

**Exemplar Book on Effective Questioning**

**Consumer Studies**

**Compiled by the Statistical Information and Research (SIR) Unit**

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## PREFACE

The National Senior Certificate (NSC) examinations are set and moderated in part using tools which specify the types of cognitive demand and the content deemed appropriate for Consumer Studies at Grade 12 level. Until recently, the level of cognitive demand made by a question was considered to be the main determinant of the overall level of cognitive challenge of an examination question.

However, during various examination evaluation projects conducted by Umalusi from 2008-2012, evaluators found the need to develop more complex tools to distinguish between questions which were categorised at the same cognitive demand level, but which were not of comparable degrees of difficulty. For many subjects, for each type of cognitive demand a three-level degree of difficulty designation, *easy, moderate and difficult* was developed. Evaluators first decided on the type of cognitive process required to answer a particular examination question, and then decided on the degree of difficulty, *as an attribute of the type of cognitive demand*, of that examination question.

Whilst this practice offered wider options in terms of *easy, moderate and difficult* levels of difficulty for each type of cognitive demand overcame some limitations of a one-dimensional cognitive demand taxonomy, other constraints emerged. Bloom's Taxonomy of Educational Objectives (BTEO) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and the Revised Bloom's Taxonomy are based on the assumption that a cumulative hierarchy exists between the different categories of cognitive demand (Bloom et al., 1956; Bloom, Hastings & Madaus, 1971). The practice of 'levels of difficulty' did not necessarily correspond to a hierarchical model of increasing complexity of cognitive demand. A key problem with using the level of difficulty as an attribute of the type of cognitive demand of examination questions is that, questions recognised at a higher level of cognitive demand are not necessarily categorised as more difficult than other questions categorised at lower levels of cognitive demand. For example, during analyses a basic recognition or

recall question could be considered more difficult than an easy evaluation question.

Research further revealed that evaluators often struggled to agree on the classification of questions at so many different levels. The finer categorization for each level of cognitive demand and the process of trying to match questions to pre-set definitions of levels of difficulty made the process of making judgments about cognitive challenge overly procedural. The complex two-dimensional multi-level model also made findings about the cognitive challenge of an examination very difficult for Umalusi Assessment Standards Committee (ASC) to interpret.

In an Umalusi Report, *Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examinations* (Umalusi, 2012), it was recommended that the type and level of cognitive demand of a question and the level of a question's difficulty should be analysed separately. Further, it was argued that the ability to assess cognitive challenge lay in experts' abilities to recognise subtle interactions and make complicated connections that involved the use of multiple criteria simultaneously. However, the tacit nature of such judgments can make it difficult to generate a common understanding of what constitutes criteria for evaluating the cognitive challenge of examination questions, despite descriptions given in the policy documents of each subject.

The report also suggested that the Umalusi external moderators and evaluators be provided with a framework for thinking about question difficulty which would help them identify where the main sources of difficulty or ease in questions might reside. Such a framework should provide a common language for evaluators and moderators to discuss and justify decisions about question difficulty. It should also be used for building the capacity of novice or less experienced moderators and evaluators to exercise the necessary expert judgments by making them more aware of key aspects to consider in making such judgments.

The revised Umalusi examination moderation and evaluation instruments for each subject draw on research and literature reviews, together with the knowledge gained through the subject workshops. At these workshops, the proposed revisions were discussed with different subject specialists to attain a common understanding of the concepts, tools and framework used; and to test whether the framework developed for thinking about question difficulty 'works' for different content subjects. Using the same framework to think about question difficulty across subjects will allow for greater comparability of standards across subjects and projects.

An important change that has been made to the revised examination evaluation instrument is that the analysis of *the type of cognitive demand* of a question and analysis of *the level of difficulty* of each question are now treated as two separate judgments involving two different processes. Accordingly, the revised examination evaluation instrument now includes assessment of difficulty as well as cognitive demand.

## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Full name</b>
ASC	Assessment Standards Committee
BTEO	Bloom's Taxonomy of Educational Objectives
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
FET	Further Education and Training
IEB	Independent Examinations Board
NSC	National Senior Certificate
NQF	National Qualifications Framework
QAA	Quality Assurance of Assessment
QCC	Qualifications, Curriculum and Certification
SIR	Statistical Information and Research

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This exemplar book was prepared by Ms Magdalena van Pletzen.

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## 1. INTRODUCTION

The rules of assessment are essentially the same for all types of learning because, to learn is to acquire knowledge or skills, while to assess is to identify the level of knowledge or skill that has been acquired (Fiddler, Marienau & Whitaker, 2006). Nevertheless, the field of assessment in South Africa and elsewhere in the world is fraught with contestation. A review of the research literature on assessment indicates difficulties, misunderstanding and confusion in how terms describing educational measurement concepts, and the relationships between them, are used (Frisbie, 2005).

Umalusi believes that if all role players involved in examination processes can achieve a common understanding of key terms, concepts and processes involved in setting, moderating and evaluating examination papers, much unhappiness can be avoided. This exemplar book presents a particular set of guidelines for both novice and experienced Consumer Studies national examiners, internal and external moderators, and evaluators to use in the setting, moderation and evaluation of examinations at the National Senior Certificate (NSC) level.

The remainder of the exemplar book is organised as follows: First, the context in which the exemplar book was developed is described (Part 2), followed by a statement of its purpose (Part 3). Brief summaries of the roles of moderation and evaluation (Part 4) and cognitive demand (Part 5) an assessment. Examination questions selected from the NSC Consumer Studies examinations of assessment bodies, the Department of Basic Education (DBE), and/or the Independent Examinations Board (IEB) are used to illustrate how to identify different levels of cognitive demand as required by the Curriculum and Assessment Policy Statement (CAPS) Consumer Studies document (Part 6). Part 7 explains the protocols for identifying different levels of difficulty within a question paper. Application of the Umalusi framework for determining difficulty

described in Part 7 is illustrated, with reasons, by another set of questions from a range of Consumer Studies examinations (Part 8). Concluding remarks complete the exemplar book (Part 9).

## **2. CONTEXT**

Umalusi has the responsibility to quality assure qualifications, curricula and assessments of National Qualification Framework (NQF) Levels 1 - 5. This is a legal mandate assigned by the *General and Further Education and Training Act (Act 58 of 2001)* and the *National Qualification Framework Act (Act 67 of 2008)*. To operationalize its mandate, Umalusi, amongst other things, conducts research and uses the findings of this research to enhance the quality and standards of curricula and assessments.

Since 2003, Umalusi has conducted several research studies that have investigated examination standards. For example, Umalusi conducted research on the NSC examinations, commonly known as 'Matriculation' or Grade 12, in order to gain an understanding of the standards of the new examinations (first introduced in 2008) relative to those of the previous NATED 550 Senior Certificate examinations (Umalusi, 2009a, 2009b). Research undertaken by Umalusi has assisted the organisation to arrive at a more informed understanding of what is meant by assessing the cognitive challenge of the examinations and of the processes necessary for determining whether the degree of cognitive challenge of examinations is comparable within a subject, across subjects and between years.

Research undertaken by Umalusi has revealed that different groups of examiners, moderators and evaluators do not always interpret cognitive demand in the same way, posing difficulties when comparisons of cognitive challenge were required. The research across all subjects also showed that

using the type and level of cognitive demand of a question *only* as measure for judging the cognitive challenge of a question is problematic because cognitive demand levels on their own do not necessarily distinguish between degrees of difficulty of questions.

The new Umalusi framework for thinking about question difficulty described in this exemplar book is intended to support all key role players in making complex decisions about what makes a particular question challenging for Grade 12 examination candidates.

### **3. THE PURPOSE OF THE EXEMPLAR BOOK**

The overall goal of this exemplar book is to ensure the consistency of standards of examinations across the years in the Further Education and Training (FET) sub-sector and Grade 12, in particular. The specific purpose is to build a shared understanding among teachers, examiners, moderators, evaluators, and other stakeholders, of methods used for determining the type and level of cognitive demand as well as the level of difficulty of examination questions.

Ultimately, the common understanding that this exemplar book seeks to foster is based on the premise that the process of determining the type and level of cognitive demand of questions and that of determining the level of difficulty of examination questions are two separate judgements involving two different processes, both necessary for evaluating the cognitive challenge of examinations. This distinction between cognitive demand and difficulty posed by questions needs to be made in the setting, moderation, evaluation and comparison of Consumer Studies examination papers.

The exemplar book includes an explanation of the new Umalusi framework which is intended to provide all role-players in the setting of Consumer Studies examinations with a common language for thinking and talking about

question difficulty. The reader of the exemplar book is taken through the process of evaluating examination questions; first in relation to determining the type and level of cognitive demand made by a question, and then in terms of assessing the level of difficulty of a question. This is done by providing examples of a range of questions which make different types of cognitive demands on candidates, and examples of questions at different levels of difficulty.

Each question is accompanied by an explanation of the reasoning behind why it was judged as being of a particular level of cognitive demand or difficulty, and the reasoning behind the judgements made is explained. The examples of examination questions provided were sourced by Consumer Studies evaluators from previous DBE and the IEB Consumer Studies question papers, pre- and post- the implementation of CAPS during various Umalusi workshops.

This exemplar book is an official document. The process of revising the Umalusi examination evaluation instrument and of developing a framework for thinking about question difficulty for both moderation and evaluation purposes has been a consultative one, with the DBE and the IEB assessment bodies. The new framework for thinking about question difficulty is to be used by Umalusi in the moderation and evaluation of Grade 12 Consumer Studies examinations, and by all the assessment bodies in the setting of the question papers, in conjunction with the CAPS documents.

#### **4. MODERATION AND EVALUATION OF ASSESSMENT**

A fundamental requirement, ethically and legally, is that assessments are fair, reliable and valid (American Educational Research Association [AERA], American Psychological Association [APA] and National Council on Measurement in Education [NCME], 1999). Moderation is one of several quality

assurance assessment processes aimed at ensuring that an assessment is fair, reliable and valid (Downing & Haladyna, 2006). Ideally, moderation should be done at all levels of an education system, including the school, district, provincial and national level in all subjects.

The task of Umalusi examination **moderators** is to ensure that the quality and standards of a particular examination are maintained each year. Part of this task is for moderators to alert examiners to details of questions, material and/or any technical aspects in examination question papers that are deemed to be inadequate or problematic and that therefore, challenge the validity of that examination. In order to do this, moderators need to pay attention to a number of issues as they moderate a question paper – these are briefly described below.

Moderation of the technical aspects of examination papers includes checking correct question and/or section numbering, and ensuring that visual texts and/or resource material included in the papers are clear and legible. The clarity of instructions given to candidates, the wording of questions, the appropriateness of the level of language used, and the correct use of terminology need to be interrogated. Moderators are expected to detect question predictability, for example, when the same questions regularly appear in different examinations, and bias in examination papers. The adequacy and accuracy of the marking memorandum (marking guidelines) need to be checked to ensure that they reflect and correspond with the requirements of each question asked in the examination paper being moderated.

In addition, the task of moderators is to check that papers adhere to the overall examination requirements as set out by the relevant assessment body with regard to the format and structure (including the length, type of texts or reading selections prescribed) of the examination. This includes assessing compliance with assessment requirements with regard to ensuring that the

content is examined at an appropriate level and in the relative proportions (weightings) of content and/or skills areas required by the assessment body.

The role of Umalusi examination **evaluators** is to perform analysis of examination papers after they have been set and moderated and approved by the Umalusi moderators. This type of analysis entails applying additional expert judgments to evaluate the quality and standard of finalised examination papers before they are written by candidates in a specific year. However, the overall aim of this evaluation is to judge the comparability of an examination against the previous years' examination papers to ensure that consistent standards are being maintained over the years.

The results of the evaluators' analyses, and moderators' experiences provide the Umalusi Assessment Standards Committee (ASC) with valuable information which is used in the process of statistical moderation of each year's examination results. Therefore, this information forms an important component of essential qualitative data informing the ASC's final decisions in the standardisation of the examinations.

In order for the standardisation process to work effectively, efficiently and fairly, it is important that examiners, moderators and evaluators have a shared understanding of how the standard of an examination paper is assessed, and of the frameworks and main instruments that are used in this process.

## **5. COGNITIVE DEMANDS IN ASSESSMENT**

The *Standards for educational and psychological testing* (AERA, APA, & NCME, 1999) require evidence to support interpretations of test scores with respect to cognitive processes. Therefore, valid, fair and reliable examinations require that the levels of cognitive demand required by examination questions are appropriate and varied (Downing & Haladyna, 2006). Examination papers

should not be dominated by questions that require reproduction of basic information, or replication of basic procedures, and under-represent questions invoking higher level cognitive demands.

