Western Cape Government

Western Cape Education Department
**Directorate: Curriculum FET**

# CONSUMER STUDIES

## REVISION BOOKLET

## 2025 TERM 1

## Grade 10

This revision program is designed to assist you in revising the critical content and skills that you have covered during the 1st 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 examination.

The revision program covers the following topics:

- The Consumer
- Food and Nutrition

**This revision package includes:**

- An overview of the work of Term No. 1
- Revision of the work of Term No. 1
- Revision of important terminology
- Layout of the final theory examination for the subject
- Activities and examination questions for revision

# 1- Introduction:

**Dear Grade, 10-learner**

Welcome to Consumer Studies! This subject will teach you how to be a responsible consumer. You are already busy with the work of the first term, and this package will help you to revise the work so that you can do well in the tests and exams.

Work through this package thoroughly and enjoy it! Good luck with the term.

## 2- Overview of the work of Term No. 1:

The work of the first term focuses on the chapters of **The Consumer** and **Food and Nutrition**. The following is an outline of the core units in these chapters:

**The Consumer:**

| Content: |
| --- |
| **What is a consumer?**<br>• The definition of a consumer.<br>• Consumers' needs and wants.<br>• Maslow's hierarchy of needs.<br>• Consumer rights and responsibilities. |
| **The decision-making process:**<br>• What does it mean when a consumer makes a choice?<br>• Types of decision-making (Spur-of-the-moment decisions, habitual decisions, intuitive decisions).<br>• Consumer rational decision-making process. - Problem recognition, information search, evaluation of alternatives, purchase decision, and post-purchase behaviour. |
| **Sustainable consumption:**<br>• Defining sustainable consumption.<br>• Principles of sustainability.<br>• Sustainable consumption decisions.<br>• Good buying habits and the importance of buying locally. |
| **Factors influencing consumer buyer behaviour:**<br>• Psychological (motivation and needs; personality; perception; knowledge; values, attitudes; lifestyle).<br>• Socio-cultural (personal, reference group, family, social class, culture, subculture).<br>• Economic (income, credit facilities, price). |

**Food and Nutrition:**

| Content: |
| --- |
| **The food practices of consumers:**<br>• The influence of culture, religion, socioeconomic status, education, attitudes, emotions and other people on the food practices of consumers. |
| **Energy and nutritional requirements of consumers:**<br>• South Africa's food-based dietary guidelines.<br>• The food groups in the South African food guide pyramid (six groups).<br>• Recommended number of servings per day per food group for young adults and adolescents.<br>• Terminology in nutrition: nutrition, malnutrition, nutrients, balanced diet, balanced meal, meal plan, menu. |
| **The nutrients and their functions in the food guide pyramid:**<br>• Protein, carbohydrates, lipids, and water.<br>• Minerals (calcium, phosphorus, iron).<br>• Vitamins (fat-soluble, water-soluble). |
| • Compare a day's food intake of a young adult with the food guide pyramid in terms of foods, number of servings and portion sizes.<br>• The impact of food choices on own health. |
| **Daily meal planning for young adults according to nutritional factors:**<br>• How to plan a menu for a meal (choosing dishes). |

You must ensure that you work through all of this work and that you know the important terminology of each chapter. But it is first important to revise the work from the first term in the next part of this package.

## 3- Layout of the final theory examination:

Both topics (**The Consumer** and **Food and Nutrition**) will be examined at the end of the year's theory examination. You must know this work well. You will also write about this work at the end of the first term.

Below is the structure of the final paper and the mark allocation of each topic. The topics, Food and Nutrition, The Consumer and Entrepreneurship have a higher mark allocation compared to the rest. This means you must spend more time studying these topics with diligence and understanding.:

**Final Exam Paper:**

| | | Marks | | |
|---|---|---|---|---|
| | **Contents** | **Grade 12** | **Grade 11** | **Grade 10** |
| Question 1 | Short questions (all topics) | 40 | 40 | 40 |
| Question 2 | The consumer | 20 | 30 | 40 |
| Question 3 | Food and nutrition | 40 | 40 | 40 |
| Question 4 | Clothing | 20 | - | 30 |
| | Fibres and fabrics | - | 30 | |
| | Design elements and principles | - | | - |
| Question 5 | Housing | 40 | 30 | 30 |
| Question 6 | Entrepreneurship | 40 | 30 | 20 |
| | **TOTAL** | **200** | **200** | **200** |

You will see that the two topics from the first term count for **80 marks altogether** in the final exam. It is almost half of the question paper. Make sure that you know the work very well! To help you study the work and revise, you can turn to the last section of this revision package to work through previous examination questions that will test your knowledge of the work from the first term.

# REVISION:

## *The Consumer*

**PURPOSE:** The purpose of this section is for you to revise the work done in the first term so that you can work through the important concepts.

**Follow these steps:**

1- Study the following pages from the textbook for this chapter:

- **Oxford textbook:** Pages 11 to 22.
- **FOCUS-textbook:** Pages 16 to 39.

2- Work through the summary on The Consumer.

3- Study the important terminology and do a short activity about the terms.

4- Work through the practice and examination questions.

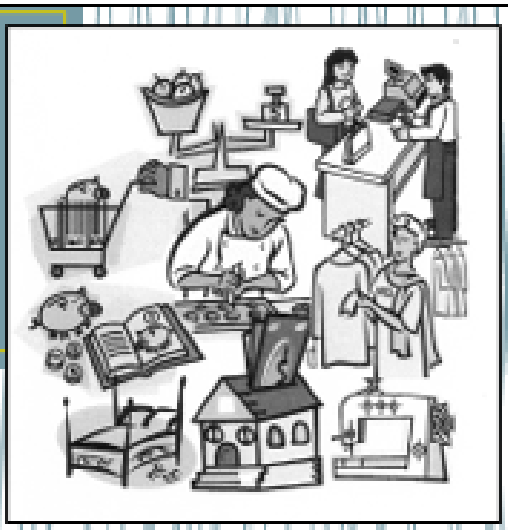
## 4- SUMMARY (THE CONSUMER):

### WHAT IS CONSUMER STUDIES?

Chapter 1

Unit 1 and 2

GR 10



### 2 FOCUS AREAS OF CONSUMER STUDIES

**CS has the following goals:**

- 1. The development of responsible and informed consumer decisions for the optimal use of resources.

- 2. Production and marketing of quality products through entrepreneurship skills.

Both focus areas are applicable to food and nutrition, clothing, housing, household furniture and equipment.

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## WHAT WILL YOU LEARN IN CONSUMER STUDIES?

