". Pedagogy involves more than only teaching (or learning) methods, but also embraces the approach to how the subject is taught (or learned), as well as the principles fundamental to learning in that subject. The pedagogy of a certain subject consequently relates to the "how" of the learning of that subject, i.e. how learning is and should be constructed.

One of the explicit recommendations made for inclusion in the CAPS was that subject-specific pedagogies were to be considered to support teachers in the (effective) teaching of their subjects (DoE, 2009a:49). The evaluators found guidance regarding teaching and teaching strategies lacking in both the NCS and the CAPS. Consequently the specification of pedagogy was rated low by the team.

The team considered the specification of general pedagogic approach in the two documents using the following descriptors to code both the general pedagogic approach and the pedagogic approach specific to the subject:

- **High:** High specification – detailed guidance is given in the curriculum regarding the preferred general or subject-specific pedagogic approach
- **Moderate:** Moderate specification – some guidance is given in the curriculum regarding the preferred general or subject-specific pedagogic approach
- **Low:** Low specification – the preferred general or subject-specific pedagogic approach is mentioned in a few places but no details provided
- **None:** No specification – the curriculum provides no information or guidance regarding the general or subject-specific pedagogic approach.

### 3.10.1 The general pedagogic approach

In the **NCS** the amount of specification of the pedagogic approach is low, which means that the pedagogic approach is mentioned in a few places but little detail is provided. Observations regarding an approach are, for instance, made in Document 1, pp. 2 and 5: "OBE encourages a learner-centred and activity-based approach to education." and "... educators are key contributors to the transformation of education in South Africa."

Apart from these indications, limited general pedagogic guidance is given in the NCS (Document 1). The evaluators interpreted the examples of assessment provided in the Work Schedules (Document 2) as guidance to the teacher of how the curriculum might be taught (pp. 44–66). This lack of pedagogical guidance is problematic, especially for inexperienced teachers.

The level of specification in the **CAPS** (Document 12/1, p. 4, 1.3) was based on the following principles, which are general for Grades R–12:

- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning.
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects.

Section 1.3 does state that the CAPS aims to produce learners that are able to identify and solve problems, make decisions using critical and creative thinking, collect, analyse and critically evaluate information (Document 12/1, p. 5), but the general pedagogic approach is poorly specified as it is mentioned in just a few places, but no specific details are provided. It is left to the discretion of teachers to decide on an overall approach to the teaching of the subject.

### **3.10.2 The subject-specific pedagogic approach**

The **NCS** also displays a low level specification of a preferred subject-specific pedagogic approach. Document 2, pp. 11–12, provides some guidance on the teaching methods that the teacher can use. Work schedules include examples of assessment: such guidelines *might* be interpreted as pedagogy by the teacher, giving an indication of how the curriculum may be taught (Document 2, pp. 44–66).

In the **CAPS**, no subject-specific pedagogic guidance, related to Consumer Studies is offered (Document 12/1). However, some guidance about informal assessment activities, e.g. case studies, book tests, etc. have been included on p. 60. So, it is left to the teachers to decide on their own personal approach to the integrated, dynamic of the subject and the entrepreneurial learning that the subject actually requires.

The evaluation team feels that the lack of pedagogical guidance is a source of concern, since many teachers have little or inadequate training in Consumer Studies. The important role that this subject could play in the development especially of the entrepreneurial knowledge and skills of South African learners (Koekemoer & Booyse, 2013) highlights the importance of the correct transfer of the subject knowledge and skills through correctly applied pedagogy. The evaluators thought it imperative that clear and detailed subject-specific pedagogic guidance should be included in the curriculum.

The specific recommendation of the Ministerial Task Team for the Review of the Implementation of the National Curriculum Statement that “teachers should be given guidance and support in the new curriculum documents on how to teach specific content/concepts and skills ... and that clarity on the appropriateness of certain methodologies ... should be provided (DoE, 2009a:27; 49; 62) has still not been addressed in the CAPS. The evaluating team strongly argues that this aspect of the curriculum needs to be amended.

## **3.11 ASSESSMENT**

### **3.11.1 An overview of guidance for assessment in the curricula**

All assessment in 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*. This document describes generically subject-related assessment issues such as recording and reporting, time allocation and promotion requirements.
- The *National Protocol for Assessment: Grades R–12*, which describes assessment processes generically across all subjects.

## NCS

The assessment guidance provided in the NCS (both Document 1 and Document 2) is very broad and generic, and could be addressing any subject. Document 2 makes reference to the Subject Assessment Guidelines (Document 3) for more detailed information regarding the assessment required.

In the NCS, the approach to assessment is determined by the following questions that are required to be addressed by the teacher to determine the assessment activity that is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

The assessment methods chosen for Consumer Studies will be determined by:

- the content to be covered;
- the number of learners in the class;
- the LOs and ASs to be addressed;
- the level of the learners in the class;
- the individual needs of the learners; and
- the time available.

<b>Table 3.3: The procedure for assessment in the NCS</b>	
<b>STAGE 1 Subject Framework</b>	Develop a three-year assessment plan using the Subject Assessment Guidelines for Consumer Studies. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
<b>STAGE 2 Work Schedule</b>	Use the <i>Subject Assessment Guidelines</i> for Consumer Studies to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.

<b>STAGE 3</b> <b>Lesson Plan</b>	<p>Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity.</p> <p>HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The LOs and ASs that have been grouped together for a particular Lesson Plan determine the choice of an assessment strategy. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.</p>
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Teachers are enjoined to use the *Subject Assessment Guidelines* to guide their three-year assessment plan and to consider what forms of assessment will be best suited to each of the LOs and ASs. This approach is to ensure that assessment remains an integral part of the learning and teaching process in Consumer Studies and that the learners participate in a range of assessment activities.

The following type(s) of assessment are specified: observation-based; performance-based; test-based (all three types of assessment are internal types of assessment with no specific indication of the process being internal or external).

Promotion at Grade 10 and Grade 11 level is based on internal assessment only, but must be undertaken under the same conditions as those for the Further Education and Training Certificate, that is, the National Senior Certificate. Promotion at Grade 12 level is based on both internal and external assessment.

Examples of methods suitable for the assessment of Consumer Studies include: group discussions, case studies, field trips and/or visits to industries; practical application in LO 4; performances: role-play, dialogues, interviews, questionnaires; work sheets; group work: projects, investigations, trying out different roles in a group (e.g. scribe, timekeeper); design and making: brochures, menu, pamphlets, clothing/furnishing article, food product; videos and demonstrations; and investigations: interviews, field study. It is stated that a method need not be used in isolation from other methods, but can be combined with others or adapted to meet the desired LO(s) of the activity.

## CAPS

In the CAPS, clear general guidelines for the management of assessment are offered (Document 12/2, p. 1), allowing for a clear understanding of the approach to assessment and providing additional guidance for formal and informal assessment.

General administration of assessment such as record sheets, report cards and teacher files is laid out in Document 12/2, pp. 24–26. This information is not subject-specific. Promotion requirements (Grades 10–12) are also listed in Document 12/3, p. 36.

Requirements pertaining to the attainment of a certificate are evident in Document 12/3, pp. 51–52. In Document 12/1, p. 60, 4.1, an introduction is provided outlining the approach

taken towards assessment. The assessment approach is continuous and involves four steps that are explained in the document. The nature of the guidance is quite specific: assessment for learning (daily assessment) and of learning (formal assessment).

In Document 12/1, p. 61 a clear outline of the formal assessment criteria includes information about internal and external assessment. There is a differentiation in types of assessment, such as projects, tests or written assignments, and percentage weightings (25% SBA, 25% practical tests and 50% examination) for various assessment tasks between Grades 10 and 11, and Grade 12. All assessment for Grades 10–11 is assessed internally and in Grade 12, 25% is assessed internally (externally moderated) and 75% is assessed externally.

### **Number and types of task in the two curriculum documents**

Similar numbers and types of assessment are specified for Grades 10–12 in both the NSC and the CAPS. In the CAPS only the number of practical and theory tasks is indicated for Grades 10 and 11 (Document 12/1, pp. 61 & 63). For Grade 12 (Document 12/1, p. 61) there has been a reduction of practical tasks from 12 to six from the NCS to the CAPS. The type of assessment tasks are stated only generally and outlined in the NCS, whereas in the CAPS the number and type of assessment is indicated and differentiated with specific reference to the formal assessment and end-of-year assessment (Document 12/1, p. 61).

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

The evaluation team considered the **specificity of guidance** given to teachers on assessment using the following coding:

- **General:** general, generic assessment guidance is given.
- **Subject-specific:** subject-specific assessment guidelines are provided.
- **Both:** both general and subject-specific guidelines are provided.
- **Neither:** no assessment guidance is provided.

In the **NCS**, the assessment guidelines are very similar in terms of the types of assessment that have to occur across the three grades. The PAT varies in terms of complexity in different grades and focuses on production of quality and marketable products. Guidelines are similar for both the *Clothing* and *Food* options. The number of assessment tasks is the same for all three grades: the only difference is that in Grade 12 an *external assessment* takes place in the final examination and PAT, as opposed to the internal assessment for Grades 10 and 11. The PAT and Programme of Assessment are subject-specific for all the grades in both the food and clothing options and the clarity is moderate. However, a

low degree of clarity is evident in the more general assessment tasks. The approach to and procedure for assessment in Consumer Studies is too generic to provide adequate guidelines for the teacher. The *Subject Assessment Guidelines* (unavailable at the time of the research) will probably provide more constructive information to assist the teachers in implementing the assessment strategy/plan.

The assessment guidelines for **CAPS** Grades10–12 are similar to the NCS's *Subject Assessment Guidelines* in terms of types of assessment for each grade.

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 but is 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 of practical (depending on practical option choice).

Specific instructions regarding percentages for each type of assessment, as well as for formal and informal assessment, are clearly indicated in the CAPS, but guidance is not as clear in the NCS. Teachers need to make use of this one document only for subject-specific assessment in the CAPS. Guidelines for the Food Production choice are more specific and detailed in the CAPS. There may be some concern with regards to guidelines for the other practical options. In the NCS, no guidance for the PAT in Grades10 and 11 is offered.

The recommendations by the Ministerial Task Team that only one project as an assessment requirement may be included per year per learning area, as well as the removal of learner portfolios as assessment (DoE, 2009a:37), have been adhered to in the CAPS. Clear, simple and subject-specific assessment guidelines in the CAPS document have replaced the complex and generic assessment requirements as found in the NCS.

In the NCS, the practical work in the class is observation-based and the PAT and projects are performance-based. On the other hand, the dominant type of assessment specified in the CAPS is test-based with reference to tests and mid-year- and end-of-year examinations.

The team then considered the **clarity of guidance** given on assessment using the following coding:

- **High:** high degree of clarity – assessment information is detailed, specific, clear, and comprehensive, and is not likely to result in differing interpretations.
- **Moderate:** there is a moderate degree of information regarding assessment that is generally clear.
- **Low:** there are broad statements about assessment that lack clarity and allow for multiple interpretations.
- **None:** there is no guidance on assessment.

In the **NCS** the degree of clarity of guidance is moderate to low in contrast to the **CAPS** where it is high, for example, the term assessment breakdown is clearly indicated with the promotion mark explained (Document 12/1, p. 61) and the mark allocation and content for the end-of-year examination paper is explained (Document 12/1, p. 63)

### 3.12 INTEGRATION

The evaluation team considered three dimensions of integration between-subject integration, intra-subject integration and integration between the subject and the everyday world and knowledge.

This was done in order to consider the degree to which Consumer Studies is integrated into the broader curriculum or kept separate, and to what extent explicit connections are made between topics within Consumer Studies and with the everyday world and knowledge.

The following coding system was used to determine **between-subject integration**:

- **High:** a number of different subjects have been integrated into the subject in question
- **Moderate:** in a few places reference is made to other subjects or connection to topics in other subjects is made
- **Low:** the subject is very separate from other subjects in the curriculum and there is very little or no referencing of other subjects.

The evaluation team found intended high levels of integration in the following examples in the **NCS**: Design elements and principles in Grade 11 (AS 2.4) integrates with Visual Art (Document 2, p. 54); AS4.1: Measurements and Costing integrates to a large extent with Mathematical Literacy, in Grade 10, though it is not specifically referred to in Documents 1 or 2. AS1.2: Interest rates, taxes and inflation, overlaps with Business Studies and Mathematical Literacy. Nutrition (Grade 11, AS 2.1, Document 2, p. 22) is also covered in Life Sciences.

LO 4 required learners to 'Apply the theoretical knowledge and demonstrate the necessary skills to produce quality, marketable products'. The costing of these products integrates with Mathematical Literacy, and the marketing aspects integrate with Business Studies.

In the **CAPS** document (Document 12/1), no reference is made to integration between Consumer Studies and other subjects, although in practice it does happen. The success of the integration with other subjects will depend on a culture of collaboration being fostered in schools as well as the level of experience of the teachers involved. Integration with other subjects also presupposes that the teachers have knowledge of the other curricula in order to be able to recognise where integration is possible. The evaluation

team mentioned that, from experience, a number of the Consumer Studies topics are integrated with other subjects in the school curriculum although this fact is not noted in any of the documents (Document12/1 – Document12/3).

### Within-subject integration

All subject content in Consumer Studies, in both the NCS and CAPS, ties back to “the consumer” as core concept. Clear within-subject integration could be found in both curricula, where “the consumer” was used as connecting idea in the majority of topics and sub-topics.

In the NCS the core concept is actually “the consumer cycle”. Examples of integration could be found in Document 2: p. 15. Examples are explicitly given of integration of some LOs and ASs, including content and activities (see example on p. 33).

Integration within the LOs of the subject is not mentioned in Document 1, but examples are given in Document 2 as shown in Table 3.4:

<b>Table 3.4: Examples of integration of Learning Outcomes in the NCS</b>		
<b>GRADE 10</b>		
<b>LO 3</b> The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and themselves through the judicious use of resources.	<b>can be integrated with</b>	<b>LO 4</b> The learner is able to apply knowledge and demonstrate skills to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.
<b>AS 10.3.1</b> The learner makes judicious food choices in terms of the resources available to the household.	<b>can be integrated with</b>	<b>AS 10.4.3</b> The learner calculates the unit price of products.
<b>Content and activities</b> Compare the price of different forms of the same food item to make the best choice for given financial resources.	<b>can be integrated with</b>	<b>Content and activities</b> Use information already acquired on price of food items to calculate unit price of food products.
<b>GRADE 12</b>		
<b>LO 1</b> The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.	<b>can be integrated with</b>	<b>LO 2</b> The learner is able to make knowledgeable consumer choices of food, clothing, housing and furnishings within a given socio-economic and cultural context.
<b>AS 12.1.2</b> Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings.	<b>can be integrated with</b>	<b>AS 12.2.4</b> Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate different role-players in accessing housing.
<b>Content and activities</b> Investigate the influence of different interest rates on the cost of housing and instalment sale transactions.	<b>can be integrated with</b>	<b>Content and activities</b> Determine the cost of purchasing furniture and equipment using instalment sales transactions and other ways of financing the purchase.

In the **CAPS** the core concept is "the consumer" with examples of found connections between different topics within the subject in Document 12/1, pp. 14–15, *Overview of theoretical topics per grade* and Document 12/1, pp. 14–15, links to *Choice of clothing, Furniture, Choice of products for entrepreneurship projects*.

The evaluation team then considered the degree of integration between Consumer Studies and the **learners' everyday knowledge and experience** and whether this knowledge forms part of the curriculum.

The following coding system was used:

- **High:** Learners' everyday world and knowledge, the world of work and communities are constantly referenced and forms part of the knowledge specified in the curriculum
- **Moderate:** Learners' everyday world and knowledge, the world of work and of learners' communities are referenced in a few places in the curriculum
- **Low:** The curriculum emphasises subject-specific knowledge, and there are no or almost no references to the everyday knowledge of learners and their communities or the world of work.

Clear integration could be found between Consumer Studies subject content and the everyday world of 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.

Examples of integration with every day knowledge and experience in the **NCS** include:

- LO 2: The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.
- LO 3: The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.
- Within LO 3: Evaluate food, clothing and furniture outlets in the local community.
- Within LO 3: Make judicious choices of food, clothing and furniture in terms of the resources available to the household (budgeting and more).

Examples of integration between Consumer Studies and everyday knowledge in the **CAPS** include:

- Consumer Studies teaches learners about responsible and informed consumer behaviour, thereby making informed decisions and optimal use of resources to improve wellbeing. This approach verifies the relationship between the subject and everyday knowledge (Document 12/1, p. 8).

- An overview shows how the learner should be able to make knowledgeable consumer choices about food, clothing, housing and furnishing within a socioeconomic and cultural context (Document 12/1, pp. 14–15).
- The learner should be able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources (Document 12/1, p. 18, Week 3).
- Learners are encouraged to evaluate food outlets in their local communities (Document 12/1, p. 20, Week 4).
- Learners have the opportunity to learn about household budgeting (Document 12/1, p. 25, Weeks 2–3).

### 3.13 FORMAT AND USER-FRIENDLINESS OF THE CURRICULUM DOCUMENTATION

In considering the format and user-friendliness of the two documents, the evaluation team considered the number of documents; the number of pages in each document; the user-friendliness of the documents; the accessibility of the language used, and how the documents relate to one another.

As mentioned previously, all assessment – for both the NCS and the CAPS documents – is underpinned by two generic documents:

- *The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement;*
- *The National Protocol for Assessment: Grades R–12.*

The **NCS** for Consumer Studies consists of three documents: the original *NCS Curriculum Statement* document (64 pages) and the *LPG* (71 pages), which were developed to support and clarify the original NCS and the *Subject Assessment Guidelines* (31 pages). The three documents total 166 pages.

The structuring of information in Document 1 is not user-friendly at all. A reader has to page around to find all the relevant information pertaining to any one specific teaching topic. This document accompanied the introduction of a new outcomes-based teaching approach, which included new concepts such as LOs and ASs. The information provided to explain these concepts is very vague – see Document 1, p. 7. The NCS is clearly an academic document with language that would be accessible to some teachers, but not all. Terminology and concepts are often vague and indirect, for example p. 7, where the ASs are described as “embody(ing) the knowledge, skills and values required to achieve the LOs. ASs within each LO collectively show how conceptual progression occurs from grade to grade.”

It is clear that Document 2 (the *LPG*) was developed to help support and clarify the original NCS document. The second document is more user-friendly and evidence of this is the Content Framework on p. 21, showing the progression of the content across the three grades. A very useful work schedule is also included on pp. 44–66, which includes some indication of pacing. It references the LOs and ASs relevant to the content being taught, clarifies content and context, suggests resources that could be used and gives examples of possible assessment. It is easy to use and is presented in a logical sequence. The language used in this document is more direct and is easily interpreted by teachers.

The *Subject Assessment Guidelines* contain assessment descriptors to guide teachers in their assessment of tasks.

However, the three documents do not talk to one another – for instance in the Policy document the ASs are bulleted, while in the *LPG* they are numbered. It is very difficult for a teacher to find a linear, logical path through all the verbiage in the three documents.

The single **CAPS** document (Document 12/1) comprises 65 pages. The document is user-friendly, clearly set out and well structured, with good spacing and good layout and concise language.

Necessary information is provided, with Document 12/1 referring to the Protocol document (Document 12/2) and the *Programme and Promotion Requirements* (Document 12/3). Language is correct, clear, direct and plain. The documents are easy to read and understand.

The evaluation team concurred that the Ministerial Task Team recommendation that the new curriculum documents had to be thoroughly edited for consistency, plain language and ease of understanding and use (DoE, 2009a:27) has been properly implemented.

The content of the CAPS is similar to that in the NCS documents, but is much clearer: the user will have an easier time reading through the content and organising a teaching plan for the year, term and day-to-day teaching.

### **3.14 THE OVERALL STRUCTURING OF KNOWLEDGE IN THE NCS AND THE CAPS**

In this part of the investigation, the evaluation team considered the statements of learning in the two curricula; the disciplinary base and organisation of knowledge; the overall guidance given in the use of the curriculum; and curriculum coherence.

#### **Statements of learning in the documents**

The evaluation team found the **NCS** for Consumer Studies complex to use, containing ambiguous statements that are open to different interpretations, and providing little

guidance for measuring outcomes. Teachers have to search widely through the three documents to obtain all the input necessary to teach any one topic. The evaluators are of the opinion that the documents are accessible only to some teachers. Considering that Consumer Studies was a new subject, introduced together with the new concept of OBE in 2005, the curriculum documents were too vague and did not provide clear guidelines and instructions for the teachers, especially those with limited resources and/or subject knowledge.

The later development and addition of the LPG (Document 2) was a positive step in expanding and clarifying the LOs. Combining most of the required elements (such as ASs, LOs, content, and suggestions for pacing and assessment) in one comprehensive work schedule, it improved clarity greatly for teachers. This document is however still open to interpretation, as some of the elements (like resources, pacing and assessment) are only suggestions or examples and not clear instructions or policy.

Teachers needed a lot of guidance to understand the components of the document and the rationale behind the OBE principles, competence descriptors and assessment methods. Such guidance was provided in the *LPG* and the *Subject Assessment Guidelines*. However, in order to guarantee the equivalent standard of learning throughout the country, in urban or rural schools, greater specification and instruction was required.

The **CAPS** document is clearly structured, giving precise specifications for topics and sub-topics to be dealt with in each term of each year. Assessment is clearly unpacked for the teachers. The document not only becomes a guide to the content but allows the teacher to pace the teaching successfully. The CAPS document also provides teachers with ideas for projects related to the content specified for the term. It specifies the number of assessment tasks and the percentage weighting of the different assessment tasks for the final mark (Document 12/1, p. 22) and therefore much ambiguity has been eliminated.

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

The **NCS** Consumer Studies is firmly based on a strong OBE approach with the consumer and the production of marketable products as the central focus. There is some overlap and a few similarities with other FET subjects, but not to a large extent, as the focus stays on the consumer in this discipline. Integration with content covered in other subjects happens regularly and smoothly within the subject-specific topics (for example Mathematical Literacy calculations when doing measurements in Consumer Studies).

"Production" was a new concept for the previous Home Economics teachers, which most of the Consumer Studies teachers were when the subject was introduced. Document 1 is insufficient for these teachers to make the transition from "domestic"-type skills to the more "production industry"-type skills required of the learner. The requirements for production were better clarified in Document 2, which the teacher could use as a guideline for structuring lessons.

The evaluators felt that Document 1 was difficult for teachers to interpret, leading to a variety of interpretations based on the teacher's experience and training (or lack thereof). In addition, the content is vague, making it difficult for teachers to design and structure lessons.

When the NCS was introduced, the idea was that it would be learner-centred and outcomes-based, constructivist in nature. The evaluating team argues from experience that the learners were ill-prepared suddenly to become independent constructivists, self-directed learners in an outcomes-based teaching environment nor were the teachers prepared to induct learners into this new way of being in the classroom.

In the **CAPS**, the disciplinary base and organisation of knowledge is no longer outcomes-based. It is content-based because the specific aims of the subject are now the content of the subject. Bearing this in mind, the principles of active and critical learning are supposedly embedded in the curriculum, and "rote and uncritical learning of given truths" is to be minimised. The development of high knowledge and high skills is a basic principle required in South African curricula, and is evident in the subject Consumer Studies, e.g. the production of a quality, marketable food product, including labelling and packaging, with the product aimed at a specific target market (Document 12/1, p. 16, Grade 12). Another example is: *Doing a financial feasibility study to determine the sustainable profitability of the enterprise* (Document 12/1, p. 32).

### **Curriculum coherence**

In summary, in the **NCS**, progression is primarily indicated through changes in content in LOs 1–3, while in LO 4 progression is also indicated in terms of complexity. In LOs 1, 2 and 3, there are instances where the content in Grade 11 is not necessarily a foundation for Grade 12; e.g. AS 2.4 (Document 2, p. 24): *Examine and describe fashion trends for young adults* is taught in Grade 12 but no preliminary work or content is required in order to teach this AS.

Coherence in content and complexity in the curriculum is not always consistent: in some instances it is very strong (e.g. *Producing quality products* – Document 2, p. 31 (AS 4.1)) and in other instances (e.g. *Clothing choices*– AS 2.4 Document 2, p. 24) it is not apparent at all.

So, the NCS curriculum of Consumer Studies generally has cohesion. As mentioned earlier in this report, there is some concern about the depth of information, but there is agreement that the breadth, firstly within a grade and across different areas is good, and then across all Grades 10–12.

The **CAPS** document shows evidence of curriculum coherence, as all the topics within the three grades are based around the central overarching principle of "the consumer". This

theme is a constant throughout the seven topics of the subject 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: for example, *The rights of the consumer* are dealt with in Grade 10, followed by *The protection of the consumer* in Grade 11.

Basic knowledge and skills form the foundation for subsequent learning and the development of advanced skills: for example, Food practices of consumers is dealt with in Grade 10, advancing to *The analysis of the daily food intake of the young adult and recommendations for improvement* in Grade 11, with *Providing guidelines for the prevention and management of food-related health conditions* covered in Grade 12.

The exception to the above is found in Topic 3: *Design elements and principles*, where the basics are taught in Grade 11. However, in Grade 10 the learner is required to understand *Design features in housing and interiors*, covering ergonomics and universal design, before having learnt about design elements and principles. It would be advisable to deal with the design elements and principles in Grade 10, then application in *Clothing, Housing and Interior* topics in subsequent grades. An early understanding of the design elements and principles would also be beneficial for some of the Grade 10 practical options such as *Knitting and crocheting* in order to make an aesthetically pleasing product.

Content in the NCS and the CAPS documents does not differ much. However, the CAPS document is much more user-friendly and teachers should feel more confident when teaching. Lessons should flow more readily as all information is easy to read and use and is clearly set out. Having to use only a single document for a subject's assessment requirements and content will ensure better coherence.

### **3.15 CONSUMER STUDIES – 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.

**Teacher training** is central 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 the 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 a 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 articulated, 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.

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# EXPECTED LEARNER ATTAINMENT AT EXIT LEVEL

Evaluators referred to **Annexure A: Content/skills coverage in Consumer Studies** from Chapter 3 of this report to infer and delineate the exit-level outcomes for learners in Consumer Studies at NQF Level 4.

