



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA






CAPS CONSUMER STUDIES GRADE 9

TEACHER GUIDE THEORY



| TERM 1 INDEX | |
|-----------------------|--|
| WEEK | |
| 1 | Module 1 Introduction to Consumer Studies <ul style="list-style-type: none"> · Define Consumer Studies · Discuss career pathways |
| 2 | Module 2: Hygiene, Health and Safety in the workplace <p>Safety aspects of the premises</p> <ul style="list-style-type: none"> · Basic Safety behaviour · Causes of accidents · Avoiding accidents · Safety signs |
| 3-4 | Module 3: The Consumer <p>Baseline Assessment:</p> <p>Sustainable consumption</p> <p>Decision making</p> <ul style="list-style-type: none"> · Define the term 'decision-making'. · Name the different types of decisions. - Steps of rational decision making - Sustainable consumption decisions · Good buying habits for sustainable consumption |
| 5-6 | Module 4: Food & Nutrition <p>Name the functions and food sources of the following micronutrients:</p> <ul style="list-style-type: none"> · VITAMINS <ul style="list-style-type: none"> ○ Water soluble vitamins ○ Fat soluble vitamins |
| 7 | <ul style="list-style-type: none"> · MINERALS <ul style="list-style-type: none"> ○ Macro - Phosphorus - Calcium ○ Micro – Iron · WATER |
| ± 30 minutes per week | |

How to use this guide:

| ICON | INSTRUCTIONS |
|---|--|
|  | Informal Daily Assessment – Activities Learners to complete the activity in the classroom |
|  | Informal Daily Assessment – Activities Learners to complete the activity at home |
|  | Watch the video |
|  | Group Activity |
|  | Class Discussion |

MODULE 1: INTRODUCTION TO CONSUMER STUDIES

Unit 1.1 DEFINE CONSUMER STUDIES

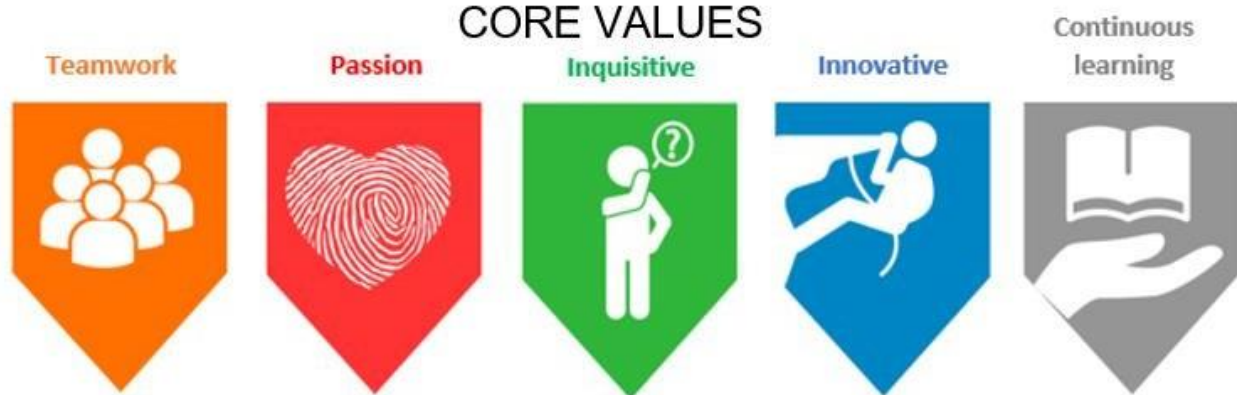
Consumer Studies focuses on the development of:

- skills
- knowledge
- values
- attitudes



A positive attitude will get you anywhere !

CORE VALUES



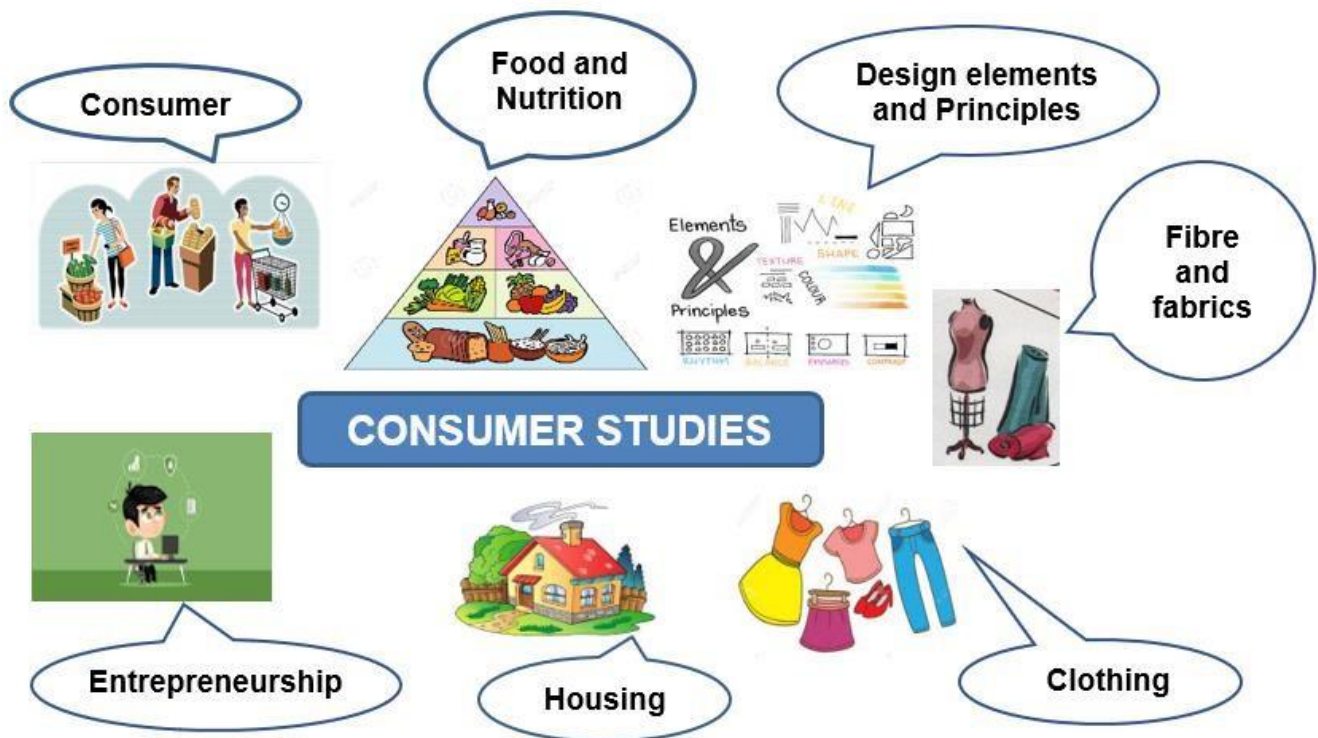
These factors will make you a responsible and informed *consumer*. In other words, your well-being will be improved, and you will have the ability to use human and material resources optimally and sustainably.



The theory and practical skills you obtain will create the opportunity for you to start your own business and be self-employment.

Topics covered in Consumer Studies Theory relates to:

- The Consumer
- Food and Nutrition
- Design Elements and Principles
- Fibres and fabrics
- Clothing
- Housing
- Entrepreneurship


UNIT 1.2 CAREER OPPORTUNITIES / CAREERS

- Consumer Consultant
- Work in chains stores
- Entrepreneurs
- Cleaning supervisor
- Kitchen assistants
- Shelf packers
- Product testers
- Chef assistants
- Waiters
- Work in chains stores
- Interior designer and decorator
- Fashion designer
- Cook/Prep Cook/ Server/ Chef

**ACTIVITY**

Work in group and make poster of all the various job opportunities members can think off.

Each group member needs to bring picture of jobs they could find relating to Consumer Studies. In the class use the different pictures of the members and make a poster to display the jobs you found relating to consumer studies.

MODULE 2: HYGIENE, HEALTH AND SAFETY IN THE WORKPLACE

SAFETY ASPECTS OF THE PREMISES

UNIT 2.1 THE BASICS OF SAFETY

Safety is dependent on human behaviour and other factors.

Safety rules that can prevent accidents

- **STAY ALERT** - and stay safe. The more focused a worker is, the less likely he or she is to get hurt.
- **USE EQUIPMENT CORRECTLY** - Make sure you know in advance the correct, safe way to do it. Don't guess and muddle through.
- **WEAR THE RIGHT CLOTHES** - work clothes should fit properly. Anything that can catch in machinery or cause you to fall is hazardous. Wear protective clothing and equipment if required.
- **USE THE RIGHT TOOLS** – using wrong equipment for a task may cause injuries.
- **DON'T BE A PRANKSTER** - practical jokes and horseplay can be dangerous, especially around sharp equipment.
- **BE TIDY** - Always put away tools when they are not in use. Keep the floors clean, pick-up scraps and wipe up spills. A slip or trip can be fatal.
- **REPORTING IS IMPORTANT** - Never fail to report accidents, defective equipment and/or unsafe conditions.

UNIT 2.2 GENERAL CAUSES AND SOLUTIONS OF ACCIDENTS IN THE WORKPLACE:

CAUSES

1. **Carelessness:**

Concentrate on the task at hand if you play around in the workplace, otherwise accidents and injuries will occur.

SOLUTION / HOW TO AVOID



<https://bit.ly/3H3Mjb>

2. **Lack of knowledge and training:**

- Not using equipment and utensils the correct way and for the correct purpose.
- Using incorrect production methods may lead to accidents



<https://bit.ly/3s3sXiF>

3. **Haste / by not concentrating:**

Unnecessary chances are taken when people are in a hurry or under pressure, with accidents as an inevitable consequence.



<https://bit.ly/3leemqE>

UNIT 2.2 ACCIDENTS CAN BE AVOIDED BY EFFECTIVE SAFETY MEASURES:

When working with electrical apparatus, safety measures must include the following:

- a. Switch off the wall switches before inserting or removing a plug.



- b. Never handle equipment by pulling on the cord.



- c. Never touch apparatus with wet hands.



- d. Do not use apparatus with a damaged cord.



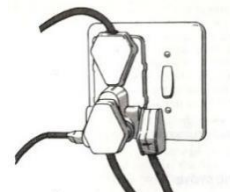
- e. Never immerse electrical equipment in water.
Elements and cords should not get wet.
To clean: Wipe with a damp cloth and dry.



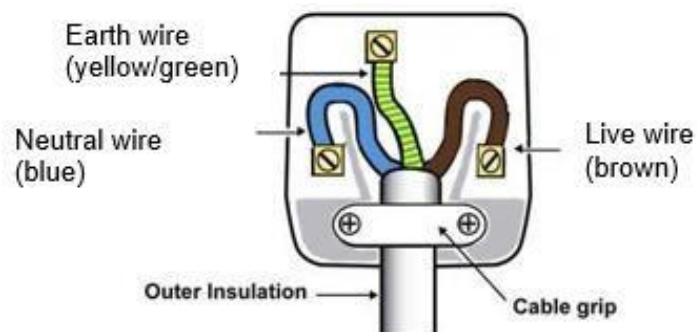
- f. Attachments to equipment like blades should be mounted correctly into the appliance.



- g. "Octopus" connections are hazardous. Never overload a socket.



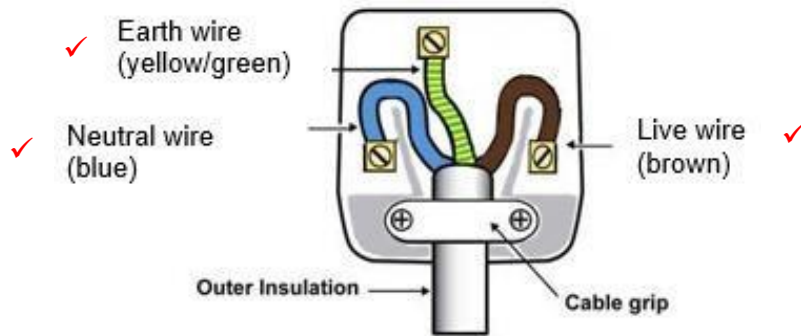
- h. Ensure plugs are correctly wired



**ACTIVITY**

Each learner needs to bring a plug to school. The teacher provides small pieces of wires, and the learners must practice wiring a plug correctly.

