



CONSUMER STUDIES

REVISION 2020 TERM 2

Grade 12

This revision program is designed to assist you in revising the critical content and skills covered during the 2nd term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The revision program covers the following topics:

General tips for writing Consumer Studies

Format of the Consumer Studies NSC Question paper

Examples of higher-order questions

Subject content

Questions – previous NCS question papers

1. INTRODUCTION

The Consumer Studies Curriculum consists of 5 main topics, namely:

1. Entrepreneurship
2. Clothing
3. Food and Nutrition
4. Housing and Interior
5. The Consumer

Each main topic consists of sub-topics and relevant concepts.

- **Study the topics as a unit.** Do not leave out any sub-topics and their related concepts when studying a main topic.
- Use the **CONCEPT CHECKLIST** (Caps document) to determine whether the core knowledge and concepts as prescribed in the Curriculum content, on which you will be assessed, was covered.
- Use your textbook and the Gr 12 Consumer Studies workbook/notebook and read through the content carefully and with insight. Make sure that you know the meaning of each of the concepts or terminology. Acquaint yourself with the way your teacher infused current Consumer issues, newspaper articles, etc. in the teaching of the subject.
- Obtain copies of **past examination questions papers** work through the questions. Practice regularly answering the different types of questions in the question paper.

2. GENERAL TIPS FOR WRITING CONSUMER STUDIES: GRADE 12

- Before you start writing, READ through the question paper.
- Read the INSTRUCTIONS and the headings of EACH question carefully
- Use the information in the case study, scenario, information window, etc. to assist you in answering the question.
- Take the mark allocation into account when answering each question.
- Avoid using 'slang' or 'sms-language' when answering the questions.
- Unless otherwise indicated, answer in full sentences.
- Understand how to **interpret the action/instruction verb** used in the question.
- Demonstrate the ability to complete the instruction given by the action/instruction verb in the response.
- Pay attention to spelling and sentence construction.
- Use any extra time, after you have completed the exam, to check whether you have attempted ALL the questions.
- Reflect on your answers and calculations if applicable.

3. FORMAT OF THE CONSUMER STUDIES QUESTION PAPER

- A three-hour question paper is written for 200 marks in Grade 12 at the end of the year.
- Only grade 12 content will be assessed. However, prior knowledge acquired in Grades 10 and 11 may also be necessary to interpret and answer some of the questions.

Layout of the external question paper

QUESTION	CONTENT GRADE 12	MARKS
1	Short questions (all concepts) Multiple choice questions, Comparison tables One-word term Select /Identify Total	10 10 10 10 40
2	The Consumer	20
3	Food and Nutrition	40
4	Clothing	20
5	Housing and Interior	40
6	Entrepreneurship	40
	TOTAAL	200

The weighting of marks allocated to the topics in Questions 1 to 6 are guided by the volume of content under each subtopic.

Example: Food and Nutrition includes many subheadings.

Types of questions

- Multiple-choice
- Matching items
- One-word items
- Scenario-based questions
- Identification of pictures/drawings/photos (source-based responses)
- Analysis/Interpretation of illustrations/graphs/tables with data
- Sequencing of concepts
- Long-response questions

NOTE:

- The topics are integrated in the question.
Ensure that you are prepared for the examination:
 - You must study all the content covered in the curriculum.
 - Write answers in **full sentences** - learners tend to use one word to answer explanatory questions.
 - Understand how to interpret the **action verb** used in the question
 - **Demonstrate the ability to complete the instruction given by the action verb** in the response
 - **USE MARKS allocated** for the question to guide the formulation of the response
 - Be well informed of the **topical issues in the country** that relate to your subject.
 - Use this information in conjunction with the **Examination Guidelines of 2017**.
- Use the **TRIM and PEEL technique** when responding to long questions
to ensure your response covers the essence of the questions asked

How to read the question! TRIM & PEEL

Give a **brief description of the food-related health condition high cholesterol.** (4)
Use the TRIM technique to analyse this question.

TRIM the question:

- T** **Topic** Which TOPIC applies to the question? *E.g. the topic is about **High Cholesterol***
- R** What are the **Restrictions** in the question? *E.g. Knowledge about this food-related condition is required.*
- I** What was the **Instruction** of the question? *E.g. Write a brief description.*
- M** What is the **Mark** allocation of the question? *E.g. for **four marks**.*

Use the PEEL method to formulate your answer.

- P** **POINT** – introduction
- E** **EVIDENCE** – limitation (source)
- E** **EXPLAIN** – own words
- L** **LINK** – conclusion

POINT: This is where your main idea (or topic sentence) goes. It should be no longer than one sentence which can be easily understood by the reader.

EVIDENCE/EXPLANATION: Here you give more detail to support your topic sentence. As part of your explanation what you mean in your topic sentence.