Limited evidence of recommended activities is 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 which 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. These are listed in Table 4.1, in line with the topics. In addition, the kinds of cognitive skill assumed to be related to the exit-level outcomes for Consumer Studies were also tabulated. Table 4.2 lists the skills, competencies, expected exit-level outcomes and cognitive demand associated with the production aspect of Consumer Studies.

### 4.1 FINDINGS

Table 4.1 details the evaluation team's analysis of the exit-level outcomes for topics in the **CAPS**.

Table 4.2 gives their analysis of the exit-level outcomes for practical production options in the **CAPS**.

Table 4.1: Exit-level outcomes for topics in the CAPS					
	Gr. 10	Gr. 11	Gr. 12	Exit-level outcomes for FET (content/skills/competencies)	Cognitive category
<b>The consumer</b>	<ul style="list-style-type: none"> <li>Consumer needs and wants</li> <li>Consumer rights and responsibilities</li> <li>Decision making</li> <li>Sustainable consumption</li> <li>Factors influencing consumer buying behaviour</li> <li>Evaluating food, clothing and furniture outlets and restaurants</li> <li>Marketing, Marketing strategies, The 5P marketing mix model, The AIDA model</li> </ul>	<ul style="list-style-type: none"> <li>Income and expenditure of South African families</li> <li>The household budget</li> <li>Banking and payment methods</li> <li>Consumer protection policies and practices</li> <li>Consumer organisations</li> <li>Channels for consumer complaints</li> </ul>	<ul style="list-style-type: none"> <li>Financial and contractual aspects consumers should take note of</li> <li>Taxes, interest rates and inflation</li> <li>Sustainable consumption of water and electricity</li> <li>Responsibilities of municipalities and communities</li> </ul>	<p>In-depth knowledge of what a consumer is and what Consumer Studies entails</p> <p>Differentiation between consumer needs and wants</p> <p>Extensive knowledge of consumer rights and responsibilities, as well as financial and contractual aspects</p> <p>Assessment of consumer-related contracts (home loans; HP) and aspects included</p> <p>Put into practice marketing strategies</p> <p>Sound decision-making regarding consumer-related issues, with an awareness of marketing strategies</p> <p>Behave as responsible consumers through practising sustainable consumption</p> <p>Compile, evaluate and implement a budget for a household or small business</p>	<p>Knowledge, application</p> <p>Knowledge, comprehension</p> <p>Knowledge, comprehension, analysis</p> <p>Analysis, application</p> <p>Analysis, application</p> <p>Application, analysis and evaluation</p> <p>Application, analysis, evaluation</p> <p>Application, analysis, evaluation, synthesis</p>
<b>Design elements and principles</b>	<ul style="list-style-type: none"> <li>Design elements (line, shape, form, space, colour and texture)</li> <li>Design principles (proportion, balance, rhythm, harmony, emphasis)</li> <li>Colour (terminology, colour wheel, colour combinations)</li> <li>Application in clothing and interior finishes</li> </ul>	<ul style="list-style-type: none"> <li>Application of design elements and principles when planning a wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and application of design elements and principles in novel contexts</li> <li>Successful application of design elements and principles in the design or presentation of practical production items</li> <li>Analysis and evaluation of design elements and principles in clothing and interior finishes</li> <li>Planning harmonious combinations of design elements and principles for wardrobes and interior spaces</li> </ul>	<p>Knowledge, comprehension, application</p> <p>Comprehension, application</p> <p>Analysis, evaluation</p> <p>Synthesis</p>	

**Table 4.1 : Exit-level outcomes for topics in the CAPS (continued)**

	Gr. 10	Gr. 11	Gr. 12	Exit-level outcomes for FET (content/ skills/competencies)	Cognitive category
<b>Food and nutrition</b>	<ul style="list-style-type: none"> <li>• Food practices of consumers</li> <li>• Energy and nutritional requirements of consumers. South Africa's food-based dietary guidelines</li> <li>• The six food groups in the SA food guide pyramid</li> <li>• Nutrients and their functions in food groups</li> <li>• Daily meal planning</li> <li>• Food hygiene, food safety, food spoilage, food storage, waste control and recycling</li> <li>• Kitchen pests</li> </ul>	<ul style="list-style-type: none"> <li>• Functions and sources of nutrients</li> <li>• Nutritional and energy needs of different consumer groups</li> <li>• Food contamination and food hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Prevention and management of nutritional and food-related health conditions</li> <li>• Food-borne diseases</li> <li>• Food additives</li> <li>• Food labelling as a source of information</li> <li>• Food-related consumer issues</li> </ul>	<p>Knowledge and application of safe food handling practices</p> <p>Extensive knowledge of sound nutritional principles</p> <p>Comprehend the impact of various food-related issues on the natural and economic environment.</p> <p>Plan healthy meal plans according to the needs of specific consumer reference groups to prevent certain food-related lifestyle diseases.</p>	<p>Knowledge, application</p> <p>Knowledge</p> <p>Comprehension</p> <p>Analysis, evaluation, synthesis</p>
<b>Fibres and fabrics</b>	<ul style="list-style-type: none"> <li>• The origin, properties and use of fibres and fabrics in clothing and furnishings: natural fibres, regenerated cellulose fibres, synthetic polymer fibres, textile blends</li> <li>• The choice of textiles for clothing and soft furnishing</li> </ul>	<ul style="list-style-type: none"> <li>• Appearance, properties and uses of fabric construction techniques for clothing and furnishings</li> <li>• Properties and finishes of fabrics for clothing and household textiles</li> </ul>		<p>Moderate knowledge of the origin, properties and use of fibres and fabrics in clothing and furnishings</p> <p>Moderate knowledge of the appearance, properties and uses of fabric construction techniques and finishes for clothing and furnishings</p> <p>Application of fibre and fabric knowledge in advising consumers on the purchase of clothing and/or furnishing items</p>	<p>Knowledge</p> <p>Knowledge, comprehension</p> <p>Comprehension, analysis, evaluation, application</p>
<b>Clothing</b>	<ul style="list-style-type: none"> <li>• The young adult's choice of suitable clothing</li> <li>• Adaptive clothing for the disabled</li> </ul>		<ul style="list-style-type: none"> <li>• Fashion and appearance in the world of work</li> <li>• The fashion cycle and current fashion trends for young adults</li> <li>• Planning a basic wardrobe</li> <li>• Consumer issues regarding clothing and textiles</li> </ul>	<p>Knowledge of factors which influence young adults' choice of suitable clothing, the fashion cycle, elements included in a suitable wardrobe and consumer issues relating to clothing and textiles</p> <p>Interpret clothing labels and care labels.</p> <p>Adapt clothing for people with disabilities.</p> <p>Plan and select a basic wardrobe for the world of work.</p>	<p>Knowledge, comprehension</p> <p>Comprehension, application</p> <p>Analysis, application, evaluation</p> <p>Synthesis</p>

<b>Table 4.1: Exit-level outcomes for topics in the CAPS (continued)</b>					
	<b>Gr. 10</b>	<b>Gr. 11</b>	<b>Gr. 12</b>	<b>Exit-level outcomes for FET (content/ skills/competencies)</b>	<b>Cognitive category</b>
<b>Housing and interior</b>	<ul style="list-style-type: none"> <li>• Factors influencing housing decisions</li> <li>• Design features in housing and interiors: ergonomics and universal design</li> <li>• Enabling housing environments for the disabled</li> </ul>	<ul style="list-style-type: none"> <li>• Space planning</li> <li>• Choice of furniture</li> <li>• Evaluation criteria when purchasing furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Different housing acquisition options</li> <li>• Financing related to buying a house</li> <li>• Choice of household appliances</li> <li>• Finances and contracts related to buying furniture and household appliances</li> </ul>	<p>Extensive knowledge of the factors influencing housing decisions</p> <p>Moderate knowledge of financing when purchasing property</p> <p>Extensive knowledge of financial and contractual aspects regarding furniture</p> <p>Comprehend, apply and evaluate ergonomic and universal design principles in interiors and practice.</p> <p>Evaluate furniture and appliances against relevant criteria.</p> <p>Evaluate housing and interiors and make recommendations to accommodate people with disabilities.</p> <p>Plan effective placement of furniture and equipment in interior spaces.</p>	<p>Knowledge</p> <p>Knowledge</p> <p>Comprehension</p> <p>Comprehension, application, evaluation</p> <p>Evaluation</p> <p>Analysis, evaluation</p> <p>Evaluation, synthesis</p>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• What is entrepreneurship?</li> <li>• Calculate the cost of products</li> <li>• Choice of items for small-scale production</li> <li>• Planning for small scale production</li> </ul>	<ul style="list-style-type: none"> <li>• The choice, production and marketing of homemade products/items</li> <li>• Concept testing and needs identification</li> <li>• Marketing: the marketing process</li> <li>• Core principles of marketing</li> <li>• Production: production costs. Determine the selling price</li> </ul>	<ul style="list-style-type: none"> <li>• Moving from an idea to the production and marketing of a product</li> <li>• Factors influencing efficient production</li> <li>• Requirements for quality products</li> <li>• Develop a marketing plan, according to the 5P marketing strategy.</li> <li>• Evaluate the sustainable profitability of an enterprise.</li> </ul>	<p>Moderate knowledge regarding applicable legislation for small-scale businesses</p> <p>Comprehension of the product life cycle</p> <p>Define and describe the role of the entrepreneur in the South African economy.</p> <p>Calculate the production costs related to small-scale products.</p> <p>Identify a target group and market segment using a variety of methods.</p> <p>Test concepts as part of product development.</p>	<p>Knowledge</p> <p>Comprehension</p> <p>Knowledge, comprehension</p> <p>Comprehension, application</p> <p>Analysis</p> <p>Analysis</p>

Table 4.1: Exit-level outcomes for topics in the CAPS (continued)				
Gr. 10	Gr. 11	Gr. 12	Exit-level outcomes for FET (content/ skills/competencies)	Cognitive category
			Assess the factors which affect the efficiency of production of small-scale products.	Analysis, application,
			evaluation	
			Conduct a feasibility study for a small-scale production business.	Analyse, evaluate
			Select, plan and produce a quality, sellable product for small-scale production for specific target groups.	
			Implement knowledge regarding factors which affect production costs.	Analysis, evaluation, synthesis
			Evaluate the sustainable profitability of an enterprise.	Evaluation
			Develop a marketing plan using preferred marketing strategies and principles.	Synthesis

Exit-level outcomes identified for Consumer Studies (Table 4.1) are wide-ranging and cover many different skills, competencies and content. All Bloom's cognitive levels are included in each of the seven content topics in various combinations, supporting the notion that the subject demands high knowledge and high thinking from its learners, as is required in the CAPS (DBE, 2011a:4).

**Table 4.2: Exit-level outcomes for practical production options in the CAPS**

	<b>Grades 10-12</b>	<b>Exit-level outcomes for FET (content/skills/competencies)</b>	<b>Cognitive category</b>
<b>Food Production</b>	Read & interpret a recipe	Read and interpret complex recipes	Comprehension
	Knowledge and selection of ingredients	Extensive knowledge of and correct selection of ingredients	Knowledge, application
	Correctly apply preparation techniques	Correctly apply advanced preparation techniques	Application
	Correctly use technology and equipment	Correctly use technology and advanced equipment	Knowledge, comprehension, application, evaluation
	Apply cooking methods successfully	Apply complex cooking methods successfully	Knowledge, comprehension, application, evaluation, synthesis
	Evaluate completed products for saleability	Critically evaluate completed products for saleability and make recommendations for improvement	Analysis, evaluation
	Calculate costing of products	Calculate costing of products	Knowledge, comprehension, application, evaluation
<b>Clothing production &amp; Soft Furnishing Production &amp; Patchwork quilting by hand</b>	Read, interpret and use a pattern	Read, interpret and use a complex pattern	Comprehension
	Knowledge and selection of suitable sewing accessories and fabrics	Extensive knowledge of and correct selection of suitable sewing accessories and fabrics	Knowledge, application
	Correctly apply preparation techniques.	Correctly apply advanced preparation techniques	Application
	Correctly use technology and or equipment	Correctly use technology and or advanced equipment.	Knowledge, comprehension, application, evaluation
	Apply sewing techniques successfully	Apply complex sewing techniques successfully	Knowledge, comprehension, application, evaluation, synthesis
	Evaluate completed products for saleability	Critically evaluate completed products for saleability and make recommendations for improvement	Analysis, evaluation
	Calculate costing of products	Calculate costing of products.	Knowledge, comprehension, application, evaluation
<b>Knitting and crocheting</b>	Read & interpret a pattern	Read & interpret a complex pattern	Comprehension
	Knowledge and selection of yarn and knitting/crochet equipment	Knowledge of and correct selection of yarn and knitting/ crochet equipment	Knowledge, application
	Correctly use knitting/crochet equipment	Correctly use advanced knitting/crochet equipment	Application
	Apply knitting/crochet skills and techniques successfully	Apply advanced knitting/ crochet skills and techniques successfully	Knowledge, comprehension, application, evaluation, synthesis
	Evaluate completed products for saleability	Critically evaluate completed products for saleability and make recommendations for improvement.	Analysis, evaluation
	Calculate costing of products	Calculate costing of products	Knowledge, comprehension, application, evaluation

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.

Although a range of skills, competencies and content is evident in the exit-level outcomes for Consumer Studies, the evaluators expressed concern regarding the **omission** of some content. Content and clear comprehension regarding career paths related to Consumer Studies should be included in the curriculum, but are not included at present. Clear reference to a complete business plan as a single concept has also been omitted. Some evaluators were of the opinion that the inclusion of textiles content up to Grade 12 level would be useful to underline that content's importance, as well as opening up various 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.

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 (Table 4.1). The exit-level outcomes therefore support the aim of the subject, as stated in the CAPS, namely:

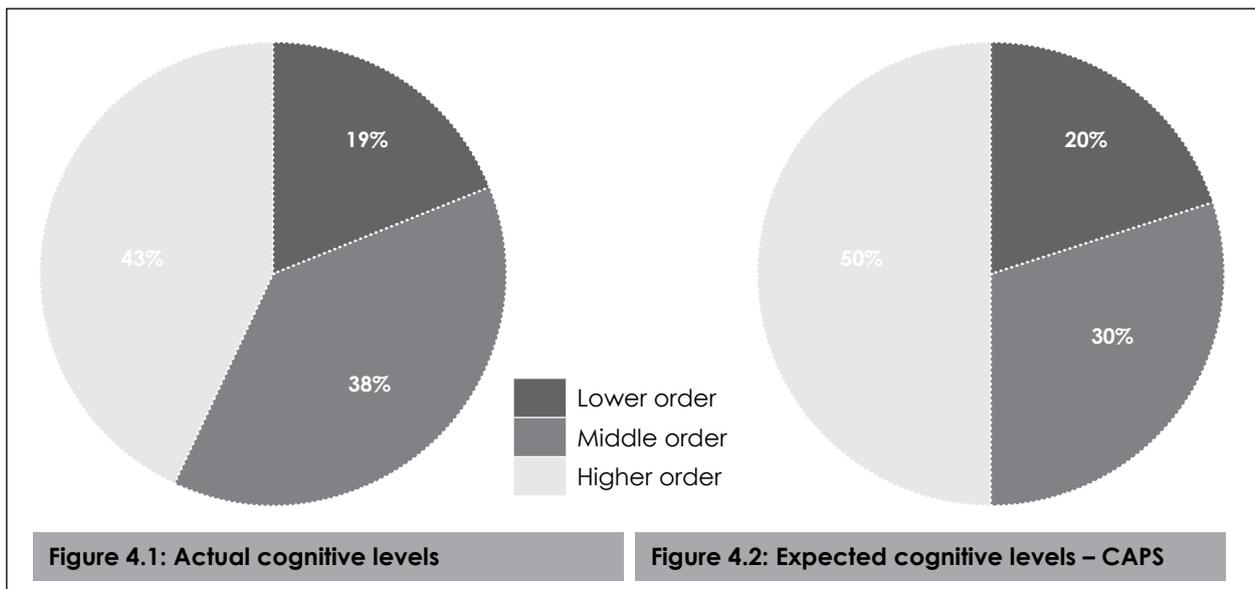
Consumer Studies teaches learners about responsible and informed consumer behaviour in respect of food, clothing, housing, furnishings and household equipment. Consumer Studies aims to teach learners to make informed decisions, and to make optimal use of resources to improve human wellbeing. In the practical component of the subject learners have an opportunity to produce and market different products (DBE, 2011:8).

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

When competence is applied, it might be called a competency, indicating capability, skill, expertise or aptitude in a specific area or for a particular task (Oxford Advanced American Dictionary, 2013). The **generic competencies** underpinning Consumer Studies are that learners need to have practical competence to use and apply skills, as well as possessing entrepreneurial knowledge and skills and being an informed, responsible consumer of goods and services. These competencies are considered as essential, since "the consumer" and "entrepreneurship" are entwined in all the subject's topics.

Evaluators considered the **emphasis in terms of the cognitive skills specified** to be appropriate to the subject at Grade 12 level, and that the Department of Basic Education's

required cognitive level distribution (DBE, 2011:62) should thus be amended to reflect the actual emphasis as it emerges from the analysis of the curriculum. A comparison between the expected and actual cognitive levels is made in Figures 4.1 and 4.2:



Although higher cognitive levels are expected of the learners in theory, the evaluators were doubtful that such high levels actually exist in practice. This is because teachers do not always teach 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 between schools, as well as a lack of standardisation between schools and provinces, further aggravates this problem of not achieving the higher cognitive levels expected.

## 4.2 RECOMMENDATIONS

The knowledge, skills and competencies required of a learner exiting Consumer Studies at Grade 12 level were judged by the evaluation team to be wide-ranging. All Bloom's cognitive levels are included in each of the seven content topics in various combinations, supporting the view that the subject demands high knowledge and high skills of its learners. This supports Consumer Studies being a designated subject.

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

- 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” that contains all the necessary elements to provide a clear and comprehensive conceptualisation for learners. In the theory for Grade 12, the concept and elements of a comprehensive business plan should also be included, rather than dealing with the individual elements separately, i.e. budget, marketing plan, production plan.

- 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.
- It is recommended that textiles content should be included up to Grade 12 level, as it would underline the content's importance, as well as opening up various career paths in options not necessarily involving food, such as fashion design, merchandising, interior design, and many more. No other subject contains this many elements to provide possible employees for the clothing sector and industry, which is a prominent employer in the South African labour market.
- Lastly, the evaluators recommend that more measurable progression be included in the topic *Entrepreneurship* from Grades 10–12. Clearer progression from simple to complex should be scaffolded into the curriculum.

# A WEB SEARCH AND AN INTERNATIONAL BENCHMARKING OF CONSUMER STUDIES AS A FET SUBJECT IN SOUTH AFRICA

## 5.1 DOCUMENTS REFERENCED IN THIS CHAPTER

The evaluation team referenced the following documents in this comparative study:

Table 5.1: List of documents referenced	
Documents	
1	Arkhurst, A.E. (2005). Addressing poverty in Ghana: the role of Home Economics education. <i>African Journal of Educational Studies in Mathematics and Sciences</i> , 3, 31–35. Retrieved on 1 February, 2012 from <a href="http://www.ajol.info/index.php/ajesms/article/viewFile/38601/59603">www.ajol.info/index.php/ajesms/article/viewFile/38601/59603</a> .
2	<i>Cambridge International A-Level Food Studies Syllabus</i> . Code 9336. For examination in November 2012. Retrieved on 1 February 2012 from <a href="http://www.cie.org.uk">www.cie.org.uk</a> by R. Schubotz.
3	Department of Basic Education. 2011. <i>Curriculum and Assessment Policy Statement (CAPS): Consumer Studies</i> . Pretoria: Department of Education. Retrieved on 30 September, 2011 from <a href="http://www.education.gov.za">http://www.education.gov.za</a>
4	Directorate for Quality and Standards in Education (Malta). 2011. <i>Home Economics Syllabus</i> . Retrieved on 20 June 2012 from <a href="http://www.curriculum.gov.mt/secondary_syllabi.htm">http://www.curriculum.gov.mt/secondary_syllabi.htm</a>
5	Edexcel GCSE in Design and Technology: <i>Food Technology (2FT01) Issue 2 (May 2009)</i> . Pearson. Retrieved on 1 February, 2012 from <a href="http://www.edexcel.com/subjects/Design-Technology/Pages/Qualifications.aspx">http://www.edexcel.com/subjects/Design-Technology/Pages/Qualifications.aspx</a>
7	International Federation of Home Economics. 2008. <i>Home Economics Education – A Global Overview: IFHE Region: Americas</i> . Retrieved on 15 June 2012 from <a href="http://www.ifhe.org">www.ifhe.org</a>
8	International Federation of Home Economics. (n.d.) <i>Home Economics Education – A Global Overview: IFHE Region: Asia (Japan)</i> . Retrieved on 15 June 2012 from <a href="http://www.ifhe.org">www.ifhe.org</a>
9	International Federation Of Home Economics. 2008. <i>Home Economics Education – A Global Overview: IFHE Region: Europe (Malta)</i> . Retrieved on 15 June 2012 from <a href="http://www.ifhe.org">www.ifhe.org</a>
10	International Federation of Home Economics. (n.d.) <i>Home Economics Education – A Global Overview: IFHE Region: Europe (Norway)</i> . Retrieved on 15 June 2012 from <a href="http://www.ifhe.org">www.ifhe.org</a>
11	Ministry of Education, Botswana. 2010. <i>Botswana Junior School Syllabus</i> . Retrieved on 1 February, 2012 from <a href="http://www.moe.gov.bw/index.php?id=171">http://www.moe.gov.bw/index.php?id=171</a>
12	Ministry of Education, Province of British Columbia. 2007. <i>Home Economics 8 to 10 Integrated Resource Package (1998) and the Home Economics: Food Studies 11 and 12 Integrated Resource Package 1998</i> . IRP 165. Retrieved on 1 February, 2012 from <a href="http://bctf.ca/thesa/pdf/he_foodnutri812.pdf">http://bctf.ca/thesa/pdf/he_foodnutri812.pdf</a>
13	Ministry of Education, Singapore. 2007. <i>Home Economics Syllabus Lower Secondary Express/Normal (Academic/Technical) Courses</i> . 2008. <i>Curriculum Planning and Development Division</i> . Retrieved on 1 February, 2012 from <a href="http://www.moe.gov.sg/education/syllabuses/aesthetics-health-and-moral-education/files/home-economics-lower-secondary-2008.pdf">http://www.moe.gov.sg/education/syllabuses/aesthetics-health-and-moral-education/files/home-economics-lower-secondary-2008.pdf</a>
14	Ministry of Education, Singapore. 2014. <i>Food and Nutrition GCE Ordinary Level (Subject 6087)</i> ;
15	Ministry of Education, Singapore. 2014. <i>Introduction to Enterprise Development GCE Ordinary Level Syllabus SP01</i>
16	Ministry of Education, Singapore. 2007. <i>Home Economics Syllabus Lower Secondary Express / Normal (Academic / Technical) Courses</i> .
17	Namibia Ministry of Education. 2005. <i>Namibia Senior Secondary Certificate (NSSC). Home Economics Syllabus Grade 11–12</i> . NIED, Okahandja: Ministry of Education. Retrieved on 1 February, 2012 from <a href="http://www.nied.edu.na">http://www.nied.edu.na</a>
18	Queensland Studies Authority. 2010. <i>Home Economics Senior Syllabus</i> . Retrieved on 1 February 2012 from <a href="http://www.qsa.qld.edu.au">www.qsa.qld.edu.au</a>

<b>Table 5.1: List of documents referenced (continued)</b>	
<b>Documents</b>	
<b>19</b>	Republic of Kenya Ministry of Education. 2002. Secondary syllabus Volume II. Subjects: Mathematics, Physics, Chemistry, Biology, Agriculture and Home Science.
<b>20</b>	Scottish Certificate of Education. 2011. <i>Standard Grade Arrangements in Home Economics Foundation, General and Credit Levels in and after 1995</i> . 3 <sup>rd</sup> Edition. Retrieved on 1 February, 2012 from <a href="http://www.sqa.org.uk">http://www.sqa.org.uk</a>

## **5.2 THE 2012 WEB-BASED RESEARCH FINDINGS**

The evaluation team did a web search for curriculum documents that would help place Consumer Studies 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
- assessment.

The countries/curricula researched 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. North America: 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 key findings:

- a. The subject name, Home Economics, is an international term still used in the majority of the countries listed in Annexure C. In South Africa, the term, Consumer Studies, replaced this subject name from the beginning of 2004. The name, Consumer Studies, is a uniquely South African term (though Scotland has “Health & Food Technology – Consumer Studies”, it is not a stand-alone subject). This shift in name and the inclusion of new 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.
- b. Even though the subject names differ, many topics are held in common. The Consumer Studies curriculum content is thus comparable to similar subjects in the US, Australia and Ghana. (See Table A6 in Annexure C.) The topics, *Food and Nutrition* and *Clothing*, are most consistently included throughout the countries researched.
- c. 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 considerable, 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 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 to generate an income. Similar learning experiences are foregrounded in other African countries such as Botswana and Ghana, though their curricula are not as extensive as that of South Africa.
- d. The inclusion of *Entrepreneurship* as a topic in Consumer Studies is seen as a strong point by the evaluation team, especially when taking into account the South African context of high unemployment, limited resources and a large population.

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

A gap in the Consumer Studies curriculum, which deserves to be addressed, is content on **career paths and employability** after completing the subject in Grade 12. The US and Canadian curricula deal with this topic in detail. It was briefly addressed in the NCS/RNCS for Consumer Studies, but has not been included in the CAPS for Consumer Studies.

Though *Family Studies* is covered in great detail and depth in various other countries, it appears to be assumed that South African learners will be able to transfer and apply content learned in current Consumer Studies topics to other areas of their lives.

The standards and aims of the Consumer Studies curriculum compare favourably with best practice in the international subjects researched (see 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 that starting the subject at an earlier level would allow the substantive content to be distributed over five years instead of three, and so make it less daunting to learners and teachers alike. This was a matter which they argue needs urgent attention.

### 5.3 THE 2014 INTERNATIONAL BENCHMARKING

The curricula of three countries were investigated, as reference for the **CAPS**:

- British Columbia, Canada
- Singapore
- Kenya

The research question for this section considers the relative depth and breadth of the content covered in the respective curricula, the overall design, structure and coherence of the curricula, the level of specification of various aspects of the curricula, and the guidance provided by the curricula for the teaching and assessment of the subject.