**Theory**

**7 topics:**

1. **The consumer**
2. **Food and nutrition**
3. **Design elements and principles**
4. **Textile fibres and textiles**
5. **Clothing**
6. **Housing and interior**
7. **Entrepreneurship**

(also see p. 9 and 10)

**Practical**

**Food production:**

1. **Use of kitchen equipment and apparatus**
2. **Interpretation of recipes**
3. **Preparation techniques, mixture methods, and cooking methods**
4. **Production of quality marketable food products**
5. **Criteria for quality products**

**Advantages of consumer education:**

- Encourages consumers to *evaluate* products and services.
- Provide skills that enable consumers to change their lifestyles and to take *responsibility for their choices.*
- Develop *responsible consumer behaviour*, such as budgeting, saving, limiting credit transactions, and payment of debts.
- Teaches consumers their *rights and responsibilities.*
- Give consumers the *self-confidence* to participate in the community and to play *active roles as citizens of the country.*

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**Consumer educate promotes the community by:**

- Increases understanding between consumers and manufacturers.
- Consumers become aware of the social impact that their decisions have on the available resources.
- Empowers consumers to take decisions that can contribute to the change and improvement in other people's lives.
- Increase consumer activism which leads to improved products and services, consumers that refuses to buy unsafe products or to buy products that are manufactured in inhumane circumstances, and manufacturers are required to improve work circumstances.

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## Consumer Studies can benefit the country's economy and businesses because:

- Knowledgeable consumers can ***make better choices*** and have more realistic expectations of products and services.
- Educated consumers have ***higher expectations*** and it has a positive influence on competition because companies are required to improve their products and services.
- Businesses can ***increase turnover*** if their products and services are of a food quality that satisfies the needs of consumers.

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## Characteristics of Entrepreneurship

- It is about the identification of opportunities and to create useful ideas in practice.
- It requires creativity, ambition, and willingness to take risks.
- Identify a potentially profitable business opportunity.
- The ability to provide goods and services that can improve and enhance the lives of other people.
- Has a positive influence on economic stability because it creates jobs, provides new products and services that make our lives easier, makes us more productive, improves our health, and provide new ways for entertainment.

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To summarise:

Consumer Studies will teach you to become a **responsible consumer**.







DO YOU?

ENJOY THE SUBJECT AND BECOME WISE!!

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# WHAT IS A CONSUMER?

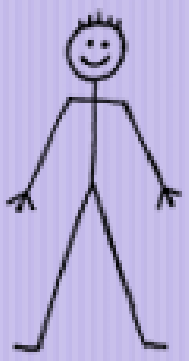
Grade 10 – Term 1 – Week 2 (2)

## Revision

1. The definition of a consumer?
   - Examples?

2. Consumer NEEDS and WANTS

survival  want



## 3. Maslow's hierarchy of needs:

### Hierarchy ???

A system where **people or things** are ordered above each other in order of status or importance.

## 5. Basic needs

### 1. Physical needs





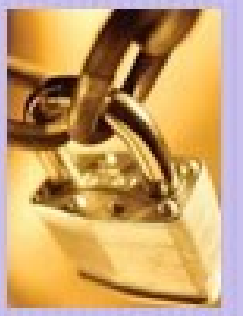


## 2. Safety and security needs





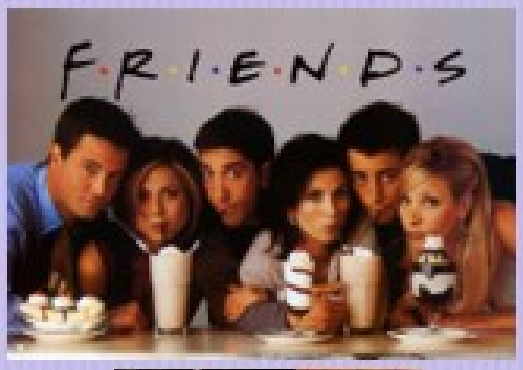






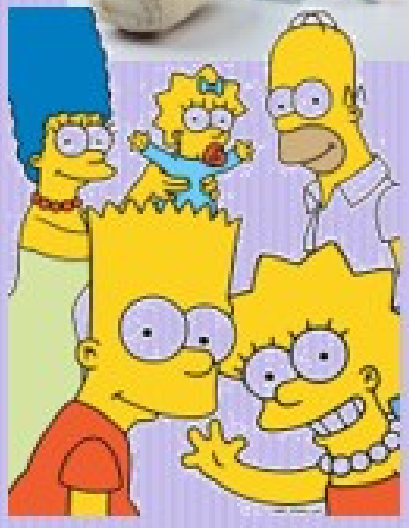



## 3. Social needs







## 4. Ego/self-respect

•Achievement = passing your grade, making the hockey or rugby team.




•Reputation and status = evaluation of motors, houses, and clothes

•Responsibility



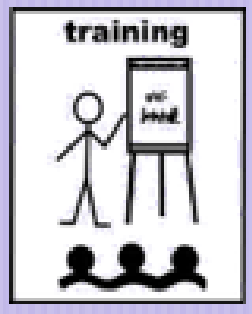

## 5. Self-fulfilment needs

Personal growth and achievement

•Education and training
•Golf lessons
•Art classes



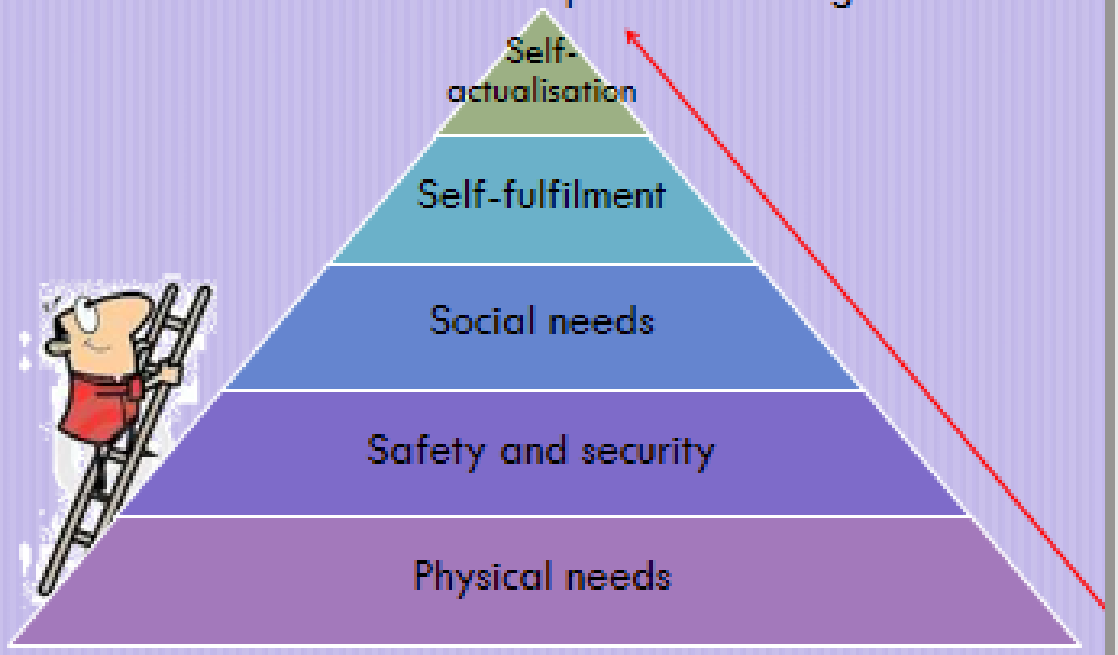







# MASLOW'S HIERARCHY:

Lower level needs are more important than higher levels.




