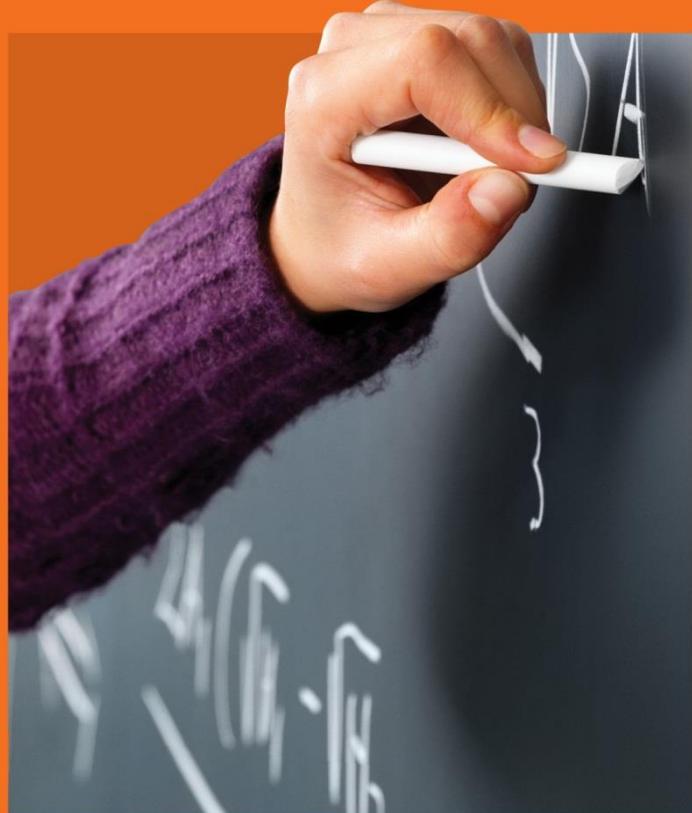


NELSON MANDELA

UNIVERSITY

Faculty of Education

Guiding tomorrow



**PMEC400 - Method of FET Economics
Study Guide
Post-Graduate Certificate in Education (PGCE)**

FACULTY VISION AND MISSION

Our Vision:

To be a dynamic community of teachers, leaders and scholars in education, committed to creating a vibrant, socially just and democratic society.

Our Mission:

We are committed to cultivating

- Passionate, engaged, knowledgeable, effective, and compassionate teachers, researchers, and leaders who are
 - Critical thinkers, and
 - Agents of hope, change, and social justice

Through

- Practicing humanizing pedagogies,
- Establishing collaborative partnerships with relevant stakeholders, particularly students, schools, communities, alumni, and governments,
 - Using future-oriented technologies creatively, and

Bringing the classroom into the world and the world into the classroom.

© Nelson Mandela University 2020
Nelson Mandela University
Faculty of Education
P O Box 77000, Port Elizabeth 6031
South Africa

Every effort has been made to identify the holders of copyright to material used in this book. The writers apologize for any errors or omissions, and would be grateful for information enabling them to correct these.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, without the prior permission in writing of the author, nor be circulated in any form of binding or cover other than that in which it is published.

FACULTY OF EDUCATION
POST-GRADUATE CERTIFICATE IN EDUCATION (PGCE)
PMEC400 - METHOD OF FET ECONOMICS

TABLE OF CONTENTS

Section	Topic	Page
1.	MODULE OUTCOMES 1.1 Purpose 1.2 Learning Outcomes 1.3 Core Content 1.4 Competencies developed in the module 1.5 Roles developed through this module 1.6 Assessment 1.7 Moderation 1.8 Prerequisites for this module	7 7 7 8 9 9 9 9
2.	TEACHING STAFF AND LECTURE TIMES	10
3.	PRESCRIBED TEXT AND SUPPLEMENTARY READINGS	10
4.	CLASS ATTENDANCE, LECTURE PREPARATION, HONESTY AND GRIEVANCE PROCEDURES	11
5.	BLENDED LEARNING	13
6.	CALCULATION OF FINAL CONTINUOUS ASSESSMENT (CASS) MARK 6.1 Submission of assignments and other assessment activities 6.2 Submission of Method Journal	13 14 14
7.	PROGRAMME OF ASSESSMENT 7.1 Homework and other assessment activities 7.2 Assignments	15 15 15
8.	OUTLINE OF CONTACT / NON-CONTACT SESSIONS	16
	UNIT 1: INTRODUCTION AND MODULE OVERVIEW	17
	UNIT 2: DEVELOPING A TEACHING PHILOSOPHY TO ADDRESS THE BARRIERS TO LEARNING IN SOUTH AFRICAN SCHOOLS	21
	UNIT 3: TEACHING APPROACHES AND TECHNIQUES	24
	UNIT 4: MAKING SENSE OF THE FET ECONOMICS (GRADES 10-12) CAPS CURRICULUM	30
	UNIT 5: LESSON PLANNING AND DESIGN	32
	UNIT 6: MICROTEACHING LESSONS	43
	UNIT 7: CLASSROOM MANAGEMENT	48
	UNIT 8: SITUATIONAL ANALYSIS AND REFLECTION ON SCHOOL-BASED LEARNING (SBL) EXPERIENCES	56

UNIT 9: CAPS ASSESSMENT STANDARDS AND PROTOCOLS ECONOMICS (GRADES 10-12)	57
UNIT 10: TYPES OF ASSESSMENTS AND MARKING TOOLS	60
UNIT 11: SETTING A TEST PAPER WITH MARKING GUIDELINE	66
UNIT 12: CRITIQUE OF A TEST QUESTION PAPER	76
UNIT 13: NQF PROTOCOLS ON PROMOTION AND PROGRESSION	85
UNIT 14: PROFESSIONAL TEACHER BEHAVIOUR	87
UNIT 15: REFLECTION ON SCHOOL-BASED LEARNING (SBL) EXPERIENCES	96
UNIT 16: APPLICATION FOR A TEACHER'S POST	97
UNIT 17: FINALISATION OF METHOD JOURNAL	107
POST-MODULE REFLECTION BY MEANS OF A CELL-PHILM (VIDEO)	110

Dear Student

Welcome to our *PMEC400 - Method of FET Economics* module!

There is an old adage – “If they aren’t learning, you aren’t teaching.” In June of 2011, at the American Economic Association’s inaugural teaching conference at Stanford, keynote speaker and Nobel Laureate, Vernon Smith, added his own slant on this adage. “If YOU aren’t learning, YOU aren’t teaching.” While the motivation for developing and presenting this *PMEC400 – Method of FET Economics* module is multi- faceted, these adages, in tandem, convey the primary goal of this course: to help novice Economic educators understand the Department of Basic Education’s (DBE) National Education Protocols set for Economics learners (Grades 10-12), the Economics course content as stipulated in the CAPS document for the Economics FET band, various pedagogic techniques, and the scholarship of the teaching enterprise. We trust that, on completion of this module, you will have (i) a clear understanding and knowledge of Economics as a subject discipline; and (ii) developed an effective humanising teaching, learning and assessment strategy that will enable Grades 10-12 learners, within and outside the classroom context, to understand and appreciate the importance of Economic literacy in our everyday lives.

PMEC400 – Method of FET Economics is a **24-credit, year-long, 100% Continuous Assessment (CASS) mark module**. With one credit requiring 10 notional hours of work, the average *PMEC400 – Method of FET Economics* student is 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 *PMEC400 – Method of FET Economics* 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 Economics FET band.

It is an important outcome of this course to imbue every student who takes his/her studies seriously with a positive attitude towards the subject. As this outcome is pursued throughout, it is not repeated in the wording of the specific outcomes for each unit of learning. However, you will be able to show your attitude by the standard and perseverance of your achievement, your genuine interest in studying and teaching Economics, your participation in class, the questions you ask, the respect you show for the language, feelings and opinions of your peers, your conversations with your lecturer as well as your willingness to do more than the prescribed minimum that is expected of you.

The following work/study method is recommended for the units of learning that follow:

- (i) Refer to your Work Programme and read attentively the documentation relevant to that particular unit of learning. Other sources may also be consulted;
- (ii) Diligently attempt and professionally complete all assigned tasks and worksheets. The assignments/exercises supplied in class are aimed at demonstrating your ability to establish direct relationships between theory and practice;
- (iii) Discuss your study and teaching experiences with your fellow students as often as possible. You will, for example, find that you can usually improve your own answers to questions in a case study if you follow up your own performance (effort) with a group discussion about the various possibilities; and
- (iv) Prepare and maintain a Method Journal of your formative assessments which demonstrate your ability to effectively teach and address a range of barriers to learning in an inclusive classroom.

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**.

Should you require any information or wish, at any time, to communicate with Faculty members regarding any aspect of the Post-Graduate Certificate in Education (PGCE) / School-based Learning (SBL) Programmes, please do not hesitate to get in touch with them in-person, telephonically or via email.

