

GENERAL INFORMATION ABOUT THIS MODULE



Faculty of Education

Dear PGCE Student :)

Welcome to our PMSC400 - Method of SP Economic and Management Sciences module!

This **24-credit, year-long, 100% Continuous Assessment (CASS) mark** module will provide you with (i) a clear understanding and knowledge of EMS as a subject discipline; and (ii) an effective humanising teaching, learning and assessment strategy that will enable Grades 7-9 learners, within and outside the classroom context, to understand and appreciate the importance of EMS literacy in our everyday lives.

All PMSC400 – Method of SP EMS students are expected to spend a total of 240 notional hours on the module. For each hour of contact time, you need to do an additional three to four hours of work on your own. Notional-hour activities include: reading your module notes and other materials, preparing for your next contact session by reading/studying prescribed and supplementary materials, preparing to participate in class discussions, completing key assignments as well as working on your Method Journal.

Students registered on the Post-Graduate Certificate in Education (PGCE) Programme are also expected to divide their time between being on campus attending lectures and performing school-based learning (SBL) activities at local schools to gain practical teaching experience. After successful completion of the PMSC400 – Method of SP EMS module, students will be able to assume any (if not all) of the following roles at school: (i) Specialist subject teacher; (ii) Learning mediator; and (iii) Assessor/designer of learning programmes within the EMS SP band.

Since the assignments completed for your Method Journal represent the sole evidence of your competencies developed in this module, it is important that you devote significant time to its completion. While your lecturer may set additional submission dates for specific minor class activities and/or major assignments for formative evaluation, your **final Method Journal must be submitted on 23 October 2020**.

In conclusion: EMS is a challenging and complex subject to teach to students. Successful completion of this module should make this task less daunting and more rewarding by giving novice EMS teachers the knowledge and information they need to enhance their teaching and improve student learning. We trust you will find this module academically stimulating and professionally rewarding.

Should you have any questions/queries/concerns, please do not hesitate to contact your lecturer (**Dr Badroen Ismail**) at badroen.ismail@mandela.ac.za or at 041-5044016.



PORT ELIZABETH - A WORLD IN ONE CITY

Edit ▾

HAPPINESS IN THE FACULTY OF EDUCATION

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ABOUT YOUR LECTURER

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PMSC400 - CLASS OF 2020

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ANNOUNCEMENTS

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Hidden from students

+ Add an activity or resource

REMOTE TEACHING
DURING COVID-19
LOCKDOWN

ASSIGNMENTS AND ONLINE
MICROTEACHING
ASSESSMENTS

STUDY LETTER AND STUDY
GUIDE

CAPS CURRICULUM /
POLICY DOCUMENTS

* Change image

IN-CLASS MICROMEETING
EXERCISES

* Change image

METHOD JOURNAL AND
REFLECTION

* Change image

LECTURE NOTES /
CLASSROOM HANDOUTS

* Change image

ABRIDGED AND FULL
LESSON PLAN TEMPLATES

* Change image

SBL ASSESSMENT
TEMPLATES

* Change image

ONLINE PEDAGOGY
RESOURCES

* Change image

SUBJECT-METHOD
RESOURCES

* Change image

REGISTER AS AN EDUCATOR
(SACE) AND DBE VACANCIES

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MODULE AND LECTURER
EVALUATION

* Change image

REMOTE TEACHING DURING COVID-19 LOCKDOWN



BREAKING NEWS

My fellow PGCE classmates :)

The COVID-19 pandemic has disrupted life as we knew it and has brought about changes in different spheres of our lives. In the interest of saving lives and reducing the spread of the Coronavirus, our government, just like many other policymakers around the world, made the difficult decision to close schools, colleges, and universities until such time when the COVID-19 pandemic is under control. In support of your academic goals, Management at Nelson Mandela University decided to move learning and teaching (L&T) online, on an untested and unprecedented scale. Instruction and assessments will now take place via various electronic platforms (i.e. Moodle, Whatsapp, Zoom, live-streaming, etc.). While we acknowledge that this new form of L&T may be stressful for students, we, as lecturers in the Faculty of Education, endeavor to provide you with the necessary academic and psychological support needed during this period of uncertainty. When you log into your PMEC400/PMSC400 Moodle portal (enrolment key: "method") you will find wholly revamped sites that facilitate ease-of-use, flow, and a multitude of informative video lessons.