## Description of every level:

**Level 1** = Food, water, and shelter to survive.

**Level 2** = Need to feel safe and protected.

**Level 3** = Fulfilment⟶ love and friendliness in a certain social and cultural group ⟶ feels accepted.

**Level 4** = Reputation and self-confidence.

**Level 5** = Achievement of full potential by learning from others and personal growth.

# WHAT IS A CONSUMER?

Grade 10 – Term 1 – Week 2 (3)

## Revision

1. Define a consumer.

2. Explain consumer needs and wants.

3. Maslow's hierarchy

- 5 levels
- Lower levels are more important than the higher levels are.

## 4. Consumer rights and responsibilities:

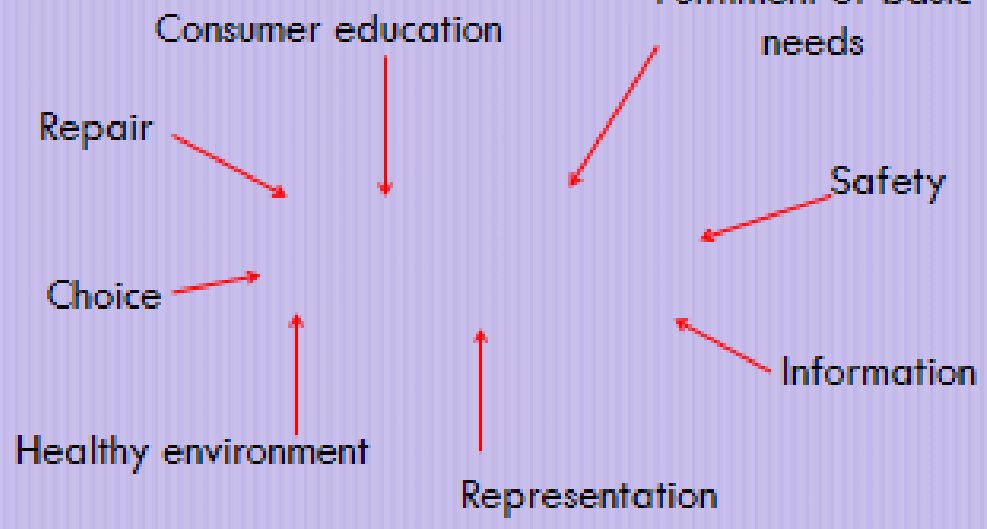
Consumer **RIGHTS?**

The Bill of Rights is a document of the South African community that outlines the basic rights of every person, including the rights of a consumer when they purchase goods.

- **Consumer Protection Act** 68 of 2008.
  - Provides consumers with **protection**
  - Example: Internet purchases and instalments.

## 4. Consumer rights & responsibilities:

Consumer RIGHTS ?



## **Exercise** : Complete the table:

| Consumer **RIGHTS:** | **DESCRIPTION:** |
|---|---|
| 1. Die reg om basiese behoeftes te bevredig | |
| 2. The right to safety. | |
| 3. The right to information. | |
| 4. The right to choose. | |
| 5. The right to representation. | |
| 6. The right to repair. | |
| 7. The right to consumer education. | |
| 8. The right to a safe environment. | |

## 4. Consumer rights & responsibilities:

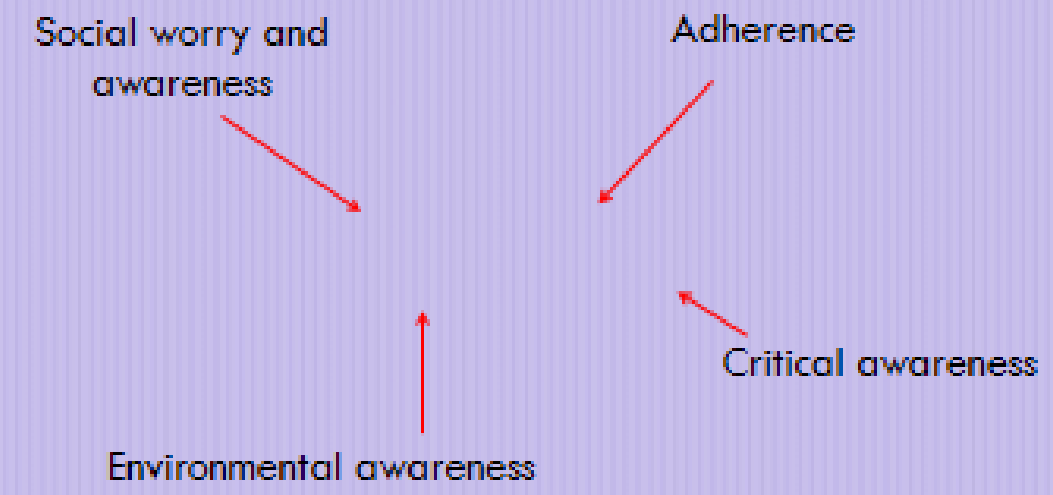
Consumer **RESPONSIBILITIES?**

Every **right** comes with a **responsibility** → Consumers MUST do their part.

- Take responsibility for your actions and know what its consequences are.

# 4. Consumer rights & responsibilities:

Main consumer **RESPONSIBILITIES?**




## Can you identify all the responsibilities?

• You spend your monthly allowance at the end of the first week already.

The responsibility to set up a budget.

• You know someone that steals clothing items.

The responsibility to be honest.

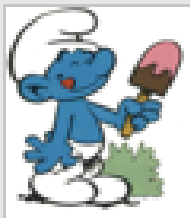
• The boy that lives next to you throws his rubbish on the sidewalk.

The responsibility to care for the environment.

• Your mom receives a speeding fine that she does not want to pay.