HEAD OF PROGRAMME: PGCE

Prof Andre du Plessis (041 504 4033)
Andre.DuPlessis@mandela.ac.za

SBL PROGRAMME COORDINATOR

Dr Dave Edley (041 504 2389)
David.Edley@mandela.ac.za

HEAD OF PROGRAMME: FET

Dr Heloise Satherar (041 504 2382)
Heloise.Satherar@mandela.ac.za

SBL ENQUIRIES: FET

Ms Pam Roach: (041 504 4026)
Pamela.Roach@mandela.ac.za

LECTURER: ACCOUNTING

Dr Heloise Satherar (041 504 2382)
Heloise.Satherar@mandela.ac.za

LECTURER: BUSINESS STUDIES

Mr Edwin Pretorius (083 225 8279)
edwinjp@mweb.co.za

LECTURER: ECONOMICS

Dr Badroen Ismail (041 504 4016)
Badroen.Ismail@mandela.ac.za

In conclusion: Economics 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 Economics 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.

PMEC400 Module-writing Team

1. MODULE OUTCOMES

1.1 Purpose

The purpose of this 24-credit module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject Method of FET Economics by framing the curriculum within the school context and at classroom level.

1.2 Learning outcomes

At the end of this Method of FET Economics module, the student will be able to:

Learning Outcome	Description
LO1	<ul style="list-style-type: none"> Interpret and discuss the provided CAPS curriculum guidelines, and successfully develop and implement the sequence and pace of a learning programme accordingly
LO2	<ul style="list-style-type: none"> Describe his/her personal FET Economics teaching philosophy
LO3	<ul style="list-style-type: none"> Demonstrate an understanding of the content knowledge required in the national school curriculum pertaining to Method of FET Economics
LO4	<ul style="list-style-type: none"> Make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
LO5	<ul style="list-style-type: none"> Relate theory to practice through planning, designing presenting, facilitating, explaining, describing, understanding, analysing, synthesising and reflecting critically on teaching, planning, teaching and learning strategies, classroom behaviour and management media, assessment aspects in the classroom and personal philosophy. This includes (but is not limited to): <ul style="list-style-type: none"> Showing sound subject knowledge when planning a lesson for teaching and learning; Selecting, sequencing, pacing and organising of subject content matter in an appropriate manner; Adapting the curriculum in relation to the specific classroom context; Selecting, discussing and implementing various teaching and learning strategies; Designing a variety of reliable and varied assessment activities and strategies, including interpretation of assessment results in order to improve teaching and learning; Designing selecting and locating appropriate predesigned learning aids (traditional and digital media) for teaching and learning in a diversity of social context, including defending the appropriateness of teaching aids and media; Showing understanding of positive classroom behaviour strategies and classroom management to mediate learning in diverse resourced classroom contexts; Reflecting critically on positive classroom behaviour strategies, classroom management, teaching and learning strategies, planning, design, media, assessment, curriculum, facilitation and personal philosophy by means of discussions, writing, portfolio(s) and presentations; Critically engage with academic content pertaining to research with reference to the subject area, planning, teaching, learning and assessment; and Research/reflect on personal teaching and learning in order to improve practice.
LO5.1	
LO5.2	
LO5.3	
LO5.4	
LO5.5	
LO5.6	
LO5.7	
LO5.8	
LO5.9	
LO5.10	

1.3 Core content

This include, but is not limited to the following Core Content (CC):

CC1	National Curriculum (CAPS): Economics
	<ul style="list-style-type: none"> ○ Background, rationale, general aims and time allocations; ○ Definition, aims, skills and content of Economics as stipulated in CAPS: Economics; ○ Overview of topics per term and annual teaching plans as is indicated in the CAPS document; ○ Content clarification and time allocation for grades 10,11 and 12 as stipulated in CAPS; and ○ Assessment guidelines stipulated in CAPS (Economics) focusing on different forms of assessment, recording of and reporting on assessment results and moderation of assessment.
CC2	Economics examination guidelines for grade 10, 11 and 12
	<ul style="list-style-type: none"> ○ The purpose of the examination guidelines; ○ Format of the question papers; ○ Specifications with regard to the scope and depth of specific elements of the content; and ○ Examples of challenging or higher-order questions in the grade 10, 11 and 12 curricula.
CC3	Pedagogy, lesson planning, teaching resources and assessment for teaching and learning
	<ul style="list-style-type: none"> ○ Interpreting the Economics curriculum in order to design relevant and creative learning experiences; ○ Interpretation of the term teaching plans stipulated in the CAPS (Economics) document; ○ Lesson planning and design informed by Pedagogical Reasoning Process of Shulman; ○ Formulating aims and objectives; ○ Designing and implementation of teaching media in a well-resourced and under-resourced context, such as Powerpoint presentations, transparencies, posters, flashcards and the use of newspaper articles as well as pictures; ○ Setting up, using and caring for media equipment; ○ The use of different teaching methods suitable for teaching Economics such as direct instruction, group work, small group work (or working in pairs), demonstration, Socratic questioning, co-operative learning, research and case studies; ○ Assessment strategies and tools: design, implementation, reflection and adaptation of assessment tasks, questions, checklists and rubrics; <ul style="list-style-type: none"> ➤ Develop an <i>assignment</i> as well as an assessment instrument (suitable for the specific grades 10, 11 and 12, as stipulated in CAPS) and reflecting on the relevancy and purpose of the assignment; ➤ Design a <i>research project</i> as well as an assessment instrument (suitable for the specific grades 10, 11 and 12 as stipulated in CAPS) and reflecting on the relevancy and purpose of the project; ➤ Create a <i>case study</i> as well as an assessment instrument (suitable for the specific grades 10, 11 and 12 as stipulated in CAPS) and reflecting on the relevancy and effectiveness of the case study; ➤ Setting of different objective-type Economic questions (multiple choice, matching columns, true/false, etc.) as well as the memorandum; ➤ Setting Economics questions as well as the memorandum suitable for section B and section C of the examination papers; ➤ Setting a microeconomics examination paper and memorandum based on the stipulations in the examination guidelines for grade 10, 11 or 12; ➤ Setting a macroeconomics examination paper and memorandum based on the stipulations in the examination guidelines for grade 10, 11 or 12; ○ Using ICT with specific reference to Micro-teaching lessons as well as the use of the internet and other on-line materials for teaching and learning Economics; ○ Inclusivity and barriers to learning: Create an awareness of the existence of barriers to learning in the Economics classroom and enable students to adapt the content and teaching methods to cater for the diverse classroom in order to promote successful learning in Economics; and ○ Classroom management and positive behaviour strategies for the diverse classroom in order to promote learning.

CC4	Action research <ul style="list-style-type: none"> ○ Investigating and reflecting on my classroom practice and teaching of problematic content areas in order to ensure successful learning and teaching of the problematic content areas in Economics.
CC6	Personal teaching philosophy
CC7	Micro-teaching <ul style="list-style-type: none"> • Development and Presentation of Lessons in Micro-Teaching and School-based learning environments.

1.4 Competencies developed in the module

- Newly qualified teachers must have sound subject knowledge.
- Newly qualified teachers must know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.
- Newly qualified teachers must know who their learners are and how they learn, they must understand their individual needs and tailor their teaching accordingly.
- Newly qualified teachers must know how to communicate effectively in general, as well as in relation to their subjects), in order to mediate learning.
- Newly qualified teachers must have highly developed literacy, numeracy and Information Technology (IT) skills.
- Newly qualified teachers must be knowledgeable about the school curriculum and be able to unpack its specialized content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.
- Newly qualified teachers must understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.
- Newly qualified teachers must be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.
- Newly qualified teachers must be able to assess learners in reliable and varied way, as well as being able to use the results of assessment to improve teaching and learning.
- Newly qualified teachers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.
- Newly qualified teachers must be able to reflect critically on their own practice, in theoretically informed ways and in conjunction with their professional community of colleagues in order to constantly improve and adapt to evolving circumstances.

1.5 Roles developed through this module

- Specialist subject teacher; Learning mediator
- Interpreter & Designer of learning programmes
- Leader, administrator, manager; Scholar, researcher & lifelong learner
- Assessor; Community, citizenship & pastoral

1.6 Assessment

- 100% continuous assessment.
- A student must obtain a final mark of at least 50% to pass the module. A student passes the module with distinction if he/she attains a final mark of at least 75%.