EXPLAIN/EXAMPLE: This is where you explain the content. Look at the mark allocation.

LINK: This is where you tie your explanation back to your point in your introduction sentence. It should be simple and easy to understand.

Here are some examples on analysis of questions
How to answer specific action words/ instruction verbs

UNDERLINE THE KEY INSTRUCTION AND KEY WORDS IN THE QUESTION, e.g.

SECTION A

Multiple choice:

The incubation period of hepatitis A is ... days.

- A 2 to 4
- B 4 to 9
- C 10 to 14
- D 15 to 45 (1)

Give ONE **WORD/TERM** for each of the following descriptions...

A condition where the glucose level in the blood drops below normal. (1)
Note how marks are allocated.

QUESTION 2

COGNITIVE LEVELS and INSTRUCTIONAL VERBS

- Questions are set at three cognitive levels and instructional verbs are used specifically to indicate the level at which a question is pitched.
- The table below shows the cognitive levels, the instructional verbs indicating the level and their explanation so you can get a sense of what is required of you and how you should respond.

Cognitive level and level of difficulty	Instructional verb	Explanation
Lower order (30%)		
Remembering	List, Give, Name	Give the answer without any explanation It is a knowledge-based question.
Middle order (50%)		
Understanding	Explain	Interpret and spell out the meaning of the idea in the question in your own words.
	Discuss	Use your own words to examine, analyse and compare ideas, opinions, or concepts in favour and against a particular issue/point.
	Describe	List the main characteristics or give an account of the idea/concept in the question.
Applying	Distinguish	Highlight the differences between two or more issues or ideas.
Higher order (20%)		
Analysing, Evaluating and Creating	Justify/Validate	Present a logical argument to prove or give reasons for decisions or conclusions.
	Analyse critically	Examine the idea in detail and show the essence or structure of the idea.
	Predict	Anticipate the outcome.
	Evaluating	Appraise or assess the idea, looking for positive and negative aspects. You are weighing and giving your opinion based on the evidence from the text or case study. A conclusion or final opinion should then be reached.
	Creating	To use information or data to develop a projection.

Examples of medium to higher-order questions

3.1 Read the scenario below and answer the questions that follow.

Saul is a 36-year-old bachelor who very seldom cooks and regularly eats a lot of junk food. He always sprinkles extra salt on his food.

3.1.1 Give a brief description of the cause of *hypertension*. (2)

3.1.2 Explain how Saul could reduce the amount of salt in his diet to prevent hypertension. (5)

3.2 Copy the table about the management of obesity below into the ANSWER BOOK and complete it.

CRITERIA	GUIDELINE TO PREVENT OBESITY	HEALTHIER ALTERNATIVE
Cooking methods used	(1)	(1)
Carbohydrate Intake	(1)	(1)

(4)

3.3 A business runs a food and beverage canteen for employees. A po
From the list below select a suitable combination for an employee suffering from coronary heart disease and motivate your choice.

ONE TYPE OF BREAD	ONE SPREAD	ONE PROTEIN FILLING	TWO ACCOMPANIMENTS
White	Butter	Garlic polony	Tomato
Brown	Margarine	Smoked Chicken	Cucumber
Whole wheat	'Lite' margarine	Tuna mayonnaise	Low-fat cheese
			Lettuce

(5 x 2) (10)

4. FEATURES AND EXPECTATIONS OF HIGHER-ORDER THINKING

- Requires you, the learner, to engage with unrehearsed or unfamiliar texts.
- Requires deep thinking
- Includes the assessment of critical, logical, reflective, and creative thinking.
- Is grounded in lower order skills and linked to prior knowledge of subject matter or content which means you need the foundational knowledge on which to expand.
- Requires you to generate the information needed to answer the question from your knowledge base and resources provided.
- Confronts you with a story, scenario, case study, problem, issue, unexpected situation.

5. SUBJECT CONTENT

NOTE: Although it is necessary to focus on the Grade 12 content you need to have a thorough understanding of the content covered in Grades 10 and 11.

5.1 Clarity of content

In term 2, the CAPS document focuses on the topic Food and Nutrition and covers the following subtopics:

- Nutritional and food related health conditions
 - A description of the health condition,
 - its causes,
 - how to prevent and
 - manage the condition.
- Food borne diseases
 - How is the disease transmitted?
 - what are the symptoms,
 - the incubation and
 - how to treat the disease
- Food additives
 - Reasons for use
 - Effect on food
 - Safety and influence on health possible allergic reactions
 - Consumer concerns over food additives
 - Should foods containing food additives be available in school tuck shops?
- Food labelling
 - Basic information on food labels
 - Misleading nutrient content claims
- Food related consumer issues
 - The impact of these consumer issues on the natural and economic environment and public health.
- Food security in South Africa
 - Self sufficiency
 - Exports and imports
 - Problems associated with local food supplies and possible solutions

Lessons from previous question papers

- The questions used are taken from previous question papers. This does not mean that these questions will be phrased in the same manner again.
- These papers are there to give us an idea of how examiners phrase questions and what are the expectations of each question.
- The important thing is to develop the skill to apply and analyse any question no matter how it is phrased because you have gained mastery of the content and can respond accordingly.
- In the next pages, you will get to see how questions are asked and what kind of response is expected from you as a learner to obtain full marks.