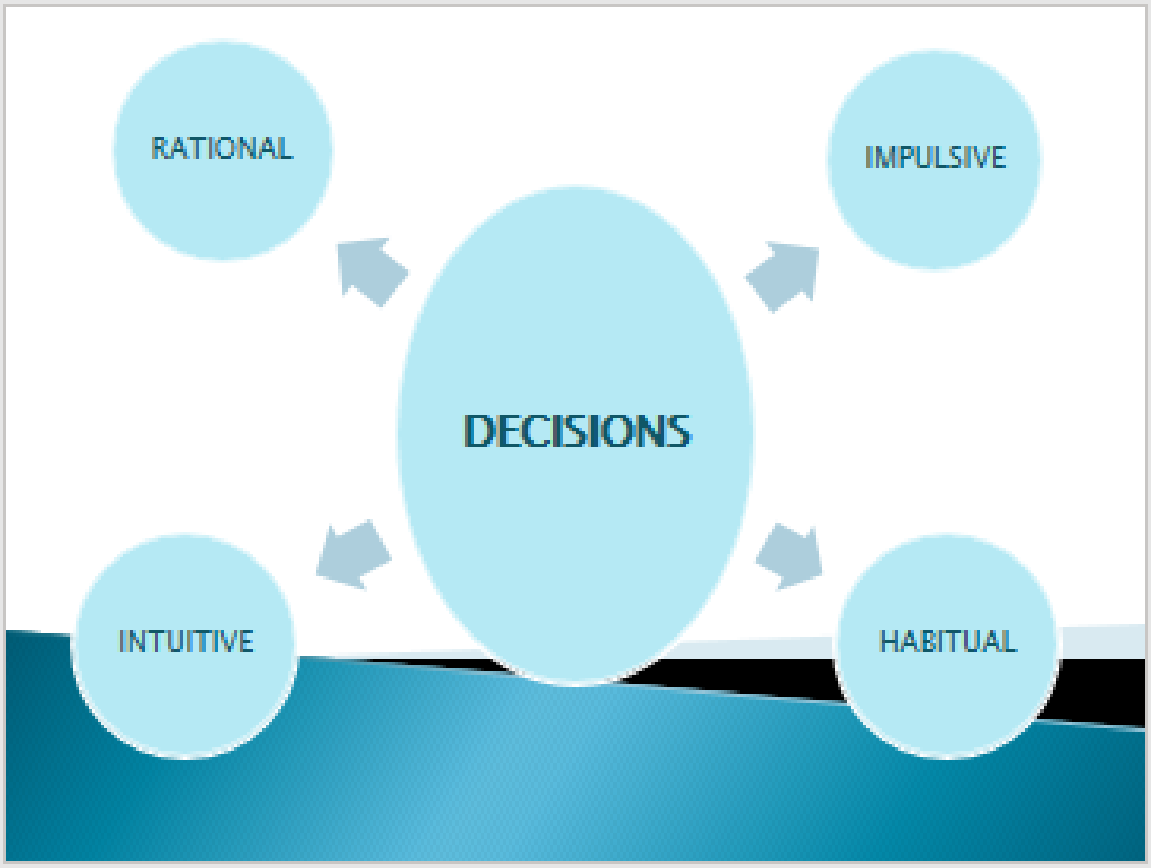
The responsibility to be ethical.

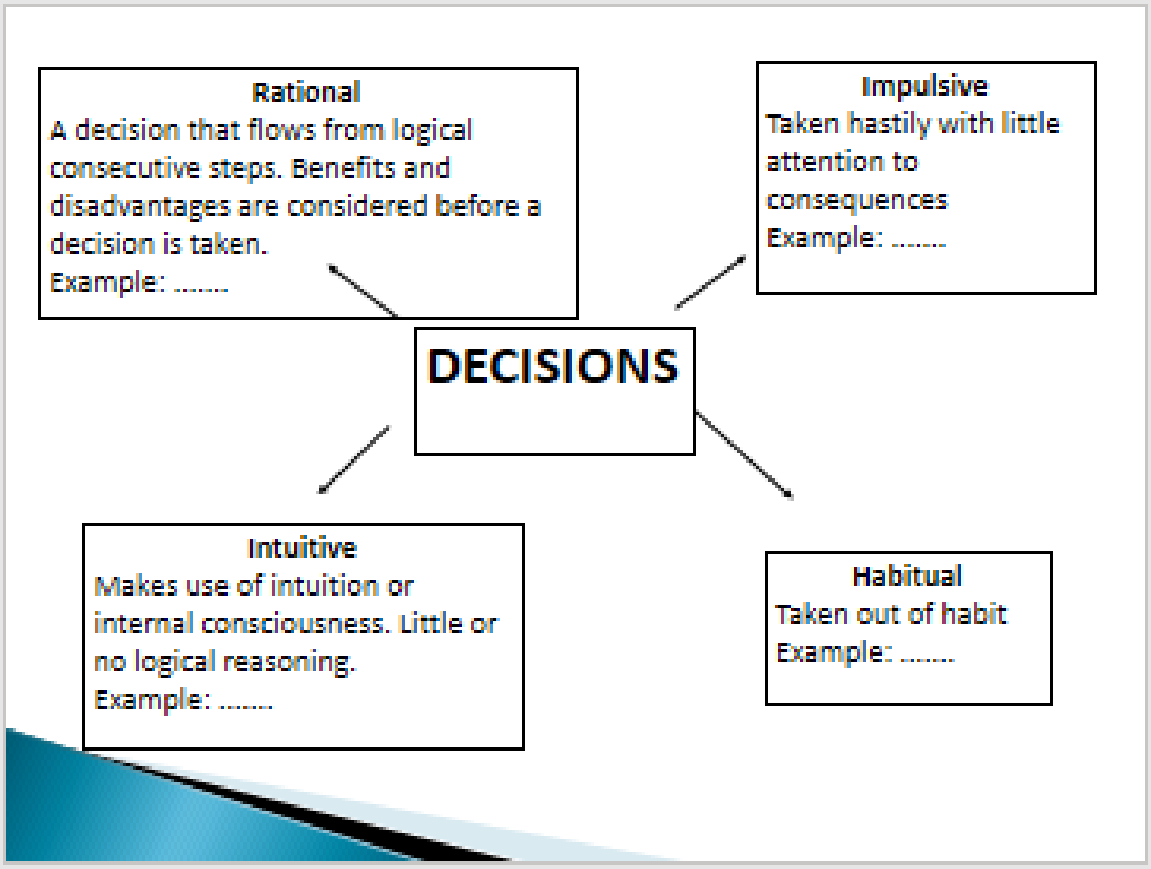
# DECISION-MAKING



## TAKE GOOD DECISIONS

We take thousands of decisions every day based on our needs, wants, values, and lifestyles.


RATIONAL
IMPULSIVE
DECISIONS
INTUITIVE
HABITUAL


Rational
A decision that flows from logical consecutive steps. Benefits and disadvantages are considered before a decision is taken.
Example: .....
Impulsive
Taken hastily with little attention to consequences
Example: .....
DECISIONS
Intuitive
Makes use of intuition or internal consciousness. Little or no logical reasoning.
Example: .....
Habitual
Taken out of habit
Example: .....

## RATIONAL DECISION-MAKING



**Step 1:**
**Determine the problem or need**

**Step 2:**
**Seek information**

**Step 3:**
**Evaluate alternatives**

**Step 4:**
**Make a choice**

**Step 5: Do an after-choice analysis**



## TAKE GOOD DECISIONS

When you take responsible and wise decisions, it helps you to grow and develop which contributes to better success in the future.