1.7 Moderation

- External

1.8 Pre-requisites for this module (If any)

- As stipulated in the admission requirements

2. TEACHING STAFF AND LECTURE TIMES

Head of FET Programme:	Dr Heloise Satherar Email: Heloise.Satherar@mandela.ac.za Tel: 504 2382
Lecturer:	Dr Badroen Ismail Email: Badroen.Ismail@mandela.ac.za Tel: 504 4016
Consultation times:	By prior arrangement via email. Office: Building 6, Room 0129B
Lecture times and venues:	Monday @ 15:25 in Room 06-0136 Tuesday @ 15:25 in Room 06-0136

3. PRESCRIBED TEXT AND SUPPLEMENTARY READINGS

No primary text is prescribed for this course and the main reference will be the class notes (lecture packs in PDF format) I plan to circulate via email and post onto our PMEC400 [iLearn](#) portal. However, articles and publications from the following sources will be used extensively throughout this module:

- Hoyt, G.M. and McGoldrick, K. eds., 2012. **International handbook on teaching and learning Economics.** Edward Elgar Publishing. ISBN: 9781781001936.
 - The aforementioned book provides “a comprehensive resource for instructors and researchers in Economics, both new and experienced. This wide-ranging collection is designed to enhance student learning by helping economic educators learn more about course content, pedagogic techniques, and the scholarship of the teaching enterprise.” The electronic version (eISBN: 978 1 78100 245 2) of the book can be ordered from the following web URL: https://www.e-elgar.com/shop/international-handbook-on-teaching-and-learning-economics?_website=uk_warehouse
- Curriculum and Assessment Policy Statement (CAPS) for Economics (Grades 10 – 12). It is COMPULSORY to download this document from our PMEC400 [iLearn](#) portal and to have it with you during every lecture / contact session.
- Levin, M., Viljoen, R. and Pretorius, E. (Latest edition). **Enjoy Economics.** Grade 12 Learner's Book. Pearson Education Southern Africa. [ISBN: 9780796252296](#).

It is also recommended that you visit the following online websites to acquire as many helpful supplementary resources for fine-tuning your teaching strategy, developing your FET Economics lesson plans, acquiring pointers to strengthen your assessment techniques, and accessing the latest Economics teaching protocols and circulars from the Department of Basic Education.

- **Starting point: Teaching and learning Economics.** <https://serc.carleton.edu/econ/index.html>. This site introduces economists to innovative teaching strategies developed both within and beyond the discipline of Economics. It provides instructors with the tools to begin integrating and assessing these teaching strategies in their own classrooms and promotes the sharing of teaching innovations among instructors.
- **Pedagogy in action: Connecting Theory to classroom practice.** <https://serc.carleton.edu/sp/index.html>
The goal of the Pedagogic Service is to encourage educators to reflect critically on their own teaching practices and to support them in exploring new pedagogies. Building on a successful model in the geosciences, the authors of this website have created a library of pedagogic methods and a collection of activities which exemplify each method.

- **Teaching resources for High School Economics.** Use this High School Economics Web Guide to find practical resources and real-life projects that make learning Economics a breeze. http://www.findingdulcinea.com/guides/Education/High-School-Economics.pg_00.html
- **Developing lesson plans** in Economics can sometimes seem too abstract for students. “Teaching the News” not only puts these lessons into real life perspective but it also helps educate your students on how to critically engage with current events. Use these current events to teach the news in your classroom. Following each article you will find several related resources from [EconEdLink.org](https://www.econedlink.org) for teaching underlying Economics concepts. For lesson plans and media resources on various topics in Economics (Grades 10-12), please visit <https://www.econedlink.org/resources/grade/9-12/> or visit the following URLs for detailed lesson plans: <https://www.fte.org/teachers/teacher-resources/lesson-plans/> or <http://economicsforeveryone.ca/lessonmenu/>
- For an example of a CAPS Grade 10 Economics Lesson Plan, click here: <https://studylib.net/doc/8584795/economics-lesson-plan#> or visit the PMEC400 [iLearn](#) portal.
- **Online Assessment Tool.** The Council for Economic Education is a leading designer of high-quality resources facilitating instruction and assessment. The *Online Assessment Centre* (OAC), builds further upon this record providing a free service where teachers can securely administer assessments, gain real-time data, and measure student knowledge and understanding of economic and personal finance concepts. [In four easy steps](#) teachers can use this service to analyse the efficacy of their instruction and modify their approach.

Internet and print resources for novice Economics Teachers

- Resources for Economists, Teaching Resources: <https://www.aeaweb.org/resources>
- Economics for Teachers: <http://economicsforteachers.blogspot.com/>
- **Teaching Economics to Undergraduates: Alternatives to Chalk and Talk**, edited by William E. Becker and Michael Watts <https://www.amazon.com/Teaching-Economics-Undergraduates-Alternatives-Chalk/dp/184064270X>
- James L. Jackson (2008) **Teaching Economics: More Alternatives to Chalk and Talk**, *Educational Studies*, 44:2, 176-181, DOI: [10.1080/00131940802368554](https://doi.org/10.1080/00131940802368554)
- Caroline Elliott (2011) **Teaching innovations in economics: strategies and applications for interactive instruction**, *Education Economics*, 19:4, 447-448, DOI: [10.1080/09645292.2011.616106](https://doi.org/10.1080/09645292.2011.616106)

For each unit, the study guide also identifies additional key journal or document references designed to enhance your understanding of the unit topic. These are all available, through the library website, at the identified web URLs or full-text online repositories.

As an educator in South Africa, you should also become familiar with the resources found on the website of the Department of Basic Education (at <http://www.education.gov.za> or at <http://www.ecdoe.co.za>). If, in your wider reading, you come across an article or book that you believe would be useful to your peers or future students, we hope that, as a member of a professional community, you will remember to share that information with your lecturer and classmates.

4. CLASS ATTENDANCE, LECTURE PREPARATION, HONESTY AND GRIEVANCE PROCEDURES

PMEC400 – *Method of FET Economics* students are expected to attend THREE lectures per week. These lectures are presented at the following times: **Monday at 15:25 in Room 06-0136; and Tuesday at 15:25 in Room 06-0136..**

During our contact sessions various challenges students experience at their schools are discussed. These challenges can vary from content issues to disciplinary issues as well as issues regarding classroom management. The sessions create an opportunity to exchange ideas and to discuss matters that could limit or improve your development as a student teacher. A study by Romer (1993: 171) have shown that a student who attends only a quarter of the lectures earns a 1.79 (C-) grade average, while a student who attends all of the lectures, earns a 3.44 (B+) grade average. Please note that a student cannot expect the lecturer to repeat the

work if he/she did not attend the scheduled classes. **Therefore, it is compulsory to attend all contact sessions scheduled for this module.**

Furthermore, students must adhere to the specified lecture times indicated on their time-table, as late-comers distract the attention of fellow students and the instructor. When a student is absent from class, he/she must provide a *valid medical certificate*. Please ensure that you have the latest schedule of contact sessions. If you have a laptop or a tablet, please bring it with you to each contact session.

Perhaps a word of warning is appropriate here. **Do not expect to learn everything you need to know just by attending lectures. It is mostly what you do after the lectures that really consolidate your knowledge.** Therefore, students are required to read through the relevant sections BEFORE they are discussed in class. Remember: you are required to assume responsibility for your own learning! In addition, students should go over their lecture notes each day and read the prescribed texts as well as other recommended material. Furthermore, it is suggested that students should spend at least three hours a week working on the written assignments.

You are strongly advised to ensure that the work you submit for your written assignments is your own. The Faculty of Education is committed to reducing the incidence of plagiarism and academic dishonesty (cheating). Cheating, which includes plagiarism, occurs when a student or group of students uses or attempts to use, unauthorised aids, assistance, materials or methods. Cheating is a serious educational offense. Plagiarism occurs where a student represents the work or ideas of another person as his or her own. Examples of plagiarism include:

- Borrowing the ideas, theories, illustrations, lab data, or language of others, in whole or in part, without properly quoting and citing the source within the text of the paper;
- Substantially paraphrasing without acknowledging the source, even though you have used your own words;
- Combining your words with substantial phrases from a source that is either not cited or under cited;
- Using synonyms to change words within a phrase or sentence derived from another source and then treating the phrase or sentence as if it was your own;
- Failing to cite the correct source of a quotation;
- Submitting an assignment that does not acknowledge the contribution of co-authors where such acknowledgement would be appropriate;
- Submitting an assignment, in whole or in part, that was previously graded in another course, whether or not the other course was taught at RPI;
- Submitting an assignment, in whole or in part, which was purchased from another source.

Any student who is found to have copied any assignment or examinable work from another student or who has been dishonest in complying with any of the requirements of the course will immediately be referred to the University Disciplinary Committee. That said, there is benefit to be gained in discussing the questions with your fellow students; they may well be able to help you gain a better understanding of the topic.

If you have any grievances pertaining to the content, assessments and/or manner in which this module is presented, you should first approach your lecturer. If no amicable resolve can be found to your grievance, you should then write a letter explaining the details of your complaint to the FET Programme Coordinator, Dr Heloise Satherar (Heloise.Satherar@mandela.ac.za). At the end of the module you will also be given the opportunity to give an anonymous written evaluation of both the module and the facilitator.