Accordingly, the Grade 12 CAPS NSC subject examination specifications state that examination papers should be set in such a way that they reflect proportions of marks for questions at various level of cognitive demand. NSC examination papers are expected to comply with the specified cognitive demand levels and weightings. NSC examiners have to set and NSC internal moderators have to moderate examination papers as reflecting the proportions of marks for questions at different levels of cognitive demand as specified in the documents. Umalusi's external moderators and evaluators are similarly tasked with confirming compliance of the examinations with the CAPS cognitive demand levels and weightings, and Umalusi's revised examination evaluation instruments continue to reflect this requirement.

Despite that, subject experts, examiners, moderators and evaluators are familiar with the levels and explanations of the types of cognitive demand shown in the CAPS documents, Umalusi researchers have noted that individuals do not always interpret and classify the categories of cognitive demand provided in the CAPS the same way. In order to facilitate a common interpretation and classification of the cognitive demands made by questions, the next section of this exemplar book provides a clarification of each cognitive demand level for Consumer Studies followed by illustrative examples of examination questions that have been classified at that level of cognitive demand.

## 6. EXPLANATIONS AND EXAMPLES OF QUESTIONS ASSESSED AT THE DIFFERENT COGNITIVE DEMAND LEVELS IN THE CONSUMER STUDIES TAXONOMY ACCORDING TO CAPS

The taxonomies of cognitive demand for each school subject in the CAPS documents are mostly based on the Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001) but resemble the original Bloom's taxonomy in that categories of cognitive demand are arranged along a single continuum. Bloom's Taxonomy of Educational Objectives (BTEO) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and the Revised Bloom's Taxonomy imply that each more advanced or successive category of cognitive demand subsumes all categories below it. The CAPS Taxonomies of Cognitive Demand make a similar assumption (Crowe, 2012).

**Note:**

In classifying the type and level of cognitive demand, each question is classified at the highest level of cognitive process involved. Thus, although a particular question involves recall of knowledge, as well as comprehension and application, the question is classified as an 'analysis' question if that is the highest level of cognitive process involved. If 'evaluating' is the highest level of cognitive process involved, the question as a whole should be classified as an 'evaluation' question. On the other hand, if one of more sub-sections of the question and the marks allocated for each sub-section can stand independently, then the level of cognitive demand for each sub-section of the question should be analysed separately.

The CAPS documents for many subjects also give examples of descriptive verbs that can be associated with each of the levels of cognitive demand. However, it is important to note that such 'action verbs' can be associated with more than one cognitive level depending on the context of a question.

The Consumer Studies CAPS document states that Grade 12 NSC Consumer Studies examination papers should examine three levels of cognitive demand (Table 1).



**TABLE 1: THE CONSUMER STUDIES TAXONOMY OF COGNITIVE DEMAND LEVELS FOR THE CONSUMER STUDIES NSC EXAMINATIONS**

Level of cognitive demand	Type of cognitive demand	Explanation of categorization Questions which require students:
Level 1	Lower order	Remembering
Level 2	Middle order	Understanding/Applying
Level 3	Higher order	Analysing/Evaluating/Creating

**Source:** CAPS (DBE, 2011: 62)

To facilitate reading of this section, each of the above cognitive demand levels in the consumer studies taxonomy are explained, and the explanation is followed by at least **three** examples of questions from previous consumer studies NSC examinations classified at each of the levels of cognitive demand shown in Table 1 above. These examples were selected to represent the **best and clearest** examples of each level of cognitive demand that the consumer studies experts could find. The discussion below each example question explains the reasoning processes behind the classification of the question at that particular type of cognitive demand (Table 2 to Table 5).

**Note:**

Be mindful that analyses of *the level of cognitive process* of a question and *the level of difficulty* of each question are to be treated as two separate judgments involving two different processes. Therefore, whether the question is easy or difficult should not influence the categorisation of the question in terms of the type and level of cognitive demand. Questions should NOT be categorised as higher order evaluation/synthesis questions because they are difficult questions. Some questions involving the cognitive process of recall or recognition may be more difficult than other recall or recognition questions. Not all comprehension questions are easier than questions involving analysis or synthesis. Some comprehension questions may be very difficult, for example explanation of complex scientific processes. For these reasons, you need to categorise the level of difficulty of questions separately from identifying the type of cognitive process involved.

**TABLE 2: EXAMPLES OF QUESTIONS AT LEVEL 1: REMEMBERING**

<p><b>Example 1:</b></p> <p><b><u>Question 4.1.2 Nov 2012 DBE</u></b></p> <p>Give a brief description of what a 'body corporate' is.</p>
<p><b><u>Discussion:</u></b></p> <p>This question is classified as a Level 1 'remembering' question. Answering the question requires recall of basic information on 'sectional title' acquisition of housing. Candidates describe what a body corporate is. For this task, they simply have to retrieve from memory what they have learnt about a body corporate.</p>
<p><b><u>Memorandum /Marking Guidelines</u></b></p> <p><b>A Body Corporate is a:</b></p> <ul style="list-style-type: none"> <li>• Body that controls/administers/and manages the complex</li> <li>• Group of people/trustees elected by the owners of the units in the Complex.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Professional managing agent appointed by the owners. (2x1) (2)</li> </ul>
<p><b>Example 2:</b></p> <p><b><u>Question 2.1 Nov 2013 DBE</u></b></p> <p>Name THREE foods that cause allergies.</p>
<p><b><u>Discussion:</u></b></p> <p>This question is classified as a Level 1 question. Answering this question requires remembering basic information. 'Food allergies' is included under 'Nutritional and Food related health conditions'. Candidates simply retrieve the information from memory to name three foods that cause allergies. The question does not require them to show understanding by providing any explanation.</p>
<p><b><u>Memorandum/ Marking Guidelines</u></b></p> <p>Peanuts /nuts/tree nuts (e.g. Pecan, Cashew, Walnuts, Almonds). ✓  Milk (products)✓ Eggs ✓ Shellfish ✓ Fish ✓ Soya (beans)✓ Wheat (products). ✓  Chocolate ✓ Legumes ✓ Tomatoes ✓ Avocados ✓ Cucumber ✓ Cucumber. ✓  Potatoes ✓ Berry fruits e.g. Strawberries ✓ Citrus fruit e.g. oranges. ✓  Grapes ✓ Pineapples ✓ Beef/Pork/Chicken (meat) ✓ Garlic. ✓  Sesame seeds ✓ Sunflower seeds ✓ Bananas. ✓ (any 3) (3x1)</p> <p><b>NOTE:</b> Trade names of products are not acceptable.  Gluten/yeast extract may not be accepted (Not a food)  Tea/Coffee may not be accepted (Beverages)</p>
<p><b>Example 3:</b></p> <p><b><u>Question 4.2 Nov 2010 DBE</u></b></p> <p>Recall the meaning of ONE of the following financial costs related to buying a home:</p> <p>(a) Transfer costs.  (b) Bond costs.</p>
<p><b><u>Discussion:</u></b></p> <p>This question is classified as a Level 1 question. Answering the question requires remembering basic knowledge of 'Financial aspects related to buying a house'. Candidates simply recall factual information on one of the two specified financial costs involved in buying a house. To answer the question memory is recalled of what was learnt in class or from the textbook. The use of the instruction 'recall the</p>

meaning' suggests that this might be an 'understanding' question, but in fact, candidates do not have to show that they understand the financial costs, they simply need to provide a definition for one of the two specified. The question could as well have been phrased as: State what is meant by one of the following terms: 'Transfer costs or Bond costs'.

**Memorandum /Marking Guidelines**

**(a) Transfer costs:**

It is tax paid before the new house can be transferred √ into the new owner's name. √

The transfer fees depend on the purchase price of the property.

It is regulated by the government.

It is done by a conveyance / transfer attorney.

It is not part of the sale/ purchase price.

**These costs include payment of:**

1. Transfer fees/conveyance fees.
2. Sundries.
3. Deeds office fee.
4. Provision for rates.
5. Value-added tax/tax/government tax/ payment to SARS.
6. Valuation fees/inspection fees.
7. Initiation fees.
8. Administration fees.

(any 6) (6)

**OR**

**(b) Bond costs:**

Fees charged by the attorney for drawing up documents√ and the registration of the bond.

It is an initiation fee payable to the bank to grant the loan√ and depends on the size of the home loan.

Normally 10% of the purchase price.

**These costs include payment of:**

1. Bond fees/ bond instalment / bond account.
2. Valuation / Inspection fees.
3. Sundries and value-added tax.
4. Bank initiation fees.
5. Bank administration fee
6. Interest (interim rates).
7. Bond insurance.
8. Home owner's insurance.

(any 6) (6)

**TABLE 3: EXAMPLES OF QUESTIONS AT LEVEL 2: UNDERSTANDING**

<b>Example 1:</b>		
<b>Question 4.2 Nov 2009 DBE</b> (Note: This question has been adapted). Compare 'full title ownership' and 'sectional title ownership' with regard to the following aspects: 1. Privacy 2. Security Tabulate your answer.		
<b>Discussion:</b> This question is classified as a Level 2 question. It requires recalling and understanding of 'types of ownership for housing' which is covered in the CAPS with specific reference to 'privacy and security' in relation to two types of home ownership. To compare the two aspects of 'full title ownership' and 'sectional title ownership', candidates cannot simply provide definitions for the various terms (which would be a 'remembering' task). To tabulate similarities and differences with regard to privacy and security, candidates need to re-organise information or facts which have been learnt in a different way or form from what was presented in class. This task requires understanding.		
<b>Memorandum /Marking Guidelines</b>		
	<b>Full title ownership</b>	<b>Sectional title ownership</b>
<b>Privacy</b>	There is much more privacy as you are not in direct contact with neighbours as you have your own house on your own plot.	Less privacy- garden areas are shared/ houses are connected/ closer to one another/less space/ nearer to neighbours/noisy because of common areas.
<b>Security</b>	Less secure/stands alone on a plot/Easy access for housebreaking/Neighbours cannot see what is happening/Responsible to provide own security/Costlier/Use as security for bank loan.	More secure/Body corporate is responsible for security/Unit is in a complex/Gates with access control/Security guards/neighbours are nearby.
<b>NOTE:</b> Minus 1 mark if the answer is not tabulated.		

<b>Example 2:</b>		
<b>Question 2.1 Nov 2008 DBE</b> State THREE differences between the eating disorders, 'bulimia and anorexia'. Tabulate your answer.		
<b>Discussion:</b> To answer this question candidates need to recall information and have a sound understanding of 'eating disorders'. Three differences must be stated between bulimia and anorexia. The use of the instruction 'state' suggests that this might be a 'remembering' question, but in fact, they can only identify and tabulate the differences if they have a clear understanding of the key aspects that distinguishes the one topic from the other. This question is thus classified as a Level 2 question.		

**Memorandum /Marking Guideline**

<b>Bulimia</b>	<b>Anorexia</b>
Self-induced vomiting Purging / non-purging through laxative abuse after a binge. Lack of control of eating habits. (powerful urge to eat large amount - binge). Low self-image / sense of shame. Menstruation not affected.  <b>Health conditions resulting from vomiting:</b> sore throat, tooth decay, kidney problems, oedema (any one). Body weight maintained/ difficult to detect. (3)	Self-induced starvation Self-induced starvation  Noticed by a low-calorie intake and a great interest in food  Distorted body image (feeling fat even though underweight) Sense of control. Menstruation affected. <b>Health conditions:</b> Dry skin, brittle dry hair, dry hair on cheeks, cold feet and hands and possible heart conditions (any one).  Very thin and easily detected. (3)

Any relevant 3 (3 x 2) (6)

**NOTE:** Minus 1 mark if the answer is not tabulated

**Question 5.1 Nov 2008 DBE**

Explain why it is important to sign an employment contract.

**Discussion:**

The 'action verb' 'explain' suggests that this question is an understanding question. To answer the question, candidates need to remember information and have a sound understanding of the content on 'employment contracts'. To explain why it is important to sign an employment contract, candidates need to select the relevant information from all the information on employment contracts that they have learnt. Formulating a response to the question requires a degree of interpretation of the facts. Thus, the question is classified as a Level 2 question.

**Memorandum /Marking Guideline**

**It is important to sign an employment contract to:**

Protect both employer and employee in terms of contractual responsibilities<sup>√</sup> and conditions of employment (awareness).<sup>√</sup> (2x1)

**Example 4**

**Question 2.2 Nov 2012 DBE**

State TWO differences between a milk allergy and lactose intolerance.