ASSESSMENTS

Over the next month, you will be required to complete TWO Assignments by 29 May 2020. These assignments are available in Word format. These assignments focus on the following: (i) Classroom Management and Discipline; and (ii) the CAPS Policy document.

While we have already touched on these topics before the cancellation of lectures, I have taken the liberty to upload detailed videos/lectures (nothing longer than 15 minutes each) on Moodle for you to work through. **The Moodle system will NOT allow you to access and complete Assignment 2 (Classroom Management and Discipline) and Assignment 3 (CAPS) UNLESS you have watched the videos / lectures related to these topics.**

Assignment 2 is due at midnight on 15 May 2020.

Assignment 3 is due at midnight on 29 May 2020.

My suggested work schedule for you over the next few weeks can be summarised as follows:

4 MAY	11 MAY	18 MAY	25 MAY	29 MAY
VIDEOS – CLASSROOM MANAGEMENT <ul style="list-style-type: none">• Watch 7 Classroom Management videos on the Moodle site.• Download and read through the requirements for Assignment #2.	ASSIGNMENT #2 – CLASSROOM MANAGEMENT <ul style="list-style-type: none">• Work on Assignment #2.• Submit Assignment #2 on Classroom Management via Moodle before 00:00 on Friday, 15 May 2020.	VIDEOS – CAPS POLICY DOCUMENTS <ul style="list-style-type: none">• Watch 5 CAPS – related videos on Moodle site.• Download PMEC400/PMSC400 CAPS documents and Assignment #3 from Moodle site.	ASSIGNMENT #3 – CAPS POLICY DOCUMENTS <ul style="list-style-type: none">• Work on Assignment #3.• Submit Assignment #3 on CAPS via Moodle before 00:00 on Friday, 29 May 2020.	VIDEOS – LESSON PLANNING & DESIGN <ul style="list-style-type: none">• Watch 5 Lesson Planning videos on Moodle site.• Assignment #4 (due after the June Recess) will be on a full lesson plan.• Details to follow.

BLENDED APPROACH AND FACE TO FACE SUPPORT

Students will be able to move between submitting assignments on Moodle (Pathway 1) and submitting via Email or WhatsApp (Pathway 2). If the lockdown requirements are lifted there will also be an intense 2-week face-to-face session to deal with the 2 topics indicated above during the first two weeks of June for those students who require it. The lecturer will follow-up with students to determine who will require the face-to-face session.

CONCLUSION

Please do not hesitate to contact your lecturer with any queries or concerns. We find ourselves in a challenging time and I hereby wish to confirm that the university is committed to supporting you to complete the 2020 academic year. Please be encouraged to do your part because together we can get through this.

Everything of the best & stay safe. :)



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Using Flipgrid isn't about recording videos...it's about learning. Learning that is social, personal, can happen anywhere and anytime, about making connections, it's deep exploration, and promotes that everyone is a teacher and everyone is a learner.



- If you are bored, then please visit the Flipgrid link below (click on picture). Familiarise yourself with the objectives, layout, and functions of the page. You will need to access this webpage again later to record your Microteaching lessons (**if the national lockdown is still enforced**).