5. BLENDED LEARNING

Blended Learning has become popular in higher education in recent years. It is a move beyond traditional lecturing to incorporate face-to-face learning with e-learning, thereby creating a blend of learning experiences. Blended Learning include teaching, learning and assessment within a variety of contexts, using different delivery modes, educational approaches, methods, media formats, technologies and tools. This dynamic environment spans from formal/informal face-to-face sessions to pure online learning including e-Learning and m-Learning.

At Nelson Mandela University various systems, tools, technologies are available. The open source Moodle Learning Management System ([iLearn](#)) provides a platform for course management activities such as assessment management, student tracking, grading and reporting. Blending the best of the face-to-face and the online worlds optimise the teaching, learning and assessment opportunities to benefit both students and lecturers alike. The [iLearn](#) system also provides students with (i) a means to communicate not just with their lecturers, but also with their fellow students; (ii) an easy method of submitting their assignments/tasks/activities from anywhere in the world and at any time; (iii) an easy reference place for seeing their marks and getting feedback from lecturers pertaining to online assessments; and (iv) assist students to develop a working understanding of what constitutes plagiarism.

We have designed and manage our *PMEC400 – Method of FET Economics* [iLearn](#) portal from the assumption that this form of teaching and learning will become the basis of teaching pedagogy in the future. Even though it may be new or challenging to you, we want you to be comfortable and excited about using it as a teaching and learning tool. [iLearn](#) has a facility through which students and lecturers can send messages to each other via the Learning Management System (LMS). These messages will often be sent to your cell phone. This messaging system is also the way that your assessment marks are given to you - often immediately after the lecturer (or system) has assessed a task or activity.

In order to access our *PMEC400 – Method of FET Economics* [iLearn](#) portal, follow these steps:

- (i) **Go to the following website in your browser:** <http://learn.mandela.ac.za>;
- (ii) **Enter your Username:** Use your Nelson Mandela University email username (this is usually your student number with an “s” in front of it e.g. S209345678);
- (iii) **Enter your Password:** Use your Nelson Mandela University email password
(To get this info you must phone the “Helpdesk” at 041 504 3000 or refer to the ICT printout that was handed to you at registration);
- (iv) **Search for PMEC400.** Click “Go”. Click on “PMEC400: Method of FET Economics”;
- (v) To enrol you need the “Enrolment key” The enrolment key for this module (*PMEC400 – Method of FET Economics*) is: **method**

If you do not do this, you will not be able to download our Lecture Packs, upload your assignments/tasks/activities or communicate electronically with your peers and lecturers via [iLearn](#).

6. CALCULATION OF FINAL CONTINUOUS ASSESSMENT (CASS) MARK

The final mark for this module (*PMEC400 - Method of FET Economics*) is calculated on a continuous assessment basis. In other words, **no examination is written for this module**.

This module is assessed based on the marks you obtain for your Assignments & Other Assessment Activities (homework) **PLUS** the marks you obtain during the lessons presented for assessment purposes to the lecturer as well as the mentor teacher.

Your CASS mark will be calculated as follows:

Assignments & Other Assessment Activities	40%
Method Journal	60%
TOTAL CASS MARK	100%

6.1 Submission of assignments and other assessment activities

- Details of all the required assignments will be given in class during the year. Students will be given several opportunities during the weeks prior to submitting the final assignment to discuss their progress in class. Fellow students will be allowed to provide feedback to the student. The lecturer will also provide feedback that the student can incorporate in his/her work before submitting the final product and before the student presents his/her lessons.
- Requests for extension to submit an assignment must be made to your lecturer badroen.ismail@mandela.ac.za at least 24 hours prior to the submission date. The request must also contain documentation satisfactorily supporting the request. If an extension is approved, the new agreed date for submission will be given via email. An extension made on medical grounds will be for the number of days for which the medical certificate indicates the student was unwell, and will not exceed 14 days. Late submissions without prior approval will incur a penalty of 5% of the total mark per day.
- Students should note that assignments received after 16:00 on Submission Day will be recorded as being received on the next business day and as such penalties will be imposed. Students should ensure their assignments are submitted PRIOR to 16:00. All assignments will be stamped with the date and time of receipt, or if submitted after hours, with the date of the NEXT business day.
- Students are expected to teach a number of micro lessons during the year. Students will be notified ahead of time when they will have to do their presentations. Absenteeism during these presentations will be seen in a very serious light. **If a student is absent when he/she has to do the presentation, they will forfeit the mark (unless a valid medical certificate can be provided).** If a student is absent when the rest of the students have to present their lessons without a valid medical certificate, 10% will be deducted for each period missed from their own marks that were obtained when they eventually made their presentations.

6.2 Submission of Method Journal

- You have to submit a Method Journal that reflects all the work you did during the year in Economics Method as well as your teaching at school.
- This Method Journal must be submitted on **Friday, 23 October 2020** for final assessment. **No Method Journal will be received at any date later than 23 October 2020. Failure to submit the Method Journal will result in failure of the module.**

7. PROGRAMME OF ASSESSMENT

7.1 Homework and other assessment activities

Week	Unit	Homework Activity Topic	Due Date
1	1	Complete “Section A – Curriculum / Policy Documents” section of Method Journal	TBA
2	2	Develop your own PoTS	TBA
5	5	Lesson Planning and Design (30 marks)	TBA
14	8	Microteaching lesson plan: “Basic Economic Problem”	TBA
15	9	CAPS Assessment Protocols (10 marks)	TBA
17	11	Bloom’s Taxonomy (50 marks)	TBA
18	12	Critique of a test paper (50 marks)	TBA
19	13	Formal Assessment and Promotion Requirements (10 marks)	TBA

7.2 Assignments

Week	Unit	Assignment Topic	Due Date
5	5	Develop a three-phase Lesson Plan: “Circular Flow Diagram”	TBA
16	10	Develop case study with marking guideline (20 marks)	TBA
17	11	Setting a test paper with marking guideline (15 marks)	TBA
28	16	Application for Teacher’s Post	TBA
30		Post-module reflection by means of a cell-philm (video)	TBA

NOTE: All classwork and homework activities to be filed in Method Journal under the applicable Section provided for.

8. OUTLINE OF CONTACT / NON-CONTACT SESSIONS

To be circulated in class.

Week *

UNIT 1 INTRODUCTION AND MODULE OVERVIEW

Lecture 1	<ul style="list-style-type: none"> • Introduction and welcoming • Study letter and Assessment details • Method Journal (Structure and submission dates)
Lecture 2	<ul style="list-style-type: none"> • Discussion on what the Department of Basic Education, in light of the changing landscape in education, requires of all teachers.
Lecture 3	<ul style="list-style-type: none"> • Provide the novice FET Economics teacher with unique insights into (i) the various organizational and logistical issues to consider from the first time he/she walks into a classroom; and (ii) specific pedagogical tools and techniques he/she can adopt to move away from the traditional 'chalk and talk' approach to an interactive student-centred instruction.
Linked to Learning Outcomes (LO)	LO1 / LO3 / LO4 / LO5.1 – LO5.10
Activities	Direct instruction followed by class discussion
Critical questions to discuss during the contact sessions	<p>In terms of existing literature and popular classroom pedagogy</p> <ul style="list-style-type: none"> • What are the expectations the DBE has of all novice FET teachers? • How does one prepare for that first lesson in Economics? • What issues will the novice FET teacher have to contend with in the classroom? • What classroom management technique must one adopt to create an environment that is conducive for teaching and learning? • How does one elicit classroom discussion and engage students in the economic content?
Suggested resources	Peer-reviewed article
Prescribed reading	<p>Sheridan B.J., Hoyt G. and Imazeki. J. (2014). "A primer for new teachers of Economics." <i>Southern Economic Journal</i>. January 2014, 80(3) : 839-854. https://onlinelibrary.wiley.com/doi/abs/10.4284/0038-4038-2013.054</p>

HOMEWORK ACTIVITY #1

DUE DATE:

- 1.1 Download **AND PRINT** the following documents from the Department of Basic Education's website (<http://www.education.gov.za>) or at (<http://www.ecdoe.co.za>). You can also download these documents from our PMEC400 Moodle portal.
 - CAPS FET Phase (Grades 10-12) – 48 pages. THIS DOCUMENT IS COMPULSORY READING.
 - Subject-assessment Guidelines – NCS Grades 10-12 (January 2007) – 22 pages
 - Guidelines to strengthen CAPS – 53 pages
 - Examination Guidelines (Economics) Grade 12 – 29 pages
 - National Protocol for Assessment – 43 pages
 - National Policy for Promotion Requirements of CAPS – 61 pages
 - Criteria for the Implementation of Progression (Grades 10-12) – Circular of 2 pages
 - Guidelines for implementation of promotion and progression requirements – 11 pages (Vinjevold, 2017)
 - Circular E22 of 2016; Circular S11 of 2017
- 1.2 Insert these documents (in the sequence given above) into your PMEC400 Method Journal file.
- 1.3 Label this as "**Section A – Curriculum / Policy Documents**".
- 1.4 Bring your PMEC400 Method Journal to class during Week 2.