**Discussion:**

The response for this question requires remembering and understanding of 'milk allergy' and 'lactose intolerance' which is content covered in Nutritional and Food related health conditions. The task involves basic factual recall of information related to what a 'milk allergy' and 'lactose intolerance' is. However, identifying two differences also requires understanding of the key aspects of each type of food intolerance that distinguishes one from the other. Thus, this question is classified as a Level 2 'understanding' question.

**Memorandum /Marking Guideline**

<b>Milk Allergy</b>	<b>Lactose Intolerance</b>
The body's immune system reacts / there is an immunological response usually to a harmless protein in milk.	The immune system is not involved.
The digestive system and other systems in the body can be affected, e.g. respiratory tract/skin/asthma.	Usually only the digestive system is affected, e.g. diarrhoea, cramps, bloatedness, nausea, halitosis/bad breath, weight loss, malnutrition.
Can be life threatening /one can outgrow it.	It usually isn't life threatening/takes a while to develop.
(any 2x2) (4)	

**TABLE 4: EXAMPLES OF QUESTIONS AT LEVEL 2: MIDDLE ORDER - APPLYING****Example 1:****Question 5.5 November 2012 DBE** *(This question has been slightly adapted)*

1. Read the following scenario and then answer the questions that follow:

An entrepreneur sells chunky scarves for winter. The production cost of one scarf is R35.00. Each scarf is sold at R60.00.

- 1.1 Calculate the profit of ONE chunky scarf. Show ALL calculations.  
 1.2 If the small business produced 250 scarves during May, calculate how many scarves must be sold before the enterprise breaks even.

**Discussion:**

To answer this question candidates need to show understanding of 'costing'. This knowledge and understanding is applied to a new 'entrepreneurial' scenario to do basic calculations. The steps used for the calculations that were learnt in class, are now applied to a new situation. Hence the question is classified as a middle order 'applying' question.

In Question 1.1 where 'profit' is calculated the correct monetary unit must be reflected in the answer which also applies knowledge and understanding.

In Question 1.2 The answer must reflect and refer to the number of scarves as unit of description.

**Memorandum /Marking Guideline**

- 1.1 Profit = Selling price√ – production cost √ = R25,00 √  
 OR  
 = R60,00 √ – R35,00 √  
 = R25,00 √ (3x1)

**NOTE:** Minus 1 mark if the monetary unit is not reflected.

1.2 Break-even point =  
$$\frac{\text{No of products} \times \text{production cost}}{\text{Selling price of one product}}$$

**OR**

$$\frac{250 \checkmark \times R35,00 \checkmark}{R60,00 \checkmark} \quad \text{OR} \quad = \frac{R8750.00 \checkmark}{R60 \checkmark}$$

= 145,83  $\checkmark$  (round off)  
= 146 Scarves must be sold before the business breaks even  $\checkmark$

(6x1)

**Example 2:**

**Question 3.2.2 Nov 2011 DBE**

Discuss why 'brand labels' are regarded as 'must haves' by many young adults.

**Discussion:**

This question is set as a Level 2 question. Responding to it requires candidates to recall knowledge of 'brand labels'. Although the action verb 'discuss' suggests that this may be a remembering question, candidates do not simply have to discuss brand labels. Rather they have to apply their knowledge and understanding of brand labels to *explain* how and why they are perceived in a certain way by many young adults. Answering the question requires interpretation of the influence/effect of brand labels.

**Memorandum /Marking Guideline**

They feel part of the group that/ who wears the brand label/ other clothes do not reflect as being trendy.  $\checkmark$

Feel part of an exclusive group/ feel important/ feel popular wearing enviable clothes/ shows conformity with peers/ group.  $\checkmark$

Brand label clothes are regarded as fashionable /trendy.  $\checkmark$

Rebellion towards socially accepted norms/ shows individuality.  $\checkmark$

Wearing brand labels improves self-esteem / confidence.  $\checkmark$

Brand labels show that they can afford to wear expensive clothes / buy from up market shops/ Displays economic status.  $\checkmark$


Brand labels portray good taste/ sign of good quality  $\checkmark$

(5x1)

**Example 3:**


**Question 5.4 Nov 2012 DBE**

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



Tired of being cold in winter?  
Imagine ...  
warm ears, neck and hands  
and steaming hot soup ...  
What and where?

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



These products can be bought from  
Winter Warmers  
at the market, every Saturday  
on the Village Square from 09:00–15:00

Buy NOW! Don't let another week pass  
without being geared for the cold! You  
deserve to be warm!  
Products can also be ordered from  
Dudu  
083 706 5434

Promotion is one of the P's that form part of the marketing mix.

Explain how the other THREE P's of the marketing mix are used in the illustrated flyer.

**Discussion:**

The action word 'explain' in this question suggests that answering the question requires understanding. Answering the question requires knowledge of the '5P Marketing Mix'. However, candidates have to apply their knowledge and understanding of the marketing mix to the flyer provided. Specifically, they have to explain how three P's *besides 'promotion'* are used in the flyer. Then each of these selected P's are discussed to explain how each is applied in the illustration and information printed on the flyer.



### **Memorandum /Marking Guidelines**

**Product:** ✓ The products that are for sale are listed, namely beanies, scarves, gloves and soups. ✓

**Place:** ✓ The place where the products can be bought is indicated (can be bought at the market on the Village Square every Saturday). ✓

**Price:** (✓ Prices are indicated on the flyer for each product). ✓

**People** ✓ Buy Now! /Don't let another week pass without being geared for the cold!/You deserve to be warm! ✓

(any 3 x2) (6)

### **TABLE 5: EXAMPLES OF QUESTIONS AT LEVEL 3: HIGHER ORDER - ANALYSING**

#### **Example 1:**

**Question 5.6 Nov 2011** (Note: this question has been slightly amended.)

Read the scenario below and answer the questions that follow:

Ruth Peters started a business from home and now concentrates on supplying meals to factory workers. She also sells take-away meals in the tuck shop at the clinic near her home as well as producing soft furnishing articles which she sells at a flea market over weekends.

The table below shows Ruth's income for the period September 2016 to March 2017. Analyse the information in the table and then answer the questions that follow.

MONTH	INCOME FROM FOOD SALES AT THE FACTORY	INCOME FROM FURNISHING SALES AT THE FLEA MARKET
September	R14 000	R4 500
October	R15 000	R4 300
November	R14 000	R5 000
December	R7 500	R9 500
January	R9 000	R3 000
February	R10 000	R4 000
March	R11 000	R4 500

1. Study the changes in the income that occurred from November to January and give TWO reasons for the possible differences in the income of the following:
  - (a) Food sales
  - (b) Soft furnishing sales

#### **Discussion:**

The action verb 'analyse' suggests that this question is a higher order question. Answering this question requires knowledge of 'Running a business'. To formulate the answer, understanding of 'sustainable production' is required as basic core knowledge. However, responding to the question also requires that candidates analyse and interpret the data provided in the table with regard to the sales reflected for the respective months. Candidates need to consider all the information provided with regard to the number of sales and the income generated

from the sales for both the food and soft furnishing items. They have to 'sift' through and compare the data to identify and formulate two possible reasons for the difference in sales. The thinking processes required to answer the question also involves abstract reasoning.

**Memorandum /Marking Guidelines**

- (a) Food sales at the factory decreased in December ✓ because the factory closes during the Christmas period and less clientele. ✓  
Food sales at the factory increased in January ✓ because the factory workers return to work. ✓

Any relevant answer ✓ with a reason ✓ (2x2) (4)

- (b) Soft furnishing sales at the flea market increase during December ✓ because it is holiday time and more people have the time to visit the flea markets ✓ and more people are buying Christmas gifts. ✓  
People get bonuses at the end of the year / Christmas ✓ and therefore have more money available to spend. ✓  
Soft furnishing sales at the Flea market decreased during January ✓ because people have less money to spend after the festive season. ✓

Any relevant answer ✓ with a reason ✓ (2x2) (4)

**Example 2:**

**Question 4.4 Nov 2013 DBE**

Read the information below and answer the question that follows:

**TO BUY OR NOT TO BUY**

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

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

**Discussion:**

Answering this question requires understanding of the terms 'invest' and 'recession' (e.g. understanding of what a recession is and how it impacts on financial aspects for a prospective buyer). Candidates also need to understand financial aspects related to buying a home and as well as knowing how the current economic environment relates to and affects the purchase.

This must be considered, as the economic environment affects the amount of money spent at the time of signing the contract.

This knowledge and understanding is applied to the particular context provided in the scenario and assists to formulate and 'provide good reasons why Keith should invest in property'. To provide reasons, candidates need to sift through all the information provided in the given scenario to formulate the reasons in support of property investment during a recession.

Hence, considering all the cognitive processes involved this question is classified as a higher order analysing question.

**Memorandum /Marking Guideline**

It will be cheaper to buy during the recession√ as many owners have to sell their houses at a lower price √ as they cannot afford the bond payments. √

- Because house prices are down, Keith will be able to buy a bigger property. √
- There will be more houses in the buyer's market, which will widen the choice and selection of a suitable property. √
- Interest rates are low, so it may be easier to get approval for a bond. √
- Initial bond repayments will be lower because of the lower interest rates. √
- Buying is a good investment √ as the value of the property will increase in the long term. √
- When re-selling the property in the long term, a profit will be made. √
- The demand for property to rent will increase /The rental market will increase as people will be renting after selling their property. √

(8x1) (8)

**Example 3:**

Read the information below and answer the question that follows:

**Question 5.6 Nov 2013 DBE** (*Content of this question has been adapted*)

Pete runs his own business from home. He converted his double garage into a workplace to produce curios (souvenirs). When this conversion was done, he had to install more electrical power points to supply enough electricity for the production process. His business has grown and he currently employs three people. Pete gets most of his raw materials from local suppliers. His products are good value for money and uniquely South African. He sells most of his products in tourist shops. He also markets his products on the Internet and charges an

Explain, with reasons, how the increasing electricity tariffs may affect the sustainable profitability of Pete's business.

**Discussion:**

Answering this question requires understanding of the importance of 'sustainable profitability' when running a business. Candidates also need a good understanding of what impact 'overhead expenditures' will have on the profitability of the enterprise. However, to apply knowledge and understanding and 'explain with reasons', candidates have to analyse within the context of the scenario in relation to sustainable profitability for a business to justify the explanation as required from the question.

**Memorandum /Marking Guideline**

The sustainable profitability of the business will be affected negatively √ (1)

**Reasons:**

- The increase in electricity tariffs will increase overhead costs / production costs √ and a smaller profit will be made. √
  - The selling price of the products will have to be increased to make a reasonable profit. √
  - As a result of the higher selling price, fewer products may be sold. √
  - Local consumers will have less money to spend due to the increase in the electricity tariffs. √
- (3x2) (6)

**Example 4:****Question 3.4 Nov 2009 DBE**

"Clothing is a silent but very powerful communicator."

Reflect on the above statement and motivate how ONE of the following aspects will support your opinion with regard to the choice of clothes for the world of work.

(a) Self-esteem

**OR**

(b) Lifestyle

**Discussion:**

Responding to this question entails understanding the recall of content covered in the prescribed Teaching Plan in *Topic 5: Clothing* with the CAPS ref: on page 32 in week 8-9. Candidates have to understand the meaning of 'non-verbal communication' in relation to the 'selection of clothing for the world of work'. However, candidates also have to analyse and interpret the opening statement: 'Clothing is a silent but very powerful communicator', in relation to one of the given aspects.

The candidate has to make sense of what the argument in the opening statement presents to develop a personal view point and argument for the position they personally wish to take.

The context within which the information is sifted for interpretation with regard to non-verbal communication for the personal viewpoint for the answer involves an analysing process for the argument which can be either a negative or positive view point.

This process clarifies the breakdown of information to develop the viewpoint for the argument in the response.

Therefore, the complex processes involved classifies this question at a high order for cognitive demand.