FOOD AND NUTRITION

Nutritional and food related health conditions, food labelling and food related consumer issues.

You will be given a scenario/case study with any of the following possible information:

- Story about a person suffering from a nutritional or food related disease e.g. hypertension, obesity.
- You may be given a physical example of her diet or food the person has eaten or currently eats.
- Other relevant information may also be included that adds value to the case study.
- Study carefully everything about the person or family.
- Some of the answers can and will be found in the scenario.
- Underline key words to ensure that you refer to all the aspects included in the scenario.

HOW DO I TACKLE THIS TYPE OF QUESTION?

- ❖ Identify the condition or disease being referred to in the scenario e.g. atherosclerosis, diabetes, or anaemia.
- ❖ You have background knowledge of the condition e.g. definition; symptoms; causes, prevention measures and/or management of this condition.
- ❖ You need to have thorough knowledge of your nutrients, their functions in the body (grade 11 work)
 - Look at the food items and identify those that are good and bad to eat by a diabetic person and
 - Why they are good or bad
 - Give good reasons supported by the function of the nutrients, explaining the impact of the nutrient in the body.

NB: It is not only important to know the function of a nutrient but also to know its advantage and disadvantage in order to give a complete answer to obtain the full marks.

- When the question has two parts, make sure that you do not mix up the answers within the two sub-questions.
- Always look at the mark allocation when you are formulating your response. (4X2) indicates that you must refer to four facts and give a good explanation on each one.
- Motivate/predict/suggest means that you must give a reason for a statement that you make.

Below are two examples of questions from previous papers. One is on diabetes and the other on osteoporosis. Let us see how you can answer the following questions.

A. Nita is a teacher who suffers from diabetes. She packed a lunch box with the following foods.

- **Whole-wheat bread** sandwich with **canola margarine** and **chicken mayonnaise**
- **Tuna, tomato,** and **avocado pear** salad
- **Apple**
- **Short bread biscuit**
-

Due to her busy schedule, she did not get time to eat while at school. While shopping that afternoon, she drank an energy drink. Soon thereafter she became dizzy, confused, and lost consciousness. She was rushed to hospital.

Nov. 2015

FUNCTIONS OF NUTRIENTS

- **Nutrients have specific functions in the body to make it perform at its best.**
- **Some foods contain little or no beneficial nutrients and these cause the development of diseases**

QUESTIONS

- **Evaluate** the **suitability** of the food in Nita's lunch box to **manage** her **diabetes.** (6)
- Explain why Nita experienced Hypoglycaemia (4)

CASE STUDIES/ SCENARIOS



NUTRIENTS IN FOOD

Nutrients in the food items given

Vitamins: A, C, D, E, K
 B- Vitamins
 Minerals: Iron, Calcium,
 Phosphorus, Zinc,
 Selenium
Carbohydrates,
 Proteins,
 Type of Fats,
 Antioxidants
 Glycaemic Index
 (Low, Intermediate or
 hiahHiah)

B. Wendy and her three sisters live with their grandmother in a one-bedroom, low-cost (RDP) house. Her grandmother has **osteoporosis**. The grandmother's pension money is too little to provide them with balanced meals. Most of the time they eat **porridge** with **milk**. Her grandmother has a small vegetable garden. She grows **spinach, onions, green peppers tomatoes, carrots, strawberries,** and **oranges** for household use. When her grandmother can afford it, she serves **canned fish or eggs** with the porridge for supper. Wendy recently started coughing severely and has blood in her sputum. She also has chest pains and is losing a lot of weight

March 2015

IMPACT OF NUTRIENTS ON THE BODY

- **do they help to fight the disease? Explain**
- **do they worsen the condition and HOW?**
- **do they help manage the condition?**

Questions

- **Discuss** how their **diet contributes positively** to the **grandmother's** management of **osteoporosis.** (6)
- **Evaluate** the impact of the **vegetables** and **fruit** on **Wendy's** health. (8)