(3)

ACTIVITY MARKING GUIDELINE**ACTIVITY**

1. Name the THREE (3) general causes of accidents in a workplace. (3)
2. Accidents can be avoided by effective safety measures in the workplace. (7)

[10]**ACTIVITY MARKING GUIDELINE**

1. Name the THREE (3) general causes of accidents in a workplace.
 - Indifference ✓
 - Lack of knowledge and training ✓
 - Speed /Haste ✓
2. When working with electrical appliances, safety measures must be taken.
 - Switch off the wall switches ✓ before inserting or removing a plug. ✓
 - Never handle the equipment by pulling on the cord. ✓
 - Never touch the electrical appliance / machine with wet hands. ✓
 - Do not damage the cord or do not use a device with a damaged cord. ✓
 - Never immerse electrical equipment in water. ✓
 - Elements and cords must do not get wet. ✓
 - To clean: wipe with a damp cloth and dry. ✓
 - Never use faulty equipment. ✓
 - Remove the plug from the socket before cleaning or repairing the appliance. ✓
 - Attachments such as blades must be mounted correctly in the device. ✓ (any 7)

[10]



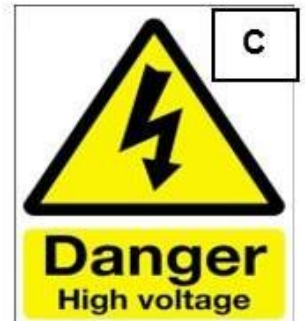
ACTIVITY SAFETY SIGNS

Match the numbers within the textbox to the related letters of the alphabet.

Provide the main purpose for each sign listed within the textbox. (14)



1. Wet Floors
2. Electrical Hazard
3. Evacuation Point
4. Fire Extinguisher
5. Burn Hazard
6. No eating/drinking
7. No smoking



ACTIVITY SAFETY SIGNAGE MARKING GUIDELINE

- A. WET FLOORS ✓ - to warn people that surfaces are wet and to prevent them from slipping and falling ✓
- B. NO EATING / DRINKING ✓ - People are not allowed to eat or drink in the area ✓
- C. ELECTRICAL HAZARD ✓ - keep away a warning of possible electrocution ✓
- D. EVACUATION POINT ✓ - shows where to evacuated when there is a dangerous situation ✓
- E. BURN HAZARD ✓ - be protected from hot surfaces/ be careful hot surfaces ✓
- F. FIRE EXTINGUISHER ✓ - shows where to find the fire extinguisher in case of a fire ✓
- G. NO SMOKING ✓ - People are not allowed to smoke in the area ✓

MODULE 3: SUSTAINABILITY**UNIT 3.1 SUSTAINABLE CONSUMPTION****BASELINE ASSESSMENT****QUESTION 1**

Read the scenario and answer the questions that follow

UNBEARABLE SIGHT

Thandi is very frustrated when she is looking at her surrounding environment that is close to the beach. She noticed that the cows and sheep are eating from the filthy dumping sight, while other unemployed people are scouring the rubbish heaps for something to feed their families. She also noticed the same unbearable sight when she goes down to the beach for a swim.

Thandi remembered that her Consumer Studies teacher once taught her about sustainable consumption. Thandi decided to teach the principles of sustainable consumption to the entire community.

She decided to start with one principal at a time and first began to teach the community about recycling that was the major responsibility of every member of the community. The community bought in to Thandi's vision and soon started seeing the difference in the surroundings

1.1 Explain the term sustainable consumption. (2)

1.2 Discuss the advantages in the environment of using this logo on products.



(4)

1.3 Identify FOUR ways the community members could recycle waste (4)

[10]

QUESTION 2

Match the term in COLUMN B that best suits the description in COLUMN A. Write ONLY the correct letter (A–G) next to the corresponding question number (2.1–2.4)

| COLUMN A DESCRIPTION | COLUMN B TERM |
|--|--|
| 2.1 Natural fuels such as coal or gas formed in the geological past from the remains of living organisms. | A. Wind B. Hydrogen C. Grey water D. Carbon dioxide E. Greenhouse gases F. Fossil fuels |
| 2.2 Atmosphere around earth becomes thick with gases and substances, which trap the sun's radiation, making the earth warmer | |
| 2.3 A molecule that generates heat when it is split and can be used to produce electricity | |
| 2.4 Provides of electricity without giving rise to any carbon dioxide emissions. | |

(4)

[14]**BASELINE ASSESSMENT MARKING GUIDELINE****QUESTION 1**

1.1 Sustainable consumption Is the way in which people use resources to satisfy their basic needs ✓ and thus conserve the environment. ✓ (2)

1.2 Advantages of recycling

- Recycling reduces pollution. ✓
- Recycling prevents the emission of greenhouse gasses and water pollutants. ✓
- Recycling saves energy. ✓
- Less solid waste is generated ✓ (4)

1.3 Identify FOUR ways the community members could recycle waste

Recycling is using trash to remake new goods that can be sold again.

- turn old clothes into other products to sell e.g., handbags out of old jeans/clothes ✓
- Use empty mayonnaise bottles to bottle and sell jam in ✓
- Make toys out of cans/wire ✓
- Make décor items of old cutlery or crockery ✓
- Any suitable answer where trash is recycled to be resold as something new ✓ (Any 4)

QUESTION 2

- 2.1 F ✓
 2.2 E ✓
 2.3 B ✓
 2.4 A ✓

(4)

TOTAL [14]

UNIT 3.2 DECISION MAKING

Definition of Decision making

It is the process whereby alternatives are considered before a decision is made



Decisions = Consequences







Taking a decision is simple but keeping your decision-making process simple is not easy.

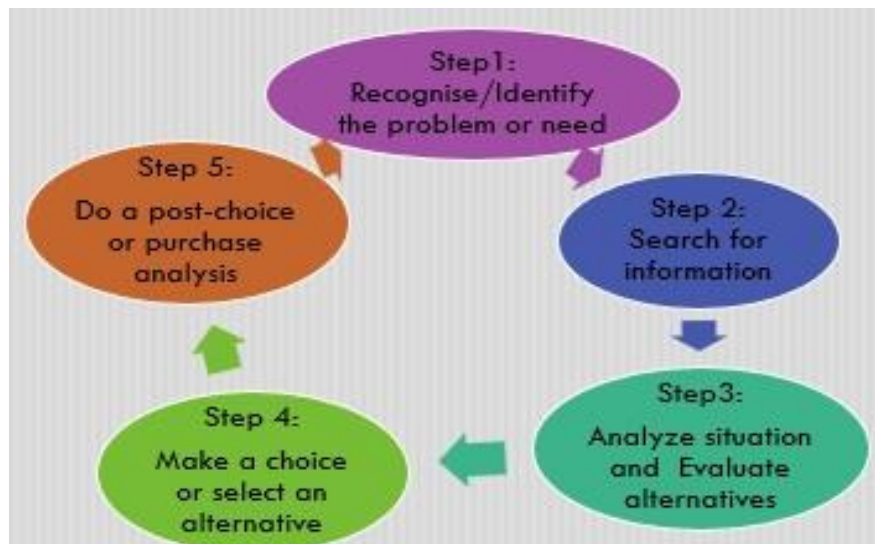
Decisions are made every day. Some decisions are big decisions, some are small. Some decisions will change the direction of your day, while others will change your life.

With so many decisions to make, how do we make sure we're making the right decision?



TYPES OF DECISIONS

| Types of decision | Description |
|---|--|
| 1. Impulsive /Spur of the moment decision | <ul style="list-style-type: none"> ➤ Impulsive ➤ Little thought ➤ Do not think about the Consequences  |
| 2. Emotional/ Intuitive decision | <ul style="list-style-type: none"> ➤ An emotional decision that is not based on facts, but it is also not impulsive ➤ Gut feeling ➤ Based on instincts ➤ Emotional decision  |
| 3. Habitual Decision | <ul style="list-style-type: none"> ➤ Decision out of habit ➤ Everyday routines ➤ Buying same brand/s without comparing to others  |
| 4. Principle-Based / Rational decision | <ul style="list-style-type: none"> ➤ Rational /Logical Decision making is a good thing to do. ➤ It helps make sure you're not making a mistake and most of the time a logical decision is a right decision. ➤ Logical, Specific, sequential steps  |



Activity Decision making

Match the type of decision in Column A with an example in Column B.
Write only the correct letter (A-G) next to the corresponding number
(2.1 - 2.4)


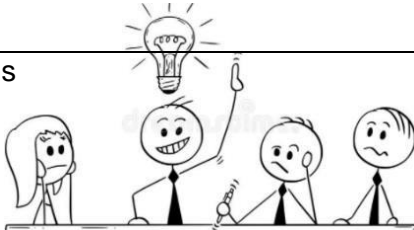




(4)

| COLUMN A TYPE OF DECISION | COLUMN B EXAMPLE |
|------------------------------|---|
| 2.1 Rational decision. | A. You decide to eat a burger during break time. |
| 2.2 Impulsive decision. | B. Brushing teeth in the evening. |
| 2.3 Emotional decision. | C. After observing all the pros and cons Tulane decided to buy a Samsung cell phone. |
| 2.4 Habitual decision. | D. Last period at school all the girls in class decided to go to the Consumer Class instead of the Maths class. |
| | E. After the death of his cat, he no longer wanted any pets at home. |
| | F. They all had wine in the cinema, but he only drank a juice. |
| | G. Sisonke relies on her husband to make decisions for her. |

ACTIVITY DECISION MAKING MEMORANDUM

- 1.1 C✓
- 1.2 D✓
- 1.3 E✓
- 1.4 B✓

UNIT 3.3 STEPS OF RATIONAL DECISION MAKING.

| STEP OF RATIONAL DECISION MAKING | DESCRIPTION |
|--|---|
| 1. Verify and define the problem. | Pinpoint / decide/ clarify exactly what the problem is  |
| 2. Research and brainstorm possible solutions for the problem. | <ul style="list-style-type: none"> Find as many potential solutions as possible Gather plenty of information about the problem (own knowledge & internet) Brainstorm possible solutions with others to uncover more.   |
| 3. Play out the potential results of each solution on paper. | <ul style="list-style-type: none"> You should determine consequences of each solution Create a strengths and weaknesses table for each alternative and compare them to each other.   |
| 4. Choose the best solution and test it. | <ul style="list-style-type: none"> Based on the evaluation of your potential solutions, choose the best one and test it.  |
| 5. Track and analyse the results of your test. | <ul style="list-style-type: none"> Track and analyse your results to see if your solution actually solved your problem. |



ACTIVITY Decision making

1. Vincent would like to go on the school trip to Dubai next year during the June holidays. However, his Granny turns 100 during that time and the family is planning a big party. He does not want to miss his Granny's birthday. Help Vincent to make a rational decision by completing the table below, fill in answers (1.1 – 1.5)

| Steps in the Decision-Making Process | Application |
|--|---|
| Identify the problem | 1.1 (1) |
| 1.2 (1) | School trip Granny's birthday |
| Consider the pros and cons of each alternative | 1.3 Name Advantages (2) 1.4 Name Disadvantages (2) |
| Choose the best alternative for the solution | 1.5 (2) |
| Evaluate the outcome and accept responsibility for your decision | 1.6 (2) |

2. Sara and Abby are exhausted after a hard day's work. They need to decide if they're going to get take-away food or make dinner themselves. Unfortunately, they don't have much money left for the rest of the month. They do have all the ingredients at home to make a curry dish, but they are extremely tired.

- 2.1 Identify the problem (1)
 - 2.2 Identify possible solutions (2)
 - 2.3 Indicate what you would do if you had to decide on their behalf. (1)
 - 2.4 Evaluate your decision (2)
- [16]**

ACTIVITY MARKING GUIDELINE**RATIONAL DECISION**

- 1.1 The choice between the school trip and Grandma's 100th birthday ✓ (1)
- 1.2 Try to find possible alternatives / solutions ✓ (1)
- 1.3 Benefits - can be with friends ✓, can see the world ✓, can be an amazing experience ✓,
Groups usually get cheaper rate for tours ✓ (any 2)
- 1.4 Disadvantages - miss Grandma's birthday ✓, expensive ✓ (2)
- 1.5 STAY - Spend time with family ✓, save money ✓
GO - see world ✓ treat grandma before the time ✓ (2)
- 1.6 Do not miss time with friends ✓, use time to see the world, ✓ maybe a once
In a lifetime experience ✓, will not feel left out afterwards ✓ (Any 2)
- 2.1 They must eat ✓ (1)
- 2.2 They can get takeaways ✓
They can make their own food ✓ (2)
- 2.3 They have to cook themselves ✓ (1)
- 2.4 Good decision to make it themselves ✓
even though they were tired. Now they save money because they did not
have to spend anything on food ✓ (2)

[16]

**ACTIVITY**

Read the following case study and answer the questions that follow:

All Sarah's friends are going to the mall on Thursday afternoon to play games at the games store.