Unit 1: Pre-reading 1.1

DEPARTMENT OF BASIC EDUCATION'S EXPECTATIONS W.R.T. NEW TEACHERS

The following persons are regarded as new teachers who are targeted for orientation:

- graduates who have completed their professional qualifications (at REQV 14) at higher education institutions and who will be appointed at a South African public school for the first time; or
- foreign teachers who are new to the profession; or
- foreign teachers who have served as teachers in their country of origin; or
- South Africans who have obtained their teaching qualifications in other countries; or
- teachers who are returning to the profession after not having taught for five years or more.

Orientation should be provided to teachers who are employed at South African public schools and who have:

- qualified at REQV 14, with a B Ed or an academic degree and a PGCE, and who are new to the teaching profession;
- qualified at REQV 14, with an NQF level 5 ECD qualification and an additional REQV 13 , NQF level 6 Diploma in Grade R Teaching qualification;
- qualified at REQV 14 equivalent in a foreign country and who may, or may not, have taught in their country of origin; and
- qualified at REQV 14 and are returning to the profession after not having taught for five years or more.

This includes all categories of teachers and all post levels of teaching, including teacher interns, teacher assistants, contracted teachers, etc., who are responsible for teaching and learning at public schools.

Teaching may easily be defined as a skill that is based on abstract knowledge. It requires education and training, which is usually associated with a university; it requires certification, which is based on competency testing; it is formally organised; it adheres to a code of conduct; and it entails altruistic service. This means that teaching is a profession and, like all professions, it has particular modes and a particular code of ethics. Therefore, new teachers need to be informed of the concept of teaching as a profession, so that they will know and understand the following as they start their new career:

- The process of professional registration at the South African Council for Educators.
- The Code of Professional Ethics of the South African Council for Educators.
- The correct arrival and departure times.
- The correct dress code.
- Principles that apply in relation to leaving the premises during school hours and the procedures that have to be followed if a teacher needs to leave the premises during school hours.
- The concept of teacher induction and mentoring (this applies to new principals and new teachers).
- Continuing Professional Teacher Development (commonly referred to as "CPTD") and the expectations in regard thereto.

The curriculum

In its National Development Plan: Vision for 2030 (NDP), the National Planning Commission envisages schools that provide all learners with an excellent education, especially in literacy, mathematics and science. It is important to remember that we currently have a list of priority subjects, or high-enrolment subjects, in the FET Band (grades 10-12) that need much support for improved learner achievement and pass rates by 2025. These subjects are:

Accounting; Agricultural Science; Business Studies; **Economics**; English First Additional Language; Geography; History; Life Sciences; Mathematics; Mathematical Literacy and Physical Science.

For the high percentage of learners who enrol for these subjects, a strong foundation has to be laid from Grade R through Foundation Phase to Senior Phase. This implies that even new teachers cannot afford to make a slow start in their teaching career – they have to contribute to the production of well-rounded learners from their first day in their new job. Mathematics and English have been identified as a focus for laying a strong foundation and supporting enhanced learner attainment across all subjects: Mathematics is a thinking subject, and English is an access subject. The NDP acknowledges that teachers are central to education and cautions that teaching can be regarded as a highly valued profession only if teachers have a good knowledge and understanding of the subjects they teach.

The NDP emphasises the importance of having high-quality teachers of mathematics and science. Essentially, all new teachers should be assisted in mastering the art of using the content of their specialisation subjects and the pedagogy in line with the NCS.

In this regard, the following documents are also of particular importance:

- The Curriculum Assessment and Policy Statements;
- the National Protocol for Assessment; and
- the National Policy Pertaining to the Programme and Promotion Requirements of the NCS Grades R-12.

These key curriculum documents are supported by the following education policies and other documents:

- The Minister's Delivery Agreement: The Outcome of Basic Education
- The National Development Plan 2030
- The Action Plan to 2019: Towards the Realisation of Schooling 2030
- The Annual Performance Plan (APP)
- The School Improvement Plan 2030
- The School Assessment Policy
- District Plans
- The National Strategy for Learner Attainment (commonly referred to as the "NSLA")

New Teacher Induction Guidelines for the Orientation Programme

The following core issues are at the centre of all curriculum-related discussions with new teachers:

- Curriculum mapping (content coverage, scope and sequence)
- Exemplar lesson plans, lesson planning and expectations
- Expectations in curriculum management, and pacing of learning
- School, grade and classroom assessment requirements, assessment types and forms, rubrics, and use of assessment feedback to support teaching
- District curriculum implementation support and development process, and resulting expectations for teachers
- Teaching teams or shared responsibilities across the school, the phase and the grade
- Introduction to texts and available supplemental materials – namely, the Workbooks, the ANA exemplars, the Mathematics and Literacy Strategy and the Mathematics, Science and Technology (MST) Strategy; and 'Mind-the-Gap'

Classroom management issues

Classroom management is one of the biggest challenges experienced by novice teachers in their first year of teaching. Classrooms are managed within the broader context of the school management and governance. For classroom management to succeed, the principal must ensure that new teachers clearly understand this context.

Learner behaviour problems have a significant impact on teaching, to the extent that new teachers may abandon the instructional strategies that they learned in favour of the safe and steady diet of lectures and textbooks. One or more disruptive learners may seriously affect the interaction of the teacher with the remainder of the class.

New teachers need to be informed about how to uphold discipline in their classrooms on the basis of the school code of conduct and guidelines and procedures, and in line with the broader behaviour principles of the school.

School management principles have to be made very clear to the school as a whole and to the learners in their individual classrooms. At classroom level, teachers have a responsibility to plan their work and to ensure that the learners are engaged and challenged by the work they do. The importance of properly planned lessons cannot be overstated when it comes to managing learner behaviour in a classroom. The following list of attributes that support classroom management could be addressed during the orientation of new teachers:

- Lesson planning

- Discipline in the school as a whole and in individual classrooms
- Learner representatives: elections, management and responsibilities
- Movement of learners into, inside of and out of classrooms, and around the school in general
- Management of break times
- Learner assembly
- Procedures and expectations for sharing and support among colleagues and teachers: what grade teachers can do for one another

Unit 1: Pre-reading 1.2

ISSUES TO CONTEND WITH AS A NOVICE TEACHER

Teachers are professional persons. Professionalism implies that members of the public, in this case parents and children, bestow a trust and are entitled to expect that this trust will be exercised in an ethical manner.

Teachers in this position of trust are deemed to be in "*loco parentis*" and are expected to exercise a duty of care, which a careful and responsible parent would exercise in similar circumstances. The test that is applied to this duty of care is the test of reasonableness – what is reasonable to expect in any given set of circumstances.

Positive Classroom Behaviour

Classroom behaviour is one of the trickiest issues teachers face today. Disruptive behaviour results in lost curriculum time and creates a classroom environment that is not always conducive to learning. One key to nipping behavioural problems in the bud is to promote positive behaviour before problems arise. This takes some planning, but the following article will provide you with practical tips to help you lay a foundation for positive classroom behaviour.

It probably won't surprise you that classroom control/discipline is rated among the top four challenges teachers face in public schools today.

In fact, almost half the teachers polled said that discipline was a serious problem in their schools. Not surprisingly, when the public was polled on the same issues, they ranked classroom control/discipline as the number one challenge.

Unfortunately, teachers face not only the challenge of managing their learners' behaviour while teaching the curriculum. They also face many conflicting theories about how to manage it: logical consequences, behaviour management and assertive discipline, to name just a few.

Of course, there is no one "correct" way to encourage positive classroom behaviour. But if you begin with a good foundation, it is possible. Here are a few time-tested suggestions that can help you build that foundation.

Think About Your Approach

Take some time to think about the strategies you plan to use to encourage positive classroom behaviour. Clarifying your strategies will make it easier for you to lead the class confidently and effectively.

Visualize Possible Challenges

Imagine possible classroom challenges and review your strategies for dealing with them. Having clear-cut strategies will help keep you grounded when these challenges do arise.

Make Your Expectations Clear from the Beginning

Make sure that learners know what you expect of them. The classroom rules you present should be positive, specific and concise. You may wish to post them in the classroom or distribute them for learners to sign. You should also spell out what will happen (consequences) if learners do not meet expectations.