EXAMPLE SCENARIO A

EXAM ITEM	FOOD ITEMS	POSITIVE IMPACT	NEGATIVE IMPACT
Evaluate Evaluate means looking at the good and bad impact of food on the person and formulate a conclusion whether the diet or food is suitable or not.	<ul style="list-style-type: none"> Whole-wheat bread 	Fibre rich✓ and has low GI✓ <ul style="list-style-type: none"> Reason: digested slowly and better control fluctuations in blood glucose✓ Lowers total cholesterol level✓ 	
	<ul style="list-style-type: none"> Canola margarine 	<ul style="list-style-type: none"> Has unsaturated fat✓ Help to regulate the amount of fat in food. ✓ 	
	<ul style="list-style-type: none"> Chicken mayonnaise 		<ul style="list-style-type: none"> Mayonnaise contains high amounts of fat✓ which could lead to obesity/overweight✓
	<ul style="list-style-type: none"> Tuna 	<ul style="list-style-type: none"> Has unsaturated fat✓ that will reduce the risk of heart diseases✓ 	
	<ul style="list-style-type: none"> Tomato 	<ul style="list-style-type: none"> Has low GI✓ and is fibre rich✓ 	
	<ul style="list-style-type: none"> Avocado pear 	<ul style="list-style-type: none"> Contains unsaturated fats✓ which will lower the risk of heart disease and stroke✓ 	
	<ul style="list-style-type: none"> Apple 	<ul style="list-style-type: none"> Has low GI ✓ and is fibre rich✓ 	
	<ul style="list-style-type: none"> Short bread biscuit 		<ul style="list-style-type: none"> Contains Trans fats✓. The biscuit has an intermediate GI ✓ and contains sugar which increases blood sugar levels✓
CONCLUSION	MOST OF THE FOOD ITEMS IN THE LUNCH BOX ARE SUITABLE FOR MANAGING DIABETES		

- **Nita experienced hypoglycaemia while shopping. Explain what caused this condition.**

There is hyper and hypoglycaemia. Hyper meaning high and hypo low glycaemia relates to blood glucose.

Look at the scenario and see what she did that may have caused her to suffer from hypoglycaemia i.e. her blood glucose levels drop. Also explain how this happened.

- She packed lunch but did not have time to eat it. ✓
- Drank an energy drink on an empty stomach✓
- The energy drink which is high in sugar✓ caused a sharp rise in her blood glucose levels. ✓
- Her body overreacted which resulted in her pancreas producing too much insulin to transport the glucose to her cells. ✓
- This decreased her blood glucose levels rapidly✓ and resulted in dizziness, confusion, and loss of consciousness.

EXAMPLE: SCENARIO B

EXAM ITEM	FOOD ITEMS	POSITIVE ASPECTS	
<p>Discuss: Osteoporosis</p> <p>Explain in depth about the role each food item plays in ensuring that the grandmother's osteoporosis is properly managed. To do that each function of each nutrient found in each relevant food item is discussed thoroughly and its impact analysed and discussed.</p>	<ul style="list-style-type: none"> • Canned fish 	<ul style="list-style-type: none"> • if eaten with the bones✓, will provide calcium✓ building bones and teeth✓ <p>Canned fish (oily fish)✓ that contains Vitamin D✓ that assists in the absorption of calcium✓and its incorporation into the bones.✓</p> <ul style="list-style-type: none"> • Has protein✓ which assists with connective tissue synthesis/building tissues✓ 	
	<ul style="list-style-type: none"> • Milk 	<ul style="list-style-type: none"> • Contains calcium✓, phosphorus✓ and vitamin D✓that strengthens bones✓ and protein ✓ which assists with connective tissue synthesis/building tissues✓ 	
	<ul style="list-style-type: none"> • Spinach 	<ul style="list-style-type: none"> • The spinach provides calcium✓ 	
	<ul style="list-style-type: none"> • Green peppers 	<ul style="list-style-type: none"> • Has unsaturated fat that will reduce the risk of heart disease✓ 	
	<ul style="list-style-type: none"> • Eggs 	<ul style="list-style-type: none"> • Has protein✓ which assists with connective tissue synthesis/building tissues✓ 	
	<ul style="list-style-type: none"> • Tomato 	<ul style="list-style-type: none"> • Has low GI✓ and is fibre rich✓ and contains vitamin C 	
	<ul style="list-style-type: none"> • Carrots 	<ul style="list-style-type: none"> • Contains unsaturated fats✓ which will lower the risk of heart disease and stroke✓ 	
	<ul style="list-style-type: none"> • Strawberries✓ and Oranges ✓ 	<ul style="list-style-type: none"> • Contain vitamin C ✓ which is necessary for collagen/ connective tissue synthesis/building tissues.✓ 	
<p>CONCLUSION</p>	<p>A FOOD ITEM WILL ONLY BE MARKED CORRECT WHEN LINKED TO THE CORRECT NUTRIENT AND FUNCTION. MOST OF THE FOOD IS SUITABLE FOR MANAGING OSTEOPOROSIS.</p>		

NB When you evaluate you must always give a conclusion e.g. good/bad or yes/no depending on the question

- You should answer all the nutritional and food related health conditions using the framework above, whether the question is on obesity, HIV, anaemia, HBP etc. You will be required to know the food source, the nutrient, function, and the impact of the nutrient in managing the disease. Try and refer to each of the food given in the scenario.