## GOOD DECISION-MAKING IS NECESSARY BECAUSE …

- It finds the best way to do something
- It is the best use of the available resources
- You can find a solution for the problem
- You will get the best value for money

## SUSTAINABLE CONSUMPTION

It means to make choices about purchases that has the least possible effect on the environment.



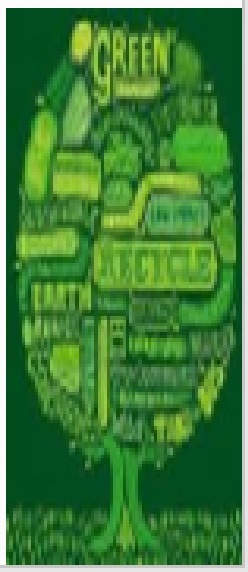
# PRINCIPLES

- Reduce
- Reuse
- Recycle




# GUIDELINES FOR SUSTAINABLE CONSUMPTION

- Protect and preserve natural resources
- Make healthy choices
- Require better options
- Support eco-friendly products



# 5- TERMINOLOGY (THE CONSUMER):

**PURPOSE:** The purpose of this section is for you to study the important definitions of the first term's work by heart and to revise it. Make sure that you know and understand all of the definitions below:

**DEFINITIONS FOR THE CONSUMER:**

| Terminology: | Definition: |
|---|---|
| *Consumer* | A consumer is a person who buys goods or services for their use. |
| *Need* | A need is something basic that a person has to have to survive. |
| *Want* | A want is a desire for something that is not necessary for survival, but that a person would like to have. |
| *Maslow's hierarchy of needs* | The model shows five levels of our basic needs: physical needs, safety and security needs, social needs, self-esteem needs, and self-actualisation needs. |
| *Hierarchy* | A system where people or things are ranked one above the other according to status or importance. |
| *Physiological needs* | This is level no. 1 of Maslow's hierarchy of needs. It is the basic thing we need to survive.<br>**Examples:** food, sleep, water, air, shelter, and clothes. |
| *Need for security and safety* | This is level no. 2 of Maslow's hierarchy of needs. When our physical needs are satisfied, we have needs for physical safety, psychological security, stability, and protection.<br>**Examples:** locks, stable work, gates, and security. |
| *Social needs* | This is level no. 3 of Maslow's hierarchy of needs. It is the need for love, affection, social interactions, acceptance, family, friends, social gatherings, and entertainment.<br>**Examples:** friends, family, relationships, and personal products. |
| *Needs for ego and self-esteem* | This is level no. 4 of Maslow's hierarchy of needs. It is the need for respect and appreciation, self-confidence, independence, knowledge, reputation, acknowledgement, and status.<br>**Examples:** academic achievement, getting a certificate or a degree. |

| Terminology: | Definition: |
|---|---|
| *Needs for self-actualisation* | This is level no. 5 of Maslow's hierarchy of needs. It is a person's need to achieve their potential, to experience personal growth, and to be creative and innovative.<br>**Examples:** expanding a business, art classes, education. |
| *Consumer right* | The right that a consumer has (including the right to satisfy basic needs, to safety, to information, to choice, to representation, to redress, to consumer education, to a healthy environment). |
| *Consumer responsibility* | Every right comes with a responsibility the consumer has (including the responsibility for solidarity, critical awareness, social concern, and environmental awareness). |
| *Spur-of-the-moment decision* | A type of decision that is made impulsively and usually occurs when a consumer is emotionally affected by an advertisement. Consumers buy without thinking of the consequences.<br>**Example:** A beautiful blouse is in a window and you decide to buy it even though it is very expensive and you do not need it. |
| *Habitual decision* | A type of decision that a consumer makes out of habit and does not cost a lot of money.<br>**Example:** Your mom always buys All Gold ketchup. |
| *Intuitive decision* | A type of decision that is emotional and is not based on facts. This type of decision is not made impulsively, but what the consumer feels is right.<br>**Example:** You invest money in a scheme because you feel it will be successful based on your instincts. |
| *Rational decision* | A type of decision-based on logical reasoning and facts.<br>**Example:** You buy a loaf of bread because it is healthy and the cheapest. |
| *Sustainable consumption* | Sustainable consumption is the use of goods and services to satisfy basic human needs while reducing harmful effects on the environment and on the available natural resources. It includes the three R's – reduce, reuse, recycle. |
| *Reduce* | Reduce means that you decrease the effect that a consumer's consumption of products has on the environment. By reducing, consumers do not buy things that they do not need or that they will not use. It decreases the amount of waste. |

| Terminology: | Definition: |
|---|---|
| *Reuse* | Reuse means where you repurpose things that a consumer would have thrown away, such as reusing shopping bags. |
| *Recycle* | Recycling refers to when waste (such as paper, plastic, tins, and glass) is put into a recycling bin which is then used to create new products out of things that would have been thrown away. |
| *Consumer activism* | This is where consumers use their power to bring about social or political changes that are needed. |
| *Consumer education* | This is when consumers are educated and informed about their rights, responsibilities, and the protective laws in place to ensure that their rights are enforced and adhered to. |

**Activity no. 1:** ***Do you know your definitions? – The Consumer***

Now that you have studied the definitions, write the definitions out of your head for the following given terminology:

| | | |
|---|---|---|
| **1.** | **The Consumer** | |
| **2.** | **Need** | |
| **3.** | **Want** | |
| **4.** | **Sustainable consumption** | |
| **5.** | **Rational decision** | |
| **6.** | **Impulsive decision** | |
| **7.** | **Habitual decision** | |

## 6- times to practice! – Work through previous papers:

This part of the revision package includes various practice questions about the chapter (**The Consumer**) so that you can work through previous question papers that will test your knowledge of the work. Do your best and the final exam will be easy!

**Answer the following questions:**

### QUESTIONS ABOUT THE CONSUMER:

**1.1.** Multiple options are given as possible answers to the following questions. Choose the most correct one and write down only the letter **(A-D)** next to the question number.

**1.1.1.** To protect the environment and reduce the waste of unwanted packaging, you can do your part by: **(1)**

**An** advertisement
**B** recycling
**C** labelling
**D** exhibitions

**1.1.2.** Jan has a six-bedroom house in a golf landscape with a large reception area and a heated pool. The need of Maslow that is applicable here is … **(1)**

**A** social
**B** security
**C** self-actualisation
**D** self-esteem

**1.1.3.** A decision that is made **without thinking about it** and that does not cost a lot of money (**it is not expensive**): **(1)**

**A** rational decision
**B** impulsive decision
**C** habitual decision
**D** intuitive decision

**1.1.4.** Identify an example of a **good** purchasing decision: **(1)**

Janine buys local products when she can.
**B** Mike usually buys things that are not on his shopping list.
**C** Tanja did not do research before buying a fishing rod.
**D** Louis bought twenty cell phones because it was on sale.

