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Consumer Studies Grade 10 June

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1.1.18. To be able to evaluate quality, a consumer should know: A. What the expected price of product is B. Where and by when the product was made C. What the expected standards for product are D. What grading marks are used on garments (1) 1.1.19 Direct distribution of goods and services to the consumer is done through

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2.1 Match the statements in Column B, Consumer Responsibility, with the example in Column A. Write the correct symbol (A-G) in the space on your answer sheet. Column A

NATIONAL

Independent Examination Boards (IEB) National Examiner – Grade 12 Consumer Studies Ms Rina Schubotz, Deputy Director: Services subjects, Department of Basic Education Ms Heather Swanepoel, Textiles Tuition and Training (Tex Tu Train) 2013–2014 Ms Vanessa Andreou, Consumer Studies Teacher at Northlands Girls High School, KwaZulu

Lies and inaccurate information are as old as humanity, but never before have they been so easy to spread. Each moment of every day, the Internet and broadcast media purvey misinformation, either deliberately or accidentally, to a mass audience on subjects ranging from politics to consumer goods to science and medicine, among many others. Because misinformation now has the potential to affect behavior on a massive scale, it is urgently important to understand how it works and what can be done to mitigate its harmful effects. *Misinformation and Mass Audiences* brings together evidence and ideas from communication research, public health, psychology, political science, environmental studies, and information science to investigate what constitutes misinformation, how it spreads, and how best to counter it. The expert contributors cover such topics as whether and to what extent audiences consciously notice misinformation, the possibilities for audience deception, the ethics of satire in journalism and public affairs programming, the diffusion of rumors, the role of Internet search behavior, and the evolving efforts to counteract misinformation, such as fact-checking programs. The first comprehensive social science volume exploring the prevalence and consequences of, and remedies for, misinformation as a mass communication phenomenon, *Misinformation and Mass Audiences* will be a crucial resource for students and faculty researching misinformation, policymakers grappling with questions of regulation and prevention, and anyone concerned about this troubling, yet perhaps unavoidable, dimension of current media systems.

Consumer financial literacy education often appears as a helpful, commonsense solution to neoliberalism and the individualization of responsibility for economic risk. However, in *Financial Literacy Education: Neoliberalism, the Consumer and the Citizen* this particular literacy is argued to be both ineffective and unjust. Socially created poverty, unemployment and economic insecurity require more than individual consumer solutions; they require collective responses by engaged, critical citizens. Utilizing concepts from Marx, Foucault, Bourdieu and Baudrillard this book challenges those who claim that 'there is no alternative' to neoliberal insecurity and reduce education to a consumerist training of entrepreneurial consumer-citizens who can continually invest in themselves and the market. Through an analysis of consumer financial literacy education's present and historical supports, as well as its likely effects, this book argues that the choice before us is not financial illiteracy or financial literacy. Rather, the choice is between subjugation to the requirements of perpetual competition or overcoming alienation, insecurity and exploitation, aims the critical financial literacy education outlined at the end of this book supports. This book will appeal to those interested in understanding the conditions of our freedom in an increasingly financialized world – critical educators, philosophers and sociologists of education and financial literacy researchers.