Sarah is however writing an important test on Friday. She has a lot of work to do and the entrance to the games store is R50. Her mother left the decision of what to do to Sarah. Sarah can save the R50 and study for her test, but then her friends might not ask her to go with them again.

If she goes to the games store, she can put on her new leather jacket for everyone to see. She realises that she will not do so well in the test if she does not study the whole Thursday afternoon, and that it will be disappointing to her parents.

She decided to save the money, and rather study for the test. When the results of the test was announced, she realised that it was worth staying and studying,

1. Explain to Sarah what a rational decision is (2)
2. Explain why good decision-making is necessary. (4)
3. Complete the following table by writing down an example of each type of decision made. (4)

| TYPE OF DECISION | EXAMPLE |
|--------------------|---------|
| Impulsive decision | |
| Habitual decision | |
| Intuitive decision | |
| Rational decision | |

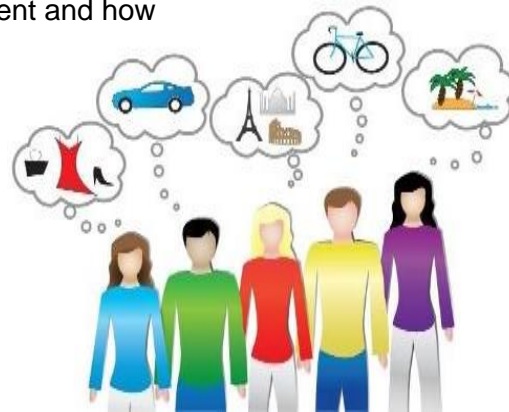
ACTIVITY MEMORANDUM

1. Rational decisions involve reasoning and thinking to obtain the best possible outcome. ✓
It is a logical, sequential process. ✓ (2)
2. Good decision-making
 - Make it possible to find the best way to do it. ✓
 - Make the best use of resources. ✓
 - Helps to find solutions to problems. ✓
 - Helps to meet needs to get the best value for money. ✓ (4)
3. Examples of each type of decision made. (4)

| TYPE OF DECISION | EXAMPLE |
|--------------------|---|
| Impulsive decision | To run away when a dog is chasing you. ✓ |
| Habitual decision | To brush teeth before school every morning ✓ |
| Emotional decision | To join protest action after heated discussion with friends ✓ |
| Rational decision | Career choice after school. ✓ |

UNIT 3.5 SUSTAINABLE CONSUMPTION DECISIONS

Consumers should be concerned about the environment and how the how their actions affect the environment. Empowering consumers to take care of the environment is the most effective tool.



UNIT 3.6 GOOD BUYING HABITS FOR SUSTAINABLE CONSUMPTION

- Buy biodegradable products that will decay or be decomposed by bacteria/living organisms
- Protect and conserve natural resources such as water, soil and air
- Support locally produced products.
- Use recycled materials, e.g., recycled paper, support environmental awareness and demand eco-friendly options.
- Buy **local** or Proudly South African products.
- Compare **prices, sizes, materials used, quality** and **safety** of the products.



ACTIVITY

1. Identify the meaning of each of the following logos (marked A and B). (2)



A



B

2. Explain the term *sustainable consumption*. (2)
3. Name the principles of sustainability and give ONE example in each case of how to achieve this. (3)
4. Name FOUR good buying habits to ensure sustainability when buying items. (4)
5. Explain why it is important to support the Proudly South African campaign. (2)

[13]

ACTIVITY MARKING GUIDELINE

1. A - Proudly South African ✓
B – Reuse, Reduce, Recycle ✓ (2)
2. Sustainable consumption refers to the way in which people use their resources ✓
to satisfy their needs while ensuring that future generations will also be able to
satisfy their needs ✓ (2)
3. Principles of sustainability
 - Reduce - do not buy unnecessary items. ✓
 - Reuse - take old shopping bags to store. ✓
 - Recycling - donate plastic, glass and paper to recycling centres. ✓ (3)
4. Good buying habits for sustainability
 - Buy biodegradable products that will decay or be decomposed by bacteria/
living organisms. ✓
 - Protect and conserve natural resources such as water, soil and air. ✓
 - Support locally produced products. ✓
 - Use recycled materials, e.g., recycled paper, support environmental. ✓
awareness and demand eco-friendly options. ✓
 - Buy **local** or Proudly South African products. ✓
 - Compare **prices, sizes, materials used, quality** and **safety** of the products. ✓(4)
5. Buying proudly South African products
 - When buying products or services that display the Proudly South African
logo, you are assured of quality. ✓
 - Make a significant contribution to the economy ✓ by protecting existing
employment opportunities, creating new employment opportunities and
retaining money in the country. ✓
 - Help the country by fighting poverty, crime and disease. ✓ (Any 2)

[13]

| SOFT SKILLS | CAREERS | ENTREPRENEURSHIP |
|--|---|--|
| <ul style="list-style-type: none"> • Visual and Verbal communication • Tolerance • Respect • Collaboration • Responsible choices • Creativity • Presentation Skills | <ul style="list-style-type: none"> • Teacher • Dietician • Food Scientist • Chef • Hospitality Services • Culinary Arts | <ul style="list-style-type: none"> • Health Shop • Running Own Restaurant • Child/Adult Carer (Crèches/Old Age Homes) |

MODULE 4: FOOD AND NUTRITION**UNIT 4.1: FUNCTIONS AND SOURCES OF MAIN NUTRIENTS**

Recap the content of Grade 8

**ACTIVITY**

Learners can redraw this table below in their workbooks and complete with necessary information

| Nutrients | Sources | Functions |
|------------------|---------|-----------|
| Proteins | | |
| Starch and Sugar | | |
| Fibre | | |
| Unsaturated fat | | |
| Saturated fat | | |

ACTIVITY MARKING GUIDELINE

| Nutrients | Sources | Functions |
|------------------|---|---|
| Proteins | Animal sources: Meat, fish, poultry, eggs Plant sources: Legumes, beans, nuts | <ul style="list-style-type: none"> forms the base of all body cells. necessary for building, maintaining and repairing body tissue. bones, cartilage, muscle, tendons, skin and hair are mainly made of protein. |
| Starch and Sugar | Starch: Cereals, potatoes, root vegetables (sweet potato), pulse vegetables (peas), pasta, bread, rice Sugars: Refined sugars, cakes, biscuits, soft drinks, fruit, jam, honey | Provide the body with energy |
| Fibre | Brown rice, brown bread, muesli, vegetables, fruit | Prevents constipation. |
| Unsaturated fat | <ul style="list-style-type: none"> Avocados Sunflower oil Canola oil / margarine Olive oil Peanut butter | <ul style="list-style-type: none"> Fats and oils provide the body with energy, helps to regulate the body's temperature helps the body to digest food. Unsaturated fats (good) have a positive influence on the saturated fats (bad) have a negative influence on health and can lead to various illnesses such as diabetes and heart related diseases |
| Saturated fat | <ul style="list-style-type: none"> Bacon Cream Butter Fried foods Processed foods Junk food | |

UNIT 4.2: VITAMINS

Vitamins are small organic compounds that the body needs for normal growth, development and maintenance of life.

CLASSIFICATION OF VITAMINS

Vitamins are divided into two groups.



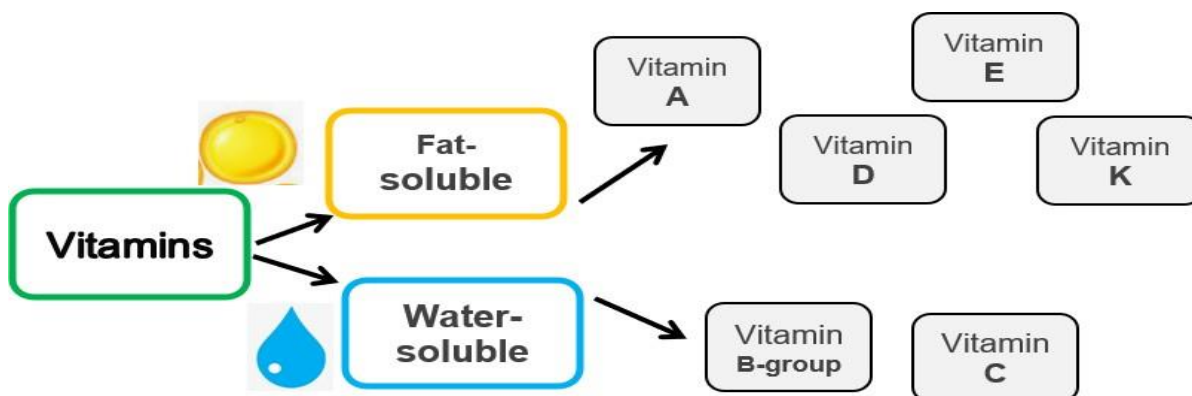
Fat-soluble

vitamins are stored in body fat




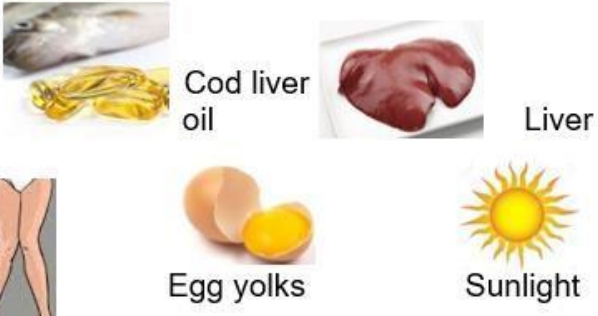











Water-soluble

vitamins need to be eaten every day because an excess of these is excreted in the urine.














FAT-SOLUBLE VITAMINS

| VITAMIN | FUNCTION | EFFECT OF DEFICIENCY |
|-----------|---|--|
| Vitamin A | <ul style="list-style-type: none"> Healthy eyes, mucous membranes and skin | <ul style="list-style-type: none"> Night blindness Cracking of the skin |
| | MAIN SOURCES  |  |
| Vitamin D | <ul style="list-style-type: none"> Helps with absorption of calcium Builds strong bones & teeth | <ul style="list-style-type: none"> Tooth decay Rickets (softening of bones) in infants and children Osteomalacia (softening of bones) of adults |
| | Osteomalacia  | MAIN SOURCES  |
| | Rickets  | |

| VITAMIN | FUNCTION | EFFECT OF DEFICIENCY |
|-----------|---|--|
| Vitamin E | <ul style="list-style-type: none"> Powerful antioxidant Healthy skin | Has not been observed in the human body, because it is widely available in the body |
| | MAIN SOURCES <div>  Oatmeal  Margarine & Butter  Liver  Eggs  Green leafy Vegetables </div> | |
| Vitamin K | <ul style="list-style-type: none"> Helps with blood clotting To prevent clots after injuries | The deficiency of Vitamin K is rarely seen in normal people Bleeders / Haemophile |
| | MAIN SOURCES <div>  Eggs  Green leafy vegetables  Milk </div> | |

WATER-SOLUBLE VITAMINS

| VITAMIN | FUNCTION | EFFECT OF DEFICIENCY |
|-----------|---|---|
| Vitamin B | <ul style="list-style-type: none"> Releasing energy from food Supports nervous Needed for healthy skin | <ul style="list-style-type: none"> Short tempered Hair loss, dry, scaly skin Lack of energy /fatigue/tired |
| | MAIN SOURCES <div>  Brown rice  Liver  Egg yolks  Breakfast cereal  Yeast  Poultry Meat Fish  Peanuts & Peanut butter </div> | |

| VITAMIN | FUNCTION | EFFECT OF DEFICIENCY |
|-----------|--|--|
| Vitamin C | <ul style="list-style-type: none"> • Powerful antioxidant • Protects the body against disease • Helps in healing of wounds | <ul style="list-style-type: none"> • Lowered resistance to infection • Scurvy - Bleeding and swollen gums • Loose teeth |
| | MAIN SOURCES <div>  Citrus fruit  Strawberries </div> <div>  Brussels Sprouts  Broccoli </div> | |