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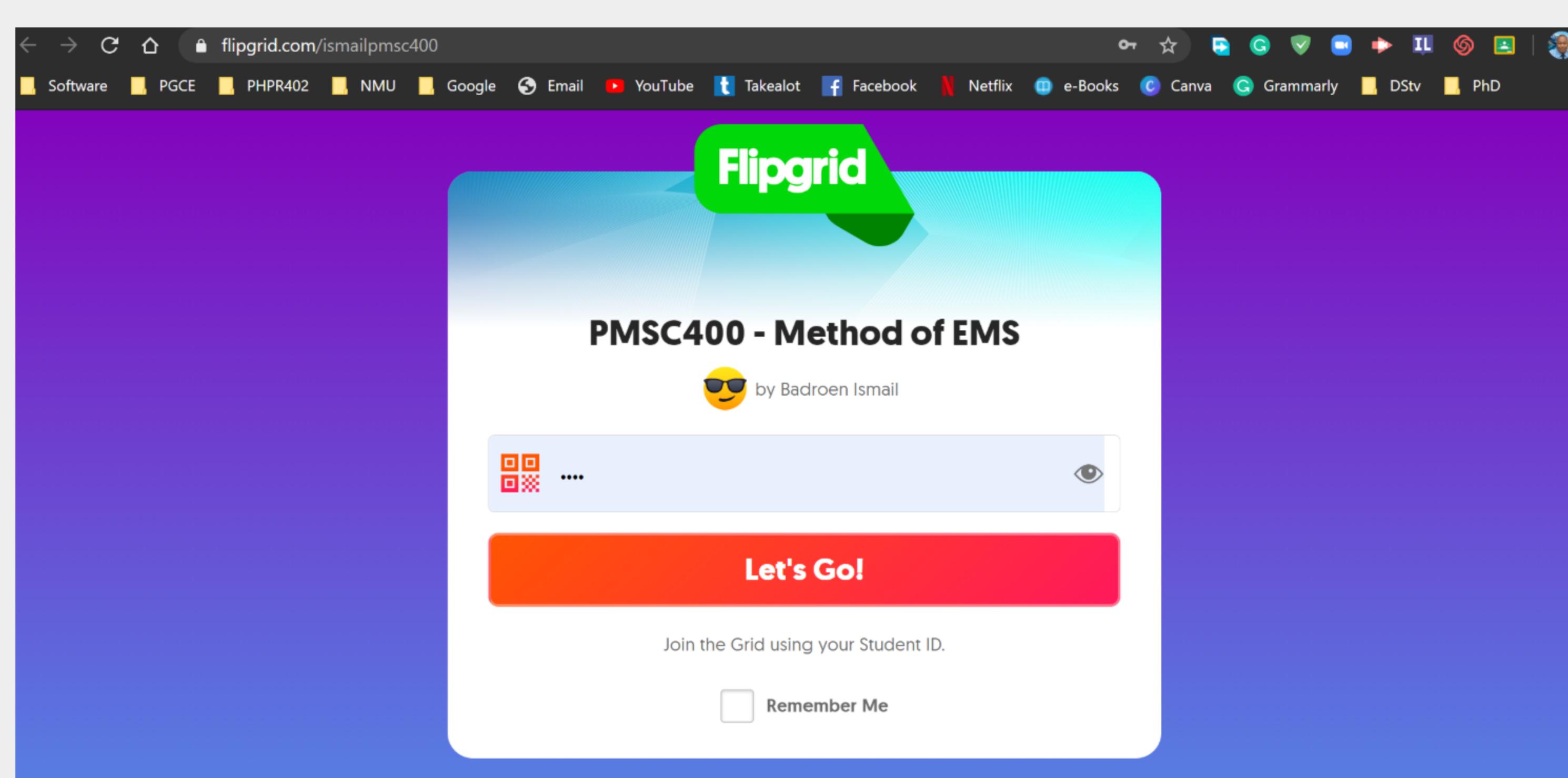
USE YOUR STUDENT NUMBER AS YOUR STUDENT ID PASSWORD.

You may also download the accompanying FlipGrid apps from the Apple and Google Play stores.

As an ice-breaker: Now that we have become strangers to one another through social distancing, why don't you tell me how you've experienced this COVID-19 lockdown and how, in your opinion, we could possibly salvage the 2020 academic year.

Request: When you post videos or responses to this site, please be considerate of other peoples' feelings, opinions, and beliefs. Feedback, via email or Whatsapp, will be appreciated. :)

Use your student number as your Student ID Password. Click on the picture below :)



Need help with FlipGrid? Click [here](#) or [here](#).