**Memorandum /Marking Guidelines**

**(a) Self-esteem** (Statement and motivation)

1. A person with a high self-esteem is bold enough to make a fashion statement√ by dressing differently from other colleagues at work.√/Clothes will be worn, regardless of what other people say or think. √
2. A complementing physical appearance√ boosts self-esteem and confidence. √
3. Personal qualities / Self-esteem can be complemented or disguised√ through careful choice and emphasis of colour. √
4. Bold /Dramatic personalities with a high self-esteem√ will prefer bright colours. √
5. Shy, reserved personalities √ will prefer soft pastel colours. √

(any 3) (3 x 2) (6)

**OR**

**(b) Lifestyle** (Statement and motivation)

1. Clothes tell who we are in society. √ People assume a person is rich if he/she wears expensive clothing. (A person's lifestyle is reflected in his clothes, e.g. a nurse wears a uniform). √
2. One's philosophy of life is always carried out, in part, by the clothing in which one presents oneself to the world. √ immodest clothing is an indication of a person with immoral values. √
3. Traditional / Cultural values can be reflected by the clothing people wear. √ Marital status is reflected with accessories and by specific cultural styles that are worn. √
4. Socio-economic status can be reflected through designer labels. √ This often determines the choice of style and quality of fashion items. √

(any 3) (3 x 2) (6)

**TABLE 6: EXAMPLES OF QUESTIONS AT LEVEL 3: HIGHER ORDER - EVALUATING**

<b>Example 1:</b>
<b><u>Question 4.5.2 November 2010 DBE</u></b>
Evaluate the impact that a lack of adequate municipal waste storage systems has on the natural and economic environment.
<b><u>Discussion:</u></b>
The action verb 'evaluate' suggests that an evaluation must be done to determine the impact of a lack of adequate municipal waste storage systems on both the natural and economic environments. Indeed, the question does require a judgement from candidates. An appropriate judgement can only be made if candidates have knowledge and understanding of ' <i>natural and economic environment that surrounds the consumer</i> '. In particular they need to know and understand a) the responsibility of municipal service delivery; b) the impact of good /lack of municipal service delivery on the natural environment; c) the impact of

good/lack of municipal service delivery on the natural and economic environment. The question is classified as 'evaluating' because candidates are expected to judge the impact of adequate municipal waste storage systems to determine what impact a lack of adequate municipal waste storage systems would have on the natural as well as the economic environment. The impact is evaluated from an adequate perspective to formulate the judgement in conclusion for an inadequate system.

**Memorandum /Marking Guidelines**

**Natural Environment**

Decaying products emit gases that pollute the air ✓ and could become poisonous /hazardous. ✓

Poisonous substances seep into the ground and could be taken up by plants growing in the ground. ✓ This could be dangerous to human and animal health. ✓

Diseases impact negatively on the economy and patients becomes reliant on government for their welfare. ✓

The disposal of waste and waste material uses up valuable land ✓ and less land is available for agriculture/housing/roads. ✓

Waste is unsightly ✓ and impairs the beauty of nature. ✓

**Economic Environment**

Tourism to the area will not be encouraged, which will have a negative effect on the economy. ✓

Plastic bags lying around could be eaten by animals. ✓ This could cause their death and leads to financial loss. ✓

If there is a lack of adequate storage systems, waste cannot be sorted into organic and non-organic waste ✓ and it would not be cost effective to recycle items. ✓

Pollution causes serious damage to wetlands ✓ and this would also have a negative effect on the income earned from Tourism as some areas could lose their status as National Heritage sites. ✓

(5 x 2) (10)

**Example 2:**

**Question 3.5 November 2008 DBE**

Assess the impact of cotton and wool textile production on the 'natural environment' in South Africa.

**Discussion:**

The action verb 'assess' suggests that this question is an 'evaluating' question. Answering the question requires knowing, remembering and understanding of what cotton production requires and how this impacts on the natural environment; as well as what is required for wool production and how this impacts on the natural environment. To assess the impact of both aspects, both positive and negative impacts on the natural environment are identified to make a conclusive judgement with regard to the impact of textile production for both wool and cotton.

**Memorandum /Marking Guidelines**

The impact of the production of cotton and wool on the environment holds negative consequences for the natural environment. ✓

**Motivation:**

- The production of natural fibres e.g. cotton requires heavy use of pesticides which causes pollution. ✓
- Fertilizers and herbicides used, lead to water pollution. ✓
- Irrigation uses lots of water – loss of a natural resource. ✓
- Growing cotton uses large proportions of land thus reducing land for growing food-this impacts on food security. ✓
- Bleaching and dyeing during processing, e.g. mercerizing leads to water pollution. / Chemicals used remain in the fabric after finishing, and is released during the life time of the garment. ✓
- The production and management of wool quality requires use of bio-degradable chemicals and this reduces residues (waste water from scouring the dirt). ✓
- Dyeing of wool fibre during production involves use of dyes containing heavy metals such as chromium which does not breakdown in the environment. ✓
- Toxic sheep dip runs into rivers and pollutes water. ✓
- Woollen garments emit gases as they decay and this contributes to climate change. ✓
- Overgrazing leads to soil erosion. ✓

(any 8) (8)

**Example 3:**

**Question 2.5.4 November 2013 DBE** (*The content of the question has been adapted*)

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

**BREAKFAST**

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

Evaluate the above 'meal plan' in terms of its suitability for a person suffering from anaemia.

**Discussion:**

Responding to this question requires direct remembering/recall as well as understanding of 'Anaemia' which is included as a topic in Nutritional and Food related health conditions. Basic core knowledge of nutrition is covered in Grade 10 and 11. However candidates also need to apply their knowledge in order to make a judgement about the suitability of the meal plan provided in relation to the health condition, 'anaemia'. To determine the suitability, evaluating skills are applied and therefore this question is classified at an 'evaluating' level question.

**Memorandum /Marking Guidelines**

- Banana /Whole wheat bread ✓ contains folic acid ✓. A shortage of folic acid can also cause anaemia. ✓
- No food included is a good source of iron. ✓ Iron is necessary to form haemoglobin ✓ which prevents/manages anaemia. ✓
- The coffee is not a good selection as it prevents/inhibits the absorption of iron. ✓
- The muesli contains raisins which is a good selection ✓ as it contains iron. ✓ Haemoglobin will be formed. ✓
- Raisins contain non-heme iron ✓ which is less easily absorbed by the body. ✓
- No good sources of heme iron are included, which is more easily absorbed by the body. ✓
- The blueberries contain Vitamin C ✓ which improves the absorption of iron ✓ In this meal plan the role of the blueberries will be minimal. ✓
- Milk/cheese/yoghurt contain Vitamin B12 ✓ which manages a certain type of anaemia. ✓

**Conclusion:**

Overall the menu is not suitable for person suffering from iron deficiency anaemia. ✓

**OR**

The meal plan is suitable for a person suffering from Vitamin B12 / Folic acid deficiency anaemia. ✓

NOTE: The food source referred to must be relevant to the context of the scenario. (Motivation ✓ +any7) (8)

**TABLE 7: EXAMPLES OF QUESTIONS AT LEVEL 3: HIGHER ORDER - CREATING**

**Example 1:**

**Question 5.6: Nov 2008 DBE**

Create packaging criteria that ONE of the following products must adhere to, to promote sales.

- Shirt.
- Freshly baked muffins.
- Embroidered towels.

**Discussion:**

Answering this question entails knowing, remembering and understanding packaging criteria. In this question the action verb is 'create' where candidates are expected to create criteria for packaging, for one of the three listed products. New ideas/solutions/ways of viewing criteria for packaging are generated for the selected product. The suggested criteria for the packaging also needs to promote sales as well as provide a competitive edge for the particular product. A number of elements are combined to develop/plan the criteria that will contribute both to being functional to protect the product as well as being able to contribute towards the aesthetic appeal of the product. The creating process is done within the framework of what is expected to meet the required needs for good packaging for a specific product in the production process.



### **Memorandum /Marking Guideline**

#### **Criteria of packaging to promote sales**

- Use minimum packaging material that effectively protects the product-√  
Avoid double packaging - it doubles the amount of waste. √
- Packaging material used- must be recycled or re-used. √
- Choose environmentally friendly packaging / Bio-degradable packaging should be used. √
- Make sure that packaging is economical to ensure affordability. √
- The packaging must be easy to handle. √
- The design and shape of packaging must be clearly noticeable. √
- Information on the product should appear on packaging. √
- Packaging must be attractive. √
- The product must be visible. √

(any 8) (8)

### **Example 2:**

**Question Source** *(This question has been created for this exemplar book)*

"The SA Constitution states that every citizen has the right of access to sufficient food and water."

Express your view with relevant recommendations of the above statement with reference to current 'food security' and its impact on public health and the economic sector.

#### **Discussion:**

In this question, candidates have to express a view on the opening statement in relation to food security and its impact on public health and the economic sector in South Africa. Forming an opinion requires substantiating it with evidence and motivating the point of view expressed. To answer the question, candidates need to first analyse the meaning of the opening statement; then evaluate the statement; and then thirdly express a view on the issue by making reference to the impact of current food security on two issues: a) public health and b) the economic environment. For this task synthesis of ideas and information on food security, public health and the economic sector is required. To complete the task of developing an original argument, candidates have to generate new ideas and integrate these ideas with facts/knowledge being evident in the opening statement provided. The process of formulating an original argument involves a process of creating original ideas, viewpoints and arguments.

### **Memorandum/Marking Guidelines**

**Every citizen has the constitutional right to enough food and water for now and in the future.** √

- To achieve this farmers need to be given more support for the production of food products. √
- With the current droughts serious financial problems √are encountered and smaller /no crop yields are harvested. √

- This is not happening as rising costs for commodities, including petrol and diesel, increase farmers' expenses which reduces their profit. ✓ Currently this is not a good sign for the future as many farmers are turning to other means of livelihood, e.g. game farming for tourism ventures. ✓
- When products are not available and have to be imported ✓ the price of goods for the consumer increases. ✓
- With unemployment and with more expensive food products and water this right is denied to many citizens. ✓

**Inflation must be controlled** ✓

- The income must meet the expenditure of citizens. ✓ Ensure that all people earn a living wage so that they are able to purchase sufficient food. ✓ This is difficult as inflation is usually higher than wage increases ✓
- A call must come from government for people to stop purchasing on credit, to ensure that enough cash is available for essential food products.

**Government must ensure that all South Africans have the knowledge to make good food choices.** ✓

Subjects at school level such as Consumer Studies addresses this need. ✓  
Consumer forums also meet this need in the wider community ✓ as does the Department of Health. ✓

Good health and safety standards in food production and sale of food products will ensure good nutritious and safe food. ✓

Without good nutrition, health deteriorates ✓ which has an additional expense to government to provide medical care and treatment to the needy. ✓ (Giving food parcels and supplementation).

Illnesses due to malnutrition may lead to a decrease in household income which lessens the consumer's buying power. The state of health of a nation has a direct influence on the economy. ✓

If a large portion of the South African population suffers from malnutrition they are not able to contribute toward the growth of the economic environment in the country. ✓

Any relevant (8x1) (8)

**Example 3:**

**Question Source:** *(This question has been created for this exemplar book)*

"The business suit as the unofficial prescribed dress code for managers is outdated and should be replaced with something more relaxed and informal."

Argue your case **FOR** or **AGAINST** the above statement with socio-psychological aspects of clothing as the main focus of thought.

**Discussion:**

To answer the question candidates first have to decide whether or not they agree with the argument presented in the opening statement (evaluate). They then need to formulate **a strong case for/against the statement.**

They have to organise and sequence their argument so that it makes logical sense. To complete the task of successfully making an original argument, candidates have to generate and create their own original ideas as well as integrate these ideas with known facts/knowledge as evidence within the context/framework of the given

opening statement. This involves creating skills to prepare the argument for the case.

### **Memorandum /Marking Guidelines**

#### **ARGUMENT FOR THE OUTDATEDNESS OF THE BUSINESS SUIT**

- The business suit reflects an old-fashioned, outdated appearance and does not portray the trendy image for the young modern company.
- Modern day companies prefer to portray the message of company success being inspired by a comfortable trendy look rather than formal power dress.
- The business suit is not appropriate to all manager roles and could portray a message of poor taste.
- Many successful new companies prefer to portray a young hip image with popular branded wear, rather than the business suit.
- Brand quality in this modern era can be used just as effectively to portray a message of power and success.
- The message of comfort, success and productivity is communicated by the appearance of comfort of informal wear.

Any relevant socio psychological argument (4x2) (8)

#### **ARGUMENT AGAINST THE OUTDATEDNESS OF THE BUSINESS SUIT**

The business suit plays an important role in the dress code for professional, corporate daily appearance due to the following substantiating facts:

- The corporate appearance of a company creates a first impression to the outside world. A manager's appearance plays an important role to display this professional image of the company to members of the public and the corporate world.
- The business suit makes a statement that addresses the position of power.
- Power dressing in the corporate world assist to create an image of respect and confidence. It portrays a message of being in charge of the task at hand.
- Power dressing in the corporate world indicates position/status that also creates /demands respect. This can be reflected by the quality and style of the business suit.
- Professional appearance is linked to financial affordability and corporate success. These messages can be well expressed by the formal business suit.
- The business suit creates a symbol of masculinity/strength and gender.
- The type and style of the suit can also symbolize the position of the holder.