In addition, the team was requested to consider whether there are critical factors emerging in these curricula that should be considered in the South African context.

The following introductory paragraphs are intended to give the reader an overview of the four curricula evaluated by the evaluation team.

#### **CAPS**

Consumer Studies was phased in to replace Home Economics as a subject in South African secondary schools as part of the implementation of *Curriculum 2005*, which came about as a result of sweeping political changes in South Africa. It was anticipated that Consumer Studies would be better aligned with international curricula and the changing needs of individuals in contemporary times. The focus of the subject shifted gradually from the needs and wants of the **family** to the needs and wants of the **consumer** in the 21<sup>st</sup> century.

The content of Consumer Studies engages with the consumer as its central concept. Informed and responsible consumer behaviour is investigated with regard to topics such as food, housing, clothing and services, as well as using resources optimally to benefit humankind (DBE, 2011a:8).

The practical component of Consumer Studies is aimed at developing skills in one of five different production options, through producing quality, marketable products for a specific target market. Production of food, clothing, soft furnishings, knitted or crocheted products, or hand-made patchwork and quilting products may be selected (DBE, 2011a:8). Schools may only offer the practical production option(s) for which they have the necessary infrastructure and finances (DBE, 2011a:9). Small-scale production is used to support the development of entrepreneurial knowledge and skills. This is an important objective in Consumer Studies, which makes the subject extremely relevant in the current South African context with its high levels of unemployment.

Consumer Studies is offered only in the FET Phase of the South African school system, from Grades 10 – 12, with learners entering Grade 10 being approximately 16 years of age. The learners come with little prior introduction to the subject, other than brief sections on processing in the subject, Technology, in the Senior Phase (DBE, 2011b:8).

Consumer Studies as a secondary school subject is unique internationally, both in respect of its name and its focus (see Annexures B and C). The evaluating team could find no other country that has exactly the same subject. The closest comparable subjects internationally regarding scope were found to be Home Economics (in countries such as Botswana, Namibia, Malta and Australia) and Family and Consumer Sciences (in the US). Home Economics focuses on **the family** as its central concept, but often (though not always) has a broad scope similar to Consumer Studies, covering a variety of topics related to the wellbeing of families and family members. Other countries such as Norway and the UK offer selections of comparable specific topics from Consumer Studies as separate subjects, for example, Food Technology (UK) or Food and Health Subject (Norway), which created some difficulty in benchmarking the South African Consumer Studies against international curricula.

Another difficulty for benchmarking curricula for comparable subjects to the CAPS Consumer Studies is the divergence in implementation phases in different countries. In some countries these subjects are compulsory for all learners from a very young age (e.g. in Japan, Norway, and the Canadian province of British Columbia), due to the perceived value the subjects add to the lives of the learners. In other countries the comparable subjects are offered only in selected phases of the education system: for example, Home Economics is offered up to O-Level only in Singapore, after which it disappears from the curriculum. In South Africa, Consumer Studies is introduced in the last (FET) Phase of secondary school education. Tables A3 to A6 in **Annexure C** contain summaries of the phase or age category in which the subjects are offered to learners in the countries reviewed.

The larger Umalusi FET study (including other subjects) focussed mainly on benchmarking South African FET subjects against curricula<sup>3</sup> from British Columbia, Singapore and Kenya. These three countries were selected due to the fact that their learners performed well in international benchmarking tests. It was presumed that the curricula in those countries form

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<sup>3</sup> Both Kenya and Singapore refer to their documents as a "syllabus". For the sake of clarity and simplification of the report, the term "curriculum" is used in this study when referring to the curricula or syllabi of the countries investigated.

a solid foundation for their learners' good performance and were therefore considered to be suitable for use in this curriculum benchmarking research. Documentation used for evidence in this research was obtained from the Ministry of Education (or comparable body) of each of the countries. Certain documents were not available to the evaluators and could therefore not be included as part of this report, such as the "teacher's guide" referred to in the Kenya curriculum document for Home Science.

However, as stated previously, the unique character of Consumer Studies as a school subject makes the benchmarking of this subject particularly difficult. Though the Kenya Home Science curriculum covers a broad number of topics, many of those are not considered relevant to the South African context. Both Home Economics and Home Science have a focus on the family, as opposed to Consumer Studies' focus on the consumer, thus rendering the benchmarking challenging. It was therefore considered appropriate to include relevant information and findings from a previous Umalusi study (International Comparison and Unit Standards, February 2012 – in press), though curricula used in the 2012 research will not be delved into in detail in this study.

### **British Columbia**

British Columbia offers Home Economics, concentrating on four courses, namely *Cafeteria Training*, *Family Studies*, *Food Studies* and *Textile Studies* in the 1998 curriculum, while the 2007 curriculum for the same subject omits *Cafeteria Training*, but retains the remaining three courses. Both *Food Studies* and *Textile Studies* have many correlations with the Consumer Studies CAPS. However, only a small section of *Family Studies*, which focuses on "Housing and Living Environments", is comparable to content in the South African curriculum. Production in Consumer Studies centres on principles of small-scale production, whereas in *Cafeteria Training*, principles of quantity (large-scale) production are followed. Though *Food Studies* and *Textile Studies* are offered from Grade 8 onwards, and *Family Studies* is offered from Grade 10, this study focused only on Grades 11 and 12 for the four courses, since these two levels align best with Consumer Studies.

### **Singapore**

The Singapore curriculum offers Home Economics only up to the "N-level", with two Home Economics-related specialities offered up to "O-Level", namely, Introduction to Enterprise Development, and Food and Nutrition. The first speciality has links to the CAPS entrepreneurial learning and the topic, The Consumer, and Food and Nutrition has many obvious correlations with the same CAPS topic.

## Kenya

The Kenya Secondary curriculum for Home Science (2002) is offered from 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.” The curriculum is thus family-orientated, not consumer-orientated.

In the light of the family focus, the following topics are included: *First aid; Care of the home; Kitchen equipment care; Handling and improvisation of kitchen equipment; Laundry equipment; Laundry agents; Laundry processes; Repair of household clothes and articles; Storage of clothes and household articles; Maternal child and health care; Child immunisation; Habit training; Care of the sick at home; Ventilation; Fuels in the home; Réchauffé foods.*

### 5.3.1 Broad design and user-friendliness of documents

The evaluation team considered a total of 12 documents in this part of the evaluation, and completed Table 5.2 to gain a sense of the following:

1. the number of subject-related documents for the particular subject and phase
2. the total number of pages in all the subject-related documents together
3. how user-friendly the documents are for teachers
4. accessibility of language used
5. alignment among documents
6. the central design principle.

In order to record this, the team used the following scale:

- **Good:** Very user-friendly – the function and the structuring of the documents is clear
- **Moderate:** Moderately user-friendly – the function and the structuring of the documents is sometimes clear and at other times the function is unclear or the structure is confusing
- **Poor:** Not user-friendly – the function and the structure of the documents are often unclear or overly complex.

Accessibility of language was judged as follows:

- **Good:** Very accessible language – the documents use plain, direct language
- **Moderate:** Moderately accessible language – the documents sometimes use plain, direct language and at other times the language is complex or obscure or terms are ill-defined

- **Poor:** Inaccessible language – the documents often use complex or obscure language and terms that are not defined.

Alignment between the various documents in each of the curricula was determined, using the following scale:

- **Good:** Good alignment – it is clear how documents relate to one another and complement one another
- **Moderate:** Moderate alignment – it is sometimes clear how documents relate to one another; there are some contradictions across documents or there are instances where it is not clear how documents complement or relate to one another
- **Poor:** Poor alignment – it is not clear how documents relate to one another. There are contradictions across documents, or how documents complement one another is not clear at all.

All the above information is summarised in Table 5.2:

	<b>CAPS</b>	<b>British Columbia</b>	<b>Singapore</b>	<b>Kenya</b>
<b>Number of documents (subject-related)</b>	3 documents. Documents 1.1, 1.2 and 1.3	4 documents. Document 2.1 – Document 2.4	4 documents. Document 3.1 – Document 3.4	1 document. Document 4.1
<b>Total number of pages</b>	179	270	58	19
<b>User-friendliness (Good/Moderate/Poor)</b>	Good	Good	Moderate	Moderate to poor
<b>Accessibility of language (Good/Moderate/Poor)</b>	Good	Good	Good	Good
<b>Alignment (Good/Moderate/Poor)</b>	Good	Good	Poor	Moderate
<b>Central design principle (the technical curriculum design aspect that organises the curriculum)</b>	Content-based	Outcomes	Outcomes: Learning outcomes and assessment objectives	Content-based

### **User-friendliness**

The evaluators reviewed the four sets of curriculum documents. The curriculum from British Columbia and the CAPS are considered by the team to be user-friendly documents (despite the differences in volume).

The **CAPS** documents are user-friendly because they are well structured, well laid out and use concise language which is easy to read and understand.

The curriculum documents from **British Columbia** are well-structured with tables of contents, providing concepts at a glance, outcomes and achievement indicators, suggested instructional strategies, suggested assessment strategies for each outcome with recommended learning resources and icons. Each course within the curriculum has its own integrated resource package. Document 2.1 – 2.4 provides the teachers with an introduction to the course, considerations for programme delivery, prescribed learning outcomes, student achievement indicators and a glossary. In addition, they provide assessment and evaluation samples.

The **Singapore** documents are moderately user-friendly because, while the learning outcomes and assessment objectives are clearly indicated, the layout, format and subject summary is inconsistent between the different subject documents. No guidelines instruct as to how the subject is to be implemented. However there are aims and assessment objectives, topics and learning outcomes and there is the provision of an examination format and assignment criteria.

The evaluating team considers the **Kenya** curriculum documents to be moderate to poor in terms of user-friendliness. In the introduction mention is made of the Teacher's Guide in Lesson Preparation; however this document was not available for review. The introduction further indicates that practical and written assignments should be given regularly, but there is no evidence of how often these assignments should be done or what mark allocation should be given to them. A large amount of latitude is given to the teachers, as seen in Document 4.1:149, which states that "teachers are called upon to be creative and improvise materials and equipment appropriately". The evaluators experience this document as lacking information.

### **Accessibility of language**

The curriculum documents of all four countries were considered to be accessible in terms of the language used. The use of language in the British Columbia curriculum documents is more complex whilst the language used in the CAPS, the Kenya and Singapore curricula is more easily accessible to teachers whose mother tongue might not be English.

The CAPS documents are easy to understand, linguistically correct, unambiguous and to the point. The use of language in the curriculum for British Columbia is appropriate and would be easily understood in a predominantly English-speaking context. In Singapore the main medium of instruction is English and it is therefore assumed that teachers are sufficiently proficient in English to understand the documentation. Plain language is used in the Kenya documents and the content and lesson allocation are clearly itemised.

## Alignment

The three **CAPS** documents are well aligned through the integration of the information provided in the three documents.

Alignment in the **British Columbia** curriculum is good; for example, in the 2007 Home Economics curriculum, each of the documents makes reference to the other documents that comprise the curriculum (Document 2.2 – 2.4). All refer to each other in the introduction to each subject on p. 3. In the 1998 curriculum for the subject, reference is made in Document 2.1 to the curriculum documents for the four courses that comprise that curriculum.

Because no clear alignment is evident among the **Singapore** curriculum documents, nor is how they complement each other explained, the evaluators argued that the alignment is poor.

In the introduction to the **Kenya** curriculum introduction, the teachers are advised to make use of the teacher's guide in their preparation (Document 4.1:149). In the absence of this second document, the evaluators have assumed the alignment to be moderate, since actual reference is made to other documents.

## Central design principle

The **CAPS** for Consumer Studies is a content-based curriculum, designed around topics and with no reference to learning outcomes. The curriculum contains content topics and sub-topics with prescribed content coverage. The **British Columbia** Home Economics curriculum is outcomes-based because the curriculum makes reference to prescribed learning outcomes and suggested achievement indicators for each learning outcome, e.g. Document 2.4:18–22, in which the prescribed learning outcomes for Grades 8–12 are outlined. The **Singapore** curricula for Food and Nutrition and Introduction to Enterprise Development are outcomes-based (e.g. Document 3.2:2–4). Within each topic there are sub-topics that are aligned with the learning outcomes (e.g. Document 3.2:2–4). The **Kenya** secondary school curriculum for Home Science is a content-based curriculum as there are no specific learning outcomes mentioned, although there are general and specific objectives linked to content, for example Document 4.1:151 – 3.0.0, *Safety in the Home and First Aid*, (nine lessons) has specific objectives listed under 3.1.0 and content listed under 3.2.0.

### 5.3.2 Curriculum objectives

The general aim of Consumer Studies in the **CAPS** states that the subject

... 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 opportunities to produce and market different products (Document 1.1:8).

By comparison the subject Home Economics in the **British Columbia** curriculum for Grades 11 and 12 aims to “provide opportunities for students to develop knowledge, skills and attitudes that have immediate and future applications in their personal and family lives, as well as in several key sectors of our local and global economies” (Document 2.1:1). The **Singapore** Home Economics curriculum mentions that the “aim of the syllabus is to empower students to take responsibility in making choices and decisions about health and daily needs” (Document 3.4:1). It also contains subject-specific aims in the documents reviewed, and are thus related to food and nutrition (Document 3.2:1) and planning and organising a business (Document 3.3:3). The **Kenya** Home Science curriculum is aimed at “improving the quality of life for the individual, the family and the community” (Document 4.1:149).

Objectives	CAPS Doc1.1	British Columbia Docs 2.1–2.4	Singapore Docs 3.2–3.3	Singapore Doc 3.4	Kenya Doc 4.1
Consumer rights and responsibilities	Y			Y	Y
Consumer protection policies and channels for complaints	Y			Y	Y
How to evaluate food outlets, clothing outlets, furniture and appliance outlets and restaurants	Y	Y		Y	Y
How to evaluate design features of interiors, furniture and appliances	Y	Y			Y
Responsible buying behaviour when purchasing food, clothing, furniture, household appliances	Y	Y		Y	Y
Responsible use of resources, such as water and electricity	Y	Y			Y
Ways to curb global warming	Y	Y			Y
Planning and managing personal finances and payment methods	Y	Y	Y <sup>4</sup>	Y	Y

<sup>4</sup> The Singapore content is related to Business Management more than to Consumer Studies.

<b>Objectives</b>	<b>CAPS Doc 1.1</b>	<b>British Columbia Docs 2.1–2.4</b>	<b>Singapore Docs 3.2–3.3</b>	<b>Singapore Doc 3.4</b>	<b>Kenya Doc 4.1</b>
<b>Taxes, interest rates and inflation</b>	Y				
<b>Nutrition and the impact of food choices on health</b>	Y	Y	Y	Y	Y
<b>Food hygiene</b>	Y	Y	Y	Y	Y
<b>How to use product information to make informed consumer decisions</b>	Y	Y	Y	Y	Y
<b>The application of design elements and principles in the choice of clothing and furnishings</b>	Y	Y			Y
<b>Properties and uses of textile fibres and fabrics</b>	Y	Y			Y
<b>The fashion cycle</b>	Y	Y			
<b>Different housing options</b>	Y	Y			Y
<b>The needs of disabled people regarding clothing and housing</b>	Y				
<b>Small-scale production, entrepreneurship and marketing of quality products</b>	Y	Y	Y		

No common standard of reference was available to allow direct comparison across the four curricula reviewed, nor was there a common formulation of curriculum objectives, e.g. the British Columbia and Singapore curricula use prescribed learning outcomes whereas Kenya uses specific objectives. The “Specific aims of Consumer Studies”, (point 2.2 in Document 1.1:8) in the CAPS were used as “curriculum objectives” in order to make a comparison with the other curricula. The reason for this approach is that the subject-specific aims of Consumer Studies as listed are directly related to the subject content and are therefore regarded as most appropriate for the comparison. Eighteen objectives were identified across the curricula and the comparison is represented in Table 5.3 above.

The evaluators listed the specific aims of the subject Consumer Studies as stated in the CAPS document (Document 1.1:8–9) as the objectives against which the other three countries’ curricula are compared. Thus the objectives as listed are all covered by content dealt with in the subject Consumer Studies in South Africa.

The comparative analysis shows that both the British Columbia and Kenya curricula have a strong alignment with the CAPS for the subject Consumer Studies, in terms of content that addresses the objectives (specific aims) as all except four of the aims have been dealt with in their subject content.

By contrast, the two documents used in the analysis for the Singapore curricula (Document 3.2 and 3.3) deal with *Food and Nutrition* and *Introduction to Enterprise Development* only, and therefore the alignment with the objectives (specific aims) of the CAPS and/or the other curricula is limited, as only five out of 18 objectives correlate. On the other hand, the evaluators found a far stronger alignment of content to the objectives listed in the Singapore Home Economics Lower Secondary curriculum (Document 3.4) which falls outside of the scope of this analysis, since it is pegged at Grade 8 – 9 level. Strong levels of alignment were identified in the following objectives: *Consumer rights and responsibilities; Consumer protection policies and channels for complaints; How to evaluate food outlets, clothing outlets, furniture and appliance outlets and restaurants as well as Responsible buying behaviour when purchasing food, clothing, furniture, household appliances; The planning and managing of personal finances and payment methods; Nutrition and the impact of food choices on health; and Food hygiene and how to use product information to make informed consumer decisions.*

Examples of the alignments per objective (specific aims of the CAPS) between the specified documents are:

### **Objective: Consumer rights and responsibilities**

In the Introduction to Home Economics, Grades 11–12, of the 1998 British Columbia curriculum, the specific areas that the subject aims to address include “practising and thinking critically about principles and techniques related to the acquisition, production, and consumption of foods and textiles” (Document 2.1:1). The curriculum aims to provide opportunities for students to “practise managing resources to develop as globally responsible producers and consumers” (Document 2.1:2). These imply that consumer rights and responsibilities are included, but no direct reference to this topic can be found in this curriculum. Similarly, in the Kenya curriculum document (Document 3.1:150) reference is made in the general objectives to awareness of consumer education and its usefulness. This approach is supported in the specific objectives and content outline for Form Two (Document 3.1:158) where the learner needs to explain the importance of consumer education and state sources of consumer information; however no direct reference exists to the rights and responsibilities of the consumer.

### **Objective: Consumer protection policies and channels for complaints**

This objective is only evident in the Kenya curriculum for Home Science in Form Four (Document 3.1:165) where the specific objectives and content outline for consumer protection and consumer complaints/problems are included in the curriculum. The learner must be able to explain the importance of consumer protection and discuss the common problems affecting the consumer. By contrast, this objective is not evident in either the British Columbia or in the Singapore curricula used for this analysis.

**Objective: How to evaluate food outlets, clothing outlets, furniture and appliance outlets and restaurants**

Reference is made to comparative costs of convenience foods, restaurant food and self-prepared foods in the British Columbia curriculum (Document 2.3:7), while in the Kenya curriculum (Document 4.1:16) reference is made to the principles of wise buying. In Form Three (Document 4.1:162), the content covered refers to the factors influencing consumer buying which include the evaluation of retail outlets. The Singapore curriculum makes no reference to this objective.

**Objective: How to evaluate design features of interiors, furniture and appliances**

In the *Family Studies* course of the British Columbia Home Economics curriculum (Document 2.2:72) one of the prescribed LOs, namely *Design for living: F12*: requires students to analyse and use the elements and principles of design. In the Kenya curriculum for Home Science (Document 4.1:152) reference is made to housing designs. The specific objectives refer to comparing housing designs in different communities, with application referring to the essential areas and their placement in a house. The topic, *Care of the home* (Document 4.1:152) also refers to the choice of cleaning equipment. No mention of this objective exists in the Singapore curriculum at the level analysed.

**Objective: Responsible buying behaviour when purchasing food, clothing, furniture, household appliances**

In the *Family Studies* course of the British Columbia Home Economics curriculum (Document 2.2:72) another of the prescribed LOs, namely *Consumer housing options: F20*: requires the students to analyse considerations for purchasing and paying for major household items. In the Kenya curriculum for Home Science (Document 4.1:16) the topic *Principles of wise buying* refers to specific objectives where the learner must explain the principles of wise buying.

**Objective: Responsible use of resources, such as water and electricity**

In the prescribed LOs of the British Columbia Home Economics course (Document 2.2:73) on *Family Studies: Design for living: F16*: specifies that the students must describe ways in which consumers can conserve energy, water and other resources in the home. In Document 4.1:163, the Kenya Home Science curriculum, the topic *Fuels in the home* refers to specific objectives where the learner must explain methods of conserving energy.

### **Objective: Ways to curb global warming**

Reference is made in the suggested achievement indicators in the British Columbia curriculum (Document 2.3:54) to researching and discussing environmental and health implications of food production, e.g. transportation/fuel costs, pest control, biotechnology, fertiliser, soil erosion, global warming and fair trade.

### **Objective: The planning and managing of personal finances and payment methods**

In the *Suggested Achievement Indicators* of the British Columbia curriculum (Document 2.2:7:59) for *Family Studies: Living in a family: D8*: students must demonstrate the development of strategies for managing family resources, while in the Kenya curriculum (Document 4.1:161) the topic *Principles of wise buying* refers to specific objectives where the learner must explain principles of wise buying. In the Kenya curriculum (Document 4.1:162) the topic *Making a budget* refers to specific objectives where the learner must make a budget. In the Singapore curriculum: *Introduction to Enterprise Development* (Document 3.3:10) mention is made of developing budgets for business purposes.

### **Objective: Taxes, interest rates and inflation**

This objective is only mentioned in the CAPS document for Consumer Studies and not in any of the other curricula analysed.

### **Objective: Nutrition and the impact of food choices on health**

The British Columbia curriculum makes reference to the importance of nutrients and effects of deficiencies and excesses (Document 2.3:7a) while in the Singapore curriculum document (Document 3.2:3) learners are asked to define the terms "malnutrition; shortage/excess intake of particular nutrients" and explain the link between inadequate/excessive intake of nutrients and common health problems e.g. obesity, hypertension, diabetes, colorectal cancer, coronary heart diseases, osteoporosis and anaemia.

In the Kenya curriculum (Document 4.1:162) the topic *Food nutrients and nutritional disorders* refers to specific objectives where the learner must discuss various nutritional disorders, their signs, symptoms and management.

### **Objective: Food hygiene**

In the British Columbia curriculum (Document 2.1:24) *Cafeteria Training 12: Principles of Food Preparation*, the topic *Demonstrate safe food-handling techniques* supports this objective, while Document 2.3:7 refers to applying procedures to prevent food poisoning, e.g. personal hygiene practices, sanitary food preparation techniques and correct temperature control procedures.

The Singapore curriculum document (Document 3.2:5) requires learners to state the causes of food spoilage such as microbial and chemical spoilage and explain how to avoid and reduce the risk of food spoilage when preparing and storing foods.

In the Kenya curriculum (Document 4.1:162) the topic *Food hygiene* refers to specific objectives where the learner must practise rules of food hygiene.

### **Objective: How to use product information to make informed consumer decisions**

There is no specific reference to this objective in the British Columbia curriculum, but mention is made of the principles and techniques related to the "... consumption of foods and textiles", which implies that learners will be taught how to make informed consumer decisions (Document 2.1:1). This objective is also implied within the Kenya curriculum (Document 4.1:158) under the topic *Advertisements* which refers to specific objectives where the learner must interpret and use advertisements wisely. In the Singapore curriculum: *Food and Nutrition* (Document 3.2:4) learners are to interpret and apply information found on nutrition labels.

### **Objective: The application of design elements and principles in the choice of clothing and furnishings**

This objective is dealt with in more than one context in the British Columbia curriculum, for example in Document 2.4:7, *Textiles 8–12, Key Concepts: At a Glance, continued: Applying Creative Processes*; and in Document 2.2:72, *Family Studies: Prescribed LOs: Design for living: analyse the use of the elements and principles of design*. Document 4.1:164 of the Kenya curriculum covers the topic *Soft furnishings in the home* and refers to specific objectives where the learner must discuss the colour wheel.

### **Objective: Properties and uses of textile fibres and fabrics**

One of the Key Concepts of the British Columbia curriculum for the subject *Textiles* (Document 2.4:7) deals with how the properties of textile fibres affect wear and care

under *Textile foundations*. In Document 4.1:154 of the Kenya curriculum the topic *Textile fibres* refers to specific objectives where the learner must state the properties of textile fibres. In Document 4.1:156 the topic *Laundrying different fabrics* refers to specific objectives where the learner should be able to launder different fabrics appropriately.

### **Objective: The fashion cycle**

The fashion cycle is dealt with in the British Columbia curriculum for Textiles Grade 11 (Document 2.4:51). By contrast the objective does not feature in either the Singapore or the Kenya curricula.

### **Objective: Different housing options**

Consumer housing options is a prescribed LO dealt with in the British Columbia curriculum for Family Studies (Document 2.2:74). In the Kenya curriculum (Document 4.1:152), the topic *Housing in the family* refers to specific objectives where the learner must compare house designs in different communities.

### **Objective: The needs of disabled people regarding clothing and housing**

This objective is mentioned only in the CAPS document for Consumer Studies and not in any of the other curricula analysed here.

### **Objective: Small-scale production, entrepreneurship and marketing of quality products**

In the British Columbia curriculum no specific reference is made to small-scale production and entrepreneurship, but the curriculum rationale in the British Columbia curriculum (Document 2.3:4) makes reference to learners being able to develop knowledge, skills and attitudes to practice and think critically about principles and techniques related to acquisition, production, and consumption of foods. Learners are also expected to describe a variety of food-marketing techniques (Document 2.3:22). The Singapore curriculum: *Introduction to Enterprise Development* (Document 3.3) is well aligned to this objective, and being a stand-alone course deals with the objective in greater detail than the CAPS document. By contrast the objective does not feature in the Kenya curriculum.

The evaluators compared the curricula of the four countries in order to determine which curriculum objectives are evident in the curriculum objectives of the other countries that do not feature in the CAPS document, and made the following findings (refer to Annexure B).

In the **British Columbia** curriculum for Home Economics, the Family Studies modular courses as indicated in Document 2.2:3, namely: *Child development and parenting, Adolescence, Adulthood, Families in societies, Interpersonal and family relationships* and *Housing and living environments* are not included in the CAPS as the focus of the CAPS is on the consumer and not on the family. These topics are covered in the Life Orientation curriculum. Nutritional needs in the human life cycle are dealt with in the CAPS in Grade 11 (Document 1.1:27) and small sections of the Child development and Parenting courses are covered in Document 2.2:24; 27.