ACTIVITY

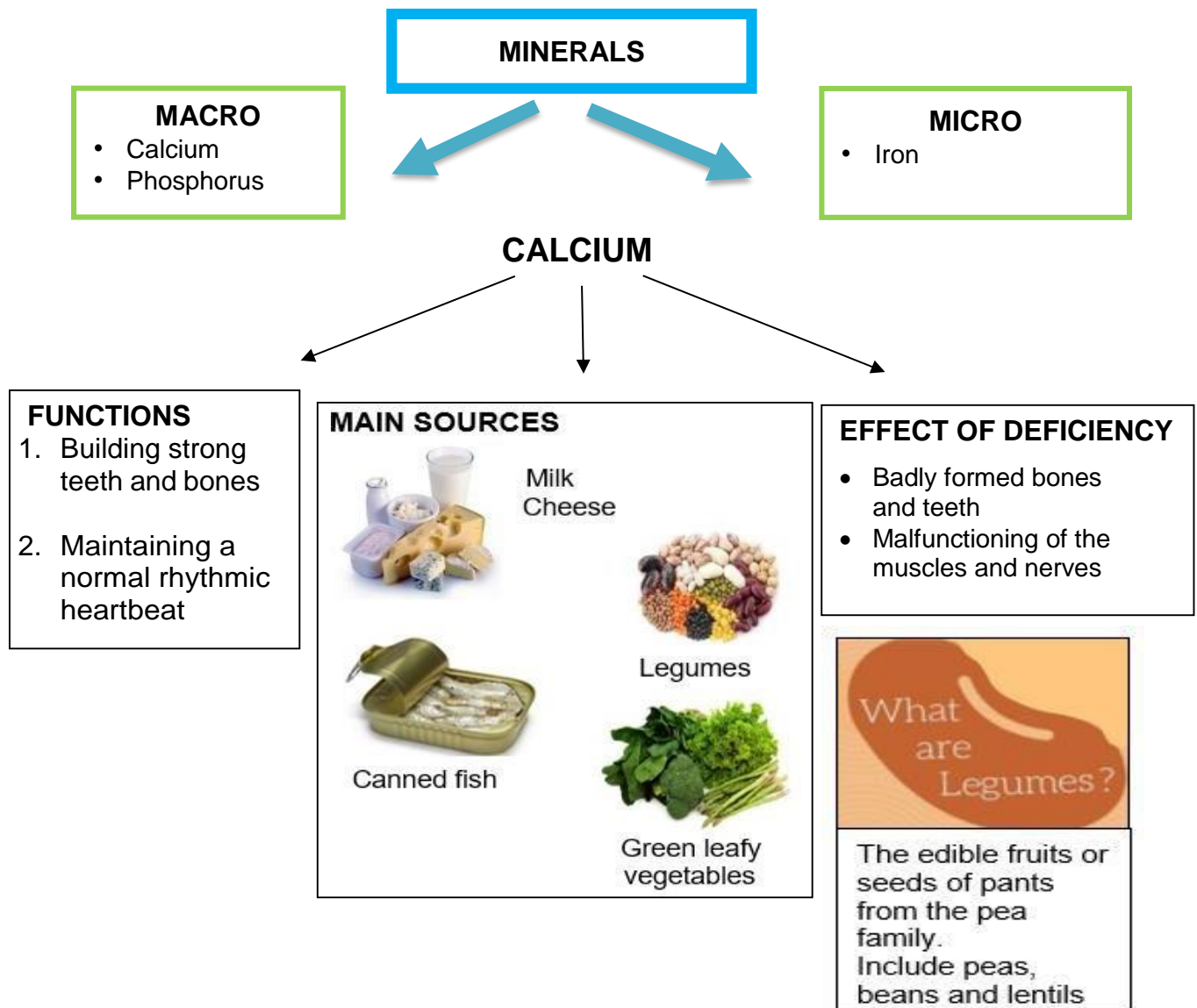
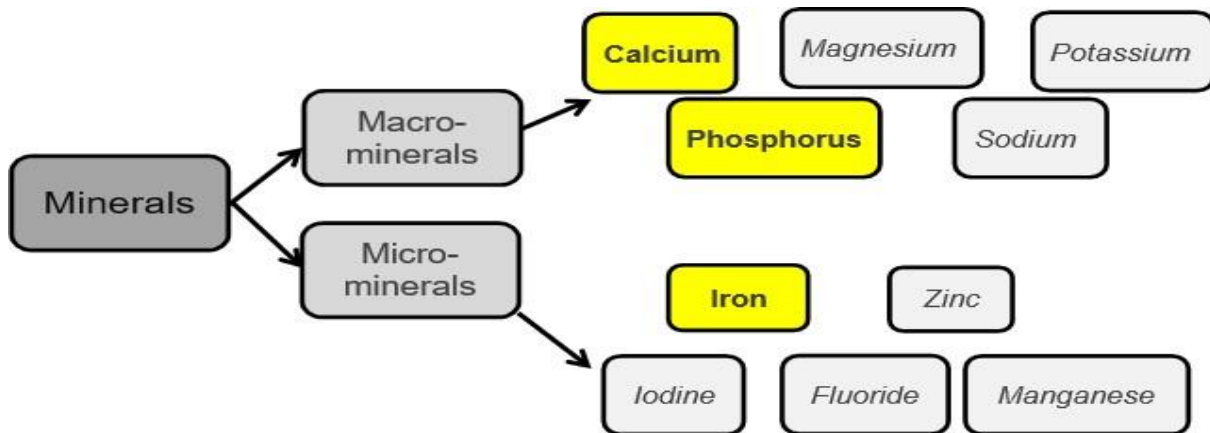
- Name foods that are reliable sources of vitamin A and vitamin C
 - Vitamin A
 - Vitamin C
- For each of the following, give the micronutrient deficient in the diet:
 - anaemia
 - night blindness
 - poor bone formation in children
 - excessive bleeding
 - teeth will loosen - Vit C
 - lack of energy and fatigue - Vit B

ACTIVITY MARKING GUIDELINE

- Name foods that are reliable sources of vitamin A and vitamin C
 - Vitamin A - Liver✓, Cod liver oil✓, Milk✓, Cheese✓, Eggs✓, Carrots✓, Apricot✓
 - Vitamin C - Citrus fruit✓, Strawberries✓, Brussels Sprouts✓, Broccoli✓
- For each of the following, give the vitamin deficient in the diet:
 - get colds and flu often – Vit C✓
 - night blindness - Vit A✓
 - poor bone formation in children - Vit D✓
 - excessive bleeding – Vit K✓
 - teeth will loosen - Vit C✓

2.6 lack of energy and fatigue - Vit B✓

UNIT 4.3: MINERALS: CLASSIFICATION OF MINERAL



PHOSPHORUS

FUNCTIONS

1. Releases energy for the body
2. Necessary for growth
3. Together with calcium, it is essential for healthy teeth and bone development

MAIN SOURCES



EFFECT OF DEFICIENCY

Bone diseases

EFFECT OF EXCESS

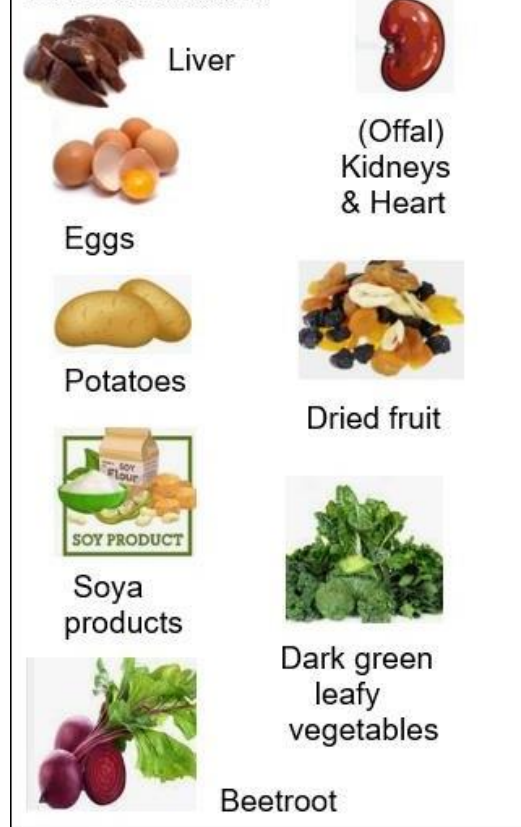
Erosion of the jaw
(phossy jaw)

IRON

FUNCTIONS

1. Component of hemoglobin, which carries the oxygen in the red blood cells
2. Transports oxygen from the tissues to the lungs
3. Important for a good immune system

MAIN SOURCES



EFFECT OF DEFICIENCY

- Fatigue, tiredness, weakness and a pale complexion
- Iron deficiency is Anaemia
- No resistance to infection

EFFECT OF EXCESS

Gives cirrhosis of the liver

UNIT 4.4 WATER – FUNCTIONS

Water is classified as a **nutrient** because it is essential for human survival.

WATER – FUNCTIONS

- Flushes toxins out of vital organs
- Provides a moist environment for ear, nose and throat tissues
- All cells need water to function properly
- Transport of blood cells, nutrients and waste products.
- Acts as a lubricant for joints.
- Regulates body temperature.
- Drink 6-8 glasses of water each day to prevent dehydration



WATER SOURCES:

- Clean, safe water
- Also acceptable: Tea, coffee, juices & soft drinks (little sugar, low kilojoules; no caffeine, etc.)



ACTIVITY

| | |
|---|---|
| Draw an ✕ over the sources of Vit K | Draw an □ around the sources of calcium |
| Draw an △ around all the sources of Vit E | Draw an ○ around the sources of iron |

POTATOES



OATS

DRIED FRUIT



MILK



DARK GREEN LEAFY VEGETABLES



EGGS



MARGARINE



SOYA



LIVER



Study the given pictures and identify the sources of Vit K, Vit E, Calcium and Iron. Note that food sources may contain more than one nutrient, therefore the pictures may have various shapes around it.

ACTIVITY MARKING GUIDELINE

POTATOES



OATS



DRIED FRUIT



MILK



DARK GREEN LEAFY VEGETABLES



EGGS



MARGARINE



SOYA



LIVER



TERM 2

| TERM 2 INDEX | |
|-------------------|--|
| WEEK | |
| 1 | MODULE 5 HYGIENE, HEALTH AND SAFETY Waste Management <ul style="list-style-type: none"> • Management of waste • Re-using waste • Natural resources • Reduction of waste • Entrepreneurial opportunities in waste management |
| 2-7 | MODULE 6 ENTREPRENEURSHIP <ul style="list-style-type: none"> • Mention factors to consider when choosing items / products for small scale production (RECAP) • List the core principles of marketing • Distinguish between THREE different marketing strategies: <ul style="list-style-type: none"> ➤ Target marketing ➤ Mass marketing ➤ Market segmentation • Name the costs that make up the selling price of a product /item etc. • Discuss the contribution of an entrepreneur towards the economy of South Africa. |
| ± 30 min per week | |

MODULE 5: HYGIENE, SAFETY AND SECURITY**UNIT 5.1 MANAGEMENT OF WASTE****RESPONSIBILITY OF WASTE CONTROL**

- Each person is responsible for reducing waste.
- The municipality is responsible for the collection of waste in different areas.

THE BEST WAY TO CONTROL WASTE

The three R's to save the environment

- **Reduce**
The use of natural resources and waste are cut.
- **Reuse**
Use things over and over again so less waste is produced.
- **Recycle**
Non-biodegradable materials can be recycled to make new things.



PROBLEMS CAUSED BY WASTE

- It's ugly - negatively impacts the environment as it spoils the landscape.
- Pollutes the air, water and soil.
- Creates health hazards if not cleaned.
- Landfill sites become overcrowded and fill land that could have been used for other purposes

**CLASS DISCUSSION**

Look at the picture and indicate what effect plastic pollution has on our planet. Suggest ways to reduce pollution

**UNIT 5.2 RE-USING WASTE**

UNIT 5.3 NATURAL RESOURCES

Natural resources are resources that exist without any actions of humankind.

1. Trees
2. Rocks
3. Plants
4. Sun
5. Oil
6. Water
7. Animals
8. Soil
9. Wind/air

**ACTIVITY**

Make an (X) on the natural resources



<https://bit.ly/3BNAEW>

ACTIVITY MARKING GUIDELINE**Make an (X) on the natural resources**

UNIT 5.4 REDUCTION OF WASTE

Waste must be reduced to save and protect the natural resources

Methods to reduce wastage

- Use products that last longer - rechargeable batteries
- Bulk purchases have less packaging
- Buy products with reusable or recyclable packaging
- Use shopping bags made from material
- Do not throw away good food - rather give it to someone
- Make your own compost from recyclable waste.

**UNIT 5.5 ENTREPRENEURIAL OPPORTUNITIES IN WASTE MANAGEMENT****BENEFITS OF RECYCLING**

- Reduce waste
- Reduce litter/clutter
- Protect natural resources
- Create jobs
- Reduce pollution
- Help with conservation
- Save energy
- Reduce manufacturing costs

**ENTREPRENEURS CAN USE WASTE TO CREATE INCOME****FROM TRASH TO CASH:**

- Reuse plastic shopping bags to make doormats
- Old tyres can be made into garden features or furniture
- Use plastic bottles to make pencil cases
- Use glass bottles to bottle jam, fruit & vegetables for selling
- Create ornaments from old or broken kitchen equipment
- Turn a plastic bottle in to a cell phone charge holder

**CLASS DISCUSSION**

Give more suggestions for entrepreneurs to turn trash into cash.