Any relevant socio psychological argument (4x2) (8)

To accomplish the goal of discriminating between high achievers, those performing very poorly, and all candidates in between, examiners need to vary the challenge of examination questions. Until recently, the assumption has been that 'alignment' with the allocated percentage of marks for questions at

the required cognitive demand levels meant that sufficient examination questions were relatively easy; moderately challenging; and difficult for candidates to answer.

However, research and candidate performance both indicate that a range of factors other than type of cognitive demand contribute to the cognitive challenge of a question. Such factors include the level of content knowledge required, the language used in the question, and the complexity or number of concepts tested. In other words, cognitive demand levels on their own do not necessarily distinguish between degrees of difficulty of questions.

This research helps, to some extent, explain why, despite that some NSC examination papers have complied with the specified cognitive demand weightings stipulated in the policy, they have not adequately distinguished between candidates with a range of academic abilities in particular between higher ability candidates. As a result, examiners, moderators and evaluators are now required to assess the difficulty level of each examination question in addition to judging its cognitive demand.

Section 7 below explains the new protocol introduced by Umalusi for analysing examination question difficulty.

## **7. ANALYSING THE LEVEL OF DIFFICULTY OF EXAMINATION QUESTIONS**

When analysing the level of difficulty of each examination question, there are six important protocols to note. These are:

1. Question difficulty is **assessed independently** of the type and level **of cognitive demand**.
2. Question difficulty is assessed against **four levels of difficulty**.
3. Question difficulty is determined against the assumed capabilities of the **ideal 'envisaged'** Grade 12 Consumer Studies NSC examination **candidate**.

4. Question difficulty is determined using **a common framework** for thinking about question difficulty.
5. Question difficulty entails **distinguishing unintended sources of difficulty** or ease **from intended sources of difficulty** or ease.
6. Question difficulty entails identifying **differences** in levels of difficulty **within a single question**.

Each of the above protocols is individually explained and discussed below.

### **7.1 Question difficulty is assessed independently of the type and level of cognitive demand**

As emphasised earlier in this exemplar book, the revised Umalusi NSC examination evaluation instruments separate the analysis of the type of cognitive demand of a question from the analysis of the level of difficulty of each examination question. Cognitive demand describes the *type of cognitive process* that is required to answer a question, and this does not necessarily equate or align with the *level of difficulty* of other aspects of a question, such as the difficulty of the content knowledge that is being assessed. For example, a recall question can ask a candidate to recall very complex and abstract scientific content. The question would be categorised as Level 1 in terms of the cognitive demand taxonomy but may be rated as 'difficult' (Level 3 Table 8 below).

**Note:**

Cognitive demand is just one of the features of a question that can influence your comparative judgments of question difficulty. The type and level of cognitive process involved in answering a question does not necessarily determine how difficult the question would be for candidates. Not all evaluation/synthesis/analysis questions are more difficult than questions involving lower-order processes such as comprehension or application.

## 7.2 Question difficulty is assessed at four levels of difficulty

The revised Umalusi NSC examination evaluation instruments require evaluators to exercise expert judgments about whether each examination question is 'Easy', 'Moderately challenging', 'Difficult' or 'Very difficult' for the envisaged Grade 12 learner to answer. Descriptions of these categories of difficulty are shown in Table 8.

**TABLE 8: LEVELS OF DIFFICULTY OF EXAMINATION QUESTIONS**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Easy</b> for the envisaged Grade 12 student to answer.	<b>Moderately challenging</b> for the envisaged Grade 12 student to answer.	<b>Difficult</b> for the envisaged Grade 12 student to answer.	<b>Very difficult</b> for the envisaged Grade 12 student to answer. The skills and knowledge required to answer the question allow for the top students ( <i>extremely high-achieving/ability students</i> ) to be discriminated from other high achieving/ability students).

**Note:**

The fourth level, 'very difficult' has been included in the levels of difficulty of examination questions to ensure that there are sufficient questions that discriminate well amongst higher ability candidates.

## 7.3 Question difficulty is determined against the assumed capabilities of the ideal 'envisaged' Grade 12 Consumer Studies NSC examination candidate

The revised Umalusi NSC examination evaluation instruments require evaluators to exercise expert judgments about whether each examination question is 'Easy', 'Moderately challenging', 'Difficult' or 'Very difficult' for the '**envisaged**'

Grade 12 learner to answer (Table 8). In other words, assessment of question difficulty is linked to a particular target student within the population of NSC candidates, that is, the Grade 12 candidate of average intelligence or ability.

The Grade 12 learners that you may have taught over the course of your career cannot be used as a benchmark of the 'envisaged' candidate as we cannot know whether their abilities fall too high, or too low on the entire spectrum of all Grade 12 Consumer Studies candidates in South Africa. The revised Umalusi NSC examination evaluation instruments thus emphasise that, when rating the level of difficulty of a particular question, your conception of the 'envisaged' candidate needs to be representative of the entire population of candidates for all schools in the country, in other words, of the overall Grade 12 population.

Most importantly, the conception of this 'envisaged' candidate is a learner who has been taught the whole curriculum adequately by a teacher who is qualified to teach the subject, in a functioning school. There are many disparities in the South African education system that can lead to very large differences in the implementation of the curriculum. Thus this 'envisaged' learner is not a typical South African Grade 12 learner – it is an intellectual construct (an imagined person) whom you need to imagine when judging the level of difficulty of a question. This ideal 'envisaged' Grade 12 learner is an aspirational ideal of where we would like all Consumer Studies learners in South Africa to be.

**Note:**

The concept of the **ideal envisaged Grade 12 candidate** is that of an imaginary learner who has the following features:

- a. Is of average intelligence or ability
- b. Has been taught by a competent teacher
- c. Has been exposed to the entire examinable curriculum

This ideal learner represents an imaginary person who occupies the middle ground of ability and approaches questions *having had all the necessary schooling*.

## 7.4 Question difficulty is determined using a common framework for thinking about question difficulty

Examiners, moderators and evaluators **in all subjects** are now provided with a common framework for thinking about question difficulty to use when identifying sources of difficulty or ease in each question, and to provide their reasons for the level of difficulty they select for each examination question.

The framework described in detail below provides the main sources of difficulty or 'ease' inherent in questions. The four sources of difficulty which must be considered when thinking about the level of difficulty of examination questions in this framework are as follows.

1. **'Content difficulty'** refers to the difficulty inherent in the subject matter and/or concept/s assessed.
2. **'Stimulus difficulty'** refers to the difficulty that candidates confront when they attempt to read and understand the question and its source material. The demands of the reading required to answer a question thus form an important element of 'stimulus difficulty'.
3. **'Task difficulty'** refers to the difficulty that candidates confront when they try to formulate or produce an answer. The level of cognitive demand of a question forms an element of 'Task difficulty', as does the demand of the written text or representations that learners are required to produce for their response.
4. **'Expected response difficulty'** refers to difficulty imposed by examiners in a Memorandum /Marking Guidelines, scoring rubric or memorandum. For example, mark allocations affect the amount and level of answers students are expected to write.

This framework derived from Leong (2006) was chosen because it allows the person making judgments about question difficulty to grapple with nuances and with making connections. The underlying assumption is that judgment of question difficulty is influenced by the interaction and overlap of different aspects of the four main sources of difficulty. Whilst one of the above four sources of difficulty may be more pronounced in a specific question, the other three sources may also be evident. Furthermore, not all four sources of difficulty need to be present for a question to be rated as difficult.



The four-category conceptual framework is part of the required Umalusi examination evaluation instruments. Each category or source of difficulty in this framework is described and explained in detail below (Table 9). Please read the entire table very carefully.

**TABLE 9: FRAMEWORK FOR THINKING ABOUT QUESTION DIFFICULTY**

<b>CONTENT/CONCEPT DIFFICULTY</b>
<p><b>Content/concept difficulty</b> indexes the difficulty in the <b>subject matter, topic or conceptual knowledge</b> assessed or required. In this judgment of the item/question, difficulty exists in the <b>academic and conceptual demands</b> that questions make and/or the <b>grade level</b> boundaries of the various 'elements' of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).</p>
<p><b>For example:</b></p> <p>Questions that assess '<b>advanced content</b>', that is, subject knowledge that is considered to be in advance of the grade level curriculum, are <i>likely</i> to be difficult or very difficult for most candidates. Questions that assess subject knowledge which forms part of the core curriculum for the grade are <i>likely</i> to be moderately difficult for most candidates. Questions that assess '<b>basic content</b>' or subject knowledge candidates would have learnt at lower grade levels, and which would be familiar to them are <i>unlikely</i> to pose too much of a challenge to most candidates.</p> <p>Questions that require general everyday knowledge or knowledge of 'real life' experiences are <i>often</i> easier than those that test more <b>specialized school knowledge</b>. Questions involving only concrete objects, phenomena, or processes are <i>usually</i> easier than those that involve more <b>abstract constructs, ideas, processes or modes</b>.</p> <p>Questions which test learners' understanding of theoretical or <b>de-contextualised issues or topics</b>, rather than their knowledge of specific examples or contextualised topics or issues <i>tend</i> to be more difficult. Questions involving familiar, contemporary/current contexts or events are <i>usually</i> easier than those that are more <b>abstract or involve 'imagined' events</b> (e.g. past/future events) or <b>contexts</b> that are <b>distant from learners' experiences</b>.</p> <p>Content difficulty may also be varied by changing <b>the number of knowledge elements or operations assessed</b>. <i>Generally</i>, the difficulty of a question increases with the number of knowledge elements or operations assessed. Questions that assess learners on two or more knowledge elements or operations are <i>usually</i> (but not always) more difficult than those that assess a single knowledge element or operation.</p>

Assessing learners on **a combination of knowledge elements or operations that are seldom combined** usually increases the level of difficulty.

#### EXAMPLES OF INVALID OR UNINTENDED SOURCE OF CONTENT DIFFICULTY

- Testing obscure or unimportant concepts or facts that are not mentioned in the curriculum, or which are unimportant to the curriculum learning objectives.
- Testing very advanced concepts or operations that candidates are extremely unlikely to have had opportunities to learn.

#### STIMULUS DIFFICULTY

**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, interpret and understand the words and phrases in the question AND when they attempt to read and understand the **information or 'text' or source material (diagrams, tables and graphs, pictures, cartoons, passages, etc.) that accompanies the question.**

#### For example:

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. idiomatic or grammatical language not usually encountered in everyday language), or that require more technical comprehension and specialised command of words and 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, questions that contain no irrelevant or distracting 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. A question **set in a very rich context** can increase question difficulty. For example, learners may find it difficult to select the correct operation when, for example, a mathematics or accountancy question is set in a context-rich context.

Although the level of difficulty in examinations is usually revealed most clearly through the questions, text complexity or the degree of **challenge or complexity in written or graphic texts** (such as a graph, table, picture, cartoon, etc.) that learners are required to read and interpret in order to respond can increase the level of difficulty. Questions that depend on reading and selecting content from a text can be more challenging than questions that do not **depend on actually reading the accompanying 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. Questions that

tell learners where in the text to look for relevant information are *usually* easier than those where **learners are not told where to look**.

The level of difficulty *may* increase if texts set, and reading passages or other **source material** used are challenging for the grade level, and make **high reading demands** on learners at the grade level. Predictors of textual difficulty include

- **semantic content** – for example, if vocabulary and words used are typically outside the reading vocabulary of Grade 12 learners, 'texts' (passage, cartoon, diagram, table, etc.) are *usually* more difficult. 'Texts' are *generally* easier if words or images are made accessible by using semantic/context, syntactic/structural or graphophonic/visual cues.
- **syntactic or organisational structure** – for example, sentence structure and length. For example, if learners are likely to be *familiar with the structure* of the 'text' or resource, for example, from reading newspapers or magazines, etc. 'texts' are *usually* easier than when the structure is unfamiliar.
- **literary techniques** – for example, abstractness of ideas and imagery – and **background knowledge required**, for example, to make sense of allusions.
- if the **context** is **unfamiliar** or remote, or if candidates do not have or are **not provided with access to the context** which informs a text (source material, passage, diagram, table, etc.) they are expected to read, and which informs the question they are supposed to answer and the answer they are expected to write, then constructing a response is *likely* to be more difficult than when the context is provided or familiar.