The Curriculum Organisers of the Textiles course (Document 2.4) go into greater depth than the Textile topics covered in the CAPS (Document 1.1) since *Textiles* is covered from Grades 8–12, whereas in the CAPS it is only covered in Grades 10 and 11. Throughout the British Columbia curriculum documents, career opportunities are mentioned as a key concept within the Curriculum Organisers and the Individual Modular Courses. The identified career opportunities are topic-specific. This is an omission in the CAPS document.

For the purpose of this research, the **Singapore** Home Economics Lower Secondary curriculum (Document 3.4) was not analysed in detail, as it covers the lower secondary course which is equated to Grades 8 and 9 in the South African context. Singapore documents (3.2 and 3.3) are analysed in Table 5.3. Document 3.2 addresses food and nutrition content that aligns well with the CAPS, as does Document 3.3 which deals with Enterprise Development in far greater detail than the CAPS.

The **Kenya** Home Science curriculum includes many topics not covered in the CAPS document (Document 1.1) since its focus is family-orientated and not consumer-orientated. The following topics with their relevant specific objectives have been included in Document 4.1: *First aid; Care of the home; Kitchen equipment care, Handling and improvisation of kitchen equipment; Laundry equipment; Laundry agents; Laundry processes; Repair of household clothes and articles; Special treatment in laundry work; Storage of clothes and household articles; Maternal child and health care; Child immunisation; Habit training; Care of the sick at home; Ventilation; Fuels in the home; Réchauffé foods*. Laundering different fabrics is not covered in the CAPS document other than dealing with the care labels. Environmental hygiene is only partially covered in the CAPS, e.g. recycling (Document 1.1:20).

The areas in the curriculum dealing with clothing production and related topics are covered in the CAPS document only if the Practical Clothing Production option is selected. The following topics and relevant specific objectives fall into this section: *Sewing tools and equipment; Seams; Patterns and garment construction; Clothing construction processes*.

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

In this section the evaluation team considered the following:

- **Curriculum coverage:** the content, concepts and skills covered by each of the curricula - both in terms of breadth and depth
- **Content breadth:** the number of topics represented in the curriculum for a specific subject
- **Content depth:** the complexity and extent of cognitive challenge associated with the topic.

The evaluation team populated the table presented as **Annexure A: Table A1: Detailed content coverage in the CAPS document and the three international curricula** in the following manner:

- All the content/concept/skill areas represented for each of the levels in the curricula being evaluated were identified and listed in the first column of the table (Topic (content/concept))
- For each of the topics/sub-topics covered in a particular curriculum, the numbers 1 to 4 were entered into the relevant block in the table, to indicate the degree of cognitive complexity (depth) at which each topic is to be dealt with, using the following codes:

1: introductory level content; superficial; mainly definitions and descriptions

2: definitions and descriptions plus some detail provided

3: detailed indications of concepts/topics; requires understanding of relationships between concepts

4: highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts.

Where the content is not dealt with in a particular grade, the team left the cell blank.

Where the content is not dealt with at all in any of the grades of that curriculum, the team shaded the appropriate block.

In order to benchmark the curriculum coverage in terms of content, concepts and skills covered in the curricula analysed, the number of topics evident in the curricula determines the content breadth, while the complexity and extent of cognitive challenge indicates the depth of the content.

### 5.3.3.1 Coverage (Breadth)

The breadth of the topics/courses is influenced by the number of sub-topics covered in the individual curriculum. The four curricula analysed show a wide range of topics covered by learners working towards the school exit qualification. A number of topics are common to all four curricula. It was noticeable that the topics that are not in common speak to the contextual issues of that particular country. Table 5.4 contains a summary of the number of topics covered in the curricula analysed.

	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 Introduction to Enterprise Development	Form 1	Form 2	Form 3	Form 4
Total number of topics per year/level	6	6	5	Unclear which topics are covered in which grade(s)								3	4	11	13	10	11
Total number of topics per qualification	7			4	6	5	5	3	4	45							

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 with some repetition of topics in each year in the CAPS. In the Singapore school system, *Food and Nutrition* is a stand-alone subject with three topics, as is *Introduction to Enterprise Development* which has four topics; both subjects exit at O-Level. The British Columbia 1998 curriculum offers the same four courses over Grades 11 and 12, as can be seen in Table 5.4 and has 20 topics over the four courses in the two years under review. The 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.

In the CAPS, the learners have three years to master and comprehend the terminology and content. There is thus constant reinforcement of the subject-specific terminology and content used under each topic, familiarising the second- or third-language student with the topics (e.g. Document 1.1:14 Topic 2, *Food and Nutrition*, Document 1.1:15 Topic 7, *Entrepreneurship*).

In the **British Columbia** Home Economics curriculum the sub-topics of each course are repeated in each grade. Although French is spoken some of the eastern provinces of Canada and immigrants and the aboriginal communities of Canada speak different languages, English is the official language in British Columbia, and the breadth is not as likely to impact on learners' learning through a second or third language as in countries like Kenya, and South Africa where there are 11 official languages that may be used in schools. In addition the curriculum design makes provision for inclusion, equity and accessibility for all learners in line with government policy. It therefore supports the "principles of integration and inclusion of students for whom English is a second language" (Document 2.2:17).

In **Singapore's** holistic approach to their education system with regards to language, the learners will become bilingual since the main medium of instruction in the classroom is English. In Kenya, it takes four years to complete the content on which the final exam is set. The evaluators are concerned that second- or third-language learners will not manage the language and information recall from Form 1 up to Form 4. It is time-consuming for the learners to master the basic concepts and language of the subject, and this will slow down the learning process. However it is apparent that the topics included in the subject Home Science are relevant for their environments (e.g. Document 4.1:155: *Environmental hygiene*: topic number 12.0.0 and Document 4.1:156: *Maternal child health care* topic number 26.0.0).

In the **CAPS**, the curriculum focuses on the consumer and entrepreneurship, to address socioeconomic issues in the country. The scientific part of food and nutrition has been omitted. This sub-topic is part of the Singapore curriculum. In Consumer Studies the focus is on entrepreneurial opportunities rather than career options, as in the British Columbia curriculum.

In South African schools, a choice of production options is offered. Depending on the choice made, the learners will have deeper knowledge in that particular production option. In the British Columbia curriculum, the course *Family Studies* is covered, which is an important topic to cover in the South African context; however it is adequately taught in the subject, Life Orientation.

### 5.3.3.2 Depth

The evaluation team was required to identify all the **content/concept/skill** areas represented for each level in the curricula being evaluated and to list these topics and sub-topics in the first column of the tool provided.

For each of the topics/sub-topics covered in a particular curriculum, the evaluation team entered numbers 1 to 4 into the relevant block in the tool, to indicate the degree of cognitive complexity (depth) at which each topic is to be dealt with.

The team used the following codes, to determine cognitive complexity:

- 1: introductory level content; superficial; mainly definitions and descriptions
- 2: definitions and descriptions plus some detail provided
- 3: detailed indications of concepts/topics; requires understanding of relationships between concepts
- 4: highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts.

Where the content is not dealt with in a particular grade, the cell was left blank.

Where the content is not dealt with at all in any of the levels of a curriculum, the team shaded these blocks.

Table 5.5 gives the percentage of sub-topics at each of the four levels outlined above.

The Consumer Studies **CAPS** is consumer-orientated, focused on entrepreneurship and consumer education. The subject is offered from Grade 10 (learners are 16 years of age) and it is an elective subjective of the NSC qualification. The practical skills outcome will be based on the production choice of the specific school, e.g. food, clothing, soft furnishing, crochet and knitting, patchwork and quilting by hand production. Progression in complexity within each topic is seen from one year to the next and Figure 5.1 demonstrates the resulting incremental depth score of each grade, e.g. Grade 10 has a depth score of 2.63, Grade 11 has a depth score of 2.92, and Grade 12 has a depth score of 3.06. The total depth score of the CAPS over the three years is 2.83 (see Figure 5.2).

The **British Columbia** Home Economics curriculum 1998 includes four stand-alone courses in Grades 11 and 12. Because the British Columbia curriculum is offered from Grade K through to Grade 12 (Document 2.1:3) learners have in-depth knowledge of the subject, terminology and content when they reach Grade 11. In the course Family Studies, which deals with family issues from Grade 10, the teacher will choose any two out of six individual modules worth two credits each, based on the interests of teacher and students. They may not take the same modular course in Grade 10, Grade 11 and Grade 12 (Document 2.2:5). Thus the student will cover all six modules by the end of Grade 12. Consequently the content of all the Home Economics courses is covered in depth by the end of Grade 12. The total depth score for each of these courses at the end of the Grade 12 year is *Cafeteria Studies*, 2.86, *Family Studies*, 3.00, *Food and Nutrition*, 3.04, and *Textiles* 3.00 (Figure 5.2).

In the **Singapore** O-Level curricula two of the options for the learners taking their O-Level examination are *Food and Nutrition* and *Introduction to Entrepreneurial Development*. The depth of this curriculum will be influenced by the opportunity for the teacher to make use of "white space". This provides a chance for the teacher and learners to engage in sub-topics that are current, and relevant to their context. The depth score for the end of



the year qualification for *Food and Nutrition* is 2.78, and for *Introduction to Entrepreneurial Development* it is 4.00, as reflected in Figure 5.2.

The **Kenya** subject Home Science has a static curriculum that offers 45 topics addressing basic family and environmental/contextual issues. The curriculum was found to be broad, covering a number of different topics. There is no repetition of the topics as is evident in the other curricula. Considering the total number of topics, the depth score at the end of the qualification is only 3.17, over four years (Figure 5.2). The learners are expected to write their final exam at the end of Form 4, covering all four years of learning.

There were similarities identified in the British Columbia curriculum and the CAPS, for example, in *Food and Nutrition*, similar emphasis can be seen such as environmental and health issues related to the production and consumption of food (Document 2.3:7 and Document 1.1:34). Both curricula emphasise the importance of healthy eating choices, balanced diet and nutritional intake (Document 1.1:34, Document 2.3:7). There is greater depth in the British Columbia Textile course, e.g. in Grades 11 and 12 the learners are taught and encouraged to make use of embellishments (Document 2.4:7). The curriculum provides the learners with possible career opportunities in all four courses. There were similar sub-topics within each topic from the various curricula, as seen in Annexure B.

Some of the topics in the Singapore curriculum overlap with the topics covered in the CAPS. The course *Introduction to Entrepreneurial Development* in the CAPS covers very similar content under the *Entrepreneurship* topic. The course *Home Economics* covers nutritional information, healthy eating and meal planning, which are also covered in the CAPS curriculum. A section that is dealt with in the Singapore curriculum, but missing from the CAPS, is a sub-topic dealing with food systems and reactions when food is prepared. This highlights the fact that the CAPS curriculum is focused on the consumer and entrepreneurial skills rather than on a scientific food-related approach.

There are a large number of topics (45) covered in the Kenya curriculum and there are similarities in the CAPS, Singapore and British Columbia curricula, for example methods of cooking, recipe or pattern instruction, nutritional needs and healthy eating (Annexure B). There is no repetition or recall of the topics as is evident in the other curricula. Both the Kenya and British Columbia curricula offer the course Family Studies. The approach to the sub-topics in Kenya is elementary, e.g. Document 4.1:160, topic number 28.0.0: *Breastfeeding and Weaning*, whereas in British Columbia the sub-topics within the course are discussed with consideration to the family structure within the changing world.

The depth of the curriculum is a measure of the complexity and extent of cognitive challenge associated with the topics included in the curriculum. The depth of the topics/courses will be influenced by the number of sub-topics and the time allocation given to each topic/course. The total depth score per year or grade or level in each of the curricula analysed is displayed in Figure 5.1, and the total depth per qualification in Figure 5.2.

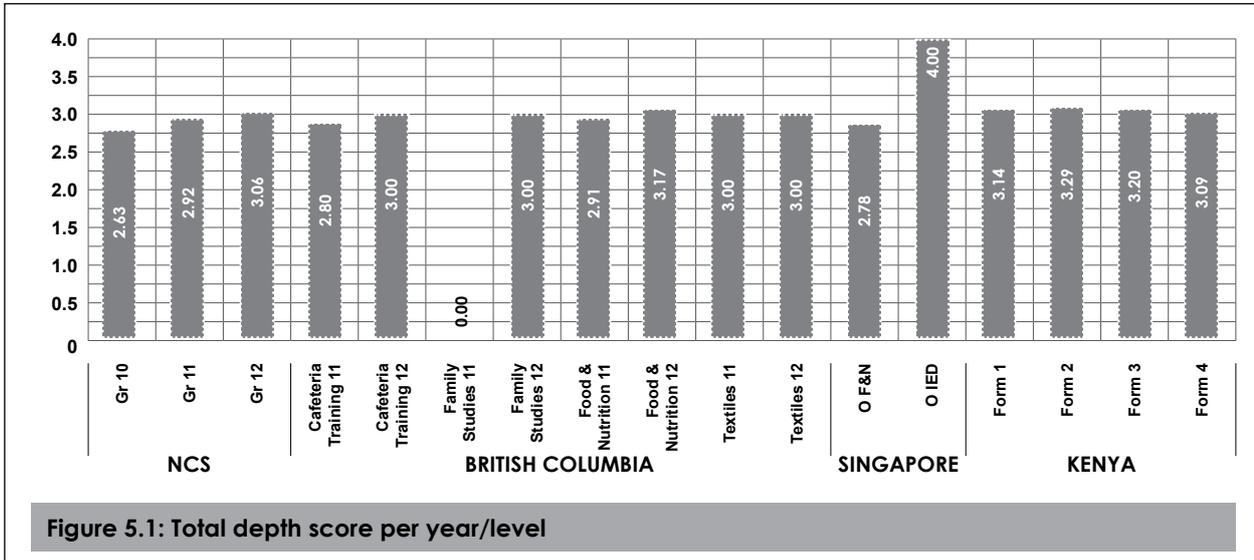


Figure 5.1: Total depth score per year/level

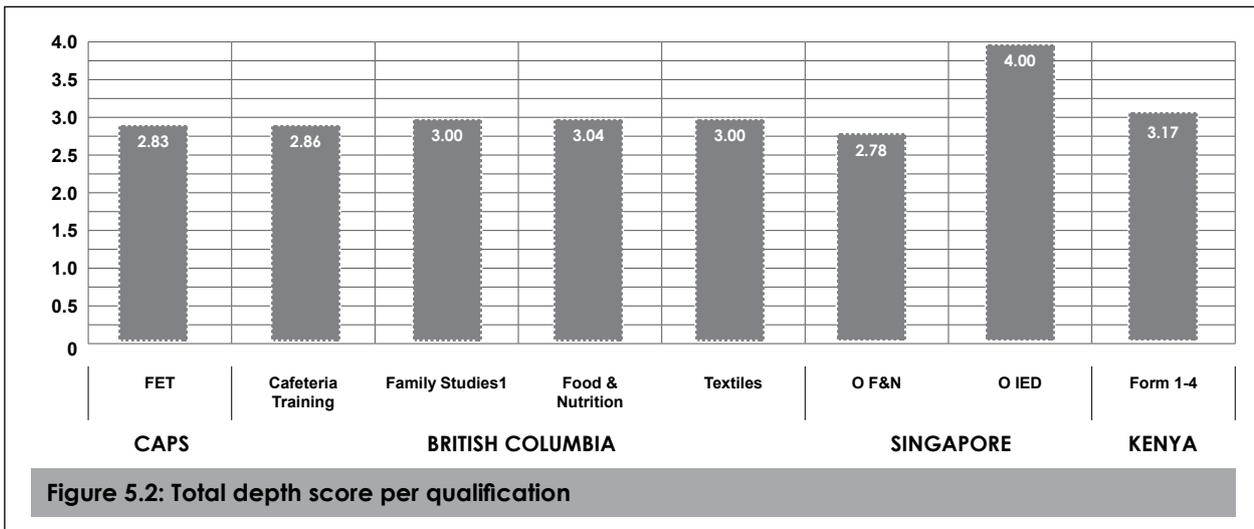


Figure 5.2: Total depth score per qualification

From Figures 5.1 and 5.2, the evaluation team concluded that the depth of the CAPS curriculum is approximately the same as the *Cafeteria Training* in the British Columbia set of topics, and the O-Level *Food and Nutrition* of the Singapore curriculum. However, it has 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.

### 5.3.4 Specification of topics

In this section the evaluation team considered the curriculum specification as the “grain size” or degree to which knowledge is broken down for stipulation in the curriculum.

The evaluation team determined in how much detail the various topics are specified in the curriculum documents. In other words, they considered how clear it would be for the user of the curriculum to understand exactly which content/concepts and skills are to be covered for the particular subject, or how much the teacher would need to draw on her or his previous knowledge and experience of the subject to interpret the curricula.

The evaluation team used the following coding to make a judgement of each curriculum:

- **High:** High specification – extremely clear subject-specific specification: very little chance for multiple interpretations
- **Medium:** Medium specification – moderately clear subject-specific specifications, some generic statements /skills or some topics underspecified
- **Low:** Low specification – no clear subject-specific specification, and/or minimal guidance provided for users which allows for multiple interpretations.

After that the team gave two examples from each curriculum as evidence/support for its coding. This process is shown in Table 5.6.

	<b>CAPS</b>	<b>British Columbia</b>	<b>Singapore</b>	<b>Kenya</b>
<b>Degree of specification</b>	High	High	Medium	Medium
<b>Example 1 Nutrients and functions (Gr. 11)</b>	Document 1.1:27 Term 2, week 1, specific information to be covered under this sub- topic	Document 2.3:23 Sub-topics and learning outcomes are clearly prescribed. Clear assessment guidelines are given.	Document 3.1:3 No specific time- frames indicated but sub-topics and learning outcomes are clearly prescribed as well as learning outcomes.	Document 4.1:157 Number of lessons given (18) but no reference to length of lessons Sub-topics and specific objectives are clearly prescribed as well as specific objectives.
<b>Example 2 Production (Gr. 12)</b>	Document 1.1:46 Term 1, Week 1-2 specific sub topic information	Document 2.3:7 Key concepts and suggested achievement indicators included	Document 3.1:6 Mark allocation for chosen product and number of hours for total coursework project is given. No specific breakdown of time for the production and no hint as to the topic of coursework have been included.	Document 4.1:165 Number of lessons is specified (52) and Specific Objectives are listed.

The CAPS and British Columbia curricula have high levels of specification. There is detailed information for the teachers about content, time frames and assessment, so learning will be structured and standardised. The British Columbia curriculum includes instructional strategies (Document 2.1:22), where assessment criteria are clearly defined in the CAPS (Document 1.1:61).

### 5.3.5 Content/skill coverage

The team then commented on the overall coverage of content and skills by addressing the following:

- to what extent the curricula provide clear, succinct, unambiguous, measurable statements of learning
- to what extent the curricula are based on a strong, discipline-based approach to school subjects
- to what extent the subject knowledge presented in the curricula is up to date with any shifts in the discipline itself.

In the Consumer Studies **CAPS**, clear guidelines structure the curriculum per grade, per term, 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 giving clear guidance for the teacher on how to implement it. It allows for standardisation. The curriculum covers topics which address South African needs. The inclusion of the topics *Entrepreneurship* and *Consumerism* is integral to the shift from Home Economics to Consumer Studies.

The **British Columbia** Home Economics curricula of 1998 and 2007 are clear and unambiguous, providing for prescribed learning outcomes and suggested achievement indicators for each topic in each of the 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, in the section called Prescribed LOs (Document 2.4:15–22). Guidance is also given regarding the achievement indicators in the section, Student Achievement (Document 2.4:23–59). It is in this section that the depth of coverage is evident.

The **Singapore** curricula (O-Levels) provide the necessary topics within the two courses offered for the O-Level examination. While the learning outcomes that need to be achieved are specified, the time frames per topic are omitted, and this may negatively influence the outcome. The learning outcomes are quite specific, which supports 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 document is dated 2002 and its structure is static, since it shows no development, nor does additional information seem to have been added to it 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.

### 5.3.6 Curriculum weighting and emphasis

Referring to **Annexure B**, the evaluation team noted that the following topics are emphasised in each country's curriculum:

The **CAPS** emphasises the topic consumerism as well as entrepreneurship. There is also 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, attitudes and acquire knowledge to ensure they are able to deal with personal and family situations in their daily lives as well as dealing with local and global issues.

In the **Singapore** curricula, learners have the opportunity to choose the subject Introduction to Entrepreneurial Development, where the emphasis is on planning and organising a business (Document 3.2:3). The emphasis in the curriculum for *Food and Nutrition* is on meal planning and the link between diet and health (Document 3.1:1). Important topics which are excluded from the curricula of the other three countries studied, but which are part of the O-Level curriculum are *Digestion* and *Food Science* in *Food and Nutrition*.

In the **Kenya** curriculum, food products, child care and the skills needed to produce needlework are emphasised (Annexure B, Table A2).

A clear emphasis on practical skills across all curricula can be seen in Annexure B, e.g. recipe/pattern instruction, and then preparing and making a product.

Annexure B indicates that there is a similar emphasis on the Food and Nutrition topic within each curriculum, e.g. *Nutrients and functions, Daily meal planning, Food spoilage and Nutritional and food-related health conditions*.

### 5.3.7 Pacing

The evaluation team considered pacing as the rate at which content should be covered over the course of a level, approximated through the ratio of breadth to teaching time.

The team populated Table 5.7 with the following:

- The total number of topics (breadth) to be covered across the various levels in each curriculum.
- The total amount of teaching time allocated to the teaching of the subject in each curriculum. (This was the total contact time, excluding self-study time).
- The ratio of the number of topics to teaching time – this gives a sense of the pacing that is expected. The total number of topics across all levels was divided by the total teaching time in hours. This resulted in the final ratio recorded at the bottom of Table 5.7.

	<b>CAPS</b>	<b>British Columbia</b>	<b>Singapore</b>	<b>Kenya</b>
Total number of topics across all grades	17	20	7	45
Total teaching time allocated (hours)	456	300	No indication	462 lessons
Ratio of topics : teaching time	0.046:1	0.0667:1	N/A	N/A

The evaluators found it difficult to do a comparative analysis of the pacing of the four curricula from the documents supplied, due to the omission of certain information as described in the discussion.

The pacing of the **CAPS** for Consumer Studies has a ratio of 0.46 topics to one hour of teaching time. The subject has seven topics that are covered over Grades 10–12; however not all are done in each year, therefore effectively 17 topics appear from Grades 10–12. The prescribed hours of teaching time are 160 hours in Grades 10 and 11, while for Grade 12 the teaching hours are 136 hours, thus totalling 456 hours of teaching time over three years.

In order to determine the pacing for the **British Columbia** curriculum the team regarded all the curriculum organisers of each course, namely *Foods and Nutrition*, *Textiles*, *Family Studies* and *Cafeteria Training* for each grade as topics, even though the subject Family Studies “has been developed using a modular approach, allowing teachers to combine the two-credit individual modular courses to make up a four-credit course based on student interest as well as teacher interest and expertise” (Document 2.2:3). Thus the total number of topics would, in practice, be fewer because the *Family Studies* course appears in only four of the six available modules in Grades 11 and 12.

The pacing of the curricula for **Singapore** and **Kenya** cannot be calculated because no prescribed number of teaching hours is found in the documents. The Singapore curriculum has seven topics in total in the two curricula studied (Documents 3.2 and 3.3), while the Kenya curriculum (Document 4.1) has 45 topics dealt with in Forms 1, 2, 3 and 4 (equivalent to Grades 10–12). The number of lessons per topic is clearly indicated in this document and the total number of lessons over the four forms is 462. It is however not clear whether each lesson comprises one hour.

### 5.3.8 Curriculum progression and sequencing

The evaluation team agreed that progression refers to the increase in the level of complexity/difficulty at which a topic is addressed through the levels.

The team looked at Table 5.7, together with the topics/skills listed for each level, to determine whether there was any indication of progression within and across the grades under consideration.

The team used the descriptors below to make a judgement on the nature of the indication of progression in the curricula:

- **Strong:** Strong indication of progression – there is clear movement from one type of content/concept/skill to another, or the progression is clear in terms of increasing complexity/difficulty from one level to the next
- **Moderate:** Moderate indication of progression – there is some indication of a flow through the different content/concept/skill, or some increase in the complexity or difficulty at which topics are addressed at different levels
- **Weak:** Weak indication of progression – there is very little indication of progression in terms of a shift between content/concept/skill from one level to the next, or in increasing complexity/difficulty across levels
- **None:** No indication of progression – there is no flow in the shift between the content/concept/skill or indicated change in complexity/difficulty from one level to the next.

#### Within grade progression

The movement from one topic to another over the course of each grade and the manner in which the topics are sequenced is strong and consistent, following the same order within each grade in the British Columbia curriculum, while in the CAPS the topics stay the same but are not done in the same sequence and are not necessarily completed before moving to the next topic. In addition some topics do not appear in each grade. Therefore the evaluators believe the CAPS to have strong progression, but moderate

sequencing. Both progression and sequencing is strong in the Singapore curricula as there is clear movement from one type of content, concept or skill to another, and there is an increase in complexity or difficulty within the level. Moderate progression in complexity but no indication of sequencing is evident in the document analysed for the Kenya Home Science curriculum.

In the **CAPS** for Consumer Studies (Document 1.1) there is an Increase in breadth of content and concepts within the grades but not necessarily in complexity of difficulty. In the CAPS, (Document 1.1:39) as part of Grade 10 Food Production in term 1, learners start with identification of basic cooking and measuring equipment and the mixing of a basic mixture, which demonstrates broadening of the concept but not greater complexity within this grade. The sequencing of the CAPS is moderate due to a general suggested order in which topics can be taught within a term, but allowance is made for the teacher to apply his or her own discretion within the term. Topics allocated to a term must be taught in that term (Document 1.1:17).

In the **British Columbia** curriculum for Home Economics there is strong evidence of progression within the grades, as indicated in the suggested achievement indicators (Document 2.3) where learners are required to initially identify factors and thereafter to discuss the relevant factors in the required context, e.g. identify negative influences to which children may be exposed and thereafter to discuss ways to help children to recognise and avoid unsafe choices (Document 2.3:43). Furthermore there is diagrammatic evidence in the curriculum of progression across the grades (Document 2.1:4), which further strengthens the rating given by the evaluators. There is strong evidence of good sequencing within grades, as is seen in the key concepts of Home Economics: Textiles 8–12 (Document 2.4:6) where learners are taught the basics of textiles, go on to learn how to construct textile items and apply creative processes to the items.