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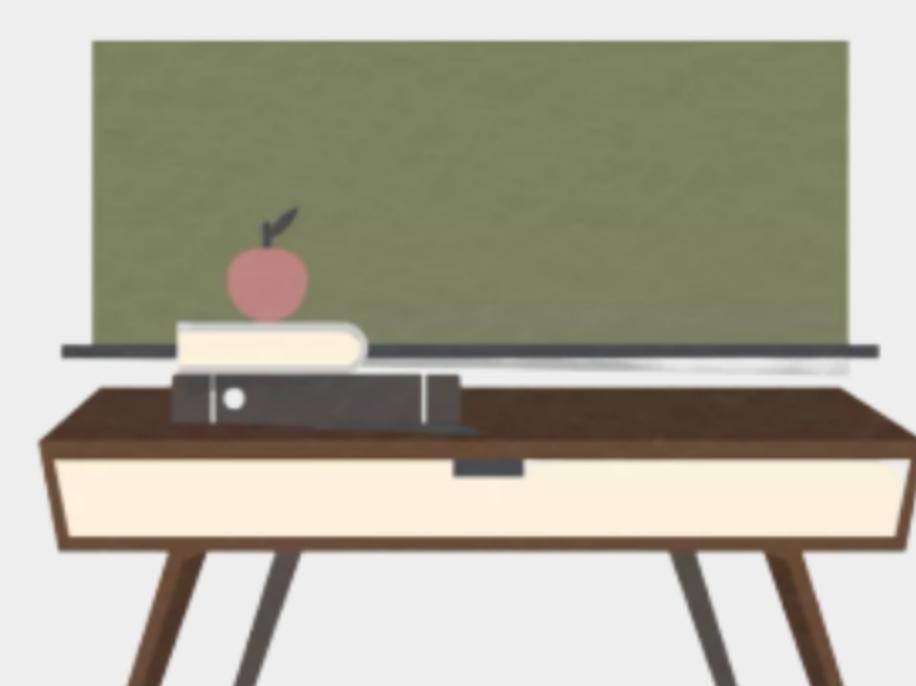
Your One-Stop PGCE Resource Site :)

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**Resources**

Resources for Educators

Use this guide to help you keep growing as an educator. Find inspiration for encouraging struggling students, writing assessments, and establishing trust with parents so that both you and your students can succeed.



I use this site all the time in preparation for my lessons. It does not only contain thought-provoking articles on every aspect that will help you to become/be an inspiring effective teacher, but there are also informative videos and time-saving templates you can use.



[Optional] - Need a crash/refresher course in Economics? Use this Playlist.

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[Optional] - Openstax - Principles of Economics (2e) Textbook

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NOTE: You CAN resize these videos to full-screen during playback.

- ❖ [Traits: What makes a good teacher great?](#)
- ❖ [Edit](#)

- ❖ [Traits: Teaching methods to inspire students](#)
- ❖ [Edit](#)

- ❖ [Traits: 14 rules to survive teaching](#)
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- ❖ [Traits: Developing a teaching philosophy](#)
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- ❖ [Barriers to learning: Teaching in the SA school system](#)
- ❖ [Edit](#)

- ❖ [Barriers to learning: Provide for different learning styles](#)
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- ❖ [Classroom management: Why do students misbehave?](#)
- ❖ [Edit](#)

- ❖ [Classroom management: 7 deadly sins](#)
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- ❖ [Classroom management: Styles](#)
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- ❖ [Classroom management: Strategies](#)
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- ❖ [Classroom management: Steps](#)
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- ❖ [Classroom management: Tips](#)
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- ❖ [Classroom management: Professional teacher behaviour](#)
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- ❖ [Teaching strategies: Introduction](#)
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- ❖ [Teaching strategies: Key to unlocking your subject](#)
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- ❖ [Teaching strategies: Student-centred learning](#)
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- ❖ [Teaching strategies: Cooperative learning](#)
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- ❖ [Teaching strategies: KWL charts](#)
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- ❖ [CAPS: Introduction](#)
- ❖ [Edit](#)

- ❖ [CAPS: Senior Phase \(SP\)](#)
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- ❖ [CAPS: Teaching SP EMS](#)
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- ❖ [CAPS: What to do if...](#)
- ❖ [Edit](#)

- ❖ [CAPS: From policy to lesson](#)
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- ❖ [Lesson planning and design: 12 components](#)
- ❖ [Edit](#)