Questions which require learners to **cross-reference different sources** are *usually* more difficult than those which deal with one source at a time.

Another factor in stimulus difficulty is presentation and visual appearance. For example, type face and size, use of headings, and other types of textual organisers etc. can aid '**readability**' and make it easier for learners to interpret the meaning of a question.

#### **EXAMPLES OF INVALID OR UNINTENDED SOURCES OF STIMULUS DIFFICULTY**

- 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).

## TASK DIFFICULTY

**Task difficulty** refers to the **difficulty that candidates confront when they try to formulate or produce an answer.**

### For example:

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 involving only one or two steps in the solution are *generally* easier than those where several operations required for a solution.

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 or cues (e.g. a clear and detailed framework for answering) are *generally* easier than those that are more open ended and require candidates to form or tailor their **own response strategy** or argument, 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.

Questions that test specific knowledge are *usually* less difficult than **multi-step, multiple-concept or operation questions**.

A question that requires the candidate to **use a high level of appropriate subject specific, scientific or specialised terminology in their response** *tends* to be more difficult than one which 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.

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**.

Narrative or descriptive writing, for example where the focus is on recounting or ordering a sequence of events chronologically, is *usually* easier than **writing discursively (argumentatively or analytically)** where ideas need to be developed and ordered logically. Some questions reflect task difficulty simply by '**creating the space**' for **A-grade candidates** to demonstrate genuine insight, original thought or good argumentation, and to write succinctly and coherently about their knowledge.

Another element is the **complexity in structure of the required response**. When simple connections between ideas or operations 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 required. A response which involves **combining or linking a number of complex**

**ideas or operations** is *usually* more difficult than a response where there is no need to combine or link ideas or operations.

On the other hand, questions which require continuous prose or extended writing may also be easier to answer correctly or to get marks for than questions that require no writing at all or single letter answer (such as multiple choice), or a brief response of one or two words or short phrase/s because they **test very specific knowledge**.

The **cognitive demand** or **thinking processes** required form an aspect of task difficulty. 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 learners 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. On the other hand, 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** (for example, their own knowledge of the subject) or transform information to answer the question.

Questions that require learners to take or **transfer** ideas, **skills or knowledge from one context/subject area and use them in another** *tend* to be more difficult.

#### EXAMPLES OF INVALID OR UNINTENDED SOURCES OF TASK DIFFICULTY

- 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.
- Question is unanswerable.
- Illogical order or sequence of parts of the questions.
- Interference from a previous question.
- Insufficient space (or time) allocated for responding.
- Question predictability or task familiarity. If the same question regularly appears in examination papers or has been provided to schools as exemplars, learners are likely to have had prior exposure, and practised and rehearsed answers in class (for example, when the same language set works are prescribed each year).
- Questions which involve potential follow-on errors from answers to previous questions.

## EXPECTED RESPONSE DIFFICULTY

**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:

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**.

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 explicit, straight-forward or logical (i.e. 3 marks for listing 3 points) than when the **mark allocation is indeterminate or implicit** (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 sufficient amount of answers in their response that will 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), 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 own ideas or original thoughts) are *generally* harder to mark/score objectively. The best way to test for analysis, evaluation, synthesis and creativity is usually through extended writing. Such extended writing *generally* requires 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 or where the correct answer may be arrived at through different strategies *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 OR UNINTENDED SOURCES OF EXPECTED RESPONSE DIFFICULTY

- 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. 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. For example, there is no clear correlation between the mark indicated on the question paper and the mark allocation of the memorandum.
- Question asked is not the one that examiners want candidates to answer. Memorandum spells out expectation to a slightly different question, not the actual question.
- Impossible for candidate to work out from the question what the answer to the question is (answer is indeterminable).
- Wrong answer provided in 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 framework described above does not provide you with explicit links between the different sources of difficulty, or show relationships and overlaps between the different categories and concepts in the framework. This is because it is impossible to set prescribed rules or pre-determined combinations of categories and concepts used for making judgments about the source of difficulty in a particular examination question.

The intention behind the framework is to allow you to exercise your sense of judgment as an expert. The complexity of your judgment lies in your ability as an expert to recognise subtle interactions and identify links between different categories of a question's difficulty or ease. For example, a question that tests specific knowledge of your subject can actually be more difficult than a multi-step question because it requires candidates to explain a highly abstract concept, or very complex content. In other words, although questions that test specific knowledge are *usually* less difficult than multiple-concept or operation questions, the level of difficulty of the content knowledge required to answer a question can make the question more difficult than a multi-step or multi-operation question.

Not all one-word response questions can automatically be assumed to be easy. For example, multiple-choice questions are not automatically easy because a choice of responses is provided – some can be difficult. As an

expert in your subject, you need to make these types of judgments about each question.

**Note:**

It is very important that you become extremely familiar with the framework explained in Table 9, and with each category or source of difficulty provided (i.e. content difficulty, task difficulty, stimulus difficulty, and expected response difficulty). You need to understand the examples of questions which illustrate each of the four levels (Table 10 to Table 13). This framework is intended to assist you in discussing and justifying your decisions regarding the difficulty level ratings of questions. You are expected to **refer to all four categories or sources of difficulty** in justifying your decisions.

When considering question difficulty ask:

- How difficult is the **knowledge** (content, concepts or procedures) that is being assessed for the envisaged Grade 12 candidate? (*Content difficulty*)
- How difficult is it for the envisaged Grade 12 candidate to formulate the answer to the question? In considering this source of difficulty, you should **take into account the type of cognitive demand** made by the task. (*Task difficulty*)
- How difficult is it for the envisaged Grade 12 candidate to **understand the question and the source material** that need to be read to answer the particular question? (*Stimulus difficulty*)
- What does the **marking memorandum and mark scheme** show about the difficulty of the question? (*Expected response difficulty*)

## 7.5 Question difficulty entails distinguishing unintended sources of difficulty or ease from intended sources of difficulty or ease

Close inspection of the framework for thinking about question difficulty (Section 7.4, Table 9) above, shows that, for each general category or source of difficulty, the framework makes a distinction between 'valid' or intended, and 'invalid' or unintended sources of question difficulty or ease. Therefore, defining question difficulty entails identifying whether sources of difficulty or ease in a question were intended or unintended by examiners. Included in Table 9 are examples of unintended sources of difficulty or ease for each of the four categories.

Valid difficulty or 'easiness' in a question has its source in the requirements of the question, and is **intended** by the examiner (Ahmed and Pollit, 1999). Invalid sources of difficulty or 'easiness' refer to those features of question difficulty or



'easiness' that were **not intended** by the examiner. Such unintended 'mistakes' or omissions in questions can prevent the question from assessing what the examiner intended, and are likely to prevent candidates from demonstrating their true ability or competence, and can result in a question being easier or more difficult than the examiner intended.

For example, grammatical errors in a question that could cause misunderstanding for candidates are unintended sources of question difficulty because the difficulty in answering the question could lie in the faulty formulation of the question, rather than in the intrinsic difficulty of the question itself (for example, because of stimulus difficulty). Candidates "may misunderstand the question and therefore not be able to demonstrate what they know" (Ahmed and Pollit, 1999, p.2). Another example is question predictability (when the same questions regularly appear in examination papers or textbooks) because familiarity can make a question which was intended to be difficult, less challenging for examination candidates.

Detecting unintended sources of difficulty or ease in examinations is largely the task of moderators. Nevertheless, evaluators also need to be vigilant about detecting sources which could influence or alter the intended level of question difficulty that moderators may have overlooked.

**Note:**

When judging question difficulty, you should distinguish **unintended sources of question difficulty or ease** from those sources that are intended, thus ensuring that examinations have a range of levels of difficulty. The framework for thinking about question difficulty allows you to systematically identify technical and other problems in each question. Examples of problems might be: unclear instructions, poor phrasing of questions, the provision of inaccurate and insufficient information, unclear or confusing visual sources or illustrations, incorrect use of terminology, inaccurate or inadequate answers in the marking memorandum, and question predictability. You should **not** rate a question as difficult/easy if the source of difficulty/ease lies in the 'faultiness' of the question or memorandum. Instead, as moderators and evaluators, you need to alert examiners to unintended sources of difficulty/ease so that they can improve questions and remedy errors or sources of confusion before candidates write the examination.

## 7.6 Question difficulty entails identifying differences in levels of difficulty within a single question

An examination question can incorporate more than one level of difficulty if it has subsections. It is important that the components of such questions are 'broken down' into their individual levels of difficulty.

**Note:**

Each subsection of a question should be analysed separately so that the percentage of marks allocated at each level of difficulty and the weighting for each level of difficulty can be ascertained as accurately as possible for that question.

## 8. EXAMPLES OF QUESTIONS AT DIFFERENT LEVELS OF DIFFICULTY

This section provides at least **three** examples of questions from previous Consumer Studies NSC examinations (Table 10 to Table 13) categorised at each of the four levels of difficulty described in Section 7 (Table 8) above. These examples were selected to represent the **best and clearest** examples of each level of difficulty that the Consumer Studies experts could find. The discussion below each example question tries to explain the reasoning behind the judgments made about the categorisation of the question at that particular level of difficulty.

**TABLE 10: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 1 – EASY**

<b>Example 1:</b>
<b><u>Question 4.2.2 Nov 2012</u></b>
State FIVE advantages of renting accommodation.
<b><u>Discussion:</u></b>
This question is classified as easy because: <ul style="list-style-type: none"><li>• <b>Content:</b> Candidates need to know core subject content covered in the prescribed curriculum. It should be easy for the envisaged Grade 12 candidate to learn about and know the advantages of renting accommodation.</li><li>• <b>Stimulus:</b> The phrasing of the question is straight forward and easy for the envisaged Grade 12 candidate to understand. The question is short; it</li></ul>

involves reading only a few words. No complex subject terminology is used and the sentence construction is simple. The instructions are clear and explicit: candidates simply have to list 5 advantages of renting.

- **The task** involves remembering core subject content. The required information should be easy for the envisaged Grade 12 candidate to recall. Although candidates have to list five advantages, only one knowledge element is being assessed namely, the advantages of renting.
- **Expected response- Five marks** are allocated – one for each correct answer so the mark allocation also is very straightforward. Not much writing is involved in answering this question.

The question is thus easy in terms of content, stimulus, task and expected response.

#### **Memorandum /Marking Guidelines**

- Do not have to maintain the structure of the rented accommodation as the landlord is responsible for that. ✓
- You do not have to pay insurance or property tax. ✓
- You can give notice when you want to move out and if the landlord agrees/you do not have to find someone to take over your rental contract. ✓
- The conditions of rental agreements are known from the beginning of the landlord-lessee relationship/a fixed amount for a limited period. ✓
- Your freedom of movement is much less restricted than if you were responsible for a property. ✓
- Renting eases possible financial implications for your estate, such as estate duty or capital gains tax. ✓
- If you go bankrupt you do not have property to lose. ✓
- You may run a business from your rented accommodation if you have the permission of the landlord to do so. ✓
- It could be a more affordable option/costs less/cheaper than building or buying. ✓ (any 5) (5)

#### **Example 2:**

#### **Question 4.1.2 Nov 2012 DBE**

Give a brief description of what a *body corporate* is.

#### **Discussion:**

This question is classified as 'easy' because:

- **Content:** A single knowledge element is assessed. Answering this question requires knowledge of basic content covered in the prescribed curriculum. Knowing what a body corporate is, is easy factual information.
- **Stimulus:** The question is short and easy to read and understand. The sentence construction is simple and the subject terminology used, namely 'a body corporate', should be very familiar to Grade 12 candidates.
- **Task:** All candidates have to do is recall from memory what they have learnt in class and/or from their textbooks. They can simply provide a learnt definition/description of what a body corporate is.
- **Expected response- Four marks** are allocated. Not much writing is involved in answering this question. Four marks are allocated for a response that is easy to formulate so the envisaged Grade 12 candidate should easily achieve four marks.

The question is thus easy in terms of stimulus, content, task and expected response.

**Memorandum /Marking Guidelines**

It is a body that controls/administers/√ and manages the complex. √

It is a group of people√/trustees elected by the owners of the units in the complex√

The professional managing agent, is appointed by the owners. √

(any 4) (4)

**Example 3:**

**Question 3.1.1 Feb/March 2012**

Explain the meaning of the term 'dress code'.