FOODBORNE DISEASES

Foodborne disease	Transmission	Symptoms	Incubation period	Treatment
A Hepatitis A				
B E-coli infection				
C Dysentery				
D Gastro-Enteritis				
E Tuberculosis (TB)				

- ❖ Draw yourself a table like the one above and complete it by filling in the empty spaces.
- ❖ HINT: Most have similar symptoms occurring in all five of the diseases. You will therefore only need to know a few except in a case where a question asks for a specific symptom.
- ❖ The transmission possibilities are also similar except for TB which is airborne. Look at these similarities and note them in the above diagram making it easy for you to memorise at a glance.

Food Additives (You must Know)

- Reasons for use
- Effect on food
- Safety and influence on health possible allergic reactions
- Consumer concerns over food additives
- Should foods containing additives be available in school tuck shops?

Explain ONE function of EACH of the following food additives:

- Emulsifiers
- Stabilisers
- Antioxidants

Should foods containing food additives be sold in school tuck shops? Explain the impact of these foodstuffs on the:

- Emotional well-being and
- Physical well-being of school children

Food Labelling (You must know)

- Source of information
- Interpretation of food labels
- Misleading nutrient content claims

Study the examples/labels below and see if you can

- identify the information found on the food label and
- what claims are being made about the product.



Only one official language is required

Allergens should be listed in brackets after the ingredient

Nutrient analysis table mandatory if any claims are made on the label

Ingredients must be listed in descending order of mass

Nutrient analysis table must be in the prescribed format

Nutrient analysis must be carried out by SANAS approved lab, if claims are made on the label

OAT MUFFIN MIX

INGREDIENTS
wheat flour, brown sugar, oat bran, polydextrose, dextrose, raising agent, ...

BESTANDELE
Tweelief, bruin suiker, havermout, polydextrose, dekoste, rooibos, ...

NUTRIENT INFORMATION		Per 100g (g)	Per 100g (kcal)
ENERGY	1075 kJ	25.7 g	118
PROTEIN	4.5 g	1.1 g	23
CARBOHYDRATE	25.1 g	5.7 g	118
FIBRE	1.1 g	0.3 g	12
SUGAR	1.1 g	0.3 g	12

* ONE SERVING = 1 x 10g MUFFIN

K&L Recommended daily allowance for persons 12 years of age and over

CONTAINS NO PRESERVATIVES, FLAVOURANTS OR COLOURANTS.

Food related consumer issues

These issues are focused on irradiated food, genetically modified foods (GMO) and organically grown food. Consumers are concerned about the impact of these crops on human health as well as on the physical and economic environments.

Natural environment: Soil/ land where plants grow, and animals feed on. This also refers to the animals bred on the land.

Economic environment: The exchange of money between the manufacturers and consumer and the money spent in food production of these foods.

You should be able to:

- Give a description or definition of genetically modified food, organically grown food and irradiated food.
- Explain and evaluate the impact of genetically modified food, organically grown food and irradiated food on the natural and economic environment including public health.
- The costs involved in producing these kinds of food for the manufacturer and the consumer who has to pay for them.
- State THREE benefits and THREE challenges that organically grown food may have for the natural environment.
- Name FOUR **advantages** and FOUR disadvantages of **genetically modified food** with regard to the **economic environment**.

Food security and local food production

The focus is on what causes food insecurity in a country like SA. The role self-sufficiency, imports and exports have on food security.

- How can we become self-sufficient?
 - Give a definition of food security.
 - Write a paragraph to explain how home-grown or community food gardens may positively contribute to food security.
 - Discuss problems associated with local food supplies and possible remedies.
 - Describe exports and imports of food in South Africa.
 - Write a paragraph to explain how home-grown or community food gardens may positively contribute to food security.
- South Africa often experiences periods of drought. Analyse how droughts may impact on food security.

HINTS: for answering the above questions

- These are usually higher cognitive questions requiring analysis, evaluation, and synthesis of knowledge as it applies in an identified context
- Always look at the mark allocation when answering these questions.
- When a paragraph is asked, your answer must be in a paragraph form. And if not then you will lose a mark for not responding in a paragraph form.
- If you are **not required** to give a specific number of facts give as many as you can think of.
- If the question states four reasons, then only the first four responses are marked.
- If the questions, ask for predict or suggest try and relate to your own personal experiences or what is currently in the media about a specific issue.
- You have to be aware of topical issues as they pertain to your subject.