- ❖ [Lesson planning and design: Setting lesson goals and objectives](#)
- ❖ [Edit](#)

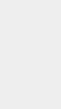
- ❖ [Lesson planning and design: a UDL approach](#)
- ❖ [Edit](#)

- ❖ [Lesson planning and design: Mind maps](#)
- ❖ [Edit](#)

 Lesson planning and design: Using technology in your classroom 

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 Homework: Pros and cons 

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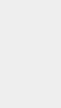
 Homework: Design, research, criticism, etc 

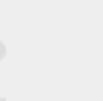
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 Homework: The 8-step flipped classroom approach 

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 Assessment: Types 

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 Assessment: Formal vs informal assessment 

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 Assessment: Performance-based assessments 

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 Assessment: Authentic assessment 

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 Assessment: Bloom's Taxonomy 

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 Assessment: Formative 

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 Assessment: Summative 

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 Assessment: Formative vs summative vs diagnostic 

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 Assessment: Introduction to rubrics 

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 Assessment: Rubrics 

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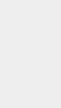
 Assessment: Student portfolios 

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 Assessment: Assigning grades 

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 Administration: Attendance registers on SA-SAMS 

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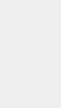
 Administration: Working with marks on SA-SAMS 

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 Administration: Maintain learner progress on SA-SAMS 

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 Moderation: What is it? 

Edit 

 Moderation: Internal vs External 

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 Moderation: The process 

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 Moderation: Does it detect problems? 

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 Moderation: Case study 1 

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 Moderation: Case study 2 

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 Moderation: Case study 3 

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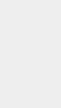
 Moderation: Case study 4 

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 Moderation: Case study 5 

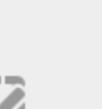
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 Reporting: Student report comments 

Reporting: Student report comments  Edit 

Reflection: Types and benefits  Edit 

Reflection: Reporting back  Edit 

PL1 teaching post application: Interview questions  Edit 

PL1 teaching post application: Interview tips  Edit 

 Add an activity or resource

ASSIGNMENTS AND ONLINE MICROTEACHING ASSESSMENTS

Edit



Assignment 1 - Situational Analysis

Edit  

INSTRUCTIONS

The objective of this activity to acquire a 'feel' for the school in which you will be doing your School-based Learning (Professional School-based Practice) with a view to thinking critically about aspects indicated below.

The outcomes for this period are as follows:

- To complete a school situational analysis in a written format based on pointers provided;
- To reflect and write about an experience outside of the classroom;
- To critically reflect on, and write about, planning and assessment and its uses;
- To identify best practices for your own personal growth;
- To complete a classroom situational analysis in a written format based on pointers provided on at least three lessons you observed;
- To provide an opportunity for you as a student to articulate questions that you have in your mind about various aspects of teaching;
- To use this completed observation as a tool to engage in discussions with your lecturer and fellow students;
- To insert this completed observation as part of your method module's assessment.

PLEASE UPLOAD YOUR ASSIGNMENT AS A PDF DOCUMENT.

THIS MOODLE SITE WILL NO LONGER ACCEPT THE POSTING OF WORD DOCUMENTS.

Assignment and Rubric - Situational Analysis

Edit

Assignment 2 - Classroom Management and Discipline

Edit

INSTRUCTIONS

1. Watch the 7 "Classroom Management and Discipline" videos on the Moodle site.
2. Complete the Assignment (**35 marks**) by midnight on **15 May 2020**.

PLEASE UPLOAD YOUR ASSIGNMENT AS A PDF DOCUMENT.

THIS MOODLE SITE WILL NO LONGER ACCEPT THE POSTING OF WORD DOCUMENTS.

Assignment and Rubric - Classroom Management and Discipline

Edit

Assignment 3 - Making sense of CAPS

Edit  

INSTRUCTIONS

1. Watch the 5 "Making sense of CAPS" videos on the Moodle site.
2. Complete the Assignment (**** marks**) by midnight on **29 May 2020**.

PLEASE UPLOAD YOUR ASSIGNMENT AS A PDF DOCUMENT.