**1.1.5.** A decision that is made **after all the possible alternatives are thoroughly considered**: **(1)**

**A** rational decision
**B** impulsive decision
**C** habitual decision
**D** intuitive decision

**1.1.6.** This term refers to our ability to fulfil our needs through the use of resources without exhausting or destroying such resources: **(1)**

**A** responsible
**B** sustainable
**C** maintenance
**D** biodegradable

**2.** Choose the needs according to Maslow's hierarchy in **COLUMN B** that matches the example in **COLUMN A**. Write only the letter next to the question number.

| **COLUMN A:** Example: | | **COLUMN B:** Needs according to Maslow: |
|---|---|---|
| **2.1.1.** | Nina follows a healthy diet. | A. Self-actualisation |
| **2.1.2.** | Karen wants to be a lawyer. | B. Safety and security |
| **2.1.3.** | Paul is a famous golf player. | C. Ego/Self-esteem |
| **2.1.4.** | Selma regularly visits her friends over weekends. | D. Physical |
| **2.1.5.** | Anele walks with her brother to school every morning until he is in class. | E. Social |

**3.** Choose the word in **COLUMN A** that matches the description in **COLUMN B**. Write only the letter next to the question number.

| **COLUMN A:** Word: | | **COLUMN B:** Explanation: |
|---|---|---|
| **3.1.1.** | Motivation | A. Monly buys BP fuel. |
| **3.1.2.** | Need | B. Shenice prefers clothing that is easy to take care of because she travels a lot. |
| **3.1.3.** | Attitude | C. Ruth is an impulsive buyer and cannot resist a really good sale. |
| **3.1.4.** | Conviction | D. Sally uses a budget to make sure that she has money for her vacation next year. |
| **3.1.5.** | Lifestyle | E. Albert only buys his fruit at Woolworths because he feels the products have a longer shelf life. |
| **3.1.6.** | Personality | F. Susan always compares prices before she purchases a really expensive item. |
| **3.1.7.** | Perception | G. Victor can only go to the movies after he paid his rent and water bills. |
| **3.1.8.** | Knowledge | H. Izhar feels very strongly that recycled paper products be used when he drinks or eats or when he throws a party. |
| | | I. Disposable clothes, like serviettes, have a very negative on the environment around us. |

**4.** Explain the difference between a *want* and a *need*. **(2)**

**5.** Name and discuss any **TWO** rights and **TWO** responsibilities that consumers have. **(2)**

**6.** When Sally bought her washing machine at the game it had the following symbol on it. Explain to her what it means and why it is good to buy products that have this symbol on them. **(4)**




**7.** Explain how the following factors can influence your buying behaviour:

**7.1.1.** Lifestyle **(1)**
**7.1.2.** Culture **(1)**

**8.** Name and discuss the **THREE** principles of sustainability and give an example of each of them. **(3)**

**9.** Ms Roux always buys Parmalat milk and never a different type of brand. What type of decision is she making? Give a reason for your answer on why you chose this type of decision. **(2)**

**10.** Jordan lives in Johannesburg and must apply to University for next year, but he cannot decide whether he should go to the University of Johannesburg or the University of Pretoria. As a Consumer studies learner, you suggested he must follow the steps in the **rational decision-making process** to solve his problem. Explain the five steps of this process and how he can apply them to his problem. **(5)**

**11.** Name **ONE** way that shop outlines and exhibits can be used to influence consumers to make more impulsive purchase choices while they are in the shop. **(1)**

**12.** Study the case study below and answer the following questions.

*Rani decided to purchase a car. She has enough money for the deposit and the bank gave her a loan. She likes the yellow VW Polo that she saw in the window of the shop. Her father insists that she consider the Toyota Yaris before she makes a decision.*

**12.1.** Identify the type of decision she would have made if she immediately bought the yellow VW Polo. Give **ONE** reason for your answer. **(2)**

**12.2.** Explain the process that she must follow to make a rational and informed decision. Name **ALL of the steps** in the process and mention what option would be the best decision. **(10)**

**13.** Identify **FIVE** ways you can follow good buying habits when you must buy new clothes. **(5)**

**14.** Write down one word for the following descriptions:

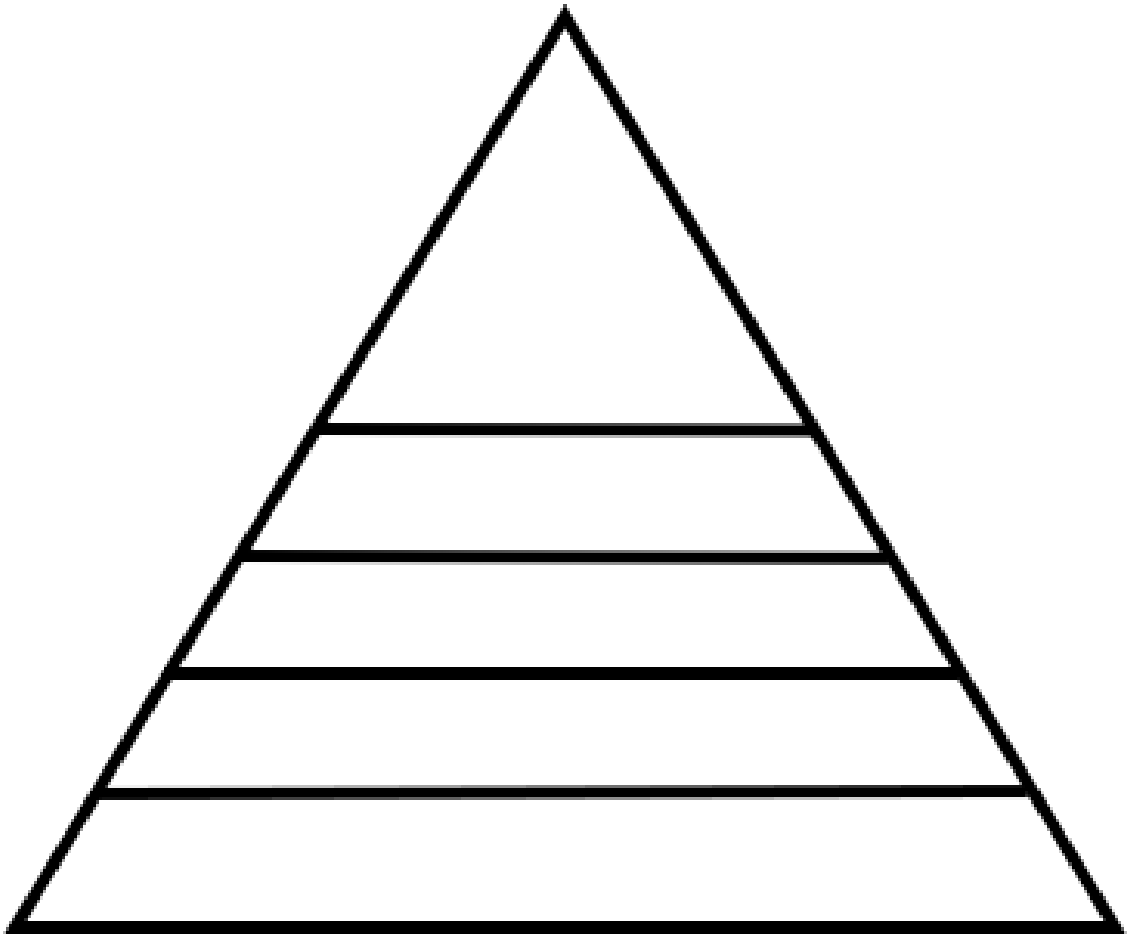
**14.1.** The person who buys goods or services for their personal use must act responsibly. **(1)**