**Discussion:**

This question is classified as easy because:

- **Content:** A single knowledge element is assessed in this question. The response requires knowledge of basic content covered in the prescribed curriculum under the topic 'Clothing'. The *content* is factual information which is easy for the envisaged Grade 12 candidate to learn and remember.
- **Stimulus:** The question is short and easy to read and understand. The sentence construction is simple and the term 'dress code' should be very familiar to the envisaged Grade 12 candidate.
- **Task:** The instruction is to 'explain' the term. The *task* of explaining the meaning of 'dress code' is not complicated and the envisaged Grade 12 candidates should have no difficulty in answering this question.
- **Expected response- Four marks** are allocated for writing a brief explanation of what a 'dress code' is, as well as making reference to the context within which it is applicable. The envisaged Grade 12 candidate should have no trouble getting full marks for the expected response in this question.

The question is thus regarded as easy in terms of stimulus, content, task and expected response.

**Memorandum /Marking Guidelines**

- A set of written (or unwritten) rules √ about the type of clothing√ the employer expects the employees to wear to work. √
- It is a policy drawn up by a business√ to specify the type of dress/clothing√ that is expected for the employees of that business. √

(4x1)

**TABLE 11: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 2 – MODERAT**

**Example 1:**

**Question 2.1 Nov 2008 DBE**

State THREE differences between the eating disorders, *bulimia and anorexia*. Tabulate your answer.

**Discussion:**

This question is classified as moderately difficult because:

- **Content:** The content itself is easy to understand and merely requires repetition to remember the content. The terminology used includes terms familiar to the Gr 12 candidate. However, the question assesses two knowledge elements. Sound understanding of the two eating disorders: *bulimia and anorexia*, and of the differences and similarities between them is required. Because the content is compared the level of difficulty is elevated to a level of 'moderate' difficulty.
- **Stimulus:** The instructions are clear and specific. The question itself is easy to understand and does not make high reading demands. The terminology used should be familiar to all Grade 12 candidates. The candidate is required to identify three differences in the two eating disorders and organise this information in a table. To have the ability to identify the differences, the question becomes 'moderate' in terms of level of difficulty.
- **Task:** *The task is to identify three differences of the two disorders.* The answer has to be written in a table format. To tabulate the differences, candidates have to identify the key aspects of each that distinguishes the one disorder from the other. This task requires a specific skill to organise the information so that is able to show the differences between the two disorders. The envisaged Grade 12 candidate will find it 'moderately' difficult to sift through the information to eliminate the similarities and only be left with the differences as requested by the question.
- **Expected response- Six marks** are allocated for the expected response. If the candidate fails to answer the question in a table format, one mark will be deducted for not adhering to the instruction requested by the question. This question assesses two knowledge elements and the content is sifted to identify the differences. Marking the differences will not be difficult and accurate marking can be achieved. The candidate is expected to present the answer in a table which should not be a challenge for the envisaged Gr12 candidate. This question is moderately difficult because the content of the two disorders is compared to identify the differences and it requires the candidate to eliminate the similarities. It further requires the skill to organise in placing comparable differences opposite each other in the table.

The question is thus moderately difficult in terms of content, stimulus, task and expected response.

#### **Memorandum /Marking Guidelines**

<b>Bulimia</b>	<b>Anorexia</b>
Self-induced vomiting ✓ Purging / non-purging through laxative abuse after a binge ✓ Lack of control of eating habits (powerful urge to eat large amount - binge) ✓ Low self-image / sense of shame ✓  Menstruation not affected ✓ <b>Health conditions resulting from vomiting:</b> sore throat, tooth decay, kidney problems, oedema (any one) ✓	Self-induced starvation Self-induced starvation ✓  Noticed by a low-calorie intake and a great interest in food ✓  Distorted body image (feeling fat even though underweight) Sense of control ✓ Menstruation affected ✓ <b>Health conditions:</b>

Body weight maintained/ difficult to detect ✓  (3)	Dry skin, brittle dry hair, dry hair on cheeks, cold feet and hands and possible heart conditions (any one) ✓  Very thin and easily detected  (3)
Any relevant 3 (3 x 2) <b>NOTE:</b> Minus 1 mark if the answer is not tabulated	
<b>Example 2:</b>	
<b>Question:</b> ( <i>This question was formulated for this exemplar book.</i> )	
Coronary heart disease could develop if sausage rolls/ pies are eaten too often. Evaluate the validity of this statement.	
<b>Discussion:</b>	
This question is classified as moderately difficult because:	
<ul style="list-style-type: none"> <li>• <b>Content:</b> Answering this question requires sound knowledge and understanding of content covered in the prescribed curriculum. The question assesses two knowledge elements: knowledge of 'coronary heart disease'; and of the nutritional value of a specific food item. Candidates need to know the nutritional value of a sausage roll in order to judge whether or not the opening statement is valid or true. They need to know that a sausage roll comprises red meat, which is rich in saturated fats and pastry which is also rich in fat and carbohydrate content. These factors make the <i>content</i> 'moderately' difficult.</li> <li>• <b>Stimulus:</b> Although the question does not make high reading demands and is easy to understand, candidates need to know the meaning of the word 'validity' to formulate an appropriate answer. This term is not very familiar to most Grade 12 candidates and contributes towards raising the level of difficulty to 'moderately' difficult.</li> <li>• <b>Task:</b> The question requires a judgement from candidates. They have to use reasoning skills to determine whether the opening statement is valid or not and explain or provide the reasons for their verdict. The envisaged Grade 12 candidate finds the <i>task</i> of making a judgement and giving reasons for it moderately difficult.</li> <li>• <b>Expected response - Eight marks</b> are allocated for the expected response. Candidates may be tempted to simply state whether the statement is true or false and not justify their answer or provide reasons. It is not clear from the question how much they are expected to write or how many reasons they have to provide. However, the mark allocation of 8 marks indicates a clear boundary so they need to provide 3 reasons plus a conclusion. Considering all the above factors the <i>expected response</i> can be classified as 'moderately' difficult for the envisaged Grade 12 candidate.</li> </ul>	
The question is thus moderately difficult in terms of content, stimulus, task and expected response.	
<b>Memorandum /Marking Guidelines</b>	
The statement is valid. ✓	

**Motivation:** Obesity, high blood pressure/hypertension, and high cholesterol levels are all risk factors from the over-intake of foods with a refined starch and high fat content.

- Consuming products with a high total fat content regularly, could lead to overweight/obesity√ (The pastry and filling). √
- Pastry is mostly prepared from white, refined flour√ that also adds to the kJ value that could cause overweight /obesity if consumer regularly. √
- Meat fillings in sausage rolls and pies have a high saturated fat content√ that raises cholesterol levels and could lead to atherosclerosis. √
- Fillings mostly have a high sodium content √ which may increase the blood pressure /cause hypertension. √

(any relevant facts) (4x2)

**Example 3:**

**Question:** (This question was formulated for this exemplar book)

Explain how VAT and interest rates impact on the spending power of the consumer.

**Discussion:**

This question is classified as moderately difficult because:

- **Content:** Responding to the question requires a sound knowledge and understanding of content covered in the prescribed curriculum. Two knowledge elements are assessed in the context of the 'spending power of the consumer'. Answering the question requires good understanding of the impact of VAT; and of the impact of interest rates and the spending powers of consumers. These are moderately difficult concepts for the envisaged Grade 12 candidate to relate to.
- **Stimulus:** The question is short and easy to read and understand. The terminology used includes the terms: 'VAT'; 'interest rates'; 'impact'; 'spending power'; and 'consumer'. These terms should all be familiar to the envisaged Grade 12 candidate. However, candidates need to understand what is required from the action verb 'explain' and may find it moderately challenging to understand the complexity of the instruction given by the action verb.
- **Task:** What makes the *task* moderately difficult is the fact that the candidates have to apply their knowledge within a new context. They have to use reasoning as well as understanding to explain how VAT and interest rates impact on the spending power of a consumer. This will be a moderately difficult skill to apply for the envisaged Grade 12 candidate.
- **Expected response - Eight marks** are allocated for the expected response. It may not seem very clear from the question how much candidates are expected to write or how much information they are expected to provide. However, the mark allocation of eight marks indicates they need to provide two facts regarding VAT and two facts regarding interest rates. The facts for both VAT and interest rates are elaborated on to indicate how each fact impacts on the spending power of a consumer. Having to respond within the context of '*consumer spending power*' elevates the level of difficulty to a moderately difficult level.

The question is thus moderately difficult in terms of content, stimulus, task and expected response.

### **Memorandum /Marking Guidelines**

#### **VAT**

- VAT affects the buying power of all consumers. ✓
- The amount for VAT (inclusive or exclusive) ✓ increases the selling price ✓ of the product ✓.
- Less money is available ✓ for spending on other goods and services. ✓  
(any relevant 2x2)

#### **Interest rates**

- When buying on credit ✓ the calculation of the cost of interest over the contract period of for example 24 months or longer, will impact on the monthly cash flow ✓ Less money will be available to spend. ✓
- When interest rates are raised, it impacts negatively on the buying power of the consumer who carries a debt burden. ✓ Less money will be available for everyday expenses. ✓
- When interest rates are raised it impacts positively on the consumer with a positive credit record. ✓ This will increase the buying of the consumer. ✓
- When interest rates are raised ✓ it increases the value of investments or property.

(any relevant 2x2)

**TABLE 12: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 3 – DIFFICULT**

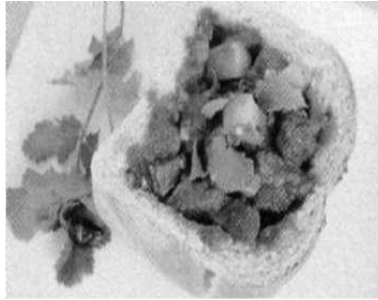
#### **Example 1:**

**Question:** *Source: Adapted from 'Soweto teens live on fast foods' by Carine van Rooyen- September 2008*

**Study the following scenario and accompanying information before answering the questions that follow:**

A survey based on 'meal preferences' was done amongst 600 seventeen year olds in an urban area. Most of the teenagers skip breakfast and settle for a take-away meal for lunch or supper. The majority of the teenagers who were interviewed prefer a take-away meal with very high fat and energy content. These meals are eaten at least seven to eight times a week. The "quarter", a meal similar to a bunny chow, was identified as the favourite meal.  
An interesting observation was made that despite these eating habits most of the teenagers had a normal body mass index (BMI).





\* Quarter meal



'Big Burger' meal

\*The Quarter consists of a quarter loaf of white bread filled with deep-fried chips, a fried egg, grated processed cheese and processed cold meats or Vienna sausages.

1.1 Determine the suitability of the two meals by studying the nutritional information of a Quarter meal and the Big Burger meal with the recommended daily allowance (RDA) for an active 17-year-old teenage boy.

	<b>RDA for 17 year old teenage boy</b>	<b>Quarter Meal</b>	<b>Big Burger Meal</b>
Energy	10 000 kJ	5185 kJ	4038 kJ
Fat	25 g	41.6 g	35.6 g
Protein	52 g	27.7 g	27.7 g
Sodium	500 mg	2280 mg	801.9 mg

**Discussion:**

This question is classified as difficult because:

- **Content:** To answer this question knowledge and understanding of the 'nutritional content in food' is required as well as the 'recommended daily allowance' and the 'recommended daily intake for different stages of human development'. Sound understanding of these concepts is necessary for candidates to determine what effect the tabled nutritional values will have on the young adult's health. Then, the knowledge of nutrition must be applied to the above analysed information as well as the reading text in the scenario to motivate the interpretation made. It is not mere comparing of the data in the table but involves extended writing to formulate the response.
- **Stimulus:** The *stimulus* material in this question includes a case study; an illustration of two different meals and a data filled table providing a lot of information for the candidate to read and interpret. Knowledge is required to understand the meaning of the information provided in the table to do the comparison and to come to a conclusion. This involves a complex thinking process that is difficult for the envisaged Gr12 candidate having to analyse information and then summarise the findings in a conclusion.
- **Task:** Candidates have to identify the differences and similarities in the tabled nutritional values and relate their impact on health. They have to interpret, evaluate and compare the data values on the table in order to come to a conclusion. In addition to these cognitively demanding thinking

processes, they have to read and interpret a lot of information and determine which data is relevant for the required response.

- **Expected response- Twelve marks** are allocated for the expected response. The values reflected for each meal must first be analysed for interpretation to have understanding to enable doing the comparison that is required with the RDA needs for a 17-year-old, active teenage boy. The answer must reflect where the nutritional values exceed / fall short of the RDA for a 17-year-old boy. This involves complex reasoning which will be regarded as difficult for the envisaged Gr 12 candidate. Three marks are allocated for analysing and interpreting each of the meals and then four marks are allocated for the comparison with the RDA needs of the 17-year-old boy. The last two marks are allocated to the final conclusion.