THIS MOODLE SITE WILL NO LONGER ACCEPT THE POSTING OF WORD DOCUMENTS.

INSTRUCTIONS

You have to plan a lesson on the **Production Possibility Curve** by using the abridged lesson plan template provided. You must be as comprehensive as possible. This means that anyone who reads your lesson plan has to know exactly what to do. Hence, be very clear and specific. Nothing must be left out. What you say, do, ask, tell, instruct, group work, etc. must be clearly indicated as well as what you require from your learners [e.g. their responses].

SUBJECT: MAIN FOCUS:		TOPIC:		GRADE:	
				ASSESSMENT *Methods *Forms *Tools	
TEACHING & LEARNING ACTIVITIES		RESOURCES	SKAV'S		METHODS <input type="checkbox"/> Peer <input type="checkbox"/> Self <input type="checkbox"/> Group <input type="checkbox"/> Teacher
Teacher: Learners engage in: Homework:			SKILLS: <input type="checkbox"/> Poster making <input type="checkbox"/> Problem-solving <input type="checkbox"/> Organise work <input type="checkbox"/> Communicating <input type="checkbox"/> Group dynamics <input type="checkbox"/> Sequencing <input type="checkbox"/> Investigating/Researching <input type="checkbox"/> Comprehension <input type="checkbox"/> Reading & Interpretation <input type="checkbox"/> Follow instructions <input type="checkbox"/> Applying knowledge <input type="checkbox"/> Experiments <input type="checkbox"/> Argue <input type="checkbox"/> Recognising <input type="checkbox"/> Mathematical <input type="checkbox"/> Evaluation <input type="checkbox"/> Analysis <input type="checkbox"/> Draw <input type="checkbox"/> Sketch <input type="checkbox"/> Compile		FORMS: <input type="checkbox"/> Prediction <input type="checkbox"/> Classifying <input type="checkbox"/> Observing <input type="checkbox"/> Measuring <input type="checkbox"/> Recording <input type="checkbox"/> Reporting <input type="checkbox"/> Working in pairs <input type="checkbox"/> Mind mapping <input type="checkbox"/> Summarising <input type="checkbox"/> Brain storming <input type="checkbox"/> Model making <input type="checkbox"/> Comparing <input type="checkbox"/> Decision making <input type="checkbox"/> Planning <input type="checkbox"/> Forecasting <input type="checkbox"/> Apply numbers
		TIME AS PER A.T.P:	CONTENT:		
EXPANDED OPPORTUNITIES/ENRICHMENT:			VALUES & ATTITUDES: <input type="checkbox"/> Appreciation <input type="checkbox"/> Co-operation <input type="checkbox"/> Tolerance <input type="checkbox"/> Environmental awareness <input type="checkbox"/> Sense of Responsibility <input type="checkbox"/> Acknowledge impact of technology <input type="checkbox"/> Participation with enthusiasm <input type="checkbox"/> Sharing resources <input type="checkbox"/> Dedication <input type="checkbox"/> Pro-activity		TOOLS: <input type="checkbox"/> Awareness <input type="checkbox"/> Involvement <input type="checkbox"/> Respect <input type="checkbox"/> Empathy <input type="checkbox"/> Fairness <input type="checkbox"/> Acceptance <input type="checkbox"/> Rationality <input type="checkbox"/> Efficiency <input type="checkbox"/> Innovativeness
SBA:					
REFLECTION:					

(10 marks)

1. List any four requirements for a good introduction to a lesson.
2. Briefly describe how the *exposition* of the content can be done in a *learner-driven manner*.
Refer to the activities of the learners; the teaching and learning materials that will be provided and used; as well as the content that will be covered.
3. If the exposition is done in a learner-centered way; describe how you (the teacher) will approach the *internalisation phase* in order to ensure the correct and complete understanding of the content presented.