For the purposes of this part of the research the evaluators have only analysed Document 3.2 and Document 3.3 of the **Singapore** curriculum. There is strong evidence of progression within the grade, as is illustrated in Document 3.2:2, where the topic focusing on Nutrition and Health first covers the various nutrients by naming and then explaining their roles in the body, and thereafter addressing diet and health. There is strong evidence of sequencing within the grade, as in Document 3.2:3: Topic 1.5 which deals with meal planning and meal analysis, and which requires that topics 1.1 (*Study of nutrients*), followed by 1.2 (*Diet and health*) and 1.3 (*Energy balance*) are presented prior to Topic 1.5. The sequencing across grades does not apply in the case of the Singapore curriculum as the courses are stand-alone and the subjects are not interrelated regarding content, as Document 3.2 deals with food and nutrition and Document 3.3 covers content on how to run a small business. Three additional documents were made available to the evaluators, namely *Food and Nutrition GCE Normal (Academic) Level*, *Food and Nutrition GCE Normal (Technical) Level*, and *Home Economics Syllabus Lower Secondary*, which were not part of the research but contain topics that form an important basis of the O-Level qualification and provide vertical articulation.

In the **Kenya** curriculum for Home Science there is moderate evidence of progression within the grade. In Document 4.1:151 the learners are expected to identify the causes of common accidents and then take appropriate measures to prevent and manage these accidents. The progression is evident for all the topics included in the curriculum and also for all four forms. In Document 4.1:153 learners are expected to state the general rules for cooking and thereafter to apply those rules to various cooking methods. There is no clear guidance regarding sequencing of topics within the form; however the assumption is made that in Document 4.1:154 topic 9, *Textile fibres*, would need to be done before topic 10, *Sewing tools and equipment* and topic 11, *Stitches*.

### Across grade progression

The two curricula that show strong progression and sequencing across the grades are the CAPS for Consumer Studies and the British Columbia Home Economics curriculum. There is moderate progression in the Kenya curriculum from Form 1 to 4 and no progression in the Singapore curricula for *Food and Nutrition* and *Introduction to Enterprise Development*, as these are essentially stand-alone courses/subjects.

In the **CAPS** for Consumer Studies (Document 1.1) there is a strong indication of progression across the grades. Clear movement from one concept to another within the topics within the grade and across the grades is evident. Information is covered in order, with one idea leading to the next. For example, in Grade 10, learners are expected to develop and cost a shopping list progresses, in Grade 11, to learners calculating the production costs and the total cost of the recipe, to Grade 12, where learners develop a basic cash flow projection for a home-based business (Document 1.1:15).

In the **British Columbia** Home Economics curriculum progression across grades is strong as there is clear movement from one concept to another. The key concepts are repeated in each grade as can be seen in *Food Preparation Foundations*, *Food Preparations Techniques*, *Nutrition and Healthy Eating*, *Social, Economic And Cultural Influences* and *Career Opportunities* (Document 2.3:6–7). Whilst the key concepts remain the same, the level of complexity increases across grades (Document 2.4:22–24), e.g. a Grade 10 learner is expected to apply cooking principles to prepare healthy dishes and meals (incorporating presentation), a Grade 11 learner additionally has to apply budgetary considerations and a Grade 12 learner must in addition to the previous requirements also consider selecting recipes for multicourse meals.

In contrast to the British Columbia curriculum, progression across the grades is weak in the **Singapore** curricula as the two courses (Document 3.2 and Document 3.3) evaluated are mutually exclusive and stand-alone courses and cannot be compared in terms of content.

There is moderate evidence of progression in some of the content of the **Kenya** curriculum for Home Science. In Document 4.1:154; 157; 158; 161; 165 there is evidence of progression

across the form with reference to the *Clothing construction* topic, which progresses from textile fibres and sewing equipment to stitches, construction of seams, then pattern- and garment construction, progressing from simple procedures to more complicated and advanced garment construction. This progression is not as evident in the Food production topic, as this may not be the main focus of the subject; only 62 out of the 462 lessons are spent on food production across the four forms. Many of the topics in Document 4.1 are stand-alone and not repeated in all four forms, therefore sequencing across the grades is not that evident.

### 5.3.9 Specification of pedagogic approaches

In this section the evaluation team considered the pedagogic approach to be the way in which teaching and learning is intended to happen in the classroom.

Using the descriptors below, the team coded the extent to which a pedagogic approach specific to Tourism is evident:

- **High:** High specification – detailed guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach
- **Moderate:** Moderate specification – some guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach
- **Low:** Low specification – the preferred subject-specific pedagogic approach is mentioned in a few places but few or no details are provided
- **None:** No specification – the curriculum provides no information or guidance regarding the subject-specific pedagogic approach.

Though no subject-specific pedagogic approach has been included in the CAPS for Consumer Studies, the generic principles for the NCS include reference to “active and critical learning” as well as “high knowledge and high skills” (DBE, 2011a:4). Both these generic principles would be applicable to Consumer Studies, as part of the national curriculum. These principles imply that teaching/learning should develop high standards or levels of knowledge and skills, using active learning approaches that will develop critical thinking skills in learners. Brief mention is also made of inclusivity in teaching (DBE, 2011a:5), which should be part of pedagogy in the national curriculum, and therefore should also be included in Consumer Studies pedagogy.

For the **British Columbia** Home Economics curriculum, details have been included regarding suggested instructional strategies (Document 2.1:5). Suggestions include strategies to

- develop Home Economics (transferability of learning to real-life situations is stressed);
- foster and develop individual and group skills (specifically problem-solving and communication);

- use technology to support teaching and learning;
- foster optimal use and management of resources (including time, money, energy and skills);
- foster research and critical thinking skills; and
- support development of problem-solving and decision-making skills.

Integration of generic cross-curricular interests, such as sustainable consumption, aboriginal studies and gender equality, have been intentionally integrated in the curriculum (Document 2.1:7; C-3), but have not been specified as pedagogical principles for Home Economics specifically. In addition, a subject-specific section labelled “Considerations for Instruction in Home Economics” has been included in the document (Document 2.1:8). The curriculum document for each of the courses (*Cafeteria Training*, *Food and Nutrition*, *Family Studies* and *Textiles*) includes a section detailing generic methods for implementing Home Economics, such as the requirement in the subject for critical thinking and metacognition (Document 2.2:4; Document 2.3:4; Document 2.4:4). Furthermore, mention is made of the domains of learning and cognitive levels as linked to the specific outcomes and classroom assessment model (Document 2.4:17).

Highly subject-specific information is included in the form of detailed guidance in the curricula for *Cafeteria Training* (Document 2.1:11, 15–31), *Food and Nutrition* (Document 2.3:11–15), *Family Studies* (Document 2.2:15–21) and *Textiles* (Document 2.4:11–15) regarding considerations for programme delivery. Guidance is provided regarding elements such as addressing local contexts, safety considerations, confidentiality, utilising technology for teaching/learning, copyright and responsibility, and inclusivity (including working with the community and families).

The *Cafeteria Training* curriculum gives detailed suggestions for instructional strategies to be used, in order to achieve the learning outcomes (e.g. Document 2.1:18, 20, 22). The evaluators perceived the recommended pedagogical approach for Home Economics and its courses in the British Columbia curriculum as well thought out and balanced, considering the nature of the subject, the importance of the learning for the learner, and the context within which the learning will take place. Though outcomes are used to structure teaching content, it is not referred to as a particular pedagogical principle.

The overall **Singapore** curriculum is based upon a holistic pedagogical approach, taking into consideration the language of learning (bilingualism), the learner (21<sup>st</sup>-century skills are emphasised), the teacher (professional competency), involvement of parents and utilising information technology to support teaching/learning (Document 3.1:1–2). No details or guidance have been included in subject-specific curriculum documentation (Document 3.2 and Document 3.3) regarding recommended or preferred pedagogical approaches.

The **Kenya** curriculum for Home Science provides limited guidance with only a few references that might refer to pedagogy. A creative teaching approach is suggested, where teachers are expected to improvise materials and equipment, utilising local

resources and incorporating electronic media to enhance teaching/learning (Document 4.1:149). Continued learning or updating of teaching content is advised, as well as the economical use of resources (Document 4.1:149).

A review of international research (Fox & Klemme, 2010:3; Lefoka, 2011:87; McGregor, 2009:261; McGregor, 2010:10; Savery, 2006:14; Smith, 2007:14; Smith & De Zwart, 2010:14, 25), returned the following recommendations for inclusion in pedagogy for Home Economics and Family and Consumer Sciences:

- collaborative learning
- critical thinking
- transferability of learning
- practical learning
- lifelong learning connected to real-life experiences
- utilising technology to promote teaching and learning
- learner-centred learning
- problem-solving
- utilising subject-relevant teaching-learning strategies and resources.

Life-relevant, learner-centred learning, which fosters the development of metacognition, are important pedagogical principles for Consumer Studies education (Du Toit, 2014: 29). Both the British Columbia and Kenya curricula reflect some of the concepts singled out for pedagogy in Home Economics. Since teachers' knowledge regarding subject-appropriate teaching/learning strategies and processes will foster more productive learning by learners (Pickard & Reichelt, 2008:196), it seems a critical deficiency that the curricula of South Africa and Singapore contain no subject-specific pedagogical guidance.

Due to incomplete information, it is difficult to benchmark the type of learner envisioned in the curricula for Consumer Studies and related subjects. It was however deemed appropriate that life skills or 21st-century skills (not just production or "making" skills) were explicitly included in curricula that do refer to the type of learner (Document 3.1:1-2; Document 2.2:4; Document 2.3:4; Document 2.4:4). Such life skills referred to in these documents include problem-solving, metacognition, critical thinking and communication skills. The British Columbia curriculum documents seem to envision learners and teachers with a much higher level of cognitive thinking than the other curricula.

### 5.3.10 Assessment guidance

The evaluation team populated Table 5.8 by indicating the **number and types of assessment** task specified in the curriculum. In the same table, the team indicated whether the assessment guidance given is **general, subject-specific, both** or **neither**, using the following descriptors to allocate a code to the curriculum:

- **General:** general, generic assessment guidance is given
- **Subject-specific:** subject-specific assessment guidelines are provided
- **Both:** both general and subject-specific guidelines are provided
- **Neither:** no assessment guidance is provided.

The team also indicated the degree of clarity of guidance regarding assessment in Table 5.8 using the following codes:

- **High:** high degree of clarity – assessment information is detailed, specific, clear, and comprehensive, and is not likely to result in differing interpretations
- **Moderate:** a moderate degree of information regarding assessment that is generally clear, is provided
- **Low:** there are broad statements about assessment that lack clarity and allow for multiple interpretations
- **None:** there is no guidance provided for assessment.

	CAPS			British Columbia				Singapore		Kenya
	Gr. 10	Gr. 11	Gr. 12	Cafeteria Training 11 & 12	Family Studies 10–12	Food Studies 10–12	Textile studies 10–12	O-Level Intro to Enterprise Development	O-Level Food and Nutrition	Forms 1–4
<b>Number of assessment tasks specified</b>	12	12	11	Difficult to ascertain				2	2	Difficult to ascertain
<b>Types of assessment specified</b>	Both general and subject-specific			None specified but many suggested strategies or indicators for achievement				Subject-specific		Neither
	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Project</li> <li>• PATs</li> <li>• Written examinations</li> </ul>							<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam paper</li> <li>• Course work portfolio</li> </ul>	Examples of assessment listed, but not specified
<b>Clarity of assessment guidance</b>	Moderate			Moderate				High		Low

The evaluation team concurred with the explanation of Keino and Hausafus (2009:302) that “the purpose of assessment in education is to advance learning, not merely to audit the absorption of facts”. The team therefore felt that assessment guidance could support

educators in correctly interpreting details contained in curriculum documents regarding assessment of learner achievement in knowledge or skills in a particular subject.

In the Consumer Studies **CAPS**, subject-specific guidance is given regarding informal and formal assessment, and includes detailed specification regarding the mark contribution of each task toward the final formal assessment mark for each grade (Document 1.1: 60,61). Informal assessment tasks (in general) are mentioned, and more detail is included regarding projects, written tests and examinations (Document 1.1:62). Since the practical section of Consumer Studies is considered essential for skills development, it was considered important that clear guidance regarding this aspect of Consumer Studies should be included. Guidance regarding practical task assessment in the curriculum document is however limited (Document 1.1:63, 64) and could probably lead to different interpretations. Emphasis is placed on written tests and examinations, which contribute approximately 75% of the total marks in any given grade (Document 1.1:61). Assessments are mostly conducted internally (school-based assessment), but in Grade 12 some assessments are set (and marked) externally. Generic guidance regarding assessment (not subject-specific) is found in the National Protocol for Assessment (Document 1.2).

Assessment in the curriculum documentation for **British Columbia** Home Economics and courses has a moderate degree of clarity. Assessment information is detailed and comprehensive, and includes many examples and additional suggestions to support teachers. The *Cafeteria Training* curriculum doesn't provide a number or even the types of assessment specified, but includes a large number of suggested assessment strategies for each set of prescribed learning outcomes (e.g. Document 2.1:26,28). The *Family Studies* (Document 2.2:34–36), *Foods and Nutrition* (Document 2.2:28–30), and *Textiles* (Document 2.2:26–28) curriculum documents each have detailed guidance regarding general assessment principles, with a large number of suggestions for indicators that might be used to measure achievement in the specific subject. The number of assessments and details regarding the calculating of course marks have not, however, been specified in any of these documents. The suggestions for assessment strategies are generally learner-centred and seem to assess a large variety of knowledge and skills, including life skills such as communication or problem-solving (e.g. Document 2.1:29; Document 2.2:74; Document 2.3:53; Document 2.4:56).

A high degree of clarity regarding assessment information was found in the **Singapore** curriculum documents for *Food and Nutrition* (Document 3.2:6–10), as well as for the *Introduction to Enterprise Development* (Document 3.3:4–7). Both documents provide comprehensive assessment guidance, and are not likely to result in differing interpretations. The number and type of assessment has been specified for the each subject. Clear and detailed information is provided regarding the content that will be assessed, as well as how it will be assessed and weighted. The inclusion of detailed analytical rubrics for the assessment of the coursework portfolio/project was seen as beneficial to support standardised assessment of assignments which might be difficult to assess objectively otherwise. Coursework portfolios or projects carry a much larger weighting than written

examinations, and assess a large variety of subject-specific knowledge and skills, as well as life skills such as group work.

The **Kenya** Home Science document contains only a single sentence regarding assessment (Document 4.1:149). It notes that written as well as practical assessment of learners' skills and knowledge should be conducted regularly. There are no details regarding types, numbers or weighting of assessment strategies. A list of "suggested assessment methods" has been included at the back of the document, listing practical work, project work, field trips, oral questions, quizzes, written tests and examinations, as well as group reports (Document 4.1:167). No other detail or descriptions have however been included to clarify these assessment methods. A reference to a "teacher's guide" in this document might imply that more details regarding assessment could be found in that document, but it was not available to researchers in this study.

A review of literature regarding assessment in Consumer Studies and similar subjects internationally found that assessment in such subjects should (amongst other elements):

- accurately reflect the importance of the assessment as part of the whole subject (Street, 2006:15)
- be aligned with the curriculum's intentions (Smith & De Zwart, 2011:46)
- be authentic, and more closely reflect assessment in the "real world" (Laster & Johnson, 2001)
- be developed in conjunction with resources that will support teaching, learning and assessment of subject aims and goals (Keino & Hausafus, 2009:313)
- be structured and planned to support the development of lifelong learning (Ma & Pendergast, 2010:285)
- employ a variety of assessment methods to support diversity of learner needs (Keino & Hausafus, 2009:313; Smith & De Zwart, 2011:50)
- include learners in the process through self- and peer assessment (Smith & De Zwart, 2011:51)
- not only assess learner achievement or progress, but also help to determine the effectiveness of the programme, as well as teachers' roles in assessment (Keino & Hausafus, 2009:302).

From the literature, the complexity and importance of assessment is clear. It is therefore imperative that guidance should be provided to teachers to facilitate subject-specific assessment and to help endorse standardisation in assessment. Of the curricula explored as part of this research, only the two documents from Singapore (Document 3.2 & Document 3.3) were found to provide detailed, clear, unambiguous guidance for the assessment of those subjects.

### 5.3.11 Curriculum integration

#### 5.3.11.1 Integration between topics

All subject content in the **CAPS** for Consumer Studies is tied to the core concept of being a consumer and providing for the consumer. Clear concept integration is found in the CAPS where the consumer is used as the connecting thread throughout the majority of topics and sub-topics. For example, in the topic, The consumer, the consumer decision-making process is subsequently applied to the choice of clothing, furniture and food products in the Entrepreneurship projects (Document 1.1:14–15).

In the introduction to the **Kenya** curriculum for Home Science (Document 4.1:149), teachers are advised to integrate content areas appropriately during lesson planning. Thus integration or connection between topics is mentioned briefly, but the numbering system also implies that topics are sequential and the connection between topics is by virtue of the sequencing. For example: Form Two, Topic 13 is *Laundry equipment* and Topic 14 is *Laundry agents* (Document 4.1:155). Another example is Form Two, Topic 21: *Seams* precedes Topic 22: *Patterns and garment construction*. Therefore the evaluators view this as a moderate level of integration of topics (Document 4.1:157–8).

Both curricula evaluated in the **Singapore** curriculum are seen to have high levels of integration of topics within the subjects. In the assessment objectives (Document 3.3:4) students are expected to apply facts, terminology, concepts, principles and conventions appropriately to business problems. Students are also required to apply business concepts and principles in an integrated manner when developing a simple business plan. In Document 3.2:1 the assessment objectives indicate that the students should be able to demonstrate knowledge and understanding of the scientific principles underlying food preparation, processing and safety.

In the **British Columbia** curriculum documents analysed, the Integrated Resources Package for each of the four courses comprising Home Economics has curriculum organisers. These consist of a set of prescribed learning outcomes that share a common focus, implying integration across related topics. In addition, mention is made that the course organisers are not intended to suggest linear delivery of course material, thereby strengthening the possibility of integrating topics in practice. In the prescribed learning outcomes and suggested achievement Indicators of each of the four courses, the following examples of integration can be found:

- In the curriculum for *Cafeteria Training* 11–12, in Grade 11, students must demonstrate skills necessary to prepare foods using a range of techniques, effective time management and applying the principles of portion and quality control (Document 2.1:A-7). Also in Grade 11, students must describe careers in the food service industry, together with the skills, attitudes and behaviours necessary for employment in the industry (Document 2.1:A-8).

- In the curriculum for *Family Studies* 10-12 students learn about Infant care and development in the first year of life where content such as nutritional needs, physical care and cognitive development of the infant are integrated (Document 2.2:24). In the concept of *Families in society*, students compare family customs and traditions in different cultures (Document 2.2:7, 28).
- In the curriculum for *Food and Nutrition* 8-12, students must apply the *Eating Well with Canada's Food Guide to plan healthy menus* in Grades 10–12 (Document 2.3:22–24). Students must consider safety in the prevention of food-borne illnesses as they handle equipment in food supplies and use appropriate cooking and storage methods (Document 2.3:5).
- In the curriculum for *Textiles* 8–12, students create textile items incorporating the elements and principles of design (Document 2.4:21) and are required to use a variety of sewing techniques, tools and equipment and traditional and/or computer-assisted methods to construct advanced textile projects (e.g. lined garments, jean jacket, special occasion wear, swimsuit, home decorating item, craft project) (Document 2.4:54).

### 5.3.11.2 Integration with other subjects

The integration of the curricula and/or syllabi with other subjects in the curricula is not explicitly mentioned in any of the documents under review. It is, however apparent from the content of the subjects. The evaluators recognised that there is integration with other subjects/curricula/syllabi, where there is overlapping content. Subjects where related content is expected would include Business Studies, Cultural Studies, Life Sciences (Biology and Physical Science), Design and Technology, Environmental Studies, Agriculture, Mathematics, Mathematical Literacy, Visual Arts, Accountancy, Life Orientation and especially Hospitality Studies and Tourism-related subjects.

From the experience of the evaluators with the **CAPS**, a number of the Consumer Studies topics are common to other subjects in the school curriculum although this fact is not directly specified in any of the curriculum documents (Document 1.1–Document 1.3). Topics from subjects that are integrated into Consumer Studies are found in Visual Arts, Business Studies, Geography, Mathematics and Mathematics Literacy, Life Sciences, Accountancy and Life Orientation.

The **British Columbia** curriculum for Home Economics contains a section on the Integration of Cross Curricular Interests (Document 2.1:7) which mentions that the curriculum was developed with aspects such as Aboriginal Studies, Information Technology, Media Education, Science-Technology-Society, and Environment and Sustainability integrated into the learning outcomes and the instructional and assessment strategies. These aspects are however not necessarily other subjects, but relevant to the context in which the subject will be taught.

The **Singapore** curriculum displays little integration with other subjects. However, a key thrust in the curriculum is to include purposeful integration of ICT in all types of lessons, but no other specific reference is made to integration with specific subjects (Document 3.1:2). It may be assumed that certain of the subjects such as Introduction to Enterprise Development GCE Ordinary Level will require basic competencies in Mathematics and calculator use, and hence has some integration with the subject Mathematics. Some topics have been dealt with in a more scientific manner in this curriculum (e.g. Food Science, Document 3.1:5). The evaluators therefore would presuppose possible integration with Singapore subjects such as Life Sciences.

The evaluators found it difficult to comment on the **Kenya** document regarding its integration with other subjects. The team only had access to part of a larger document, where excluded sections might have been able to give greater insight into integration between Home Science and other subjects. In the section made available to the evaluating team, no specific reference is made to other subjects; and whilst it may be implied it is not actually mentioned and stated in the document reviewed.

### **5.3.12 Factors emerging from the international curricula**

The evaluators considered that the curricula of the three other countries evaluated were suitably contextualised for the environments in which they are taught. This type of contextualisation must 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 curriculum for **British Columbia**, the critical concepts and content are consistent across both grades with clear evidence of progression from one year to the next under the same Key Concept when one compares the Suggested Achievement Indicators for each grade. This approach leads to growth and deepening within the subject content. Whilst the CAPS attempts to achieve the same effect through dealing with the same topics from Grades 10 –12, there is often no clear progression in the topic from one year to the next.

*Career Opportunities*, a key concept in the British Columbia curriculum is taught over the two years, but not evident in the CAPS. It is thus difficult for the South African learner to make a connection between the subject, 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 not given the attention it deserves. Learners wanting to pursue a career in fashion design are being disadvantaged because they do not have that intensive textiles knowledge and skills.

In the **Kenya** curriculum, first aid is dealt with at 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 also be part of the Consumer Studies CAPS curriculum. This should enable learners to take appropriate measures to manage and prevent common accidents, especially during the practical production sessions.

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 food science underpins the reactions 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 around successful and unsuccessful products.

One of the observations made by the team considering the subject as a whole, is that it would be advisable to begin Consumer Studies, or to include some of the topics into Technology in Grades 8 and 9. In Grade 10 learners who choose the subject to Grade 12 level would then choose their area of specialisation. In this manner skills shortage and unemployment would be addressed and learners' interests would be taken into consideration.

### 5.3.13 Concluding remarks

The curricula under review for the purposes of benchmarking the CAPS for Consumer Studies are diverse. For this reason the evaluators had difficulty with many of the criteria for this comparative analysis.

Overall, the British Columbia curriculum the most comprehensive and well considered, well developed and well structured. The CAPS are adequate but have room for improvement. The Singapore curricula for the O-Levels (Documents 3.2 and 3.3) do not compare favourably in terms of content to the Consumer Studies curriculum. The Kenya curriculum is seen to address the country's needs and not all content is applicable in the South African context.

Regarding the **relative depth and breadth of the content covered in the respective curricula**, vast differences were found for the different curricula. Content included for each curriculum seemed to reflect and connect to the contextual issues of each country. The unique character of Consumer Studies (see Section 1: Introduction, par. 5 and 8) makes it difficult to benchmark depth and breadth in relation to comparable international subjects. Neither the Singapore, nor the British Columbia curricula have a single comprehensive subject comparable to Consumer Studies, therefore subjects with comparable content were studied.

Consumer Studies was found to be broad and moderately deep, covering a wide selection of topics and sub-topics. In the other countries, separate specialist subjects related to a single topic found in South African Consumer Studies are offered. The specialist subject recurring most frequently in other countries is Food and Nutrition (in some form) (see Annexure C, Table A6), with specialist subjects in the field of Clothing and Textiles as the second most popular specialist option. Some aspects comparable to the topic The Consumer were found to some extent in all the curricula studied, but variation in content and specification was found. Specification of topics was considered as high for the British Columbia curriculum and medium for the Singapore and Kenya curricula. The focus of the Kenya and British Columbia curricula is on preparing individuals to be effective members within their home and immediate communities. However, South African Consumer Studies focuses on The consumer within the society and Entrepreneurship and production, which is applicable to the South African context where unemployment is a significant problem.

The **overall design, structure and coherence of the curricula** of the different countries' curricula were varied and dissimilar. Most curricula have been organised around content topics, themes or sections (see Annexure C, Tables A3–A6), with British Columbia and Singapore subject curricula utilising LOs. The evaluation team judged the CAPS to be coherent and found evidence of the integration between the key idea of the consumer and the remaining six topics.

The British Columbia curriculum for Home Economics (2007 and 1998) is also coherent, demonstrating sensible connections between topics/content around a central theme of “the family” to which all content covered in the individual courses (topics) centres is linked. Having a central theme increases content coherence. The Singapore curricula reviewed are stand-alone subjects with sensible connections in the content within each individual curriculum. The Kenya curriculum for Home Science is coherent because the topics are related to the central theme of the Home and the family.

The **level of specification of various aspects of the curricula** in the curricula studied varies slightly. The level of specification of teaching content (topics, sub-topics and the like) is high in the CAPS and British Columbia curricula. There is detailed information for the teachers about content, time frames and assessment, so learning will be structured and standardised. The British Columbia curriculum includes instructional strategies (Document 2.1:22). Assessment criteria are clearly defined in the CAPS (Document 1.1:61).

To ensure quality teaching and the achievement of the prescribed outcomes, the curricula for Singapore and Kenya ideally need to be more structured. For example, coursework topics or scenarios could be suggested in the Singapore curriculum. The numbers of lessons are prescribed in the Kenya curriculum but time allocation is indicated.