MODULE 6: ENTREPRENEURSHIP

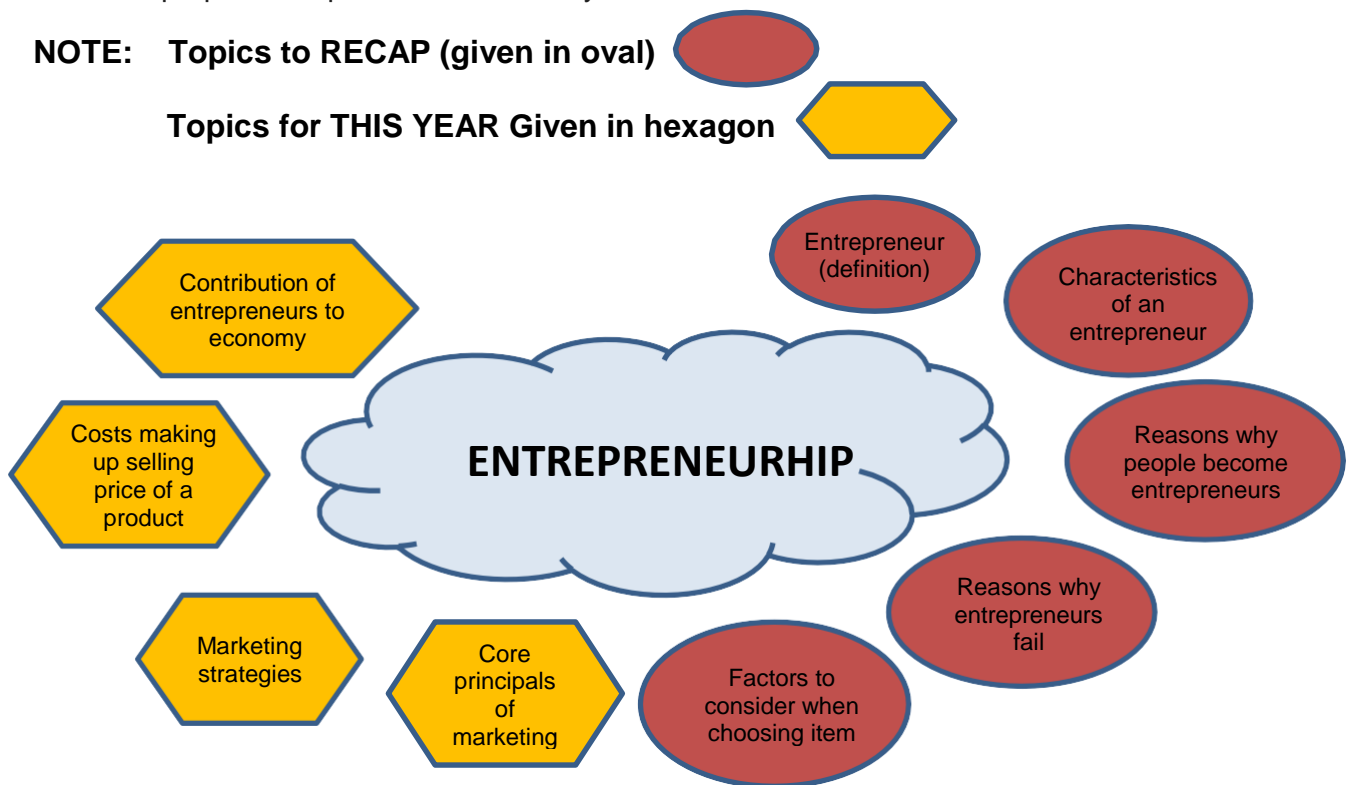
Teacher's Note:

In this module the learner is expected to build on entrepreneurship knowledge accumulated in Grade 8. Learners are to demonstrate the skills necessary in the profitable production and marketing of quality products. The impact of entrepreneurship on the economy will be discussed for awareness of its role in the economy of the country.

Learners prepare and present class activity 1

NOTE: Topics to RECAP (given in oval)

Topics for THIS YEAR Given in hexagon



CLASS ACTIVITY Entrepreneurship Discussion

Instructions:

Each group use the ONE case study assigned to the group to answer the following questions

1. Identify the risk the entrepreneur/s took starting a business
2. Give a reason the person/people became an entrepreneur/s
3. State the qualities that will help the entrepreneur/s in the scenario to succeed
4. Predict TWO dangers which could make the entrepreneur/s fail
5. Explain how well the entrepreneur/s used the points to consider when selecting an item/product to sell
6. State the entrepreneur's role in the economy

SCENARIO 1

Zola an accountant at a successful law firm in town resigned in frustration because of how demanding her job was. She had to travel every other week across the country. Her job included visiting out of town clients and convincing them to invest in their firm, which she enjoyed. She explained to the clients how well their investments would be looked after as she showed them the company's fund management portfolio she managed and was sure it worked. After she left the firm, she wondered whether she should start a sewing business like her sister or a marketing business where she would tell people about products sold by different businesses in her town. She talked to her sister and started her own sewing business immediately selling baby clothes in a community with more preschoolers. She believed in herself so she would sew and sell the clothes herself.

SCENARIO 2

Theo, Letho, Rhonda and Elliot were school mates back in the day. They grew up together, played together and dreamed about what they would do when they finished school. Rhonda and James went to university, Theo went to a TVET college and learnt to be a Chef. Elliot seemed to never get anything going for too long.

One holiday they met and had lunch. They were so happy to see each other. They talked about what they still dreamt of doing. They all knew about the need to get into entrepreneurship for themselves and the economy. Theo wanted to develop new healthy recipes using hemp, James wanted to try his hand in products using his biochemistry education so he thought he could work well with Theo. Rhonda thought they could all make this idea work, she would do all the research. They agreed Elliot would be the business manager since he had tried business before. What they did not know was that Elliot was not to be trusted with money.

SCENARIO 3

Mr. Imam a widower, raising two teenage boys taught them how to make things using metal and electronics. Saul the older son enjoyed the electronics whilst Memo was good at building with scrap metal since there was no money for buying new metal sheets. The three of them started making toys and found a market for their cheaper toys from the young children in the community

SCENARIO 4

Liesel a factory worker was unfortunately retrenched from her work. With the little money she got as compensation at work she decided to start a business selling fruit next to the other people selling at school gates.

She ensured her fruits were fresh, she woke up early to go to the nearby farms to buy. She always washed her fruit before selling and she packed it in small transparent bags. She cleaned up around her selling place after the learners went back to class. Liesel was not making enough money for her lifestyle needs. It was very disappointing for someone who worked so hard for her customers. School children preferred to buy snacks and buns.

CLASS ACTIVITY MARKING GUIDELINE**SCENARIO 1 MARKING GUIDELINE**

1. Identify the risk the entrepreneur took starting a business
 - No steady income soon after resigning✓
 - No entrepreneurial experience✓
2. Give a reason the person became an entrepreneur
 - She wanted a flexible lifestyle✓
 - No longer being told where and when to go✓
3. State the qualities that will help the entrepreneur in the scenario to succeed
 - Good people skills✓
 - Confidence in money management✓
4. Predict TWO dangers which could make the entrepreneur fail
 - No sewing experience she just followed her sister✓
 - Inadequate market research done✓
5. Explain how well the entrepreneur used the points to consider when selecting an item/product to sell
 - She did not listen to clients or look at the community needs✓
 - She did not check what competition was doing✓
6. State the entrepreneur's role in the economy
 - She did not contribute to the employment need for anyone else✓

SCENARIO 2 MARKING GUIDELINE

1. Identify the risk the entrepreneur/s took starting a business
 - Depended on Elliot who had not succeeded in his own ventures ✓
 - They had an idea that had not been tried✓
2. Give a reason the people became entrepreneurs
 - Unconventional idea never been done✓
 - Change the world ✓
3. State the qualities that will help the entrepreneurs in the scenario to succeed
 - Motivation, risk takers, educated✓
4. Predict TWO dangers which could make the entrepreneur/s fail
 - Dishonesty✓
 - Personal use of business funds✓
5. Explain how well the entrepreneur/s used the points to consider when selecting an item/product to sell
 - Market research to be done✓
6. State the entrepreneur's role in the economy
 - New market✓

SCENARIO 3 MARKING GUIDELINE

1. Identify the risk the entrepreneur took starting a business
 - Put his trust in teenagers✓
2. Give a reason the person became an entrepreneur
 - He had a hobby✓
3. State the qualities that will help the entrepreneur in the scenario to succeed
 - Passion in all three of them✓
4. Predict TWO dangers which could make the entrepreneur fail
 - Trusting teenagers✓
 - No capital✓
5. Explain how well the entrepreneur used the points to consider when selecting an item/product to sell
 - Competition was not there✓
6. State the entrepreneur's role in the economy
 - New market✓
 - Social responsibility using scrap metal✓

SCENARIO 4 MARKING GUIDELINE

1. Identify the risk the entrepreneur took starting a business
 - Blind leap into selling fruit✓
2. Give a reason the person became an entrepreneur
 - Unemployed✓
 - Needs an income✓
3. State the qualities that will help the entrepreneur in the scenario to succeed
 - Good work ethics✓
4. Predict Two dangers which could make the entrepreneur fail
 - Poor location✓
 - Lack of market research✓
5. Explain how well the entrepreneur used the points to consider when selecting an item/product to sell
 - She did not look at buying trends of learners✓
6. State the entrepreneur's role in the economy
 - Social responsibility cleaning fruit and place✓
 - Did not increase employment opportunities for others✓

UNIT 6.1 FACTORS CHOOSING ITEMS/PRODUCTS FOR SMALL SCALE PRODUCTION

- **Passion** - it is essential to have passion for what you do, or you will soon lose interest and quit.
- **Target market** - the number of people who need your product will determine the success of the business.
- **Transport** – manner how product will reach customers
- **Available finances** - determine how much money you have available to start run your business.
- **Apparatus and equipment** - make a list of equipment needed to open and run business
- **Business skills** - make sure you know how to calculate prices determine profit and handle cash.
- **Location** - distribution point, is where product is made and sold
- **Infrastructure** - work space must be big enough for production process
- **Energy** - do you have the health and energy to keep up the business



ACTIVITY

To choose the correct business opportunity and product for you and your circumstances, various factors need to be considered when choosing a product to make.



Study the various ideas (A – D) below as a small-scale production businesses for yourself. After answering all the questions on all Analyse the results and decide which of the given four will be most suitable for yourself

- A Baking cupcakes, birthday cakes, fudge, tarts, biscuits or rusks.



- B Cleaning houses, offices, washing and cleaning clothes.



- C Making lunch like vetkoek, sandwiches, wraps and selling them.



- D Making and selling clothes, scarfs, hats, hair accessories or baby clothes.



Complete the table to find out which one is most suitable for yourself:
Mark with ✓ or X

| FACTOR TO CONSIDER | A | B | C | D |
|--|---|---|---|---|
| Do I have passion for this business? | | | | |
| Is there a target market in my area for this business? | | | | |
| Can I start NOW on small scale after school? | | | | |
| Will I need finances to start the business? | | | | |
| Do I have the knowledge and skills to do this? | | | | |
| Do I have appliances and equipment for this? | | | | |
| Are there any competitors/ people already selling it? | | | | |
| I can easily get to/ reach the target market? | | | | |
| I can easily get the raw materials needed to do this? | | | | |
| Are people always going to need this? | | | | |
| Will people pay for this? | | | | |
| I can make an extra income from this | | | | |

Learners must draw a conclusion from data in table to indicate which business suits them best



ACTIVITY

Match the word in Column A with the description in Column B.

| COLUMN A | COLUMN B |
|----------------------------|---|
| 1. Passion | A. Money |
| 2. Finances | B. I have the ability to do something |
| 3. Skills | C. Someone else who has the same business as I have |
| 4. Apparatus and Equipment | D. The people who need and want my product. |
| 5. Competitors | E. I have this when I love doing something |
| 6. Target Market | F. Ingredients, material, containers |
| 7. Raw materials | G. Knives, stoves, sewing machines |

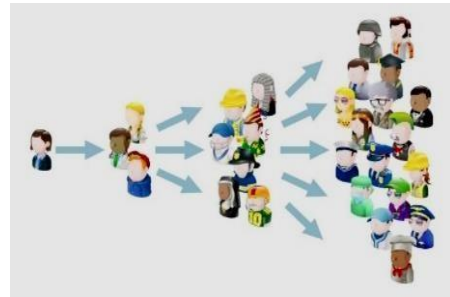
ACTIVITY MARKING GUIDELINE

1. E✓
2. A✓
3. B✓
4. G✓
5. C✓
6. D✓
7. F✓

UNIT 6.2 MARKETING

Process needed to increase sales and profits by concentrating on the customer's needs.