(4)
(11)
(5)

TOTAL: 30

**PLEASE UPLOAD YOUR ASSIGNMENT AS A PDF DOCUMENT.
THIS MOODLE SITE WILL NO LONGER ACCEPT THE POSTING OF WORD DOCUMENTS.**

INSTRUCTIONS

1. "The Teaching, Learning & Assessment (TLA) of Microeconomics (data response graph work) poses serious challenges to examiners, teachers, and learners". You are required to answer the following questions appropriately, highlighting the allocation of marks to facilitate the assessment (marking) of the given data response questions. Ensure that you observe the '*scaffolding*' principle when allocating marks.
2. Construct the accompanying marking guideline, observing the principles applicable to the composition of a marking guideline in Economics.

**PLEASE UPLOAD YOUR ASSIGNMENT AS A PDF DOCUMENT.
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INSTRUCTIONS

Acquire a question paper for Grade 10 Economics (or Grade 8 EMS) from the school that you are/were teaching at. Study the question paper and the memorandum and write a report on it with reference to the following points:

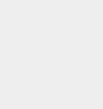
1. The weighting of the different fields of Economics in the question paper – does it adhere to the required prescription?
2. The cognitive level of the questions set. What is the percentage of easy, medium, and difficult questions in the question paper and does it meet the prescribed requirements. Is Bloom's Taxonomy used? Is a scaffolding system being used in the setting of the questions?
3. The content tested – Is the correct content being tested as prescribed in the CAPS? Are all the responses in the memorandum correct?
4. The Technical layout of the paper and the memorandum. Does it meet the prescribed requirements? Can you make any recommendations?
5. Any other aspects that you would like to highlight or recommendations you would like to make.

This report must be typed up and should not exceed 5 pages. A copy of the question paper and the marking guideline that you critiqued should accompany the report.

TOTAL: 50

PLEASE UPLOAD YOUR ASSIGNMENT AS A PDF DOCUMENT.

THIS MOODLE SITE WILL NO LONGER ACCEPT THE POSTING OF WORD DOCUMENTS.

- ❖  Assignment and Rubric - Critique of an Examination Question Paper  Edit
- ❖  Moderator's Report for an Examination Question Paper  Edit
- ❖ 
- ❖ 



The following assignments must be completed online using the Flipgrid app.

- ❖  Semester 1 - Online Microteaching Exercise #1  Edit
- INSTRUCTIONS

 1. Click **here** to complete your **Online Microteaching Exercise #1** on the FlipGrid website.
 2. Use your NMU student number as login.

- ❖ 
- ❖ 

- ❖  Semester 2 - Online Microteaching Exercise #2  Edit
- INSTRUCTIONS

 1. Click **here** to complete your **Online Microteaching Exercise #2** on the FlipGrid website.
 2. Use your NMU student number as login.

- ❖ 
- ❖ 

- ❖  Authentic Assessment - October  Edit
- INSTRUCTIONS

 1. Click **here** to complete your **Authentic Assessment** on the FlipGrid website.
 2. Use your NMU student number as login.

 Add an activity or resource

STUDY LETTER AND STUDY GUIDE

Edit



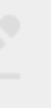
LECTURE PROGRAMME

Edit

(To be updated after COVID-19 lockdown)

❖  PMSC400 - Study Letter 

Edit 

❖  PMSC400 - Study Guide 

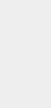
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 Add an activity or resource

❖ CAPS CURRICULUM / POLICY DOCUMENTS

Edit 



❖  CAPS: Introduction 

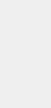
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❖  CAPS: Senior Phase (SP) 

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❖  CAPS: Teaching SP EMS 

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❖  CAPS: What to do if... 

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❖  CAPS: From policy to lesson 

Edit  



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❖  CAPS - SP EMS (in English) 

Edit 

❖  CAPS - SP EMS (in Afrikaans) 

Edit 

❖  CAPS Amendments - EMS - 2020 

Edit 

❖  Annual Teaching Plan - Grade 8 EMS - Term 1 

Edit 

❖  Annual Teaching Plan - Grade 8 EMS - Term 2 

Edit 

❖  Annual Teaching Plan - Grade 8 EMS - Term 3 

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❖  Annual Teaching Plan - Grade 8 EMS - Term 4 

Edit 

 Add an activity or resource

❖ IN-CLASS MICROTEACHING EXERCISES

Edit 



❖  What is microteaching? 