		<i>Question 3 from question papers between 2017 and 2019</i>											
March 2017	3.1	Give THREE reasons why antioxidants are used as food additives.	(3)										
	3.2	Give TWO guidelines to reduce the risk of dysentery being transmitted through water.	(2)										
	3.3	Discuss TWO reasons for food irradiation of fruit and vegetables.	(2 x 2) (4)										
	3.4	Answer the following questions about diabetes.											
	3.4.1	Give a brief description of the condition diabetes.	(3)										
	3.4.2	Explain what the consumer can do to prevent type 2 diabetes.	(5)										
	3.5	Discuss how a high intake of fruit and vegetables will contribute to the management of anaemia.	(2)										
	3.6	Read the scenario below and answer the questions that follow.											
		Saul is a 36-year-old bachelor who very seldom cooks and regularly eats a lot of junk food. He always sprinkles extra salt on his food.											
		3.6.1 Give a brief description of the cause of hypertension.	(2)										
	3.6.2 Explain how Saul could reduce the amount of salt in his diet to prevent hypertension.	(5)											
	3.7 Copy the table about the management of obesity below into the ANSWER BOOK and complete it.												
	<table border="1"> <thead> <tr> <th>CRITERIA</th> <th>GUIDELINE TO PREVENT OBESITY</th> <th>HEALTHIER ALTERNATIVE</th> </tr> </thead> <tbody> <tr> <td>Cooking methods used</td> <td>(1)</td> <td>(1)</td> </tr> <tr> <td>Carbohydrate intake</td> <td>(1)</td> <td>(1)</td> </tr> </tbody> </table>			CRITERIA	GUIDELINE TO PREVENT OBESITY	HEALTHIER ALTERNATIVE	Cooking methods used	(1)	(1)	Carbohydrate intake	(1)	(1)	(4)
CRITERIA	GUIDELINE TO PREVENT OBESITY	HEALTHIER ALTERNATIVE											
Cooking methods used	(1)	(1)											
Carbohydrate intake	(1)	(1)											
	3.8 A business runs a food and beverage canteen for employees. A popular light snack is sandwiches with a choice of fillings.												

From the list below select a suitable combination for an employee suffering from coronary heart disease and motivate your choice.

ONE TYPE OF BREAD	ONE SPREAD	ONE PROTEIN FILLING	TWO ACCOMPANIMENTS
White	Butter	Garlic polony	Tomato
Brown	Margarine	Smoked chicken	Cucumber
Whole wheat	'Lite' margarine	Tuna mayonnaise	Low-fat cheese
			Lettuce

(5 x 2) (10)
[40]

Nov
2017

- 3.1 Describe the term organic food. (2)
- 3.2 Explain ONE function of EACH of the following food additives:
- 3.2.1 Emulsifiers (2)
- 3.2.2 Antioxidants (2)
- 3.3 Explain how irradiation extends the shelf life of food. (3)
- 3.4 Answer the following questions on home-grown or community food gardens.
- 3.4.1 Write a paragraph to explain how home-grown or community food gardens may positively contribute to food security. (5)
- 3.4.2 Discuss how produce from home-grown or community food gardens could improve the diet of a person living with HIV/Aids. (8)
- 3.5 Read the information below and answer the question that follows.

Despite efforts made, the occurrence of TB and deaths caused by TB have increased threefold in South Africa over the past decade. More than 400 000 cases of TB must be treated yearly, but only 50% of them are healed. This shows a shortcoming in TB control. TB cases are identified, but they are not treated well enough. Unemployment and crowded informal urban settlements are increasing. This leads to failures in supervising and the follow-up of treatment.

[Adapted from the National Institute for Communicable Diseases]

- Explain why TB is spreading and the treatment seems to be failing in South Africa. (4)
- 3.6 Give reasons why sugar tax on sugar-sweetened beverages may assist in the management of Type 2 diabetes. (4)

3.7 Study the information below that appeared on the label of Summer Bean Salad and answer the questions that follow.

SUMMER BEAN SALAD

Nutritional information

	Per 100 g serving	Per serving
Portion size (g)	100	125
Energy (kJ)	274	343
Protein (g)	3,8	4,8
Glycaemic carbohydrates (g) of which: Total sugar (g)	11,0 3,8	13,8 4,8
Total fat (g) of which:	0,7	0,9
Saturated fat (g)	0,2	0,3
Transfat (g)	0,0	0,0
Monounsaturated fat (g)	0,3	0,4
Polyunsaturated fat (g)	0,2	0,3
Cholesterol (mg)	1	1
Dietary fibre (g)	5,9	7,4
Total sodium (mg)	303	379

Ingredients:

Beans (72%), corn (6%), butter beans, red kidney beans, green beans, barloti beans, vinaigrette (water, vinegar, sugar, salt, starch, herbs), celery, sweet corn

- 3.7.1 Explain why the salad is NOT suitable for a person suffering from anaemia. (3)
- 3.7.2 Evaluate the suitability of the nutrient content of the salad for a person suffering from coronary heart disease. (7)
- (40)

- May/ June 2018
- 3.1 Give FIVE nutritional guidelines to manage hypertension. (5)
- 3.2 State FOUR causes of iron-deficiency anaemia. (4)
- 3.3 Write a paragraph to explain the effect of high glycaemic index (GI) foods and low glycaemic index (GI) foods on blood glucose levels. (4)

3.4 Read the information below and answer the questions that follow. **LOOK**

AFTER YOUR HEART WITH THESE HEART-HEALTHY FOOD EXCHANGES ...

Potato crisps → popcorn
Butter → canola oil for food preparation
White, refined flour → brown, whole wheat flour

[Source: Pick-n-Pay Fresh living magazine, October 2016]

Explain reasons for the exchange of the foods above:

- 3.4.1 Potato crisps exchanged with popcorn (2)
3.4.2 Butter exchanged with canola oil for food preparation (4)
3.4.3 White, refined flour exchanged with brown, wholewheat flour (2)
- 3.5 Read the scenario below and answer the questions that follow.

A school in a small rural farming community has very little infrastructure. The school struggles financially yet they have a sports day every year. There are many farmers in the community involved with organic farming. They sponsor the school with maize meal and fresh milk for breakfast and raw mince, rice and vegetables for lunch. They also provide them with buckets of water from a private local dam.

The school managed to buy a small, portable gas stove to cook the food. While they were preparing mince for lunch they ran out of gas. Everybody ate quickly and carried on with the programme. A few hours later the learners and staff had severe stomach cramps and watery diarrhoea which became bloody. Some of them had to be hospitalised.

- 3.5.1 Identify the food-borne disease that the learners and staff developed. (1)
3.5.2 Recommend the treatment that the affected learners and staff must receive. (4)
3.5.3 Suggest FIVE ways in which the learners and staff could have become (5)

3.6 Read the scenario below and answer the questions that follow.

Sonia feels overweight. Often, she cannot help herself eating large amounts of food. She then feels guilty and depressed, so she purges everything she eats. Her worried mother took her to the doctor who suggested treatment.

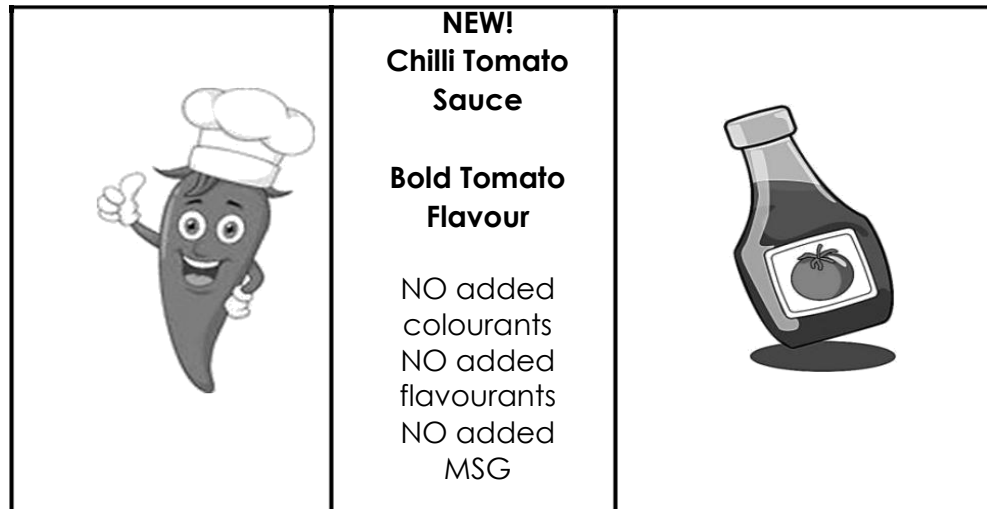
- 3.6.1 Name the disorder Sonia suffers from. (1)
3.6.2 Analyse how the following will assist Sonia in recovering:
(a) Psychological treatment (4)
(b) Nutritional education and treatment (4)

[40]