Diverse **levels of pedagogical guidance** are offered in the different countries' curricula. The Consumer Studies CAPS, the two Singapore curricula and the Kenya Home Science curriculum all have limited pedagogical guidance, with scant reference made to this aspect. In contrast, the British Columbia curricula studied have clear and detailed subject-

specific pedagogical guidance (see Section 12). International literature points out the numerous aspects embedded in pedagogy for Consumer Studies and comparable subjects. The evaluators consider pedagogical guidance as vital in curriculum documents and expressed concern regarding the lack of subject-specific guidance in the curricula in the field of Consumer Studies.

**Specification of assessment** in curricula varied widely between the curricula of the different countries. The Consumer Studies CAPS specifies a large number of formal assessments which are recorded for promotion purposes per grade. Little guidance and detail regarding the planning and execution of such assessments have however been included in the curriculum documents.

It was difficult to ascertain the specification of assessment from the curriculum documents studied for both the British Columbia and Kenya curricula. For both these curricula, types of assessments are listed, but not specified regarding weighting, number of assessments and so on. The Singapore curricula were found to be highly prescriptive regarding assessment, with detailed guidance provided, and thorough assessment rubrics included.

The following critical factors that emerged from the curricula studied are, however, worthy of being considered in the South African context:

The British Columbia curriculum is well structured and clearly laid out, displaying strong integration between the subjects within the various levels. The key concepts remain the same throughout the curriculum across the grades and hence the students can see clear progression across the concepts. The documents have prescribed LOs and suggested achievement indicators. Career opportunities in each key concept are given, which gives the students clear direction as to what vocations they may pursue in post-school education (Document 2.3:7). This would be useful for consideration in the South African context: whilst Consumer Studies is not a vocational subject it does feed many varied industries.

Food Science is an integral part of the Singapore curriculum and an important aspect to consider when preparing and cooking food to understand the reactions behind successful food products. For example when students are preparing a mayonnaise it is important to understand the science behind the successful preparation of the mayonnaise i.e. the emulsification of the vinegar and oil layer. If successful emulsification does not take place the mayonnaise will not be a desirable end product.

Though it might be difficult to implement in South Africa, with its many child-headed families, parental involvement (Document 2.4:11) is crucial in the development of learners' attitude and values. Schools ensure that learners' knowledge and skills are developed in all respects while the learner takes full responsibility of his or her own school life. This is referred to as triad support and involvement (i.e. learner, parent and school support and involvement).

### 5.3.14 Recommendations

Based on the analysis conducted on the curricula under review, the evaluation team made the following recommendations regarding content to be considered for inclusion in the CAPS. Adaptations to be made to the structuring of the curriculum and the teaching of the subject Consumer Studies are also considered.

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

The **Singapore** curriculum for *Food and Nutrition* (Document 3.2) contains content related to food science which enables the learner to understand the functioning of ingredients and the science behind the behaviour of ingredients under specific conditions, e.g. syneresis. This knowledge is necessary for product development which forms part of the *Food Production* practical option in the CAPS. The inclusion of such content is recommended.

Understanding the digestive system in relation to nutrients and their absorption as well as to food-related diseases is included in the Singapore curriculum, but not in the CAPS. Also included in this curriculum (Document 3.2) is the concept of energy balance, i.e. kilojoules and kilocalories (Document 3.2:2) which does not appear in the CAPS. This content integrates well with Interpreting food labels and Making informed consumer decisions. These important concepts should be included in the CAPS.

Réchauffé cooking (in the **Kenya** curriculum) 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 production* options. This content and learning integrates with the sub-topic of sustainable use of resources in the CAPS and its inclusion is recommended.

The development of a simple business plan to support entrepreneurial learning in Consumer Science as seen in the **Singapore** curriculum for *Introduction to Enterprise Development* is recommended as part of the CAPS for Consumer Studies, where the elements are currently done separately, but not as a whole.

In the **British Columbia** curriculum for *Textiles*, the concepts are carried through the grades from Grades 8 –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 as such an inclusion will validate the importance of this content and allow it to be examined at exit level. Currently this content is marginalised because it is not examined in Grade 12, yet the knowledge of textiles is core in careers such as fashion and textile design, garment and textile technology, interior decorating, fabric and fashion buying and merchandising, and many more. At present no other widely offered South African school subject contains the elements that prepare learners for

careers in the clothing, textiles and soft furnishings sectors of retail and manufacturing, which are prominent employers in the South African labour market.

### **Structuring of the curriculum**

The pedagogic approaches to be used in the Consumer Studies CAPS should be as clearly evident in the curriculum as they are in the British Columbia and Kenya curricula (Document 2.1:16 and Document 4.1:149).

A clearer statement of the integration of content in the CAPS for Consumer Studies is needed to support the integrated teaching of the topics, e.g. teaching *The consumer* as a topic integrated in all the other topics.

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.

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 is absent in the CAPS for Consumer Studies, which seems to have been deliberately simplified in the development process. However, for comparative purposes the British Columbia curriculum is noteworthy in terms of the level of guidance provided and the lay-out of the document and its contents.

Clear progression across grades is evident in the British Columbia curriculum, as seen in the suggested achievement indicators for each of the subjects in the Home Economics curriculum. This level of progression across grades will restrict the possibility of learners moving from other subjects into Consumer Studies in Grades 11 and 12, as is currently commonplace in South African schools. 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. Allowing 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.

In the analysis of the CAPS for Consumer Studies the evaluators found that the content coverage was broad and moderately deep, having 17 topics covered from Grades 10–12. 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.

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. Similarly, the curriculum for *Food and Nutrition* at GCE Ordinary Level is underpinned in the Singapore schooling system by the Home Economics Syllabus Lower Secondary (2008), which was not part of this analysis. Nonetheless, this syllabus has strong alignment with the CAPS for Consumer Studies. Thus the evaluators make the cogent recommendation that the subject Consumer Studies be introduced in the South African schooling system from Grade 8.

Another suggestion is that the subject Consumer Studies be included in Grades 8 and 9 (as part of the Senior Phase curriculum) with Grade 10 serving as a topic-generic year, whereafter the subject could be offered with two areas of specialisation, namely *Food and nutrition* or *Clothing, textiles and furnishings*. This will allow for greater development of depth of knowledge, as well as articulation to HET courses. It might also provide basic preparation for career opportunities in the corresponding industry sectors.

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 that can serve as a basis for entry into Consumer Studies at Grade 10.

### **Teaching of Consumer Studies**

Education in **Singapore** (Document 3.1:2) promotes 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.

Organised collaboration between teachers, learners, schools and tertiary institutions on a global level is now 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.

Including "white space" as seen in the Singapore Home Economics Syllabus Lower Secondary (Document 3.4:7 – not formally reviewed in this study) 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.

Career development is built into the **British Columbia** curriculum for Home Economics, as mentioned in the Integration of Cross-Curricular Interests section of the curriculum, to the

extent that it is a Prescribed LO in each of the four courses that comprise the subject Home Economics. Similarly, career opportunities should be intentionally included in the CAPS for Consumer Studies, per topic, because learners and teachers are often unaware of the many career opportunities that are linked to the subject Consumer Studies. In addition, this inclusion will support one of the General Aims of the South African Curriculum, namely that the NCS Grades R–12 serve the purpose of “facilitating the transition of learners from educational institutions to the workplace” (Document 1.1:4).

## THE NSC CONSUMER STUDIES PRACTICAL ASSESSMENT TASK (PAT) INVESTIGATION

### 6.1 DOCUMENTS EVALUATED IN THIS SECTION

The documents evaluated by the evaluation team for this section are as follows:

<b>Documents</b>		<b>Reference Numbers</b>
1	Department of Basic Education. 2003. <i>National Curriculum Statement Grades 1–12 (General) Consumer Studies</i> . Pretoria.	Doc 1
2	Department of Basic Education. 2008. <i>National Curriculum Statement Grades 1–12 (General): LPG – Consumer Studies</i> . Pretoria.	Doc2
3	Gauteng Department of Education. 2013. <i>Specialised PAT mark sheet for Consumer Studies</i> . Johannesburg	Doc 3
4	Department of Basic Education. 2013. <i>Food Production PAT Guideline</i> . Pretoria.	Doc 4
5	Department of Basic Education. 2013. <i>Clothing and Soft Furnishings PAT Guideline</i> . Pretoria.	Doc 5

### 6.2 HOW THE NCS PRACTICAL ASSESSMENT TASK (PAT) IS INTENDED TO ENHANCE THE PRACTICAL NATURE OF THE SUBJECT

Skills taught in Grades 10–12 as outlined in the LPG are implemented and assessed in the Grade 12 PATs (PATs). LO 4 (production and marketing) requires the learner to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market them (DoE, 2008:8).

By the end of Grade 12, Consumer Studies learners should be able to describe the theoretical knowledge, applicable processes, techniques and skills used to produce a marketable product. They should also be able to apply all these to the production of products, work as a member of a production team, and compile a production and marketing plan. Finally, they have to be able to evaluate their suggested enterprise for sustainability, produce and market their designed product, and evaluate their enterprise for sustainable profitability (DoE, 2003:13). The PATs evaluated as part of this analysis were well designed as a summative assessment of these aspects, and aligned well with the requirements for Consumer Studies.

Five different practical production options are available for the Consumer Studies practical assessment. Schools may however only choose and offer the production option(s) for which they have the resources (as well as funding. These options are: *Food Production*, *Clothing Production*, *Soft furnishings production*, *Knitting and crocheting*, and *Quilting and patchwork by hand* (DBE, 2011a:8). These last two options have been included to support schools that do not have electricity, financial or other resources, but who would also like to offer Consumer Studies.

The 2013 PAT was the last to be examined under the NCS. From 2014 onwards, the CAPS will underpin the new PATs. Since the research was undertaken in 2013, this was the most recent set of PATs to be set and assessed.

### **6.3 THE ROLE OF THE PAT AS PART OF THE ASSESSMENT STRUCTURE**

The National Curriculum Statement (DoE, 2003:41) gives general guidelines for assessment in Consumer Studies, including that task-based or performance assessment methods should be included to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. Teachers are to use their professional judgement, together with the specified criteria, standards or rules by which the task will be assessed (such as rubrics or task checklists), to assess each learner's performance. The PAT is therefore a formal, summative assessment used to support teachers in assessing learners' practical skills, and their application of content knowledge in novel situations (transferability of learning).

The following section deals in more detail with the *Food production* and *Clothing and soft furnishing production* PATs, which were analysed as part of this study.

#### **6.3.1 Food production PATs**

PATs are preceded by practical lessons in Grades 10 and 11, as well as throughout terms 1 and 2 in Grade 12. These lessons develop practical skills and take place in preparation for the PAT. This formal assessment counts 25% of learners' term marks in Consumer Studies in terms 1– 3 (Grades 10 and 11) and terms 1 and 2 (Grade 12). Preparation for the PAT is based on a comprehensive project that is carried out during term 1. The project is, in effect, an implementation plan and is a purely written document. According to the LPG (DoE, 2008:57) the project is part of the preparation for PAT 1. PAT 1, according to the LPG (DoE, 2008:60), is based on the project content, and PAT 2 (DoE, 2008:61) is a practical task, set by the teachers concerned.

Since 2008, *Guidelines* for PATs have however been drawn up by the Department of Basic Education, evaluated by the examination panel, and distributed to teachers on a yearly basis. These documents are, however, in contradiction to the LPG's recommendations for PATs. The reasoning behind the introduction of these *Guidelines* for the PATs was to provide more clarity regarding the expected implementation of the PAT, as well as aiming towards standardisation. In the LPG, there were three PATs for Grade 12, and the project was regarded as PAT 1, even though it did not directly include production skills. Its marks were allocated to the practical aspect of the subject. Therefore, in 2008, PAT 1 (in the LPG) was moved from the practical component to form part of the school-based assessment (SBA).

According to the recently implemented PAT Guidelines, there are now only two PATs, both of them Food Production practical exams. The same marking sheet is used to mark both them for standardisation purposes and both PAT marks count toward the end-of-the-year promotion mark, carrying a weight in total of 25% of the final mark. Learners prepare products for PAT 1, based on the products selected in the implementation plan (project) completed in term 1, and depending on the resources available to the school. For PAT 2 (carried out in term 3), the teachers set a minimum of four sets of tests, which are externally moderated and approved by the provincial subject advisor for standardisation purposes. Both PATs are carried out under examination conditions. Clear instructions are laid out in the PAT Guidelines document to support teachers in selecting appropriate recipes which will adhere to minimum requirements for skill codes. The skill code indicates the weighting, as well as the marks for each of the techniques used in a practical assessment.

The administrative load expected of teachers in preparation for the PATs is perceived to be heavy (e.g. DBE, 2013:8 –12 indicate all the forms which are to be completed in advance). For PAT 2, learners get a set time for their preparation on a standardised planning sheet (DBE, 2011:17–18), which is collected, after which the teacher is expected to hand out the correct order of work for each of the set tests to learners. In addition, teachers are expected to compile comprehensive memoranda for the desirable qualities of each product that might be examined in any of the tests. This allows for some standardisation, but adds extra administrative duties for the teacher.

### **6.3.2 Clothing and soft furnishing production PATs**

These production options are similar to the *Food Production* option in that they use a project as an implementation plan, which supports the product produced in the PAT 1 practical exam in term 2. For PAT 2 (carried out in term 3), the teacher decides on the article to be produced according to the skills developed in the subject since Grade 10. Learners may make one full article during PAT 1 and 2, or two different articles for PAT 1 and 2, but teachers have to ensure that different skills are assessed.

The two PATs count 25% towards the end-of-the-year promotion mark. According to the LPG (DoE, 2008:62), the learners choose their own products for PAT 1 according to the project. For PAT 2, the teacher again decides on a suitable article to be produced. From 2008 onwards, Guidelines for PATs have also been drawn up and distributed to teachers on a yearly basis.

Many discrepancies were found between these practical options and the *Food Production* option. While each *Food Production* PAT counts a total of 100 marks, these marks are combined into a mark out of 100, which counts 25% of the final promotion mark. For *Clothing and soft furnishing production*, on the other hand, each PAT counts out of 50 marks, which are added together to form 25% of the final promotion mark.

The higher mark allocation in the *Food Production* PAT creates a perception that this option involves more skills and is “harder” than the other production options which have fewer marks per PAT. The evaluating team however felt that the skills in the different production options are not supposed to be compared, and that the total practical mark allocation, after reworking, remains 25% per option. A large amount of preparation and administration from the teacher’s side is also expected in the *Clothing and soft furnishing production* options.

For the *Clothing and soft furnishing production* option, the learners are assessed on cutting and laying out once, during an hour-long assessment under exam conditions before PAT 1. For the *Soft furnishings production*, teachers may buy a commercial pattern and adapt it, but in *Clothing Production* a commercial pattern is used as is. This is for economic reasons (given the context of the school), and soft furnishing patterns often do not meet the requirements set out for PAT examination of skills. In both options, teachers are expected to develop their own mark sheets according to skill codes. The skill code indicates the weighting, as well as the marks for the techniques.

A serious discrepancy between the *Food Production* and *Clothing and soft furnishing production* options relates to the allocation of extra time. In *Food Production*, learners are allowed additional time to finish their products, though marks are deducted (-2 marks for every extra five minutes that they go over time). In the *Clothing and soft furnishings production* options, no additional time is allocated: when time is up, teachers mark the product up to the point learners have reached. Afterwards, learners are allowed to finish the product, but no additional marks are given.

Though five practical production options are available, guidelines are only available for three options. No guidelines exist yet for the *Knitting and crochet* or the *Quilting and patchwork by hand production* options. This matter needs urgently to be remedied.

## **6.4 THE DOCUMENTS USED IN THE EVALUATION**

Data was collected from two sets of guidelines (*Food Production and Clothing and Soft Furnishings Production*). Though *Clothing Production and Soft Furnishings Production* present separate practical options, the guidelines have been formulated for both in one document, as the processes (sewing) are closely comparable.

The LPG document (DoE, 2008) was used with the PAT Guideline documents, as it explains the DBE’s expectations for the practical part of Consumer Studies. Teachers are expected to follow the *LPG* as a subject-specific guide regarding teaching content for both theory and practical work. LOs found in the *LPG* were used to indicate which part of the curriculum was being assessed.

In addition to the LPG, a standardised mark sheet (Gauteng DoE, 2013) used for the detailed marking of the project (in preparation for PAT 1), was utilised to help specify skills, level of difficulty and difficulty indicators of these options. Even though the project marks are allocated to the SBA mark, the project is seen as an implementation plan for PAT 1 in all the options. The evaluators therefore thought it necessary to include this document as part of the PAT evaluation.

Before analysing these documents, the team held general discussions to establish experiences of teachers and subject advisors with these documents and their contributions to PAT assessments. Thereafter, the instrument was used to analyse each of the two guideline documents separately. As part of the analysis, the marks allocated on the mark sheets were adjusted (very slightly) to give a 100% final mark, to support calculations, graphic representations and comparisons.

## **6.5 THE INSTRUMENT FOR EVALUATING THE PATs**

As explained in Chapter 2, the PAT investigation was intended to extend the monitoring of the standards and appropriateness of assessment practices in the NSC.

As described in Chapter 2, the instrument used in the analysis draws conceptually on frameworks dealing with reproductive and productive thinking. Specific reference is made to the work of Romiszowski (1981), but the instrument also resembles the work of Kolb (1984) and that of Marzano (1998, 2001) which took the conative and affective aspects of thinking in consideration.

These frameworks for understanding critical and creative thinking, which Romiszowski (1981) referred to as productive thinking, are reminiscent of Bloom's cognitive categories of analysis, evaluation and synthesis. In various combinations engagement with these categories in the learning and assessment process could, for example, lead to deeper understanding and a defensible judgement of a valued product. Such engagement may involve planning what to say, imagining situations, reasoning, solving problems, considering opinions, making decisions and judgements or generating new perspectives. The instrument intended to measure the level of reproductive and productive skills not only in terms of the cognitive domain, but also the psychomotor and affective domains, which include reactive and interactive categories required to be displayed in the tasks. By stressing the importance of engaging the affective domain through both the teaching and assessment processes, reflection and metacognition come into play. This would entail using tasks that develop, for instance, the willingness to plan and self-correct, flexibility in actions, being mindful, being persistent and seeking consensus.

Romiszowski (1981) regards skilled performance as depending on the availability of prerequisite knowledge. By linking planning with the productive quality of a skill, he focuses on constructive and creative mental processes and does away with a purely

behavioural “performance type” approach. He thus attaches considerable importance to knowledge and skills in the psychomotor and affective domains, and consequently values both learner-centredness and a guided discovery approach.

For the purpose of this analysis, the team used Romiszowski's (1981) definitions of skill categories:

- **Reproductive skills** refer to the reproduction of known content, concepts, and application in familiar contexts
- **Productive skills** refer to application in novel contexts related to critical and creative thinking, which are thinking skills that assist in the productive thinking process

Though various opinions existed initially, through discussion and deliberations, the evaluators ultimately contextualised the above skills categories as follows:

**Reproductive skills** were seen as simple repetitive actions and recalling basic knowledge, such as basic hygienic handling practices and safety measures in *Food Production*. **Productive skills** were understood to be more complex skills application, interpretation and evaluation in novel contexts, such as the planning of the order of work when various different items are produced as part of one practical session.

Cognitive, psychomotor, reactive and interactive skills could in turn be interpreted as being reproductive or productive, as stated above:

**Cognitive reproductive skills** (CR) were assumed to be repetitive thinking skills, such as reading from a recipe in *Food Production*.

**Cognitive productive skills** (CP) were interpreted as complex thinking processes applied in novel situations, such as the calculation of production costs for a clothing item in *Clothing and Soft Furnishings Production*.

**Psychomotor reproductive skills** (PR) were understood as basic hand-eye co-ordination when physically working with the practical items, such as cutting in a straight line with scissors when cutting out patterns in *Clothing and Soft Furnishings Production*.

**Psychomotor productive skills** (PP) were construed as multifaceted physical tasks in novel contexts, such as using the folding-in mixing method for the production of quality products in Swiss rolls, meringues and Spanish cream.

**Reactive reproduction skills** (RR) were interpreted as a reaction to a stimulus, though this category was not detected in the documents studied.

**Reactive production skills** (RP) were understood to be reactions to complex stimuli, such as the creating of an acceptable (“sellable”) novel product as a result of the practical processes, applied in previously known contexts. Interactive skills were not identified in the Consumer Studies PATs, since learners produce individual products in the PATs, as well

as throughout other practical sessions in that year, therefore interpersonal actions do not take place as part of the PAT.

As a second intent, the research team analysed the PATs to determine the levels of question difficulty of the items analysed. This source of difficulty (or ease) needed to be identified, in other words, whether the task is difficult (or easy) due to its content, the nature of the stimulus, the process required by the task or the complexity of the expected response. This four-category conceptual framework for thinking about question difficulty is adapted from Leong (2006) of the Singapore Examinations and Assessment Board.

Developing the framework, Leong drew on work of Pollitt et al (1985), Osterlind (1990), Edwards and Dall'Alba (1981) and other researchers who have developed similar tools for gauging cognitive challenge.

The four levels of difficulty were contextualised as follows by the evaluators:

**Content difficulty** was understood to refer to the amount (or number) of knowledge or skills being assessed, as well as the level of difficulty resulting from basic to more advanced or complex subject matter.

**Stimulus difficulty** referred to the formulation of the PAT task through language, terminology, text or subject-specific items such as patterns or recipes.

Task difficulty was interpreted as the perceived difficulty associated with executing tasks according to instructions given in a subject-specific format, such as a recipe or pattern instructions, as well as the complexity of level for the specific skill required in the instructions, such as applying specific sewing techniques or food preparation techniques.

Expected response difficulty was understood to refer to the level of difficulty associated with the mark scheme, mark allocation or memorandum used by assessors in the PAT.

The data sheet shown in Table 6.2 is the analysis tool used for the investigation.

Subject/ Programme:					Date/Year:		
C1	C2	C3	C4	C5	C6	C7	C8
Item	Max marks	Skill category (Annexure B: Table1)	Difficulty level (1,2,3 or 4)	Difficulty indicator (reason for difficulty) (Annexure C: Table 2) or IS	Combined skill category and difficulty level	Curriculum content covered	Comment on placement of item and suitability of questions
<b>TOTAL</b>							

Column (C)	Explanation
<b>C1 Question number</b>	P1 = Phase 1 P2 = Phase 2 The number and/or the subsection of the question A - C = further sub-numbering system within a question to facilitate analysis
<b>C2 Marks</b>	the maximum mark allocated for the question
<b>C3 Skill type</b>	the skills required in the question. (Annexure B: Table1) CR = Cognitive reproductive skill CP = Cognitive productive skill PR = Psychomotor reproductive skill PP = Psychomotor productive skill RR = Reactive reproductive skill RP = Reactive productive skill IR = Interactive reproductive skill IP = Interactive productive skill
<b>C4 Level of difficulty</b>	Difficulty level: 1 (Easy) represents simple and basic items; 2 (Moderate) is for items of average difficulty, 3 (Difficult) for difficult items involving more sophisticated competence, 4 (Very difficult) for items which allow for A-grade learners
<b>C5 Source of difficulty</b>	The justification why a particular rating for each question or item have been awarded. C = Content difficulty S = Stimulus difficulty T = Task difficulty; ER = Expected response difficulty IS = Invalid source
<b>C6</b>	A combination of C3 and C4
<b>C7</b>	Identification of the content assessed in the question
<b>C8</b>	The team's justification/comment for the placement of item and suitability of questions

For the research team, this was a sophisticated but very revealing way of thinking about questions in a PAT. The kind of thinking required in each task and the three-dimensional investigation into the cognitive, affective and psychomotor domains brought about many discussions as to how thinking processes in the classroom could be enhanced as well.

## 6.6 FINDINGS

An analysis of the *Food Production* PAT task (Document 4) and *Clothing and Soft Furnishings Production* PAT task (Document 5) guidelines provided the data. Both these sets of guidelines share the same format and layout, containing detailed instructions regarding the process, planning, implementation, assessment and moderation of the PATs.

Skill coding is specified, and planning sheets to support teachers in the administration of the PATs are provided. Mark sheets are also attached as part of the guidelines. The *Food Production* mark sheet has to be utilised as is. However, the mark sheet for *Clothing and Soft Furnishings Production* is an exemplar, and may be adapted according to the context of the school in which it is used, e.g. a school may select another article and the mark sheet should indicate the skills contained in the selected article.

The evaluators found the format of the two tasks user-friendly, easily accessible, using 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 (it only adds up to 96%). The evaluators felt this should have been rectified before distributing the mark sheets to teachers and schools, as it was felt that some teachers would assume the calculations were correct (that is, reflecting a percentage total) and would not pick up on the mistake.

The impression was that a large amount of administration and preparation is expected of teachers before any of the PATs can be conducted. For example, Food option: teachers are expected to submit the following to the subject advisors for approval in the first week of term 2: four sets of different tests and relevant recipes, indicating the weighting of the technique according to the skill code; an order of work for each test; a memorandum with the desirable qualities for each product for each test; their planning for purchases for the PAT; a draft budget and estimated cost per learner; the proposed date(s) for external (on-site) moderation; and a checklist checked and signed by the ingredients for the PAT.

*Soft Furnishing and Clothing* options: teachers are expected to submit the following to the subject advisors for approval in the first week of term 2: The list of fabrics and haberdashery to be purchased; estimated cost per learner; photocopy of the pattern envelope/illustration of item; copy of instruction sheet(s) that will be given to learners; mark sheet for the item, developed by the teacher indicating the weighting of the techniques to be assessed; and a checklist checked and signed by the principal. Over and above all this documentation, teacher doing the Soft Furnishing option are expected to adapt the commercial pattern to suit the skill code to include all required techniques.

The evaluators felt, however, that it gave clear guidance to teachers and that the preparation and administration expected would support the effectiveness of the PAT as an assessment tool.