**14.2.** The hierarchy consists of five levels that outline people's basic needs. **(1)**

**14.3.** A decision that was made on the spur of the moment. **(1)**

**14.4.** A decision that was made after the person considered it carefully and received information about the product or about the service they want to buy, **(1)**

**15.** Use the pyramid below and fill out the needs of every level as outlined in Maslow's hierarchy. Write the name of each level down. **(10)**



VI **LEVEL** _____

V **LEVEL** _____

V **LEVEL** _____

V **LEVEL** _____

VI **LEVEL** _____

**<u>Revision of the chapter:</u>** **THE CONSUMER:**

***Fill out the missing words in the four paragraphs below:***

1. A _____ is a person that buys products and _____ to fulfil their needs and wants.
2. According to _____ hierarchy of needs, the _____ level of needs must first be fulfilled before the consumer will consider spending money on a higher level.
3. People must also know which _____ and responsibilities they have that protect them and what responsibilities they as consumers must adhere to.
4. Consumers usually make three types of decisions that are not correct. This includes decisions like _____, habitual decisions, and intuitive decisions.
5. The best decision that a consumer can make is a _____ decision.
6. There are five steps in the process to make an informed decision. This includes: recognise the problem, _____, evaluate alternatives, make the decision on what to buy, and lastly _____.
7. Every time that a product or service is purchased, it has an impact on the environment. The three principles of sustainability are _____, recycling, and _____. These principles help to reduce the impact of disposable products on the environment.
8. The way that consumers feel and think about themselves, the social and culture groups that they belong to, and the amount of _____ that they can spend, influences the buying behaviour of the consumer.

# REVISION:

# *Food and Nutrition*

**DOEL:** The purpose of this section is for you to revise the work done in the first term so that you can work through the important concepts.

**Follow these steps:**

1- Study the following pages from the textbook for this chapter:

- **Oxford-textbook:** Pages 44 to 73.
- **FOCUS-textbook:** Pages 110 to 125.

2- Work through the summary on Food and Nutrition.

3- Study the important terminology and do a short activity about the terms.

4- Work through the practice and examination questions.

# 7- TERMINOLOGYY (FOOD & NUTRITION):

**PURPOSE:** The purpose of this section is for you to study the important definitions of the first term's work by heart and to revise it. Make sure that you know and understand all of the definitions below:

**DEFINITIONS FOR THE CONSUMER:**

| Terminology: | Definition: |
|---|---|
| *Diet* | It connects to what a person eats. |
| *Balanced diet* | It is a diet that includes food from all of the food groups on the food pyramid in the recommended amounts, and it provides enough energy and nutrients for your personal needs. |
| *Halaal* | It connects to the Muslim religion which can only eat halaal foods, which means that food is prepared in specific ways. |
| *Kosher* | It connects to the Jewish religion, which means that meat must be prepared in specific ways before it can be eaten or served. |
| *Nutrition* | It refers to the scientific study of the processes through which food is consumed for the growth, repair, and maintenance of the body, and for the production of energy. |
| *Nutrient* | It is the substance in food that fulfils certain functions in the body, and it includes carbohydrates, proteins, etc. |
| *Malnutrition* | It is non-optimal nutrition and is caused by the use of too much or too little food or nutrients over some time. |
| *Over-nutrition* | It occurs when the total intake of nutrients is more than what your body needs, there are too many nutrients. |
| *Under-nutrition* | It occurs when the total intake of nutrients is less than what your body needs, there are too few nutrients. |
| *Basal metabolic tempo* | It refers to the tempo according to which your body uses energy to maintain its basic bodily functions when you are entirely at rest. It differs from person to person. |
| *Metabolism* | It refers to the chemical processes that maintain life. |
| *Energy intake* | It refers to the amount of energy that we get when we eat. |
| *Energy use* | It refers to the amount of energy that our bodies use. |

| Terminology: | Definition: |
|---|---|
| *Water-soluble vitamins* | It is vitamins (like B and C) that cannot be stored in your body since it is very easily excreted in your urine. |
| *Fat-soluble vitamins* | It is vitamins (like A and C) that can be stored in your body because it is not easily excreted in your urine. |
| *Meal pattern* | It refers to the amount of frequency of your meals. It usually includes breakfast, lunch, dinner, and snacks. |
| *Meal plan* | It is the list of food that is eaten for one day. |
| *Menu* | It is the list of food that is eaten for one meal. |

**Activity no. 1:** ***Do you know your definitions? – Food & Nutrition:***

Now that you have studied the definitions, write the definitions out of your head for the following given terminology:

| | | |
|---|---|---|
| **1.** | **Balanced diet** | |
| **2.** | **Nutrient** | |
| **3.** | **Over-nutrition** | |
| **4.** | **Menu** | |
| **5.** | **Malnutrition** | |
| **6.** | **Water-soluble vitamins** | |
| **7.** | **Basal metabolic tempo (BMT)** | |
| **8.** | **Nutrition** | |

## 8Time to practice! – Work through previous papers:

This part of the revision package includes various practice questions about the chapter (**Food & Nutrition**) so that you can work through previous question papers that will test your knowledge. Do your best and the final exam will be easy!

**Answer the following questions:**

### QUESTIONS ABOUT THE CONSUMER:

**1.** Multiple options are given as possible answers to the following questions. Choose the most correct one and write down only the letter **(A-D)** next to the question.