Edit  

❖  An example of a microteaching lesson 

Edit  

❖  A well-paced Economics microteaching lesson 

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❖  Ismail's mock microteaching lesson - Circular Flow Diagram 

Edit 

❖  Youtube video clips to use in your microteaching exercises 

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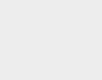


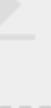
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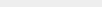
❖  Ismail's Lesson Plan - in Word format 

Edit 

❖  How to add narration (audio) to your Powerpoint 2019 presentation 

Edit  

❖  How to add narration (audio) to your Powerpoint 2016 presentation 

Edit  



Edit 

❖  Semester 1 - In-class Microteaching Exercise #1 

Edit   

Upload your Powerpoint Microteaching Exercise #1 here. Use the Narrator function in Powerpoint to "walk" us through your 10-minute

microteaching lesson.

Due date: ** June 2020



Edit▼

Semester 2 - In-class Microteaching Exercise #2

Edit▼

Upload your Powerpoint Microteaching Exercise #2 here. Use the Narrator function in Powerpoint to "walk" us through your 10-minute microteaching lesson.

Due date: ** October 2020

+ Add an activity or resource

METHOD JOURNAL AND REFLECTION

Edit



Reflection: Reporting back

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Ismail's Appendix K - Lesson Reflection Form

Edit▼



Method Journal (PoE)

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Please upload your "FET - Method of Economics" Portfolio of Evidence (PoE) here.

+ Add an activity or resource

LECTURE NOTES / CLASSROOM HANDOUTS

Edit



Lecture 1 - Duties and traits of a teacher

Edit▼

Lecture 2 - Discipline and classroom management

Edit▼

Lecture 3 - Ismail - Lesson plan template - Economics and EMS

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+ Add an activity or resource

ABRIDGED AND FULL LESSON PLAN TEMPLATES

Edit



Abridged Lesson Plan - Completed Template

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Abridged Lesson Plan - Blank Template

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Full Lesson Plan Template

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+ Add an activity or resource

SBL ASSESSMENT TEMPLATES

Edit



SBL Assessment Rubric

Edit▼

Full Lesson Plan Template

Edit▼

Appendix K - Lesson Reflection Form

Edit▼

+ Add an activity or resource

ONLINE PEDAGOGY RESOURCES

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Starting Point: Teaching and Learning Economics

Edit▼

- ❖ Interactive Lecture Demonstration in Economics Edit
- ❖ TESS-India - Key Resources Edit
- ❖ TESS-India Video Resources Edit
- ❖ Resources for Educators - A BRILLIANT SITE! :) Edit

+ Add an activity or resource

❖ SUBJECT-METHOD RESOURCES

Edit

- ❖
- ❖ FET Economics - Mind the Gap Edit
- ❖ FET Economics - Grade 12 - Workbook Edit
- ❖ FET Worksheets and Study Notes - Grades 10-12 Edit
- ❖ FET Economics - Grade 12 Exam Papers and Memoranda 2017 Edit
- ❖ FET Examination Resources Edit
- ❖
- ❖ SP EMS Assessment Bank Items - Grade 8 Edit
- ❖ SP EMS Examination Papers Edit
- ❖ SP EMS Study Guide Edit
- ❖ SP EMS - StudyMaster - EMS Teacher's Guide (83Mb Zipped File) Edit
- ❖
- ❖ DBE Classroom Content Server Edit
- ❖ Eastern Cape Curriculum (A FANTASTIC RESOURCE) Edit

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❖ REGISTER AS AN EDUCATOR (SACE) AND DBE VACANCIES

Edit

- ❖
- ❖ SACE - Registration and procedure forms Edit
- ❖ DBE - How to find a post as an educator Edit
- ❖ DBE - National Recruitment Database Edit
- ❖ DBE - Vacancies Edit
- ❖ DBE Eastern Cape - Vacancy Bulletins Edit
- ❖ DBE - Unemployed Educators Form Edit
- ❖ DBE - Application for Employment - Z83 Form Edit

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❖ MODULE AND LECTURER EVALUATION

Edit

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- ❖ PMSC400 - Module and Lecturer Evaluation Survey Edit

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+ Add sections



Moodle Docs for this page