### **6.6.1 The skills categories and indicators of difficulty**

In analysing the *Clothing and soft furnishing* (sewing) skills, it was evident that both these options were more difficult compared to the *Food Production* option. Teachers are expected to use instruction sheets for sequence of techniques, which should be available for each learner when practical lessons and PATs are conducted. Learners are expected to demonstrate their ability to use a variety of advanced skills and techniques learned during Grades 10 –12 and to produce good-quality products on a small scale. Accuracy is also important when producing these products, e.g. zip inserted in correct position, stitching straight and without pleats, seams neat and even, buttonholes all the same size and stitches of the same length if done by hand. All these are highly skilled processes and learners have to ensure that all these are professionally done. Good workmanship has to be demonstrated to promote saleability of the product.

In all five of the Consumer Studies practical options, some reproductive skills are required, which form the foundation of more complex skills. Some knowledge and skills are required as “prior knowledge” to form a scaffold on which continued learning is built. Some reactive skills are required, which will allow learners to be able to respond to specific stimuli, usually in the form of case studies. The most important skills category in Consumer Studies, according to the evaluators, is productive skills.

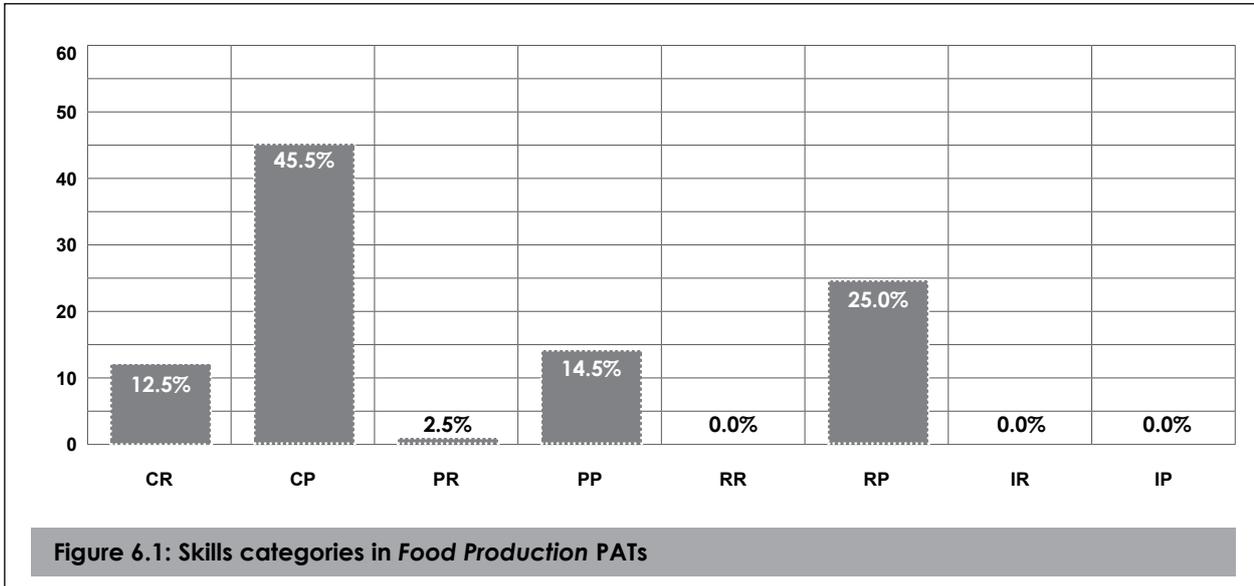
The transferability of learnt skills (and knowledge) to novel contexts is crucial to support entrepreneurial learning, as well as to make learning relevant to the everyday lives of learners (Koekemoer & Booyse, 2013:544, 551). The dynamic quality of the subject (Koekemoer & Booyse, 2013:545) requires metacognition and reflective practice from its learners (and teachers), further necessitating the need for productive skills in Consumer Studies.

Based on their collective prior experience and subject knowledge, the evaluators were of the opinion that task difficulty is the indicator of difficulty which is most commonly encountered in Consumer Studies. Task difficulty is usually directly linked to the processes and levels of skill required to execute the processes as part of the practical task.

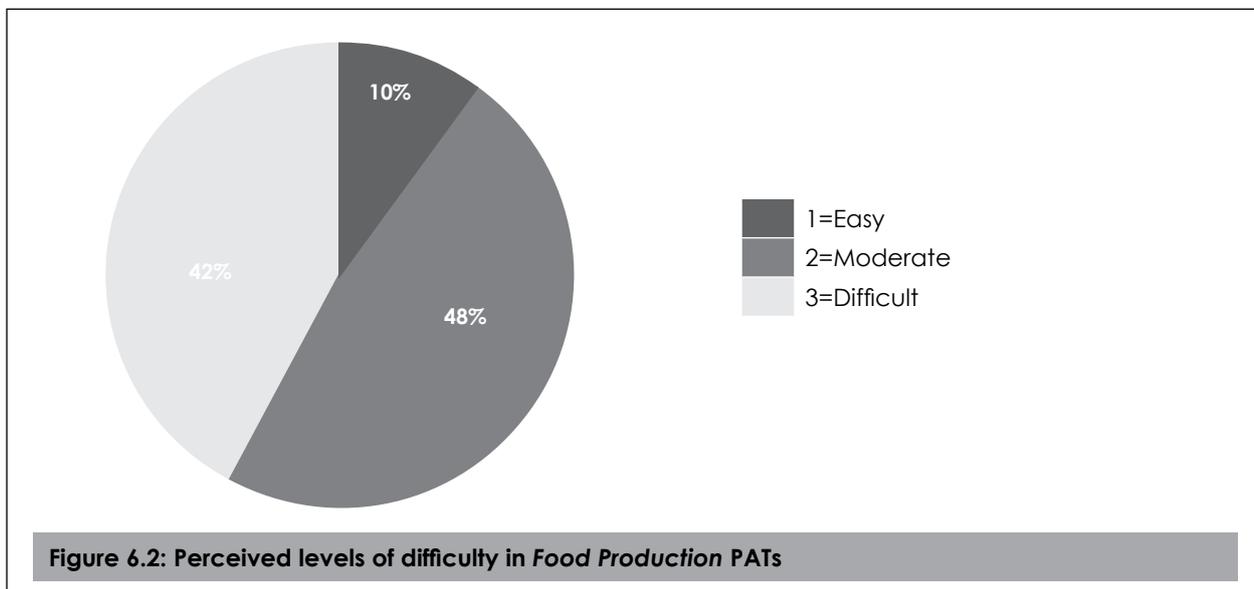
### **6.6.2 Data-based findings**

From its analysis, the evaluation team felt that in the *Food Production* option, the skills categories are clearly consonant with the subject pedagogy, which requires that learnt knowledge and skills should be transferable to new contexts. Figure 6.1 indicates that about 85% of skills were productive, requiring application to novel contexts, rather than reproductive. 58% 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 by the evaluators to be indicative of the high level of cognitive demand expected in Consumer Studies, and that the theory (cognitive knowledge) cannot be separated from its practical application. The evaluators agreed that the high proportion of productive skills found in the PATs were a good reflection of the expectations outlined in the LGP (DoE, 2008) for Consumer Studies, which clearly requires application of learned content and skills in novel contexts.

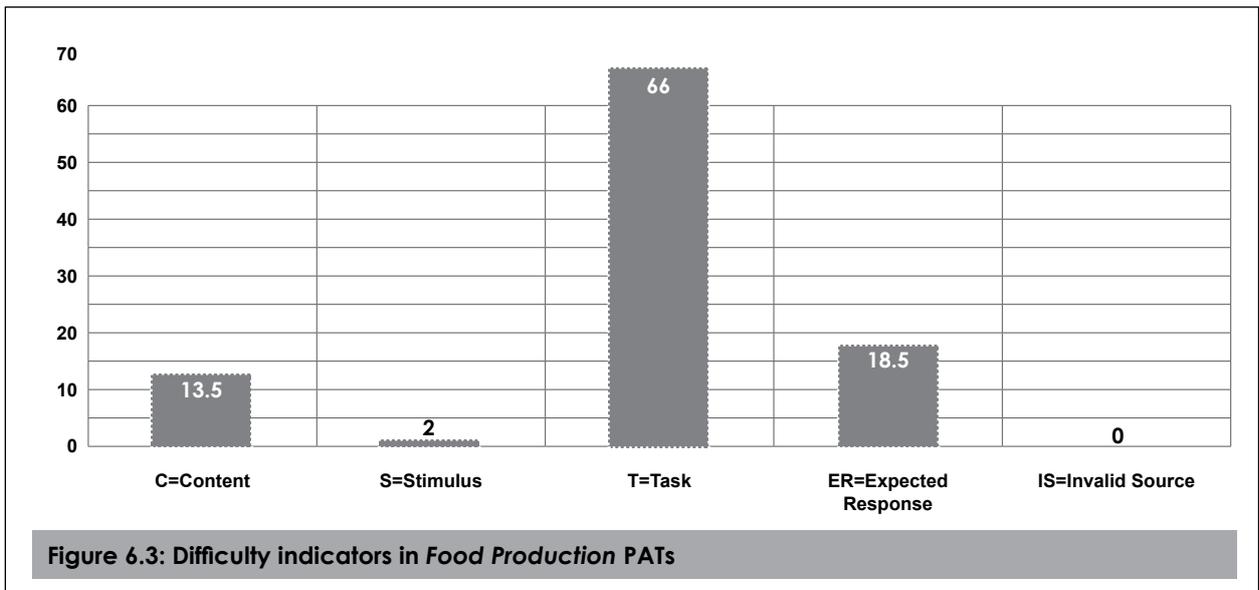


Almost half of all tasks were considered to be of moderate difficulty (Figure 6.2), with 10% of tasks considered to be on an easy level and 42% of tasks considered to be on a difficult level. Skills categories in the task(s) and indicators regarding the level of difficulty in the task(s) were not evenly distributed.

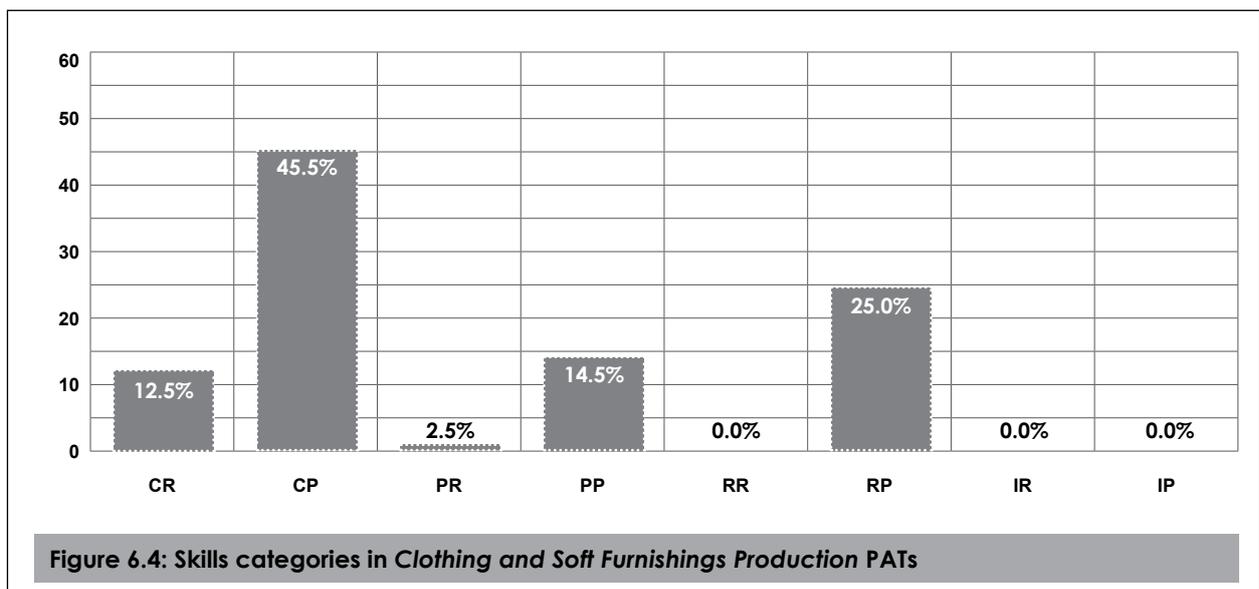


The evaluators believe that the distribution of level of difficulty is not completely suitable for an NQF level 4 qualification assessment, since a large portion of moderate to difficult skills were incorporated, but no very difficult skills were assessed.

Figure 6.3 reveals that most of the difficulty indicators were associated with the nature of the task (66%), followed by 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. (DoE, 2003:41).

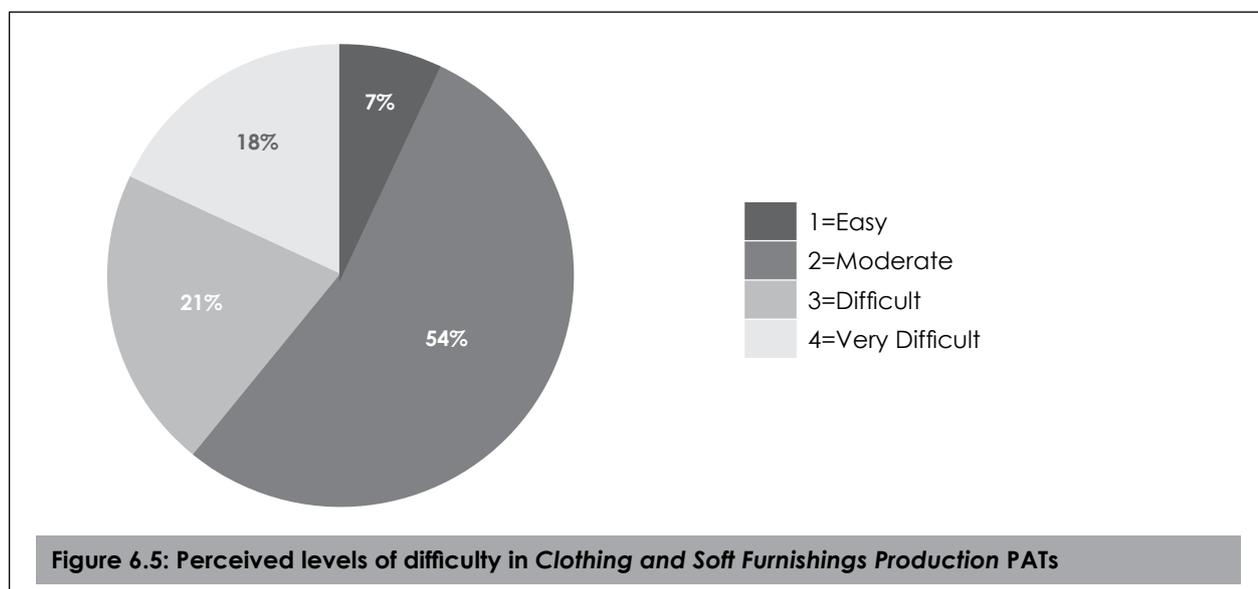


A larger percentage of productive skills (95%), was found in the *Clothing* option as illustrated in Figure 6.4, compared to the *Food Production* option, illustrated in Figure 6.3. Only 5% of skills required in the PATs for these options were reproductive. More than half (57%) of these were psychomotor skills, followed by cognitive skills (38%) and 5% reflective skills.



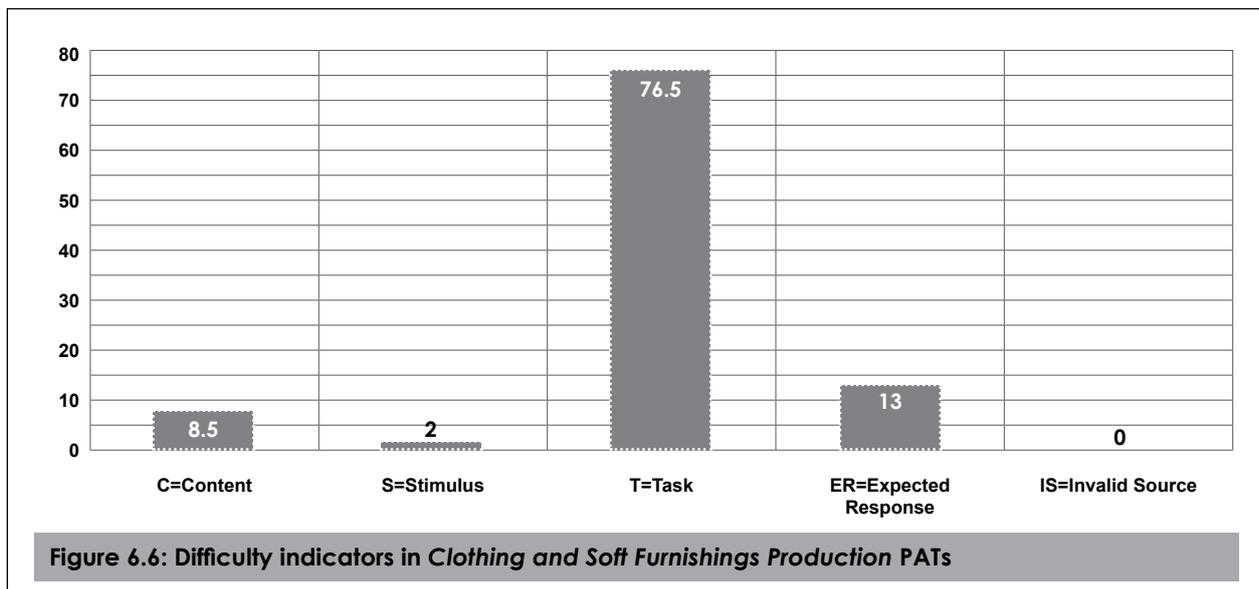
The data supports the original intention of the NCS that theory and practical skills should be intertwined and not taught separately. Again the evaluators were pleased that the connectedness between practical and theory is reflected in the PAT assessment. Additionally, the investigators deemed the inclusion of a large percentage (57%) of psychomotor productive skills as a positive aspect of the PAT, since it echoed the intentions of the LPG (DoE, 2008).

Figure 6.5 provides a visual representation of the perceived levels of difficulty in the Clothing and Soft Furnishing Production PATs. The evaluation team judged 18% of skills on a “very difficult” level, 21% of skills “difficult”, just more than half “moderate” and 7% were deemed to be “easy”.



The evaluators agreed that the skills distribution regarding difficulty in *Clothing and Soft Furnishings Production*, which included a good portion of very difficult tasks, were on a better level of difficulty for Grade 12 learners (NQF Level 4) than in the *Food Production* PAT, with its large percentage of simple tasks, and no tasks that that were “very difficult”.

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 nature of the task (76.5%), followed by expected response (13%) and content difficulty (8.5%), as indicated in Figure 6.6. The evaluators regarded the high percentage of task difficulty 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.



The evaluators were 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 overwhelming focus on task difficulty, in both the *Food Production* and *Clothing and Soft Furnishings Production* options, were also considered to be in line with the intentions and requirements of the curriculum.

### 6.6.3 Assessment guidance

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 their 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 detailed lists of descriptions for skills to be evaluated as part of the PAT Guideline documents were seen as useful by providing clarity to teachers. Even though teachers may include some of their own skills to assess as part of the *Food Production*, as well as the *Clothing and Soft Furnishings Production* options, these are submitted before the practical for moderation, which should then allow for standardisation. This does imply, however, that subject advisors and other moderators need to be properly prepared and qualified to be able to fulfil this task. The evaluators were in favour of the yearly updating of the skills list to include newly-identified skills on the task list.

A template exists (though was not analysed as part of this study) with specific headings for PAT 1 together with a mark scheme, which Consumer Studies teachers might find useful to help ensure standardisation/consistency. This provides a good base for all teachers to work from, so learners stay on task; it also supports learners in deciding on and developing a suitable product to prepare when doing PAT 1. This template should be made generally available to all Consumer Studies teachers.

## **6.7 HOW THE QUALITY AND USEFULNESS OF THE PRACTICAL ASSESSMENT CAN BE STRENGTHENED**

Two areas for improvement of future guidelines for all PAT options are suggested by the evaluation team:

1. Clearer guidance needs to be included in all production options' guidelines 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 among 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. For example, the calculation error found in the *Clothing and Soft Furnishings Production* option's 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 which might influence learners' admission to tertiary education institutions.

## **6.8 CONCLUDING REMARKS**

The specific focus on development of entrepreneurial learning and skills as part of Consumer Studies makes the subject valuable in the South African context with its high levels of unemployment. Learners are empowered with a wide range of knowledge and skills as part of their practical preparation. The knowledge and skills should be transferable to novel contexts and into the lives of learners. Many of the basic skills which are included in the PATs are useful in the lives of the learners (such as hygiene and cleanliness in *Food Production*), and relevant to other contexts (such as applying the 5P marketing model to new products).

All the practical production options are aimed at developing product/s for small-scale production, to support entrepreneurship. The inclusion of the two new practical production options, namely *Knitting and crocheting* and *Appliqué and quilting* by hand, have potentially made Consumer Studies an even more useful subject, specifically in

the South African context and will appeal to a wider spectrum of learners from diverse backgrounds. These two options were included to allow schools with limited resources (electricity, financial and otherwise) to offer the subject with a full practical component. Both these options offer extensive entrepreneurial possibilities to learners who master the required skills and techniques as part of the practical preparation of learners in the subject. They do, however, need to have guidelines developed for them that are comparable to the two analysed in this study.

The PATs are an important part of the assessment programme for Consumer Studies, since they allow for the implementation and application of acquired knowledge to real-life contexts.

The analysis found that the PATs are supported by a comprehensive project, which provides a framework or scaffold to support the development of practical products. A variety of skills, mainly task-orientated, are assessed in the practical part of the subject as part of the PATs.

The large percentage of productive skills in the PATs indicate that the PATs are aligned with the intended curriculum for this subject, which aims to have learners transfer learnt content to novel contexts and situations.

## 6.9 RECOMMENDATIONS

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 in attaining the potential advantages offered as part of the practical for the subject.

The evaluators felt that more care should be taken to check and moderate the PAT *Guidelines* before these are distributed to schools, to ensure that only high-quality documents are used, free of errors. Clearer guidance also needs to be included in all production option PAT guidelines regarding allocation of extra time, and this should be consistent across the different options.

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.

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 option's PAT with the level required of an NQF Level 4 qualification. Evaluators were of the opinion that all basic skills assessed during the PAT 1 exam in *Food Production* should not be repeated in PAT 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 evaluators felt that this would be useful for entrepreneurs, and should therefore be included as part of entrepreneurial learning in Consumer Studies.

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 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.

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# CORE FINDINGS AND RECOMMENDATIONS

### 7.1 THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (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, making it more user-friendly. It has gone a long way towards addressing the complexities and confusion created by the curriculum and assessment policy vagueness and lack of specification, document proliferation and misinterpretation associated with the NCS.

The greater level of specification in the CAPS is helpful for guiding teachers who do not have a strong Consumer Studies knowledge base or teaching expertise in the subject. The detailed Annual Teaching Plans 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 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**

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 should be specified 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 Grades 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.

## 7.2 THE PRACTICAL ASSESSMENT TASKS

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 a NQF Level 4 qualification.

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

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.

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## 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>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		
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	

<b>Table A1: Content/skills coverage in the NCS and CAPS (continued)</b>						
<b>Topic</b> (content/concept and/or skill)	<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>
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
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		
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 Sustainability now a strong focus		

<b>Table A1: Content/skills coverage in the NCS and CAPS (continued)</b>						
<b>Topic</b> (content/concept and/or skill)	<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>
Safe food-handling practices	X			X	X	
The effect of pathogenic organisms on food spoilage and safety	X	X		X Plus waste control and kitchen pests	Food contamination and food hazards	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 Sustainable consumption now a strong focus
<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		

<b>Table A1: Content/skills coverage in the NCS and CAPS (continued)</b>						
<b>Topic</b> (content/concept and/or skill)	<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>
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			
Marketing: the marketing process. Core principles of marketing.						X Determine the sustainable profitability of home-based business.
<b>Topic (skill)</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 clothing outlets in the local community.		X		X		
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				

Table A1: Content/skills coverage in the NCS and CAPS (continued)						
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>						
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 (not production line)	X Practical techniques to produce quality market-able products (not 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				
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.

Table A1: Content/skills coverage in the NCS and CAPS (continued)						
Topic (content/concept and/or skill)	NCS 2003			CAPS		
	Gr 10	Gr 11	Gr 12	Gr.10	Gr.11	Gr.12
<b>Topic (content &amp; skill intertwined)</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 quality marketable products, using applicable methods and techniques, while working in a production team.			X	X	X	X
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 principles of small-scale production.	X					
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	X
Calculate the cost of products in terms of human and other resources used		X			Calculate production costs. Determine the selling price.	