**1.1.** Which one of the following vitamins is NOT fat soluble? **(1)**

**A** vitamin A
**B** vitamin C
**C** vitamin D
**D** vitamin K

**1.2.** Meat alternatives include: **(1)**

**Eggs**, feta cheese, peanut butter
**B** ice cream, fish, eggs, and eggs
**C** eggs, peanut butter, fish, lentils
**D** green peas, lentils, chicken, peanut butter, fish, eggs

**1.3.** The main function of the nutrients in fruits and vegetables is to: **(1)**

**A** build and repair body tissue
**B** to provide energy and heat to the body
**C protects** the body against disease
**D regulates** bodily processes

**1.4.** Food must be halaal to be acceptable to this religion: **(1)**

**A** Buddhists

**B** Jewish

**C** Hindus

**D** Muslims

**1.5.** Which of the following sandwiches will best contribute to a healthy and balanced diet? **(1)**

**A** brown bread with butter and jam

**B** white bread with peanut butter

**C** full grain bread with ham and tomato

**D** rye bread with cheese and tomato

**1.6.** The fat-soluble vitamins are ... **(1)**

**A** vitamin A, D, E, K

**B** vitamin D, C, E, K

**C** vitamin A, C, E, K

**D** vitamin A, D, E, B

**1.7.** The most important function of salt in the body is to: **(1)**

**A** helps with the digestion of food

**B** improve the flavour of food

**C regulates** the activity of the thyroid gland

**D** to maintain normal cell function and water balance

**1.8.** Water is classified as a nutrient because it ... **(1)**

**A** is not produced by the body

**B** moves through the body unchanged

**C** plays an important role in the metabolism of food

**D** releases energy in the body

**2.** Choose the function in **COLUMN A** that best matches the nutrient in **COLUMN B**. Write down only the letter next to the question number.

| **COLUMN A:**<br>**Function:** | **COLUMN B:**<br>**Nutrient:** |
|---|---|
| **2.1.1.** Sstimulates peristalsis movement in the small intestine.<br>**2.1.2.** Primary sources of energy.<br>**2.1.3.** Keeps the eyes, skin, and mucus healthy.<br>**2.1.4.** Builds strong bones and teeth.<br>**2.1.5.** Regulates the body processes. | A. Calcium<br>B. Carbohydrates<br>C. Iron<br>D. Vitamin A<br>E. Water<br>F. Iodine<br>G. Fibre<br>H. Lipids<br>I. Proteins<br>J. Vitamin C<br>K. Vitamin B |

**3.** Define the term *balanced diet*. **(2)**

**4.** Fill in the missing gaps in the table below relating to macro- and micro-nutrients: **(4)**

| | **Macro-nutrients:** | **Micro-nutrients:** |
|---|---|---|
| **Amount:** | This type of nutrient is required by the body in large amounts. | This type of nutrient is required by the body in small amounts. |
| **Function:** | **3.2.1** | **3.2.2** |
| **Food groups:** | **3.2.3** | Vitamins and minerals |
| **Food in which it is found:** | Bread, cereal, sugar | **3.2.4**<br>**(name one food type)** |

**5.** Name the **FUNCTION** of each of the following nutrients in the body:

**5.1.1.** Fibre **(1)**

**5.1.2.** Vitamin C **(1)**

**5.1.3.** Iron **(1)**

**6.** Name a food source that contains the following nutrients:

**6.1.1.** Calcium **(1)**

**6.1.2.** Vitamin A **(1)**

**6.1.3.** Proteins **(1)**

**7.** Name the **FUNCTION** of the following nutrients in the body:

**7.1.1.** Carbohydrates **(1)**

**7.1.2.** Vitamin A **(1)**

**7.1.3.** Calcium **(1)**

**8.** Write down one word or term for the following descriptions:

**8.1.** The intake of food and the use thereof for growth, metabolism, and the repair of body tissue. **(1)**

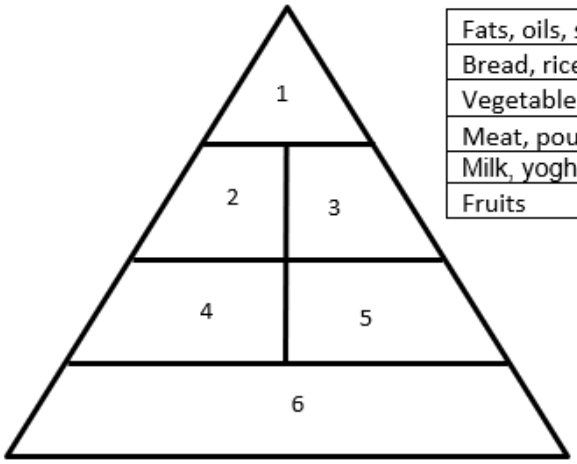
**8.2.** The type of food that a person, animal, or community usually eats or prepares as meals. **(1)**

**8.3.** Chemical elements that provide nutrition that is necessary for the maintenance of life and growth. **(1)**

**9.** Explain how socioeconomic status influences food choices in South Africa. Mention in your answer what is meant by socio-economic status and give an example. **(3)**

**10.** Explain how peer pressure can influence the eating habits of teenagers and give **TWO** examples. **(4)**

**11.** Use the pyramid below and fill out the given information in the correct places. Draw the table and write the food groups and portion sizes next to the correct numbers, as well as the number of portions that best match each of the food groups. **(12)**




| |
|---|
| Fats, oils, sweets and alcohol |
| Bread, rice, cereals and pasta |
| Vegetables |
| Meat, poultry, fish, dry beans and nuts |
| Milk, yoghurt, cheese and eggs |
| Fruits |

| |
|---|
| 6 -11 servings |
| 2-4 servings |
| 2-3 servings |
| Use sparingly |
| 2-3 servings |
| 3-5 servings |

| NR | FOOD GROUP | PORTIONS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**12.** For each of the following food types, identify to which food group it belongs, and what the function of the nutrient in the food is:

**12.1.** Cheese

**12.2.** Bread **(2)**

**12.3.** Chicken **(2)**

**12.4.** Apples **(2)**

**12.5.** Broccoli **(2)**

**(2)**

**13.** Read the following scenario and answer the questions that follow:

*Peter and Suzy Mahamba and their twin sons, William, and Rob, have very busy lives. Both parents are teachers who work long hours, and the twins are involved in sports and other extracurricular activities. They often do not have time to cook or to buy the ingredients necessary to make nutritious meals. They eat very quick breakfasts, that consist of a slice of bread with peanut butter and syrup or jam. They often skip lunch and usually have takeaways for dinner. They like to drink fizzy drinks and do not drink a lot of water. Over weekends, they like to braai and eat delicious salads.*

**13.1.** Identify all the dietary guidelines that are followed by the family and give reasons for your answer. **(10)**

**13.2.** Identify all the dietary guidelines that are **NOT** followed by the family and give reasons for your answer. **(10)**

**14.** What is the difference between a meal plan and a menu? **(2)**

**15.** Name **FIVE** functions of carbohydrates. **(5)**

**<u>Quick revision of the chapter:</u>** **FOOD & NUTRITION:**

***Fill out the missing words in the paragraphs below:***

Lots of people prefer to choose healthy and eat foods that are traditionally a part of their culture. Certain religions have specific rules about the food types that may not be eaten, or rules on how food must be prepared. Jewish people can only eat food that is _____ and Muslims can only eat foods that are _____. The amount of money that a family has to spend has a _____ influence on the foods they can eat, and many other factors also play a role.

There are **10 important dietary guidelines in South Africa**. It includes:

- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.

# THE END