- ☐ Focus on **needs** of clients
- ☐ Satisfy needs
- ☐ Offers right product at right price



CORE PRINCIPLES OF MARKETING

- ✓ Produce what the customers want.
- ✓ Analyse competitor's advantage.
- ✓ Target specific markets.
- ✓ Create profitable sales volumes
- ✓ Grow networks and build relationships
- ✓ Satisfy customer needs



TARGET MARKET

- Specific group people
- that need or desire product / service
- that will pay for it.

MARKETING STRATEGIES

A marketing strategy refers to

- the plan to make consumers aware of the product
- to convince them to buy the products or services offered

DIFFERENT MARKETING STRATEGIES:

1. Target marketing

Product or service is aimed at a specific group of people



2. Mass marketing

- Purpose is to reach as many people as possible
- Directed at all people



3. Market segmentation

Is when a group of people is divided into smaller groups who have the same needs and desires for products and services



TYPES OF MARKET SEGMENTATION



TYPES OF SEGMENTATION

- **Geographical** relating to where person lives



- **Demographical** is based on the actual consumer e.g. age, gender, income, culture, beliefs



- **Psychological** based on the Lifestyle, interests, status and the way people think



- **Behavioural** relates to the specific brand names consumers prefer to buy



ACTIVITY

1. Explain what the main purpose of marketing is.
2. Describe each of the following concepts:
 - 2.1 Target marketing
 - 2.2 Market segmentation
3. Give a detailed description of the term market strategies.

ACTIVITY MARKING GUIDELINE

1. Main purpose of marketing

- The main purpose is to provide potential buyers ✓ with the desired products ✓ and services at a profit. ✓
- Marketing aims to reach all potential clients ✓ and to constantly remind them ✓ of the product/service, inform them about where they can buy it ✓ and what price they can expect to pay for it. ✓
- Marketing is essential for the growth of the business. ✓

2.1 Target marketing

is when product is aimed at a specific group ✓ of consumers. This group usually needs the product ✓ and can afford it. ✓

2.2 Market segmentation

A group of people which is divided into smaller groups ✓ with the same needs and desires (wants). ✓

3. Marketing strategies.

A marketing strategy sets out the long-term marketing strategy ✓ for the business and assists in developing the competitive advantage ✓. It concerns the entire organisation, including the type of products to be made ✓ and sold, the selling price, how to inform the consumer about the products and where they will be sold. ✓

UNIT 6.3 COSTS MAKING UP THE SELLING PRICE OF A PRODUCT.

- The cost of the raw materials needed to produce the product
- The cost of producing the product, e.g., labour costs and the time it takes to produce the product
- The overhead costs for running the business and marketing the product, e.g., electricity, rent, levies
- The profits required to make a business worthwhile



IMPORTANT TERMINOLOGY**UNIT PRICE**

The actual price paid for making ONE product / ONE piece

RAW MATERIALS

Cost of all the resources used to make the product

OVERHEADS

refers to the expenses related to running the business. For example, rent, transport, electricity, water and marketing.

PRODUCTION COSTS

ALL costs involved in making a product include labour, raw materials and overheads

MARK-UP

It is the amount / % added to the cost price/ production cost of goods to cover the overhead costs

PROFIT

Difference between cost of producing an item and the money in your pocket after paying everything

SELLING PRICE

is the amount a customer is going to pay for the product
 $SELLING\ PRICE = PRODUCTION\ PRICE + PROFIT$

**ACTIVITY****Unscramble the terms used in the costing of products**

Costing, raw materials, production costs, cost price, calculate, selling price, overheads, mark up

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7. TNCGSIO

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8. ULTCECAAL

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COSTING PRODUCTS**TOO EXPENSIVE**

people will buy from
someone else

**TOO CHEAP**

People will not trust
quality & No profit

**ACTIVITY MARKING GUIDELINE****Unscramble terms used in the costing of products**

1. Production costs✓
2. Cost price✓
3. Overheads✓
4. Raw materials✓
5. Mark up✓
6. Selling price✓
7. Costing✓
8. Calculate✓

UNIT 6.4 IMPORTANCE OF ENTREPRENEURSHIP

FOR THE COMMUNITY

- As businesses grow, more people can be employed.
- More jobs will help to relief poverty
- People will get skilled which will boost their self esteem
- Employed persons have money to provide for their families.
- Everyone's business skills are improved
- Crime will be reduced as people will not need to steal
- Younger children will have role models in community to look up to.



FOR THE ECONOMY

- New products created, which stimulate growth of economy
- New jobs will be created
- Unemployment will decrease
- People will have more money to spend.
- More competition between producers will lead to better quality of products.



| TERM 3 INDEX | |
|-------------------|--|
| WEEK | |
| 1-2 | MODULE 7 ENTREPRENEURSHIP Marketing <ul style="list-style-type: none"> Market your product - Apply to a product Design an advertisement for your business |
| 3-7 | MODULE 8 CLOTHING <ul style="list-style-type: none"> Define fashion Define the fashion styles: fashion, fad, and classic fashion styles. Distinguish between fashion decorations and accessories. Name the factors that influence fashion change. List professional appearance for the world of work |
| ± 30 min per week | |

MODULE 7 ENTREPRENEURSHIP

UNIT 7.1 MARKETING



Application Marketing

Apply all the knowledge you have gained in the second term to execute the following task of marketing an entrepreneurial product.

You decided to turn trash into cash by making one of the following products provided, now you have to introduce this article to the customers by designing an advertisement that will encourage the consumers to buy the product



CHOOSE ONE of the following product to advertise

A

Plastic pencil holders



B

Pot plant holder



C

Bird feeder



D

Plastic broom



E

Plastic piggy bank



F

Plastic dust bin



G

Flower vase



H

Key rings



UNIT 7.2 STEPS THAT MUST BE FOLLOWED WHEN YOU WANT TO ADVERTISE A PRODUCT

1. Choose ONE of the given products
2. Choose a catchy name for your business that will catch the attention of the target market
3. Design a full colour A5 size advertisement that can be used for promoting the product you have chosen

Ensure the advertisement adhere to all of the following requirements:

- Colourful and eye catching
- Correct size with simple layout
- Short, direct message centered around the chosen product, easy to understand.
- Very clear picture or drawn image of what is being sold
- Details where to get the product or contact details provided
- Price of the product must be given.
- That there is NO spelling errors on your advertisement

[10]

Application Marketing MARKING GUIDELINE**Advertisement**

- Colourful pamphlet that will attract attention of target market
- Good choice of colour (colours harmonious in other words not to extreme)
- Size: A5 or not bigger than half of an A4 page
- Creative name chosen for business
- Catchy phrase or logo given
- Short, direct message centered around one product chosen
- Very clear and goal specific illustrations
- Clear contact details provided where to get product
- Realistic price given
- NO spelling errors made on advertisement

[10]

MODULE 8: CLOTHING

UNIT 8.1: DEFINITION OF FASHION

Fashion refers to the preference people have for certain items of clothing in a particular period.

- Fashion allows one to express your identity, through dress or behaviour, showing someone who you are through the fashion choices you make.
- Fashion reflects a world of different cultures.
- Fashion is driven by constant change and gives rise to different fashion waves (cycles).



Ladies Short-Suit Styles for Summer 2020



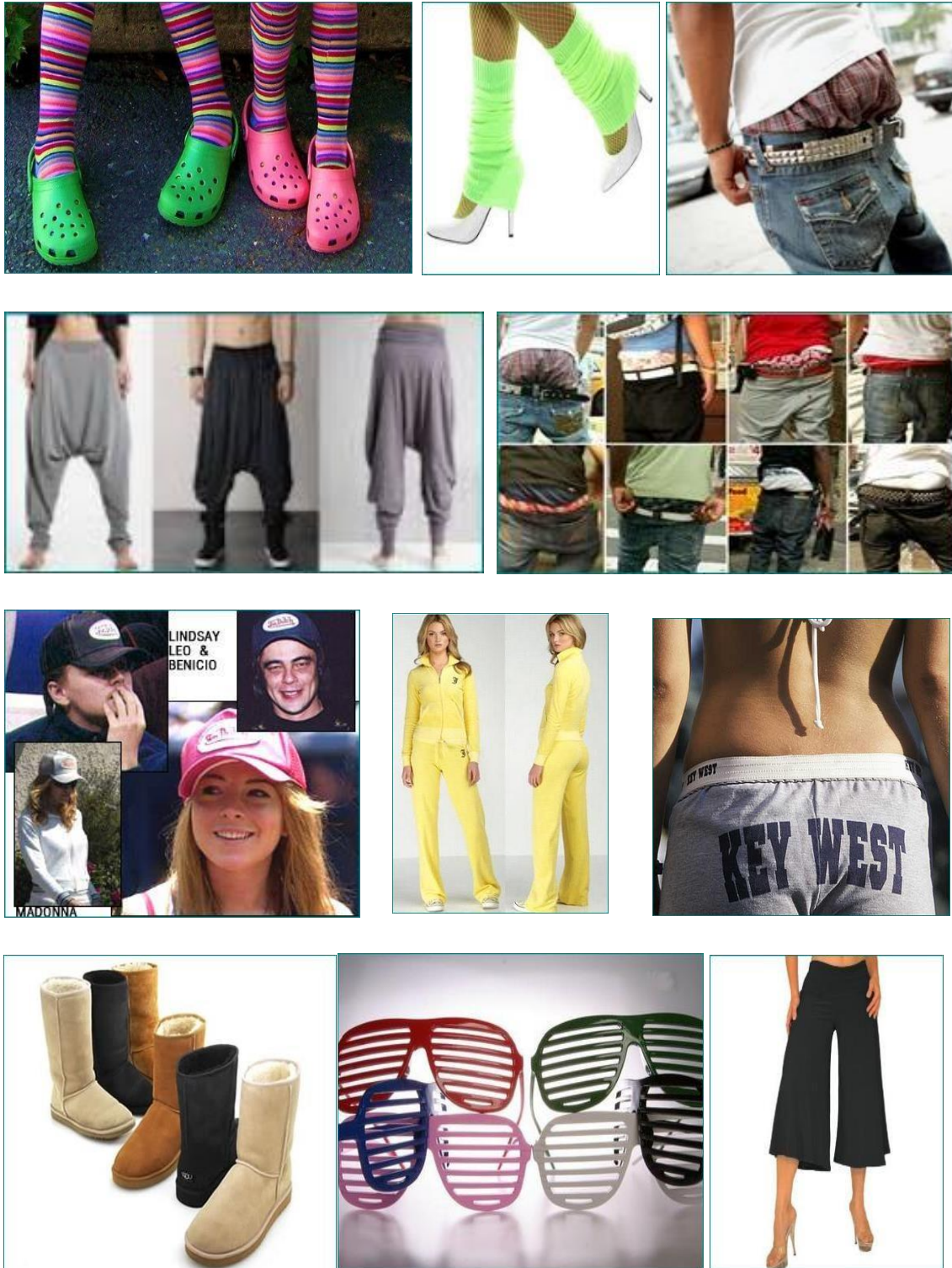
Male Fashion Styles for Summer 2020

UNIT 8.2: FASHION STYLES

THE FOLLOWING TWO CYCLES DIFFER IN DURATION:

FADS: This is a fashion style with a sudden burst of popularity. This cycle has a very short duration, usually lasting only one season (year). Not many people wear these styles.

Top fads from the last decade



These are an example of fads that became popular but disappeared from the fashion scene after only a short period.

CLASSIC STYLES: These styles remain fashionable for a longer period.

It is regarded as timeless and can last for years.

Classic styles are normally suiting most people, regardless of age or gender.



Classic styles never look out of date and are normally high-quality outfits.



TEACHER: SHOW THE FOLLOWING VIDEO 'TOP 20 TRENDS FOR 2022'.



TOP FASHION
TRENDS FOR 2022.h

Learners must make a list of the 5 trends mentioned in the video 'Fashion Trends for 2022' by Justine Leconte – 11m 22s - (<https://www.youtube.com/watch?v=A00tqLPtSWc&t=7s>)

Each correct trend is awarded with one mark. The workbook must be handed in at the end

of the period. After assessment it can be discussed with learners. This is an informal assessment.