Week *

UNIT 2

DEVELOPING A TEACHING PHILOSOPHY TO ADDRESS THE BARRIERS TO LEARNING IN SOUTH AFRICAN SCHOOLS

Lecture 1	<p>At the end of this lecture, the student will</p> <ul style="list-style-type: none"> • Understand why a teaching philosophy is important; • know what a teaching philosophy (PoTS) entails; and • Begin to reflect on his/her beliefs about teaching and learning.
Lecture 2	<ul style="list-style-type: none"> • Students to present their respective PoTS for the benefit of the class.
Lecture 3	<p>Loopoo and Singh (2010) suggest that there are two distinct categories of learners in our country - those learners who form the majority with "ordinary needs" and a small minority of learners with "special needs" (learners experiencing barriers to learning) who require support in order to engage in some form of learning process. In order to provide quality education for learners so that they will be able to reach their full potential and be able to meaningfully contribute to and participate in that society throughout their lives (Education White Paper 6, 2001), Loopoo and Singh (2010) contend that educators must be made aware of the fact that the one-size-fits all approach is no longer workable and they must be able to recognise the diverse needs of the struggling learners and underachievers.</p> <p>At the end of this lecture, the student will be able to understand the various barriers to learning in South Africa and adapt their PoTS to be in line with an inclusive pedagogy.</p>
Linked to Learning Outcomes (LO)	LO2 / LO5.10
Activities	Direct instruction followed by class discussion
Critical questions to discuss during the contact session	<ul style="list-style-type: none"> • Why do you need a Philosophy of Teaching Statement (PoTS)? • According to Chism (1998), what are the five components of a PoTS? • What would be the format of a concise-yet-effective PoTS? • From the literature, what are the (pedagogical) barriers to learning in schools? • What can be done to address these barriers to learning in South African schools?
Post-contact reflection	Homework exercise: Develop your own PoTS.
Suggested resources	<p>https://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/</p> <p>http://www.saou.co.za/wp-content/uploads/2013/01/Barriers-to-learning-The-impact-of-it-on-teaching-in-the-classroom.pdf</p>
Prescribed reading	<p>Chism, N.V.N. (1998). "Developing a philosophy of teaching statement." <i>Essays on Teaching Excellence</i>, 9 (3), 1-2.</p> <p>Professional and Organizational Development Network in Higher Education.</p> <p>Loopoo, V. and Singh, P. (2010). "Barriers to learning within a South African context." <i>ICERI2010 Proceedings</i>, pp. 3627-3634. https://library.iated.org/view/LOOPOO2010BAR</p>

Unit 2: CLASS ACTIVITY

PoTS EXAMPLE

My philosophy of teaching is to provide a classroom environment where students are encouraged to express their own ideas and participate in their education experience. Although I stress individual responsibility for learning in the class, I also provide explanation and guidance regarding the course materials and subject matter. I want my students to enjoy the interaction in my classroom and to be challenged by the intellectual discussion of course material.

The purpose of this document is to illustrate my philosophy of teaching. At the end of each class that I teach, I would like to have my students remember the following about me as an instructor:

- He cared about me as a person and valued my contributions to class discussions.
- He created an environment in the classroom which inspired learning and encouraged individual responsibility for education.

I use these statements as the guide for my performance in the classroom and to define my teaching philosophy. In the remainder of this essay, I provide examples of how I apply these guides in my teaching.

Recognition of Individuality

The diverse backgrounds of my students enable them to bring to my classroom a variety of ideas relating to the class material. I want my students to feel that my classroom is a discussion room where they can share their ideas about the subject matter and contribute to the educational experience. On the first day of class, I ask each student to fill out an individual information sheet. I use this information to learn about my students. Throughout the semester, I attempt to call on each student by name and to know a little about his or her background. When I know my students, they feel valued and enjoy the experience of participating in my class.

Learning Environment

As an instructor, I have the responsibility to help my students learn how to learn. I hope to inspire my students with a desire to learn more on their own. I encourage students to take advantage of resources other than standard course materials and lectures. For example, I assign projects which require interaction with the World Wide Web, electronic mail, and other Internet related resources. By doing so, I hope to show my students the tremendous availability of resources to use in learning about almost any subject matter they are studying.

I expect students to take individual responsibility for their education by coming prepared to participate in class. To encourage student participation, I use active learning techniques to draw individuals into class discussions. During class meetings, I ask students questions and use their responses as a foundation for the concepts to be covered in the class period. In addition, I attempt to redirect questions posed by students in the class to other students. By using active learning techniques, I hope to help my students understand they are responsible for their own education experience.

<http://faculty-staff.ou.edu/J/Jon.L.Jasperson-1/TeachingPhilosophy.html>

Your Comments:

HOMEWORK ACTIVITY #2

DUE DATE:

By making of use of the Teaching philosophy template below, develop your own PoTS.

Areas to address in your Teaching Philosophy:

My aspirations/goals/objectives:

- as a teacher:
(i.e., encourage mastery, competency, transformational learning, life-long learning, general skill transference of skills, meaningful learning, critical thinking, etc.)
- for your students:
(See examples above)

**Describe and give example(s)*

What methods will I consider to reach these goals / objectives?

(i.e., your beliefs regarding learning theory and specific strategies you would use...such as case studies, group work, simulations, interactive lectures, learning/reading circles, etc. You might also include any new ideas/strategies you have used or want to try.

**Describe and give example(s) of strategies/practices that you prefer).*

How will I assess student understanding? (What are your beliefs about grading...norm- referenced or criterion-referenced? What different types of assessment will you use....traditional tests? Alternative assessments such as projects, papers, panels, presentation, etc.?)

**Describe and give example(s)*

How will I improve my teaching?

(i.e., How will you use your student evaluations to improve your teaching? How might you learn new skills? How do you know when you have taught effectively?) Any examples you can share?

Additional Considerations:

- Why is teaching important to me?
- How do I collaborate with others?
- What beliefs, theories, and/or methods mark my successful teaching?
- How do I maintain positive relationships with your students? With colleagues?

My PoTS is:

Week *

UNIT 3

TEACHING APPROACHES AND TECHNIQUES

Lecture 1	<p>Every teacher has her or his own style of teaching. As traditional teaching styles evolve with the advent of differentiated instruction, more and more teachers are adjusting their approach depending on their students' learning needs. But there are a few fundamental teaching styles most educators tend to use.</p> <p>At the end of this lecture, the student will understand the five main strategies teachers use in the classroom, as well as the benefits and potential pitfalls of each.</p>
Lecture 2	Millennials have different learning habits compared with their previous cohorts. Thus, teaching foundational microeconomic concepts to millennials could be very challenging. In this lecture we propose an attractive method to improve millennials' learning experience by projecting short YouTube movie clips (3 minutes on average) in the classroom.
Lecture 3	Class discussion / debate on the most effective teaching approaches and techniques.
Linked to Learning Outcomes (LO)	LO5.4 / LO5.5 / LO5.6
Activities	Direct instruction followed by class discussion
Critical questions to discuss during the contact session	<ul style="list-style-type: none"> • What is a teaching style inventory, and how have teaching styles evolved? • What teaching method is best for today's students? • How does classroom diversity influence teachers? • How does one introduce Economics to millennials?
Suggested resources	<p>Grasha, A.F. (2002). <i>Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles</i>. Alliance Publishers.</p> <p>https://www.amazon.com/Teaching-Style-Practical-Understanding-Curriculum/dp/0964507110</p>
Prescribed reading	<p>What is Your Teaching Style? 5 Effective Teaching Methods for Your Classroom. https://education.cu-portland.edu/blog/classroom-resources/5-types-of-classroom-teaching-styles/</p> <p>Carrasco-Gallego, J.A. (2017). Introducing Economics to millennials. https://www.sciencedirect.com/science/article/pii/S1477388017300294</p>

Unit 3: Pre-reading 3.1

DIFFERENT METHODS OF TEACHING ECONOMICS

Economics is a dynamic subject which touches our lives daily. Irrespective of the profession that an individual pursues, s/he is exposed to Economics at every step. Ranging from taking decisions on whether to buy a pair of shoes to whether to take a loan to purchase a house, all such decisions are driven by Economic principles. The sub-prime crisis in the United States of America led to economic repercussions in the everyday lives of not only Americans but also South Africans. If Economics is so important, then why do most learners find the subject at the FET Phase boring and dry which needs to be rote learnt and believe that it is without any insights into the real world? We as educators of Economics do realize that this perception of our learners is misplaced. Yet, can we blame them to think this way, especially if the pedagogy we use to transact Economics is archaic?

The traditional school setting is based on axioms that are outdated and mismatched to current research undertaken in the field of education that supports and provides evidences how a child improves learning. So many of us educators go into our classrooms having answered the question, "what am I going to teach today?" Do we ever seek to answer, "What will my learners learn today?" By changing the focus of the classroom from the teacher to the learner has far-reaching implications on how we teach Economics to make it a more interesting subject where concepts are understood deeply so that they can be applied.

Teachers of Economics are encouraged to break away from the shackles of traditional teaching methods and take bold steps towards making the teaching of Economics more interesting and alive for our children.