Nov 2018	3.1 Give TWO reasons why stabilisers are added to food. (2)
	3.2 Food labels protect consumers, provide information, and help with the choice. of food items for a healthy diet. List the information on a food label that will meet these aims. (4)
	3.3 Read the scenario below and answer the questions that follow.
	Nicole is a 55-year-old voluntary nursing assistant and has a long history of obesity. She enjoys cake, chocolates, fried meat and fizzy drinks. She is very inactive. Recently she automatically started losing excessive weight, she remains tired and thirsty and struggles with infections that do not heal quickly. She is slowly losing feeling in her feet and legs. The doctor warned that her cholesterol levels are high, although she does not have atherosclerosis or high blood pressure yet. He recommended the intake of monounsaturated fat and physical exercises.
	3.3.1 Define the health condition obesity. (2)
	3.3.2 Give ONE reason for Nicole's obesity. (2)
	3.3.3 (a) Other than obesity, identify the food-related health condition that Nicole is suffering from due to her high carbohydrate intake. (1)
	(b) Explain the causes of the food-related health condition identified in QUESTION 3.3.3(a). (5)
	3.3.4 Nicole was concerned that she might be HIV positive. Give TWO reasons for her concern. (2)
	3.3.5 Explain why Nicole has high cholesterol levels. (6)
	3.3.6 Describe the advantages of the following for Nicole:
	(a) Physical exercises (2)
(b) The inclusion of monounsaturated fats in her diet (2)	

	<p>3.4 Read the scenario below and answer the questions that follow.</p> <p>According to food safety regulations, Listeria is a bacterium found in soil, water and vegetation. It can also occur in some animals, such as poultry and cattle. Raw milk and foods made from raw milk may carry the bacteria and cheaper processed meats may be a source of Listeria.</p> <p>The majority of people infected by Listeria recover within seven days. However, those with a compromised immune system, e.g. older adults, infants or pregnant women require urgent medical care. Treatment involves either a course of antibiotics or fluids through a drip.</p> <p>The treatment of listeriosis is usually symptomatic and depends on the severity of the disease. If the infection is severe, antibiotics may be recommended. [Source: www.cgcsa.co.za, www.fedhealth.co.za, www.health.gov.za]</p> <p>3.4.1 Explain how poor food hygiene of consumers living in rural areas contributes to the transmission of listeriosis. (2 x 2) (8)</p> <p>3.4.2 Discuss why listeriosis affects consumers in the low socio-economic group so readily. (4 x 2) (8)</p> <p style="text-align: right;">[40]</p>
May/ June 2019	<p>3.1 State the purpose of food irradiation. (1)</p> <p>3.2 Explain how a person suffering from hypoglycaemia can be treated. (4)</p> <p>3.3 Discuss why people suffering from gluten intolerance often suffer from nutrition. (3)</p> <p>3.4 Discuss the ways in which the transmission of most food-borne diseases can be prevented, with specific reference to:</p> <p>3.4.1 Personal hygiene (3)</p> <p>3.4.2 Water (3)</p> <p>3.4.3 Kitchen hygiene (3)</p>

3.5 Study the label below and answer the questions that follow.



[Adapted from a label for Wellington's Tomato Sauce that appeared in an advertisement in the November 2017 issue of the Fresh Living magazine]

3.5.1 Give the term for the substances mentioned on the label. (1)

3.5.2 (a) State the function of MSG. (1)

(b) Explain why this sauce label states, 'No added MSG'. (3)

3.6 Spring Green Frittata is one of a series of recipes that are diabetes friendly. Study the list of ingredients and answer the questions that follow.

SPRING GREEN FRITTATA*

Serves 6

- 10 ml canola oil
- 1 onion, sliced
- 2 cloves garlic, crushed
- 125 ml peas
- 150 g baby spinach
- 6 broccoli tender stems, halved
- 8 eggs
- 80ml low-fat evaporated milk
- Ground pepper
- 50g reduced-fat feta cheese

Serve on whole-wheat or rye bread.

* Frittata is an egg-based dish similar to an omelette or crustless quiche.

[Source: Fresh Living magazine, November 2017]

The following question must be completed in the table below.

(a) Name THREE vitamins that play a role in strengthening the immune system of a person with HIV/Aids.

(b) Identify an ingredient in the recipe that is a good source of each of the vitamins listed in QUESTION 3.6.1(a).

Redraw the table below in your ANSWER BOOK to answer the question.

(a) THREE vitamins that play a role in strengthening the immune system of a person with HIV/Aids	(b) Ingredient in the recipe that is a good source of the vitamin
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(3 x 2) (6)

3.6.2 Identify TWO ingredients that must be avoided by a person with a dairy allergy. (2)

3.6.3 Analyse this recipe and explain why it is diabetes friendly. (5 x 2) (10) [40]

The Consumer Studies content includes concepts and terminology specific to the subject, therefore every lesson should include an explanation of the terminology pertaining to the topic or sub-topic.

You must understand the concepts and terminology when answering the questions especially if layered. By not being familiar with the terminology many marks may be lost unnecessarily.

Wishing you the best with your studies.