ACTIVITY VIDEO



While watching the video 'Fashion Trends for 2022', make a list of the 5 trends mentioned in the video. Write the answers in your workbook and hand in at the end of the period.

(10)












**ACTIVITY MARKING GUIDELINE****TOP 5 TRENDS**

1. Mark your waist ✓
2. Preppy Minimalism / Minimalistic ✓
3. Bohemian Earthy ✓
4. Neon in winter ✓
5. Boots are made for walking ✓

(5)

UNIT 8.3: FASHION DECORATIONS AND ACCESSORIES

Fashion does not refer to clothes only. It also refers to decorations and accessories worn, to enhance the look and bring harmony to the appearance of the outfit.

| DECORATIONS: Are used to bring beauty and harmony to the outfit. | ACCESSORIES: Are useful and have a practical purpose. |
|--|---|
| <p>Rings</p>  <p>Chains, necklaces</p>  | <p>Handbags</p>  <p>Clutch bags</p>  |
| <p>Earrings</p>  <p>Bracelet</p>  <p>Scarfs/Headbands</p>  <p>Ties, Pocket Squares, Cravats</p>  | <p>Shoes</p>  <p>Sandals</p>  <p>Belts</p>  |

**ACTIVITY****DECORATIONS & ACCESSORIES**

Study the following pictures to identify each of the following items, and distinguish which item belongs to the 'Decorations' or 'Accessories' group

(20)



Draw the following table in your workbook to write your answers.

(20)

| | NAME OF ITEM | DECORATIONS/ACCESSORIES |
|---|--------------|-------------------------|
| A | | |
| B | | |
| C | | |
| D | | |
| E | | |
| F | | |
| G | | |
| H | | |
| I | | |
| J | | |

| TEACHER: MARKING GUIDELINES | | |
|-----------------------------|---------------------|-------------------------|
| | NAME OF ITEM | DECORATIONS/ACCESSORIES |
| A | Tie✓ | Decorations✓ |
| B | Handbag/Clutch bag✓ | Accessories✓ |
| C | Earrings✓ | Decorations✓ |
| D | Shoes✓ | Accessories✓ |
| E | Headband✓ | Decorations✓ |
| F | Necklace✓ | Decorations✓ |
| G | Sandals✓ | Accessories✓ |
| H | Bracelet✓ | Decorations✓ |
| I | Ring✓ | Decorations✓ |
| J | Belt✓ | Accessories✓ |

UNIT 8.4: FACTORS THAT INFLUENCE FASHION CHANGE

Fashion is influenced by the world around us. The only constant in the fashion industry is **change**

Reasons why fashion changes:

- consumers get bored with fashion and wants something new.
- changing seasons also have an effect
- clothing industry must make profit

New trends are set annually by the fashion capitals of the world: New York, London, Paris and Milan ('The Big Four').

Fashion weeks are held twice yearly (Autumn and Spring) where designers present their new collections for the press, retail buyers and other clothing influencers.



ECONOMIC FACTORS INFLUENCING CHANGE

- Wealth and poverty can accelerate or slow down changes in fashion.
- Fashion flourishes when the economy of a country is strong, and people have more disposable income to spend.
- In poorer communities the fashion industry makes less profit.
- Unemployed people do not spend money on fashion, therefor changes in the industry slows down.



Interesting fashion facts:



<https://za.pinterest.com>



<https://thegreenhubonline.com/>

TECHNOLOGICAL FACTORS INFLUENCING CHANGE

- The invention of machines changed the clothing industry and the world of fashion.
- Time-consuming methods were replaced with quicker techniques.
- Fabrics can be mass-produced and distributed much faster.



Most of the equipment needed to produce clothes have been computerized, thus replacing jobs of thousands of workers.



- Most of the machines in the clothing industry has been computerized.
- As a result of the mechanization, unemployment increased as machines replaced people.
- Wrinkle-free and drip-dry textiles as well as fabrics that can stretch (spandex) has been developed as a result of technology, and this leads to more changes in the fashion industry.
- Mass-media were also influenced by better technological advances and spreads the news of the fashion industry for better exposure and an increase in demand for sales.

**ACTIVITY
FACTORS THAT INFLUENCE FASHION CHANGE**

1. Write a short paragraph to explain why 'change is the only constant' in the fashion industry. (5)
2. Give the names of the '**Big Four**' fashion capitals where fashion weeks take place twice yearly. (4)
3. Discuss the **advantages** that technological changes had on the fashion industry. (5)
4. Briefly explain the following terminology:
 - Disposable income (2)
 - Fashion Influencer (3)

[15]



ACTIVITY TEACHER MARKING GUIDELINES

FACTORS THAT INFLUENCE FASHION CHANGE

1. Write a short paragraph to explain why 'change is the only constant' in the fashion industry. (5)

'Change is the only constant in the fashion industry' means ✓ that....

Because consumers get bored ✓ with fashion, they want something new from time to time ✓. Textiles do not last forever ✓ and therefore consumers need ✓ new clothes to replace the old. Fashion is influenced by the changes in the world around us ✓. Consumers see the new fashion trends ✓ and desire to have ✓ these clothes. As the seasons change ✓, consumers' needs for different outfits changes ✓, and therefore the fashion industry changes ✓. The only thing in the fashion industry that is certain, is that fashion will change. ✓ **Any 5x1 (5)**

Learners must be taught to start and end the paragraph by referring to the statement they had to proof. Learners may not use the exact wording from the textbook to answer the question. Own words must be used.

2. Give the names of the '**Big Four**' fashion capitals where fashion weeks take place twice yearly. (4)
 - New York ✓, London ✓, Paris ✓, Milan ✓
3. Discuss the **advantages** that technological changes had on the fashion industry. (5)
 - The invention of machines made it possible to develop textiles with new characteristics ✓, such as stretching ✓/drip-dry ✓/wrinkle free ✓.
 - Better technology made it possible to use mass-media for better marketing ✓ exposure and increased sales ✓.
 - Fabrics can be mass-produced. ✓
 - Fabrics/Outfits can be distributed to consumers faster ✓.
 - Mechanization/computerization of machines saves a lot of time. ✓
4. Briefly explain the following terminology:
 - Disposable income (2)
Income left over for spending ✓ after all monthly expenses were paid ✓.
 - Fashion Influencer (3)
A person with a large number of followers on social media ✓, that creates mainly fashion content ✓ and has the power to influence ✓ the opinion and purchase behavior ✓ of others with their recommendations ✓. **(Any 3x1)**

[15]

UNIT 8.5 PROFESSIONAL APPEARANCE

Most companies have a dress code and personal appearance policy for their employees, especially when they interact directly with consumers. Policies and requirements are usually part of the conditions of employment and therefore enforceable by the company. Professional appearance forms a vital part of the image and success of both the employee and company.

Tips to remember when dressing for a professional appearance:

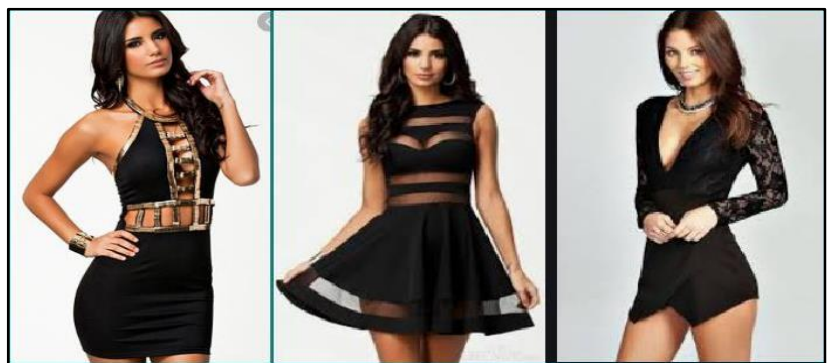
1. Wear appropriate clothing for your environment.



2. Make sure your clothes fit.



3. Revealing clothes are not appropriate for the workplace.



4. Don't wear strong perfume. Make sure your bag is neat and clean.



5. Wear well-kept, clean and polished shoes.



6. Neat and clean nails that is well-groomed. Hands and toes even if you do not wear sandals.



7. Don't over-accessorize or decorate.



8. Beards should be trimmed neatly.





ACTIVITY PROFESSIONAL APPEARANCE

Analyse the following outfits (male & female separately) to determine which outfit displays a professional appearance and is suitable for the world of work. Use the tips for professional appearance as an ADDITIONAL guide to motivate your answers. Refer to both outfits A and B when motivating your answer. (20)

| | |
|---|---|
| 1 A FEMALE OUTFIT | 1 B FEMALE OUTFIT |
|  https://www.pinterest.com/ |  https://www.stylevore.com/ (10) |
| 2 A MALE OUTFIT | 2 B MALE OUTFIT |
|  https://za.pinterest.com/ |  https://manofmany.com/ (10) |

ACTIVITY PROFESSIONAL APPEARANCE TEACHER MARKING GUIDELINES

1. B is the most suitable outfit for the world of work.✓

[1]

Motivation:

- Outfit A has an informal/casual ✓ appearance, not suited for work✓ because of the following:
 - Although the blouse is not revealing✓, the tucked in shirt with rolled-up cuffs create an informal appearance✓,
 - Tight denim pants is better suited for casual wear✓
 - Tekkies✓ and Sunglasses✓ are mostly worn informally. (Any 4/5)
- Outfit B has a professional appearance✓, suitable for work, because of the following:
 - The outfit is appropriate✓ for the professional world of work
 - The style of the outfit is classic, timeless✓ and in neutral colours✓
 - suitable for work
 - The outfit fits✓ the model well
 - The outfit is not revealing✓
 - Shoes are clean and well-kept, low heels yet comfortable✓ (Any 5/4)

2 A is more suitable for the world of work...✓

[1]

MOTIVATION:

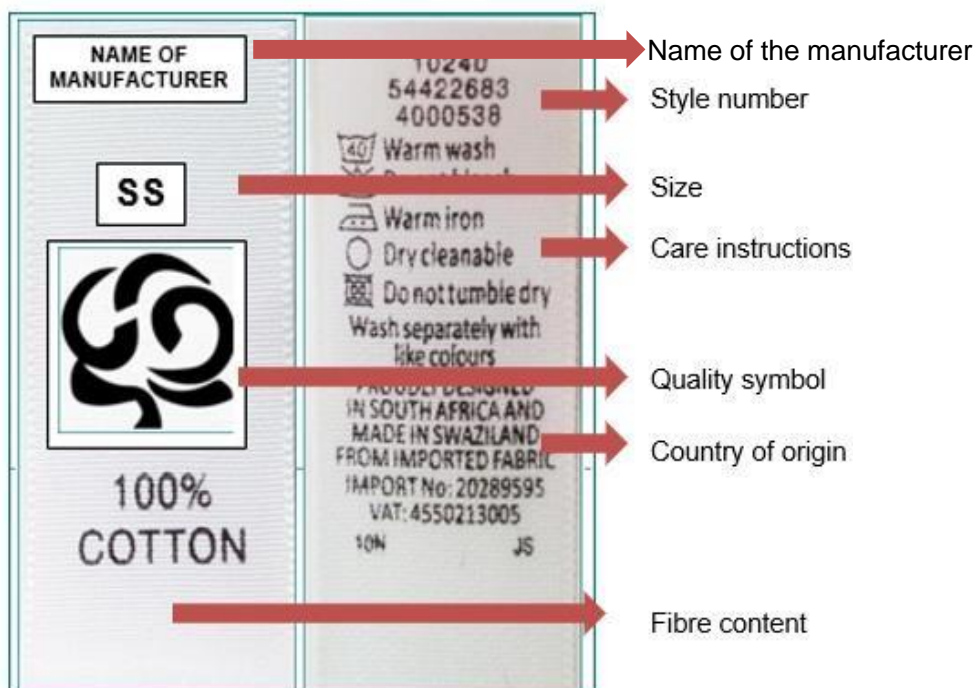
- Outfit B has an informal/casual ✓ appearance, not suited for work✓ because of the following:
 - In the world of work, the shirt and pants might be the same colour/colour scheme✓.
 - The rolled-up sleeves of the jacket✓ as well as rolled up pants✓, creates an informal appearance✓
 - For a formal appearance, socks will be worn✓
 - Tight denim pants is better suited for casual wear✓
 - Tekkies✓ and Sunglasses✓ are mostly worn informally. (Any 4/5)
- Outfit A is suitable for the formal/professional world of work, because:
 - The suit, shirt and tie is appropriate✓ for a professional environment
 - Shoes are well kept and polished✓.
 - The hair of the person is well trimmed. ✓
 - The style of the suit is classic✓, timeless.
 - The colour scheme is neutral✓ and can be ma
 - matched with different ties and shirts✓ for a formal appearance. . (Any 5/4)