There are some strategies for teaching economics in innovative ways like interactive lectures, print media, electronic media, power point presentation, problem-solving based learning, case study method, project-based learning, performance related tasks etc.

Interactive lecture

Whilst literature may ask teachers to move away from the traditional chalk and talk method of teaching, many of us do realize the importance of lectures in our classrooms. Yet it is in a traditional lecture that we find most learners bored, disengaged and distracted. If this method of teaching is the most significant way of imparting the curriculum in any classroom, then why can't we modify it to make it more enriching for the learners? Why can't we make lectures more interactive wherein learners feel involved and a part of the learning process? For instance, after completing the concept of the relationship between elasticity of demand and expenditure, learners were given 2-3 application questions that needed to be discussed in small groups and the findings had to be reported out. For example they needed to discuss the impact of a rise in the price of school uniform prices on their parent's expenditure just before the start of the new school year. Or how would the revenue of a 5 star hotel change if it offered a discount during off peak season. Questions such as these helped learners better understand concepts and their applicability in the real world scenario. Another activity which is very useful in interactive lectures is brainstorming. This short exercise, in small groups or pairs gives an idea as to how much learners are aware of a topic before it is introduced in the classroom. For example, before starting the topic on Fiscal policy, learners can be asked to discuss their ideas on how the main budget addresses the government's macroeconomic objectives. This will help to ascertain their level of understanding. Brainstorming could be used at any time during the lecture as it helps engage learners in a topic.

Lectures can also be made interactive by asking learners to narrate their personal experiences that are related to a topic. For instance, learners can be going for a visit to Coega. Their experiences can become a wealth of information when IDZs/SEZs are learnt in the classroom. Learners can share episodes, anecdotes and other observations that will relevant to what is being discussed in the classroom. Further, peers support a child's narration where additional inputs are required. All this bring in camaraderie and create a non-threatening and conducive environment for learning.

Print Media

I believe that Economics Teachers are well versed with using print media to showcase the practicality of the subject in their classrooms. When doing data presentation in statistics, learners are asked to collect different types of graphs. When the government budget is announced, we all keep newspaper cuttings to discuss

these when we do budgets later in the year with our class. Similarly many of us ask our learners to keep a record of foreign exchange rates for a week so that this data can be used whilst explaining free floating exchange rates. Along with these basic uses, print media can be used to take discussions beyond the academic curriculum on a particular topic. For example, the Economist has developed a Big Mac Index to compare exchange rates across countries. This little magazine clipping is given to the learners to discuss how purchasing power parity is used to determine exchange rates. Learners are also encouraged to read newspapers and magazines. Many a days the last 10 minutes of class are spent in discussing any terminology, ideas or views that learners may not have understood. Further, newspapers offer opinions on curriculum related topics which can be used as a basis or tool to facilitate discussions on a given topic. Newspaper and magazine articles make very good case studies (*discussed later*) when they are without any opinions and views.

Electronic Media

Generally learners dislike South African Economics as they found it boring and believed it had to be rote learnt. We can make it interesting by showing them an edited version of a movie or TV programme as a precursor to discussions on South Africa at the eve of independence. After watching the movie learners are broken into groups to discuss the issues relating to South Africa's agriculture. Each group then presents their findings to the class. It will definitely provide deep visual impact on the learners, which help them to better understand and be sensitive to the conditions of South Africa's agriculture. Feature films and documentaries can also be shown for a variety of topics related to environment, sustainable development, etc.

Teacher driven Power-point Presentations

Many teachers use PowerPoint presentations only for name sake; they should make Powerpoint presentations in such a way that makes class more interactive. Powerpoint presentations are one of the best options to teach complicated topics. Most of the learners could not understand the difference between the two ideas like domestic product and national product. The visual presentation helped the student understand the concept with greater ease. The power point presentation able to make a static equilibrium diagram more dynamic – learners can see how movements and shifts in demand and supply curves take place. Colour coding help to make diagrams clearer and improve attention spans. Presentations then moved towards showing non diagrammatic concepts such as output multiplier through pictures and animations. The visual impact can assist learners to better grasp abstract concepts. South African economics offers a wide scope for using power point presentations to engage learners in discussions to better understand and articulate ideas. In fact several of our South African Economics topics have PowerPoint presentations. When globalization is discussed, an image of a rural lady carrying a gigantic McDonald burger on her head (instead of a cane basket) and a coke can (instead of a plastic water can) in her hand can be used. When learners are shown this picture, it bring a highly energized, animated and passionate discussion on the impact of globalization – learners are able to discuss on the positive and negative aspects of globalization.

Problem solving based learning

Many a times problem solving is an effective strategy to help learners construct their concepts. For example, one of the first concepts of microeconomic theory is that of scarcity and choice leading to opportunity cost. In order to teach this topic, a problem is posed on planning a school leaving party. Information is given regarding the money they can spend on things like food, music, decorations, venue etc. Each group of learners needs to decide on which option it will choose giving the rationale behind the choice. Through this exercise learners themselves come up with the economic problem of wants being unlimited and resources being scarce due to which choice needs to be made. Also they are able to comprehend that there is an opportunity cost attached to every choice or decision that is made. The problem solving method forms a wonderful way of helping learners construct their own knowledge based on their findings on a given problem. Clearly, the teacher's role in this method of teaching is that of a facilitator and guide, wherein she can probe and ask questions as to why learners have made certain suggestions.

Case Studies

Many a time's learners would parrot the teacher's views in answering questions. They took whatever the teacher said as the only way to analyse an issue and believed that there was no other opinion. So we can use case study method. For example, in teaching Unemployment, the class will be divided into small groups.

Data on unemployment in South Africa over the years will be given to each group so that they could discuss the given data; identify the problem, the potential causes of unemployment and its possible solutions. Each group then make a presentation on the given problem. This allowed learners to perceive the problem in their own way, analyse it and suggest solutions. It give them a platform to have different views on unemployment and they realized that as long as they could logically justify their solutions there was no right or wrong answer - hence the teacher's views are not the only views on a topic.

Under the case study method, information or a story is provided. However, there is no analysis regarding outcomes or solutions. Learners need to provide possible options to the given situation which are backed by conceptual justifications. The teacher uses the case study method to extend a student's understanding of real life issues and in turn enhances his/ her existing conceptual knowledge.

Peer-Teaching and Learning

Learners teaching each other in a variety of ways are another strategy to enhance learning. Some of the ways through which learners learn from each other are discussed below:

(a) *Jigsaw reading*: This is a strategy is very useful for topics that require a large number of points to be covered – such as factors affecting elasticity of demand. The class is divided into groups and each group reads only one factor – and ensures that every group member understands it. The teacher then asks any one group member to articulate the understanding of the group. Learners pose their questions to the presenting group and the teacher once again becomes a facilitator of learning.

(b) *Pair Learning*: This strategy is particularly effective when revision needs to be undertaken before an examination. For instance, in order to revise the different equilibrium studied in microeconomics – consumer, producer and market, learners were paired in a manner where one student has understanding of these concepts whilst the other student has doubts and issues. The student who had difficulties first listened to the explanations and then articulate his/her partner.

Performance related tasks

This strategy is uses several of the above detailed strategies to teach one concept. For instance in order to teach functions of money, the class will be divided into groups. Each group will be given an end product through which they have to present the problems of a barter system and therefore the functions of money. These included:

(a) *Dramatization*: Dramatization of ideas is a powerful medium through which children can learn. In the process of enactment, they internalize the overarching ideas on a topic and are able to recall them at a later date. In addition to reading and learning the content, theatre gives tremendous scope for learners to imbibe life skills such as communication, team work, time management etc. and also showcase their creativity.

(b) *Song or Lyrics*: Another strategy that allows learners to showcase talent and simultaneously learn content is through preparing songs and lyrics. This included a news item, song, chat show and radio advertisement.

(c) *Gallery wall*: Another way of asking children to read and present content is through a wall magazine. Again this task allows learners to display their creative skills in displaying the content. It builds team spirit and makes learning enjoyable.

Project based learning

We should all be well versed with project work in Economics and its advantages in delivering content. Under the project based learning approach, learners are given a real world situation which they analyze and present using their academic knowledge and creativity. Project work takes the central ideas of a topic beyond the academic curriculum. Whilst many teachers view projects as an individual activity with the findings being presented in a project file, projects are an effective way of ensuring collaborative small group learning. It is a powerful method of developing research skills, data collection and communication skills along with critical and creative thinking and self-reflective skills. In addition it also teaches learners project management skills such as time management, presentation and team work. We can use group projects to discuss topics such as Comparative Development Experiences of South Africa and its Neighbours.

Learners should be skilled w.r.t. questionnaire development; appropriate data presentation; data analysis including approach taken; conclusions drawn towards accepting or rejecting the hypothesis along with neatness and submitting work on time. It is important for any teacher to give the assessment criteria (rubric) to his/her learners prior to undertaking any activity. This helps learners understand what is expected from them and allows them to focus on wanted deliverables rather than unwanted ones.