<b>Table A1: Content/skills coverage in the NCS and CAPS (continued)</b>						
<b>Topic</b> (content/concept and/or skill)	<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>
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															

Table A2: Table of detailed content coverage (continued)																	
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
Banking & payment methods		3															
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		
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									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															
Income & expenditure of SA families		3															
Household budget		2															3

**Table A2: Table of detailed content coverage (continued)**

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						
<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																
Choice of items for small scale production	3																

Table A2: Table of detailed content coverage (continued)																	
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
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				
<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>
<b>ADDITIONAL TOPICS NOT IN SOUTH AFRICAN CAPS</b>																	
<b>British Columbia</b>																	
Response to ER situations					2							2					
Partner and group work/planning skills					3							3					

**Table A2: Table of detailed content coverage (continued)**

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
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

## 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
SUBJECT NAME	Consumer Studies	Home Science	Home Economics	Home Economics
OFFERED ON LEVEL/AGE GROUP	16–18-year-olds/ Grades 10–12	Secondary schools (Forms 1–4)	Junior Secondary	Secondary schools
CORE AIM/PURPOSE	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.
ORGANISATIONAL PRINCIPLE	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
ASSESSMENT	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>	<b>Consumer Studies</b>	<b>Home Economics</b>	<b>Food &amp; Health Subject</b>	<b>Textiles Technology OR Food Technology</b>	<b>Food Studies</b>	<b>Home Economics</b>
<b>OFFERED ON LEVEL/AGE GROUP</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>5</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.
<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 3 key content areas and a coursework component: <ul style="list-style-type: none"> <li>Module 1: Food, Nutrition and Health</li> <li>Module 2: Family Wellbeing</li> <li>Module 3: Choice and Management of Resources</li> <li>Module 4: The Coursework Project</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%

<sup>5</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 A5: Comparison of Consumer Studies with consumer education subjects internationally – Other countries (continued)						
COUNTRY	SOUTH AFRICA	UNITED STATES	BRITISH COLUMBIA, CANADA	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
<b>SUBJECT NAME</b>	<b>Consumer Studies</b>	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/ AGE GROUP</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 Sciences. Develop early childhood education concepts and leadership skills.	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: <ul style="list-style-type: none"> <li>improving the quality of life</li> <li>increasing resourcefulness in dealing with challenges</li> <li>responsible citizens</li> </ul>	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 co-operate with each other.	To develop an understanding of <ul style="list-style-type: none"> <li>concepts of nutrition and meal planning</li> <li>link between diet and health</li> <li>principles of food science</li> </ul> To equip learners with knowledge and skills to make informed decisions concerning food and nutrition, <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Basic knowledge of planning and organising a business</li> <li>Introduction to and application of business disciplines in an integrated manner through the development and evaluation of a simple business plan</li> <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>	Future wellbeing of individuals, families and communities

**Table A5: Comparison of Consumer Studies with consumer education subjects internationally – Other countries (continued)**

COUNTRY	SOUTH AFRICA	UNITED STATES	BRITISH COLUMBIA, CANADA	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
<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.	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>• Life Course</li> <li>• Family living and health</li> <li>• Consumer life and environment</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.
<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 A level	SCOTLAND	CANADA (British Columbia)	UNITED STATES	JAPAN	SINGAPORE	QUEENSLAND, AUSTRALIA
The Consumer & Roles of Consumers	Y	Y	Y		Y <sup>6</sup>	Y	Y <sup>7</sup>			Y <sup>8</sup>		Y	Y <sup>9</sup>	Y <sup>10</sup>	Y <sup>11</sup>
Food & Nutrition	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y <sup>12</sup>	Y
Design Elements and Principles	Y	Y <sup>13</sup>										Y <sup>14</sup>			Y
Fibres and Fabrics/ Textiles	Y	Y		Y		Y		Y				Y			Y
Clothing	Y		Y	Y	Y	Y		Y		Y	Y	Y	Y <sup>15</sup>		Y
Housing & Interiors	Y	Y <sup>16</sup>	Y		Y	Y				Y	Y	Y	Y		Y
Entrepreneurship	Y		Y				Y <sup>17</sup>					Y			
Family Studies		Y	Y		Y	Y					Y	Y	Y		Y
Career Opportunities											Y	Y		Y	
Home Management		Y				Y <sup>18</sup>			Y <sup>19</sup>			Y			Y

<sup>6</sup> Only limited references included to consumer issues

<sup>7</sup> Very limited: only regarding food choices

<sup>8</sup> Only budgeting and family expenditure is covered

<sup>9</sup> Only from year 10 onwards

<sup>10</sup> Referred to as "Consumer studies"

<sup>11</sup> Only the sub-topics "Community & government organisations" and "Decision-making" covered

<sup>12</sup> Referred to as "Food studies"

<sup>13</sup> Only information regarding colour theory

<sup>14</sup> Various references to "Design" but not including "design elements and principles"

<sup>15</sup> Only up to year 9

<sup>16</sup> Limited sub-topics included comparable to those of the CAPS

<sup>17</sup> Limited inclusion

<sup>18</sup> As part of resource management

<sup>19</sup> Referred to as "Family resources"

## ANNEXURE D

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

Table A7: Framework for thinking and skills application based on skill categories		
	<p>Reproductive skills</p> <p>Simple reflexive, repetitive activities linked to standard procedures based on knowledge (skills linked with remembering knowledge, understanding and application).</p>	<p>Productive skills</p> <p>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>
Categories	Action Verbs	Action Verbs
<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 Co-ordinate 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.) 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	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.

<b>Table A7: Framework for thinking and skills application based on skill categories (continued)</b>		
<b>Categories</b>	<b>Action Verbs</b>	<b>Action Verbs</b>
	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	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 Explain Narrate Present Welcome guests	Argue for Convert into Convey message Correspond in particular ... Decide on applicability Develop and explain strategy 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

## THE FOUR-CATEGORY FRAMEWORK FOR THINKING ABOUT QUESTION DIFFICULTY

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

### 1. CONTENT DIFFICULTY (C)

Content difficulty indexes the difficulty in the subject matter, topic or conceptual knowledge assessed or required. In this judgement of the item/question, difficulty exists in the **academic demands** that questions make and/or the various "elements" of domain/subject knowledge (facts, concepts, principles and procedures associated with the subject).

#### For example (valid sources/indicators):

Questions that assess "basic content" or subject knowledge a candidate would have learnt at lower grade levels, and which would be familiar to them and unlikely to pose too much of a challenge to most candidates, are usually easier. Questions involving only **concrete objects or phenomena** are usually easier than those that involve more abstract constructs or ideas. Questions that are contextualised and require general everyday knowledge are often easier than those that are not.

Questions that assess subject knowledge which forms part of the core curriculum for the grade are likely to be moderately difficult for most candidates.

Questions that assess "**advanced content**", that is, subject knowledge that is considered to be in advance of the grade level curriculum, are likely to be difficult for most candidates. Questions which assess learners' understanding of theoretical issues or decontextualised topics, rather than their knowledge of specific examples, tend to be more difficult.

Content difficulty may also be varied by changing **the number of knowledge elements assessed**. Generally the difficulty of a question increases with the number of knowledge elements assessed. Questions that assess learners on two or more knowledge elements are usually (but not always) more difficult than those that assess a single knowledge element.

Assessing candidates on **a combination of knowledge elements that are seldom combined** usually increases the level of difficulty.

### EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

*(Note that these sources are unintended.)*

- Testing obscure or unimportant concepts or facts that are not/hardly mentioned in the curriculum, or which are unimportant to the curriculum learning objectives.
- Testing advanced concepts that candidates are extremely unlikely to have had opportunities to learn.

### 2. STIMULUS DIFFICULTY (S)

**Stimulus difficulty** refers to the difficulty of **the linguistic features of the question** (linguistic complexity) and the challenge that candidates face when they attempt to read and understand *the words and phrases in the question* and in the **information or "texts"** (diagrams, tables and graphs, pictures, cartoons, case studies, scenarios, text, etc.) that accompany the question.

**Note: Readability indexes such as the Flesch and Flesch/Kincaid could assist in determining the difficulty level of stimulus material.**

#### For example (valid sources/indicators):

Questions that contain words and phrases that require only simple and straightforward comprehension are usually easier than those that require the candidate to understand **subject-specific phraseology and terminology** (e.g. mathematical language), i.e. the language of the discipline not usually encountered in everyday language, or that require more technical comprehension and specialised command of words and academic language (e.g. everyday words involving different meanings within the context of the subject).

Questions that contain information that is tailored to an expected response, that is, that contain no irrelevant information, are *generally* easier than those that require candidates to select relevant and appropriate information or **unpack a large amount of information** for their response.

Questions that depend on reading and selecting content from a text (including a graph, picture, cartoon, etc.) can be more challenging than questions that do not depend on actually reading the text, because they test reading comprehension skills as well as subject knowledge.

Questions that require candidates to **read a lot** can be more challenging than those that require limited reading. Although the level of difficulty is usually revealed most clearly through the exam or task questions, you also need to consider the text complexity or the degree of **challenge in written or graphic texts** that the candidates are required to read and interpret in order to respond. You need to consider whether texts set, and reading passages or other **source material** used, are challenging for the grade level, and whether texts or material make **high (or low) reading demands** on candidates at the grade level. Predictors of textual difficulty include

- **semantic content** – for example, vocabulary and whether words used are typically outside the reading vocabulary of Grade 12 learners/candidates; whether words are made accessible by using semantic, syntactic or graphophonic cues.
- **syntactic or organisational structure** – for example, sentence structure and length; whether learners are likely to be familiar with the structure, for example, from reading newspapers or magazines, etc.
- **literary techniques** – for example, abstractness of ideas and imagery – and **background knowledge** required – for example, to make sense of allusions. If candidates do not have access to the context which informs a “text” (passage, cartoon, diagram, table, etc.) they are expected to read, and which informs the text they are expected to write, then constructing a response is likely to be difficult.

#### EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

(Note that these sources are unintended.)

- Meaning of words unclear or unknown
- Difficult or impossible to work out what the question is asking
- Questions which are ambiguous
- Grammatical errors in the question that could cause misunderstanding
- Inaccuracy or inconsistency of information or data given
- Insufficient information provided
- Unclear resource (badly drawn or printed diagram, inappropriate graph, unconventional table)
- Dense presentation (too many important points packed in a certain part of the stimulus)

### 3. TASK DIFFICULTY (T)

**Task difficulty** refers to the **difficulty that candidates confront when they try to generate or produce an answer.**

#### For example (valid sources/indicators):

In most questions, to generate a response, candidates have to work through the steps of a solution. *Generally*, questions that **require more steps in a solution** are more difficult than those that require fewer steps.

Questions that assess specific knowledge are usually less difficult than multistep, multiple-concept questions.

A question requiring writing a one-word answer, a phrase or a simple sentence is often easier to write than responses that **require more complex sentences, a paragraph or a full essay or composition.** In some subjects such as Language/s or History, where one of the goals is that learners learn to express themselves well (in English or another language) and **writing skill** is part of what learners are supposed to learn, some questions reflect expected response difficulty simply by “creating the space” for A-grade candidates to demonstrate genuine insight or good argumentation, and to write succinctly and coherently about their knowledge. Narrative writing is *usually* easier than writing analytically.

On the other hand, questions that require continuous prose or extended writing *may* also be easier to answer correctly than questions that require no writing at all, or single-letter answers (such as multiple choice), or a brief response of one or two words or short phrase/s, because they **test very specific knowledge.**

Task difficulty may also be mediated by the **amount of guidance present in the question**. Although question format is not necessarily a factor, and difficult questions can have a short or simple format, questions that provide guided steps are *generally* easier than those that are more open-ended and require candidates to form their own response strategy, work out the steps and maintain the strategy for answering the question by themselves. A high degree of prompting (a high degree of prompted recall, for example) *tends* to reduce difficulty level.

A question that requires the candidate to use a **high level of** appropriate **subject or scientific terminology** in their response tends to be more difficult than one that does not.

A question requiring candidates to **create a complex abstract (symbolic or graphic) representation** is usually more challenging than a question requiring candidates to create a concrete representation.

Another aspect of task difficulty is the **cognitive demand** or **thinking processes** required. Some questions test thinking ability, and learners' capacity to deal with ideas, etc. Questions that assess inferential comprehension or application of knowledge, or that require candidates to take ideas from one context and use it in another, for example, tend to be more difficult than questions that assess recognition or retrieval of basic information. Questions requiring recall of knowledge are *usually* more difficult than questions that require simple recognition processes. When the resources for answering the question are included in the examination paper, then the task is *usually* easier than when candidates have to use and select their own internal resources (their own knowledge of the subject) to answer the question.

#### EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

(Note that these sources are unintended.)

- Level of detail required in an answer is unclear.
- Context is unrelated to or uncharacteristic of the task than candidates have to do.
- Details of a context distract candidates from recalling or using the right bits of their knowledge.
- The question is unanswerable.
- The order or sequence of parts of the questions are illogical.
- There is interference from a previous question.
- Insufficient space (or time) is allocated for responding.
- Question predictability or task familiarity. If the same question regularly appears in examination papers or has been provided to schools as an exemplar, learners are likely to have had prior exposure, and practised and rehearsed answers in class (for example, when the same Language networks are prescribed each year).

#### 4. EXPECTED RESPONSE DIFFICULTY (R)

**Expected response difficulty** refers to difficulty imposed by examiners in a **mark scheme and memorandum**. This location of difficulty is more applicable to "constructed" response questions, as opposed to "selected" response questions (such as multiple choice, matching, true/false).

##### **For example (valid sources/indicators):**

When examiners expect few or no details in a response, the question is generally easier than one where the mark scheme implies that **a lot of details are expected**.

Another element of difficulty is the **complexity in structure of an expected response**. When simple connections between ideas are expected in a response, the question is *generally* easier to answer than a question in which the significance of the relations between the parts and the whole is expected to be discussed in a response. In other words, a question in which an unstructured response is expected is generally easier than a question in which **a relational response** is expected. A response which involves combining a number complex operations or linking a number of complex ideas is usually more difficult than a response where there is no need to combine operations or link ideas.

A further aspect of expected response difficulty is the **clarity of the allocation of marks**. Questions are generally easier when the allocation of marks is straight-forward or logical (i.e. 3 marks for listing 3 points) than when the **mark allocation is indeterminate** (e.g. when candidates need all 3 points for one full mark or 20 marks for a discussion of a concept, without any indication of how much and what to write in a

response). This aspect affects difficulty because candidates who are unclear about the mark expectations in a response may not produce answers sufficient for them to earn the marks that befit their ability.

Some questions are more difficult/easy to mark accurately than others. Questions that are **harder to mark and score objectively** are *generally* more difficult for candidates than questions that require simple marking or scoring strategies on the part of markers. For example, recognition and recall questions are usually easier to test and mark objectively because they usually require the use of matching and/or simple scanning strategies on the part of markers. More complex questions requiring analysis (breaking down a passage or material into its component parts, and understanding relationships between the parts), evaluation (making judgments, for example, about the worth of material or text, or about solutions to a problem), synthesis (bringing together parts or elements to form a whole), and creativity (presenting original thought) are generally harder to mark/score objectively. The best way to test for analysis, evaluation, synthesis and creativity is usually through essays. Such essays *generally* require the use of more cognitively demanding **marking** strategies such as interpreting and evaluating the logic of what the candidate has written.

Questions where **a wide range of alternative answers or response/s** is possible tend to be more difficult. On the other hand, questions may be so open-ended that learners will get marks even if they engage with the task very superficially.

#### **EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY**

*(Note that these sources are unintended.)*

- Mark allocation is unclear or illogical. The weighting of marks is important in questions that comprise more than one component when components vary in levels of difficulty. Some learners may be able to get the same marks for answering easy component(s) of the item as other learners are awarded for answering the more difficult components.
- Mark scheme and questions are incongruent.
- The question asked is not the one that examiners want candidates to answer. The memorandum spells out a response to a slightly different question, not the actual question.
- It is impossible for the candidate to work out from the question what the answer is (answer is indeterminable).
- The wrong answer is provided in the memorandum.
- Alternative correct answers from those provided or spelt out in the memorandum are also plausible.
- The question is "open" but the memo has a closed response. Memo allows no leeway for markers to interpret answers and give credit where due.

The above framework does not provide you with explicit links between the different categories, or show relationships between the different concepts in the framework. This is because it is impossible to set prescribed rules or predetermined combinations of categories and concepts for making judgements about where the difficulty in a particular task/question might lie.

The idea behind the framework is to allow you to exercise your sense of judgement as a coherent whole. The complexity of your judgement task lies in your ability as an expert to recognise subtle interactions and identify links between different elements of a question's difficulty or "easiness". For example, a question that tests specific knowledge can actually be more difficult than a multi-step question because it requires candidates to explain a highly abstract, or very complex, theory.

## PROFILES OF EVALUATORS

(The dates in brackets after the names indicate the period of involvement of each person in the research with his or her profile as at that time)

**Ms Vanessa Andreou, Consumer Studies Teacher at Northlands Girls' High School, KwaZulu-Natal Department of Education (2011–2014)**

Ms Andreou started her teaching career as a Home Economics teacher after completing a Higher Degree of Education: Home Economics. Time and experience overseas meant that she was exposed to various ideas regarding curriculum, e.g. Food and Textiles Technology, gaining huge experience and insight when it came to discipline and school inspection – OFSTED (intensive school investigations) – socioeconomic conditions relating to behaviour and learning. She also had an opportunity to start learning about managing people in a middle management role. The change from Home Economics to Consumer Studies in South Africa took place during her absence. On her return she had to come to grips with the new policy documents to teach Consumer Studies. She is now acting HOD Consumer Studies and Technology and Head of Grade 9.

**Dr Gerrie E du Rand, Senior Lecturer and Head of the Foods and Nutrition Section: Department of Consumer Science, University of Pretoria (2011–2012 & 2014)**

Dr Du Rand taught at Medunsa, Pretoria College, and the University of Pretoria over a wide range of subjects covering Food, Nutrition, Recipe and Product Development on both an undergraduate and postgraduate level. His speciality area of interest is Food Tourism and the use of local foods in culinary mapping. She also taught cookery classes and catering in Japan, Greece, Italy and the US. She is an external examiner for Durban University of Technology and the University of Technology Mauritius. She served on the Standards Generating Body and was instrumental in developing many of the Unit Standards for the Hospitality Management training.

**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 (2011–2012)**

Ms Kleintjies started her career as a lecturer and progressed to being a Programme Manager in the Hospitality departments of two FET Colleges over a period of 16 years. As a curriculum planner her duties include support to the six colleges in the Western Cape in implementation of curriculum policy, capacity building of staff through assessment development, improvement of teaching and learning and problem-solving in the classroom. She has forged links with the Department of Economic Development and Tourism in the Western Cape to strengthen partnerships with the Hospitality and Tourism industry, which enables her to assist colleges with student work placement. She is also the

co-ordinator of the Hospitality and Tourism focus group in the Western Cape, established as a community of practice to promote the sharing of best practice and standardisation.

**Ms Adri du Toit, Subject Group Head: Technology for Education. Lecturer: Didactics of Technology and Consumer Studies, Faculty of Education Sciences at North West University, Potchefstroom Campus (2011–2014)**

Ms du Toit taught Home Economics and Consumer Studies up to Grade 12 in South Africa, as well as Food Technology and Textiles Technology up to AS level in the United Kingdom. She is an examiner for the Consumer Studies Olympiad paper and an external moderator for subjects at the University of Johannesburg and Pretoria University. As a qualified South African tour guide, she also has extensive experience in the local hospitality industry. This subject group has always been close to her heart and she strives to continue to do meaningful research to help support Consumer Studies teachers and the teaching of these subjects.

**Ms Cornelia Koekemoer, External moderator for Hospitality Studies and training Hospitality Studies subject advisors (2013–2014)**

After qualifying at Pretoria University Ms Koekemoer taught Home Economics at various secondary schools. In 1996 she was appointed as Subject Advisor for Home Economics & Needlework and Clothing in the North West province. Additional subjects were added over the years and currently she is Subject Advisor for all three services subjects. From 2000 she has been involved in setting external question papers and she is currently an external moderator for Hospitality Studies. From 2006 she has been a member of the National task team, training Hospitality Studies subject advisors.

**Ms Philippa Lewis, Consumer Studies Educator, Durban Girls' College Grade and Independent Examination Boards (IEB) National Grade 12 Examiner (2011–2014)**

Ms Lewis has taught Home Economics and then Consumer Studies at Grade 12 level for a number of years. Prior to teaching Consumer Studies and after teaching Home Economics she lectured at the Durban University of Technology in a range of Hospitality-related subjects. She has also run her own catering business and lectured on the NSC programme: Food Service Management. She is currently the IEB National Examiner for Consumer Studies and will continue with this commitment until 2014.

**Ms Heather Swanepoel, Consultant: Textiles Tuition and Training (Tex Tu Train) (2011–2014)**

Ms Swanepoel is a consultant in the field of Skills Development Facilitation. She has run her consulting company, known as Textiles Tuition and Training (Tex Tu Train), since 1998, the focus of which is services related to skills development and training, including: Developing training material; Curriculum Development and quality assurance (for CTFL SETA QCTO qualifications); Accreditation and Learnership management; Skills Development Facilitation; and Facilitating training courses. Ms Swanepoel taught Home Economics and Needlework, after which she lectured at the Cape Technikon where she taught Home Economics teachers and Food and Clothing Technology students. Ms Swanepoel also lectured in Textiles to the Fashion Design and Clothing Production Management students. More recently, she worked in association with Kundiza Training Consultancy and Tshwane University of Technology in developing and presenting a five-day workshop for educators of Consumer Studies for the Mpumalanga Department of Education. Ms Swanepoel currently serves on the Clothing and Textile Advisory Committee of CPUT (Bellville Campus).

**Ms Grace Tunzi, Consumer and Hospitality Studies Subject Advisor, Johannesburg North District, Gauteng Province (2013–2014)**

Ms Tunzi started her career as a teacher of Home Economics until it was phased out and Consumer Studies introduced, which she taught to Grades 10–12 learners. She was appointed HOD for Home Economics/Consumer Studies and Technology at Parktown Girls' High School until she was promoted to be a Subject Education Specialist at District level. As a Subject Advisor, her duties are to ensure the compliance and implementation of CAPS policy, supporting teachers for effective service delivery and to quality-assure the PAT. Over and above her duties, she assists the Head Office Services Co-ordinator with provincial subject meetings, compiling presentation material and conducting the meetings. She was involved in Matric marking as a Senior Marker for years during the Home Economics era. Presently she is a Matric Chief Marker for Consumer Studies. She has been involved in the development of presentation slides on new CAPS content for Gauteng province to support teachers with the implementation of new curriculum.

## **OBSERVERS**

**Ms Rina Schubotz: Deputy Director: Services Subjects, Department of Basic Education (2011–2012)**

Based in Pretoria in the offices of the National Department of Education in the Directorate: Curriculum Implementation and Quality Improvement, Ms Schubotz co-ordinates curriculum policy and related issues for the services subjects Hospitality Studies, Consumer Studies and Tourism in the FET Sector (Grades 10–12). Before her appointment at the

National Department in 2006, she was employed by the North-West Provincial Department of Education. She was subject advisor for the three services subjects, five years for schools in the Vryburg district and another five years for schools in the Rustenburg district.

**Ms Cheryl Weston, Chief Education Specialist, DBE (2013–2014)**

As Chief Education Specialist, Ms Weston is responsible for curriculum implementation and management in the three services subjects: Tourism, Consumer Studies and Hospitality Studies, a position she has occupied since January 2013. Her experience in the services field was developed over a number of years through the various positions she has held, including that of Provincial Services Subject Co-ordinator for Gauteng Department of Education, Senior Education Specialist for Johannesburg North District and Head of Department and Tourism teacher at a high school.

**Ms Nozuko Ngozi, Director: Domestic Tourism, National Department of Tourism (2011–2012)**

Ms Nozuko Ngozi has worked in the Education and Training field for a greater part of her life. She qualified and worked as a Human Resource Practitioner and Manager since 1995. She was instrumental in the setting up of the ETD SETA, both as a board member and as an employee. She has presented motivational papers nationally and internationally to groups of women, churches, the youth and learners in schools. Her talks to some government departments, including Department of Education, Correctional Services and others intend to enhance business performance and productivity. She chaired the 2009 to 2011 Women Leadership Development Conference by Intelligence Transfer. In the NDT, she facilitated the proper implementation of Human Resource and Skills Development opportunities to all employees within the sector. Currently she works in Domestic Tourism, supporting the growth and development of tourism in KZN and Mpumalanga. She is passionate about the development of rural communities and intends to alleviate levels of poverty and improve employment rates.

**Ms Mothepane Sesele, Director: Tourism Human Resource Development & Service Excellence (2012–2013)**

Ms Mothepane Sesele is a social development specialist with qualifications in BA Social Science from Fort Hare University and enrolled for a Master's Degree in Public Administration with University of Pretoria. She obtained a few certificate qualifications from various courses undertaken internationally including a certificate in enterprise development from Marshav College in Israel. Her social development career started at being a Community Developer at Maokeng Municipal level which progressed to senior level at the Department of Social Services. She diversified her professional competencies into administrative capabilities at Department of Trade and Industry and Department of Corporative Governance & Traditional affairs at middle management level.

Ms Sesele's administrative capabilities led her joining the National Department of Tourism at Director Level wherein she held various responsibilities including Tourism Branch Administration, Service Excellence and Tourism Human Resource Development with the latter two being the current areas of responsibility. Her responsibilities include general tourism management for the Eastern Cape and Free State Provinces.

**Mr Lulamile Stuurman, Deputy Director Domestic Tourism: Eastern Cape (2011–2014)**

Mr Lulamile Stuurman is a Human Resource Management professional with a strong focus on Human Resource Development and Labour/Employee Relations. His Wits Business School Master of Management in Public and Development Management (MM-P&DM) degree dissertation focused on performance management, which makes him an insightful resource in this field of learning. Other general areas of focus are planning, project management and performance orientation. His wealth of knowledge and experience in Human Resource Development and Labour Relations has made him a ground-breaker in every organisation he has been in in the past ten years. He managed a training centre for four years and acted as a Skills Development Facilitator for a large private health company; he has successfully handled CCMA and Labour Court matters as an employer representative.

Mr Stuurman successfully managed major Tourism Human Resource Development projects in government. He has been involved in a number of professional structures at both business and social level. He is currently a member of the GTP-SA Advisory Board.

**Mr Zakhele Sibeko: Assistant Director in the Domestic Tourism Branch, National Department of Tourism (2013–2014)**

Mr Zakhele Sibeko graduated from the Vaal University of Technology in 2003, and went on to do his B Tech in Tourism Management at Tshwane University of Technology in 2007, where he majored in Tourism Development, Strategic Management and Marketing for Tourism.

In 2004, he started his career as an intern at the former Department of Environmental Affairs and Tourism in the Enterprise Development unit, and a year later was appointed as Data Capturer for the Research and Development unit in the same organisation.

Four years later, he took a post at the Department of Tourism as Assistant Director: Service Excellence Policy Planning and Advocacy and was part of the team that developed the Service Excellence Strategy as well as the Tourism Service Excellence Requirement (SANS1197).

When the National Department of Tourism was established as the result of a split from the Department of Environmental Affairs and Tourism, Mr Sibeko then accepted a new portfolio in the NDT as an Assistant Director in the Domestic Tourism Branch, with specific focus on implementing and championing HRD projects. His responsibilities also include

co-ordinating educators' empowerment seminars, co-ordinating and implementing the National Tourism Careers Expo (NTCE), assisting with the curriculum and evaluation review process and co-ordinating the international placement of tourism and hospitality graduates in partnership with Ubuntu Institute.

**Ms Mmaabo Moloi: Project Manager: TVET & Rural Development Project, CATHSSETA (2011–2014)**

Ms Mmaabo Moloi started her professional career as an educator. After that, she became a Primary School Principal, a Private School Principal and finally a Lecturer at what is now the Tshwane University of Technology.

She holds a Master's Degree in Education Management, with the thesis: "Instructional Leadership: Curriculum design, development and implementation."

Ms Moloi joined CATHSSETA in 2005 as a learning programme evaluator. Later, she was appointed Quality Assurer and then Project Manager on education and training capacity-building projects, including learning programme design and development.

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