TOTAL: 10

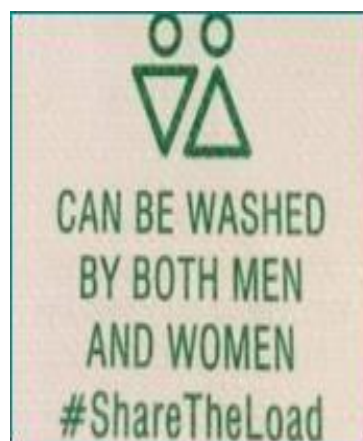
| TERM 4 INDEX | |
|-------------------|---|
| WEEK | |
| 1-3 | MODULE 9 CLOTHING <ul style="list-style-type: none"> Identify and interpret the care symbols Identify the information on a clothing label. |
| 4-7 | REVISION |
| ± 30 min per week | |

UNIT 9.1 IDENTIFY THE INFORMATION ON CLOTHING LABELS

The following information must be on a clothing label:



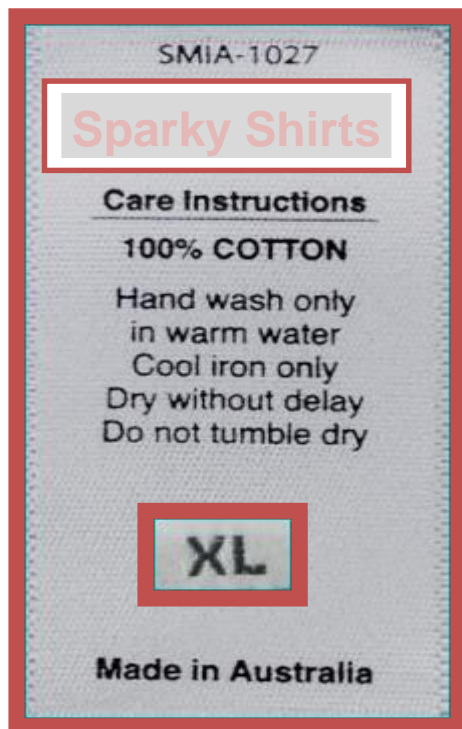
LET'S LAUGH A LITTLE...





ACTIVITY CLOTHING SYMBOLS

Study the instructions on the clothing label below. Identify the instruction in Column A on the clothing label. Copy the table in your workbook and write your answer in Column B, next to the corresponding letter (a-j). Draw the correct symbol where necessary.



ACTIVITY TEACHER MARKING GUIDELINES CLOTHING SYMBOLS

| | COLUMN A CARE INSTRUCTION | COLUMN B INSTRUCTION / SYMBOL |
|----|------------------------------|----------------------------------|
| a) | Country of origin | Australia✓ |
| b) | Fibre content | 100% Cotton✓ |
| c) | Style number | SMIA-1027✓ |
| d) | Size | XL✓ (or Extra-large✓) |
| e) | Name of manufacturer | Sparky Shirts✓ |

(5)

2. Choose from the next two quality symbols, the one that would be printed on a 100% cotton shirt.

(1)

A ✓



B



UNIT 9.2 IDENTIFY AND INTERPRET CARE SYMBOLS

TEACHER: Copy the following URL's on your web browser:

<https://www.youtube.com/watch?v=RMMCfFBIhyl>

<https://www.youtube.com/watch?v=wtmB2A5Fkf4>

With all the modern textile fabrics available to us today, and still increasing because of the latest technology, it is impossible for the consumer to know how to care for new items of clothing without a little assistance from the manufacturer.

To help the consumer, a special care label has been designed to inform the consumer how to maintain the attractive appearance of the items.

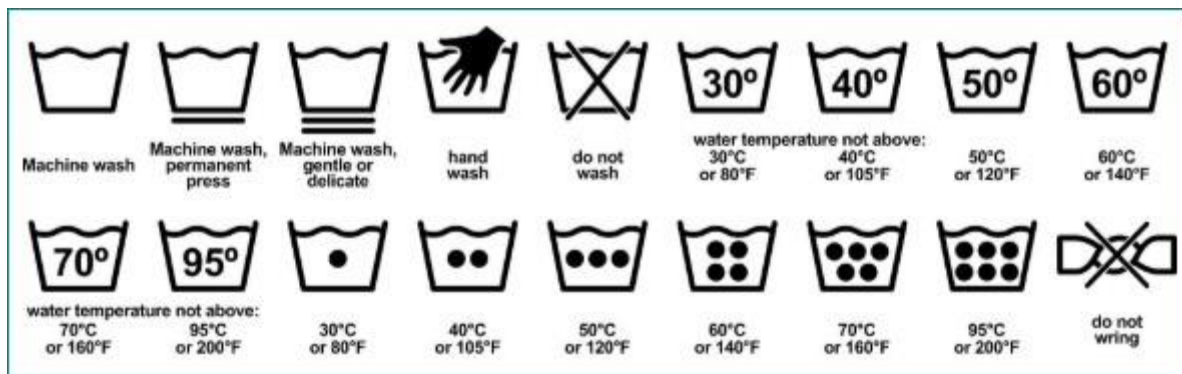
Because clothing is imported and exported, these labels must be known and understood internationally.

Thus, all manufacturers use the same system, and proper care can be taken worldwide.

THE FOLLOWING CARE LABELS ARE USED IN MANUFACTURING:

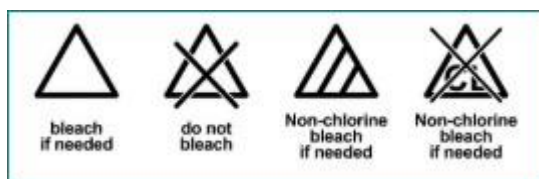
WASHING INSTRUCTIONS:

- These are denoted by a cup with water inside.
- The dots indicate the ideal temperature i.e. cool/warm/hot.
- The lines underneath indicate the ideal cycle i.e. regular/permanent press/gentle.
- An **X** means 'do not'.



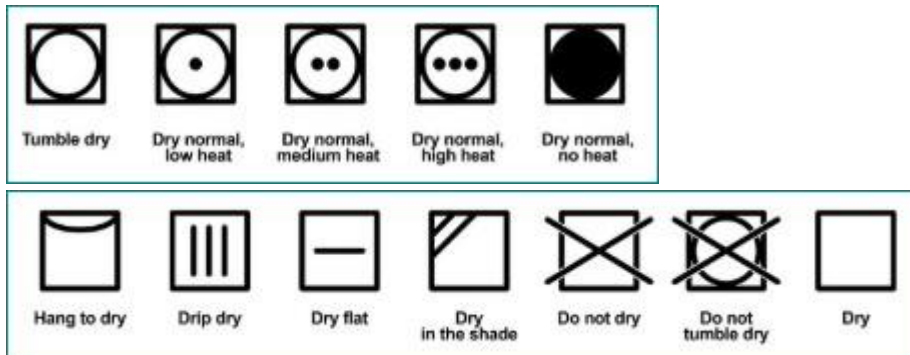
BLEACHING INSTRUCTIONS

- The bleaching instructions are denoted by a triangle.
- An **X** means 'do not'.



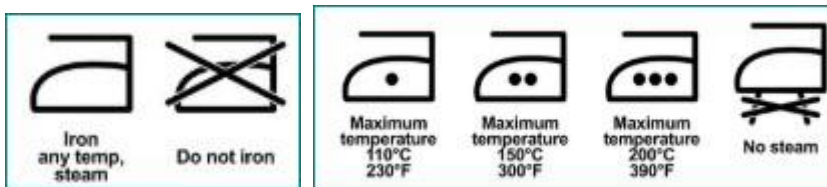
DRYING INSTRUCTIONS

- These instructions are denoted by a square.
- The dots indicate the ideal temperature i.e. cool/warm/hot.
- The lines underneath indicate the ideal cycle i.e. regular/permanent press/gentle.
- There are also special drying instructions indicating how the garment should be laid/hanged when drying.
- An **X** means 'do not'.



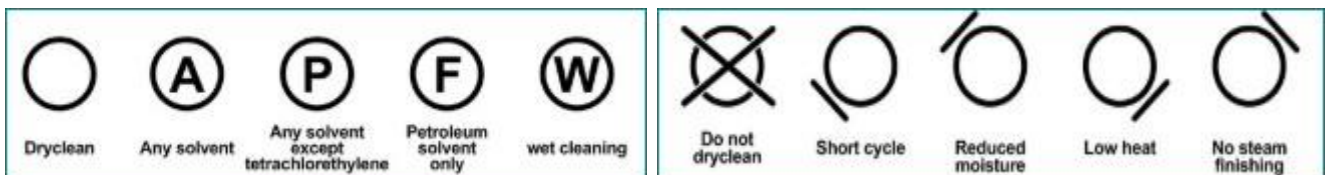
IRONING INSTRUCTIONS

- Ironing instructions are denoted by an iron.
- The dots indicate the ideal temperature i.e. cool/warm/hot.



DRY CLEANING INSTRUCTIONS

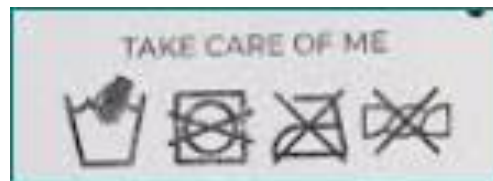
- Dry cleaning instructions are denoted by a circle.
- An **X** means 'do not'.



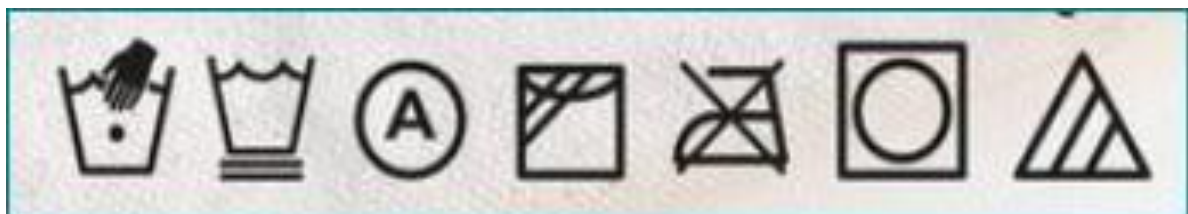
www.vectorstock.com

**ACTIVITY****IDENTIFY AND INTERPRET CARE SYMBOLS**

Study the following outfit and answer the questions that follow.



- 1 Your friend Vedika has bought this dress, with the accompanying care label attached to it. She does not know what each of the symbols mean and how she should care for the garment. Write a short note to assist her in taking good care of this dress. (4)
- 2 Study the following care labels and explain what each one means.

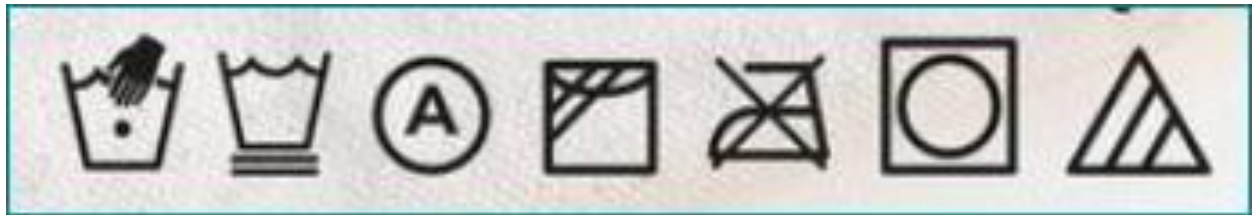


- | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| A | B | C | D | E | F | G |
| (2 marks) | (2 marks) | (2 marks) | (2 marks) | (1 marks) | (1 marks) | (2 marks) |



ACTIVITY TEACHER MARKING GUIDELINES IDENTIFY AND INTERPRET CARE SYMBOLS

1. When cleaning this garment, it should be washed by hand only.✓ The garment may not be tumble dried✓ or ironed✓. Do not wring✓ the garment. (4)
2. Study the following care labels and explain what each one means.



A (2)

B (2)

C (2)

D (2)

E (1)

F (1)

G (2)

A – Hand wash✓, cool✓, maximum 30°C.

B – Machine wash✓, gentle or delicate✓

C – Dry clean✓, any solvent✓

D – Hang to dry✓ or drip dry✓

E – Do not iron✓

F – Tumble dry✓

G – Non-chlorine bleach✓, if needed✓

(12)