Putting this response together is a complex process and it therefore justifies the mark allocation of twelve marks as well as being a difficult question.

The question is thus difficult in terms of content, stimulus, task and expected response.

### **Memorandum /Marking Guidelines**

- Above 50% of the RDA for kJ value will be consumed in one meal√ which is a bad nutritional practice√ that could lead to over-weight /obesity. √
- Both meals exceed the RDA for fat content√ which is a bad nutritional practice√ that could lead to coronary heart disease. √
- Both meals exceed the RDA for sodium content√ which is a bad nutritional practice√ that could lead to high blood pressure/hypertension. √
- Both meals include refined starch that raises the energy value√ that could lead to heart disease and diabetes√ when over-consumer regularly. √
- Teenagers must be encouraged to not skip breakfast. √ The human body requires nutrients throughout the day for good health √ which is better when split into smaller meals taken at regular smaller intervals. √
- The protein intake is half of what is required for the RDA. This could be acceptable as the other 50% could be included in the meal plan for breakfast and supper. √
- Breakfast is required to provide the nutrients for concentration in the morning at school √ Based on this fact both the meals should be revised to balance the nutrient intake and include more fibre for healthy digestion. √

Any relevant (4x2)

### **Example 2:**

#### **Question 3** (Refer to the scenario in Example 1)

Explain why most of the teenagers referred to have a **normal body mass index**.

2 marks

### **Discussion:**

This question is classified as difficult because:

- **Content:** To answer this question core knowledge and understanding is required of the term BMI and what normal BMI includes. This factual knowledge is brought into relation of the context provided in the scenario. Insight is required to know how a normal BMI is possible if an energy rich food

intake is reflected by the data provided. Understanding of the factual content will allow the formulation of the answer to reflect the reasoning behind the explanation.

- **Stimulus:** The sentence used in the question is short and the language construction gives clear instruction. No difficult vocabulary is used and all terminology is relevant to the content covered in the question. The fact that insight is required and the learner is required to know how a normal BMI is possible if an energy rich food intake is reflected by the data provided. Understanding of the factual content will allow the formulation of the answer to reflect the reasoning behind the explanation.
- **Task:** This question involves extensive analysis of data together with interpretation of the facts to give an explanation within the context of the given scenario.
- **Expected response - Two marks** are allocated for the expected explanation. To formulate the response requires insight and reasoning within the context of the given scenario. This requires critical thinking and reasoning.

The question is thus difficult in terms of content, stimulus, task and expected response.

#### **Memorandum /Marking Guidelines**

Teenagers at that age are very active ✓ and burn extra kJ. ✓  
Because of the young age these teenagers have a faster basal metabolic rate. ✓  
(Any 2x1)

#### **Example 3:**

#### **Question 4:** (Refer to the scenario in Example 1)

Study the information in the case study and table and predict **THREE** health conditions that these teenagers could suffer from if they continue with these eating habits into adulthood.

#### **Discussion:**

This question is classified as difficult because:

- **Content:** A sound knowledge and understanding of the '*Nutritional and Food related Health conditions*' is required to make a prediction for this answer. Because more than one element of knowledge is assessed it is fair to define this question as a difficult question.  
Understanding of the following topics will be essential to answer this question:
  - ✓ The nutritional content of food items
  - ✓ The recommended daily allowance
  - ✓ The recommended daily intakeUnderstanding the above concepts will enable the learner to make the predictions as instructed and required by the 'action verb'. This content is scientific and facts differ and some overlap for each of the health conditions that impact on human health. The above scenario can also include more than one health condition. Sorting the information within the context of the scenario requires extended thinking processes.
- **Stimulus:** The sentence used in the question is not difficult to understand and the language construction gives clear instruction. No difficult vocabulary is used and all terminology is relevant to the content covered in the question.

- **Task:** The answer for this question requires the candidate to make a prediction. A deep understanding of the different health conditions is first required to organise thoughts in order to organise interpreted facts for the response. This is first required before the learner will be able to predict the health conditions that will result from the eating habits and poor nutritional practice is continued with into adulthood.
- **Expected response - Six marks** are allocated for the expected prediction and motivation of the decision made. This involves extended writing where the prediction must be motivated.

The question is thus difficult in terms of content, task and expected response.

#### **Memorandum /Marking Guidelines**

Overweight/Obesity√ - Intake of high energy condensed food. √  
 High blood pressure /hypertension√ - Due to the high % of sodium intake. √  
 Heart disease√ - Intake of saturated fat content. √  
 Diabetes√ - Intake of refined starch concentrated in one meal and skipping other meals will impact on the blood glucose levels. √  
 Certain cancers√ - Refined starches√ increase the acidity in the pH value of the blood which in the long term could be the cause of some cancers√ / Lack of fibre √could lead to an unhealthy digestive system √which in the long term could cause certain cancers. √

(any relevant 3x2)

### **TABLE 13: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 4 – VERY DIFFICULT**

#### **Note:**

During the development of the exemplar book some subject specialist argued that there is a fine line between a difficult and a very difficult question. It was also evident that in some subjects, question papers did not have questions that could be categorised as very difficult. In order to cater for this category, subject specialists were requested to adapt existing questions and make them very difficult or create their own examples of very difficult question. However, it was noted that in some instances attempts to create very difficult questions introduced invalid sources of difficulty which in turn rendered the questions invalid. Hence Umalusi acknowledges that the very difficult category may be problematic and therefore requires especially careful scrutiny.

#### **Example 1:**

##### **Question 3.4.2 Nov 2010**

*"Fashion anticipates, and elegance is a state of mind ... a mirror of the time in which we live, a translation of the future that should never be static."*

Express your view of the above statement in relation to fashion trends available on the South African market.

**Discussion:**

This question is classified as very difficult because:

- **Content:** The response requires knowledge and understanding of:
  - Fashion trends and preferences of South African consumers.
  - Fashion change in South Africa.
  - Knowledge of fashion cycles.
  - Concept of style.
  - Role of the fashion designer.

Full understanding of all the above topics within the context of the abstractness of the language in the opening statements makes this question very difficult for the envisaged Grade 12 learner.

- **Stimulus:** The demand of reading plays a big role in elevating the stimulus difficulty in this question. The reading level of the opening statement is complex and if the learner is not able to understand the meaning of statement it will also result in poor interpretation of the question. If the statement is not understood the instruction for the question cannot be completed.
- **Task:** A higher level of reasoning and complex thinking processes is required to develop this answer namely:
  - Interpret the meaning of the statement.
  - Link the known content to the statement to enable the learner to express an opinion.
  - Apply knowledge by taking known facts from one context and using it in another context as required in the statement that was given.
  - The opinion must be expressed within the given framework of fashion trends within the context of the South African market.

Completing this task is a complex process and involves many different skills to organise the information to express and motivate the opinion to be given.

- **Expected response - Eight marks** are allocated for the formulation of the expected viewpoint. In order to earn full marks candidates need to write an extended response within the context of the opening statement. A coherent argument and valid reasons must be backed up with a relevant motivation making the expected response very difficult.

The question is thus very difficult in terms of content, stimulus, task and expected response.

**Memorandum /Marking Guidelines**

The statement is true ✓ in relation to the South African Fashion market based on the following substantiating facts. ✓

**"Fashion anticipates (*fashion trends available*)"** ✓ - South African consumers like keeping their wardrobes fashionable ✓ to appear up to date and modern. ✓  
A store can import a variety of clothing brands from other countries which could also contribute to fashion change. ✓

**"elegance is a state of mind"** ✓- Some consumers wear fashion to make a statement about their lifestyle – communicates non-verbally whether a person is conservative, classic, professional, modern or rebellious. ✓

**"a mirror of the time we live in"** ✓ - Fashion changes with time e.g. seasonal, special yearly events like the Durban July/fashion week/Grand Prix. There is quick flow of fashion items in the market. ✓

**"never be static"** ✓ - Special clothes bought specifically for certain occasions like a job interview ✓ / Fashion changes with time e.g. seasonal, special yearly events like the Durban July/fashion week/Grand Prix. There is quick flow of fashion items in the market. ✓

**"fashion anticipates"** ✓ - The store can import a variety of clothing brands from other countries which could contribute to change. ✓

**"mirror of the time we live in"** ✓ - comfort is important, so easy to care for clothes will be ideal ✓ but should also reflect a message of status and quality ✓

**"translation of the future"** ✓ - improved technology/ imported textiles ✓ will make excellent fashion designs available that relate to travel and busy work schedules. ✓  
(any applicable answer may be accepted) (4x2)

### **Example 2:**

**Question:** (New question was set for this exemplar book)

Read the case study and then answer the question:

#### **Grocery costs increase 3 times rate of inflation**

*City Press 23 August 2013 11:37*

South African consumers' grocery costs are increasing at three times the rate of inflation. "Consumers are spending more and more money on essentials due to the consistent rising costs of consumer goods and services.

"The spending patterns of consumers on essential needs such as food, petrol and travel expenses in relation to their income have drastically increased."

The Consumer Price Index (CPI) annual inflation rate for all urban areas increased to 6.3% in July 2013. This increase exceeded the prediction of a 5.9% average for 2013, as well as the SA Reserve Bank's target range of between 3 and 6%.

"Breaching the target range for inflation can be attributed not only to a drastic increase in petrol prices and the weaker rand, but also to broader economic pressures."

Explain how the '*financial climate*' illustrated in the scenario will impact on the sustainability of a small-scale production enterprise.

### **Discussion:**

This question is classified as very difficult after considering the following factors that contribute towards and elevate the level of difficulty.

- **Content:** The understanding of the facts specified in the case study are abstract in nature also making the question more difficult. A good understanding will be required of each named concept in the case study to enable the learner to see all the facts in relation to '*financial sustainability in a small-business*'. Bringing all the elements together within a given framework for the answer will be very difficult for the envisaged Grade 12 candidate.
- **Stimulus:** The reading level of the passage is difficult as it involves many abstract concepts. This involves a complex thinking process to interpret information as reading takes place before any interpretation can be made. The case study will involve a longer reading time from the learner before interpretation of the information can take place. There are many concepts/facts that are included that require interpretation. That can become confusing and difficult for the envisaged Grade12 candidate. To formulate the answer for this response involves a complex process to organise thoughts and information making the formulation of the answer a very difficult thought provoking process. This would be very difficult for the envisaged Grade 12 candidate.
- **Task:** Information included in the case study includes facts from more than one knowledge concept. This will require careful analysis and interpretation to bring the information into the context of the given framework required for the answer. This makes the thinking process much more complex and difficult. Information included in the case study includes facts from more than one knowledge concept. This will require careful analysis and interpretation to bring the information into the context of the given framework for the answer. This makes the thinking process much more complex.
- **Expected response Expected response - Ten marks** are allocated for the expected formulation of the response. The expected response requires a longer answer which involves a complex thinking process to first analyse, sort and sift the information to meet the requirements of the context specified for an extended answer.

The question is thus very difficult in terms of content, stimulus, task and expected response.

#### **Memorandum /Marking Guidelines**

The financial climate reflected in the scenario is a true reflection of the current economic climate of the financial markets in South Africa. ✓

Due to the increase of the inflation rate the price of all consumer good rise. ✓

Factors that also contribute to price increase of goods is the price of fuel and the weak rand. ✓

Consumers thus have less money available to spend on goods other than those for essential living costs. ✓

Many consumers currently cannot even provide for all essential living costs. ✓

All the above factors need to be carefully reviewed by the business owner as they will impact negatively on the sustainability of a small-scale production enterprise ✓ by decreasing the profit of the business. ✓

The impact of the financial climate on the small business must be reviewed by re-calculating all the costs and expenses that impact on the business.

- Start-up costs.
- Production costs.

- Fixed costs.
- Overhead costs.
- Variable costs.
- Selling price.
- Mark-up and profit.
- Cash flow projection.
- Break-even point.

The above must be considered keeping the spending power of the target market in mind. ✓

The business must be able to sustain itself and grow financially ✓  
If goods are too expensive the entrepreneur's goal to support the operational plan for business will not succeed to support itself financially. ✓

Any relevant facts (10x1)

## 9. CONCLUDING REMARKS

This exemplar book is intended to be used as a training tool to ensure that all role players in the Consumer Studies Examination are working from a common set of principles, concepts, tools and frameworks for assessing cognitive challenge when examinations are set, moderated and evaluated. We hope that the discussion provided and the examples of questions shown by level and type of cognitive demand and later by level of difficulty assist users of the exemplar book to achieve this goal.



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