Unit 3: Pre-reading 3.2

KEY PRINCIPLES AND APPROACHES TO ENSURE EFFECTIVE TEACHING AND LEARNING

- **Noticing:** Effective teachers are observant, perceptive and sensitive; they notice changes in their students. If you are observant, you will notice when a student does something well, when they need help and how they relate to others. You may also perceive changes in your students, which might reflect changes in their home circumstances or other issues. Involving all requires that you notice your students on a daily basis, paying particular attention to students who may feel marginalised; or unable to participate.
- **Focus on self-esteem:** Good citizens are ones who are comfortable with whom they are. They have self-esteem, know their own strengths and weaknesses, and have the ability to form positive relationships with other people, regardless of background. They respect themselves and they respect others. As a teacher, you can have a significant impact on a young person's self-esteem; be aware of that power and use it to build the self-esteem of every student.
- **Flexibility:** If something is not working in your classroom for specific students, groups or individuals you must be prepared to change your plans or stop an activity. Being flexible will enable you make adjustments so that you involve all students more effectively.

Approaches you can use all the time

- **High expectations:** Ability is not fixed; all students can learn and progress if supported appropriately. If a student is finding it difficult to understand the work you are doing in class, then do not assume that they cannot ever understand. Your role as the teacher is to work out how best to help each student learns. If you have high expectations of everyone in your class, your students are more likely to assume that they will learn if they persevere. High expectations should also apply to behaviour. Make sure the expectations are clear and that students treat each other with respect.
- **Build variety into your teaching:** Students learn in different ways. Some students like to write; others prefer to draw mind maps or pictures to represent their ideas. Some students are good listeners; some learn best when they get the opportunity to talk about their ideas. You cannot suit all the students all the time, but you can build variety into your teaching and offer students a choice about some of the learning activities that they undertake.
- **Relate the learning to everyday life:** For some students, what you are asking them to learn appears to be irrelevant to their everyday lives. You can address this by making sure that whenever possible, you relate the learning to a context that is relevant to them and that you draw on examples from their own experience.
- **Use of language:** Think carefully about the language you use. Use positive language and praise, and do not ridicule students. Always comment on their behaviour and not on them. 'You are annoying me today' is very personal and can be better expressed as 'I am finding your behaviour annoying today. Is there any reason you are finding it difficult to concentrate?' which is much more helpful.
- **Challenge stereotypes:** Find and use resources that show girls in non-stereotypical roles or invite female role models to visit the school, such as scientists. Try to be aware of your own gender stereotyping; you may know that girls play sports and that boys are caring, but often we express this differently, mainly because that is the way we are used to talking in society.

- **Create a safe, welcoming learning environment:** All students need to feel safe and welcome at school. You are in a position to make your students feel welcome by encouraging mutually respectful and friendly behaviour from everyone. Think about how the school and classroom might appear and feel like to different students. Think about where they should be asked to sit and make sure that any students with visual or hearing impairments, or physical disabilities, sit where they can access the lesson. Check that those who are shy or easily distracted are where you can easily include them.
- **Helping students to think more deeply about (and therefore improve the quality of) their answer is a crucial part of your role. The following skills will help students achieve more:**
- **Prompting** requires appropriate hints to be given – ones that help students develop and improve their answers. You might first choose to say what is right in the answer and then offer information, further questions and other clues. (*'So what would happen if you added a weight to the end of your paper aeroplane?'*)
- **Probing** is about trying to find out more, helping students to clarify what they are trying to say to improve a disorganised answer or one that is partly right. (*'So what more can you tell me about how this fits together?'*)
- **Refocusing** is about building on correct answers to link students' knowledge to the knowledge that they have previously learnt. This broadens their understanding. (*'What you have said is correct, but how does it link with what we were looking at last week in our local environment topic?'*)
- **Sequencing** questions means asking questions in an order designed to extend thinking. Questions should lead students to summarise, compare, explain or analyse. Prepare questions that stretch students, but do not challenge them so far that they lose the meaning of the questions. (*'Explain how you overcame your earlier problem. What difference did that make? What do you think you need to tackle next?'*)
- **Listening** enables you to not just look for the answer you are expecting, but to alert you to unusual or innovative answers that you may not have expected. It also shows that you value the students' thinking and therefore they are more likely to give thoughtful responses. Such answers could highlight misconceptions that need correcting, or they may show a new approach that you had not considered. (*'I hadn't thought of that. Tell me more about why you think that way.'*)
- As a teacher, you need to ask questions that inspire and challenge if you are to generate interesting and inventive answers from your students. You need to give them time to think and you will be amazed how much your students know and how well you can help them progress their learning. Remember, questioning is not about what the teacher knows, but about what the students know. It is important to remember that you should never answer your own questions! After all, if the students know you will give them the answers after a few seconds of silence, what is their incentive to answer?

Week *

UNIT 4

MAKING SENSE OF THE FET ECONOMICS (GRADES 10-12) CAPS CURRICULUM

Lecture 1 Lecture 2 Lecture 3	<p>At the end of these lectures, the student will</p> <ul style="list-style-type: none"> • Interpret and discuss the provided CAPS curriculum guidelines, and successfully develop and implement the sequence and pace of a learning programme accordingly. • Demonstrate an understanding of the content knowledge required in the national school curriculum pertaining to Method of FET Economics. • Make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications. • Understand the Annual Teaching Plans (Grades 10-12).
Linked to Learning Outcomes (LO)	LO1 / LO3 / LO5.2 / LO5.3 / LO5.9
Activities	Direct instruction followed by class discussion
Critical questions to discuss during the contact session	<ul style="list-style-type: none"> • What's in the CAPS Package? • What does the comparison between the Curriculum and Assessment Policy Statement (CAPS) for FET Phase (Grades 10 to 12) and the National Curriculum Statement (NCS) reveal about: <ul style="list-style-type: none"> ○ the extent to which the NCS curricula were re-packaged or rewritten in the formulation of the CAPS; ○ the relative depth and breadth of the content covered in the respective curricula ○ the overall design, structure and coherence of the curricula; ○ the level of specification of various aspects of the curricula; and ○ the guidance provided by the curricula for the teaching and assessment of the subject?
Suggested resources	FET Economics (Grades 10-12) CAPS documentation available on the website of the Department of Basic Education (http://www.education.gov.za or at http://www.ecdoe.co.za).
Prescribed reading	<ul style="list-style-type: none"> • CAPS FET Phase (Grades 10-12) • Subject-assessment Guidelines – National Curriculum Statement Grades 10-12 • Guidelines to strengthen CAPS (FET & GET (EMS)) • Examination Guidelines (Economics) Grade 12 • National Protocol for Assessment • National Policy for Promotion Requirements of CAPS • Criteria for the Implementation of Progression (Grades 10-12) • Guidelines for implementation of promotion and progression requirements • DBE Circulars

HOMEWORK ACTIVITY

- No homework is scheduled for this Unit. However, student must ensure that the various CAPS documents are filed in Section A of his/her Method Journal.

EXAMPLE: ANNUAL TEACHING PLAN – ECONOMICS - GRADE 10

SUMMARY OF ANNUAL TEACHING PLAN GRADE 10										
TERM 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Economics: Basic concepts	Basic economic problem		Circular flow & Quantitative Elements					Business cycles	
Assess-ment	Informal assessment	Informal assessment		Informal assessment Formal assessment: Assignment					Formal Assessment: Test 1 Research project (issued)	
TERM 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Dynamics of markets			Production possibility curve			Public sector		Macroeconomics Microeconomics	
Assess-ment	Informal assessment			Informal assessment Research Project (submission)			Informal assessment Revision		Midyear exam	
TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Growth, development and Globalisation			South African economic growth and development: historical view			The history of money & banking		Population & labour force	Revision Test
Assess-ment	Informal assessment	Informal assessment	Informal assessment Formal assessment: Case study			Informal assessment		Informal assessment	Revision Formal: Test 2	
TERM 4										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Unemployment		Labour relations		SA's reconstruction/ Economic Redress		Revision and consolidation		Macroeconomics Microeconomics Economic pursuits Contemporary economic issues	
Assess-ment	Informal assessment		Informal assessment		Informal assessment				Yearend exam	

Week *

UNIT 5

LESSON PLANNING AND DESIGN

Lecture 1 Lecture 2 Lecture 3	<p>A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. Developing an effective lesson plan takes time, dedication, and an understanding of students' abilities and goals. In the field of education, every teacher strives to motivate students to retain as much as possible during the course of the class and apply it.</p> <p>The educator conducts the lesson as outlined in the plan in order to achieve the goal of the course. The measurement of a successful lesson plan is often proven through the use of worksheets, homework, or a test.</p> <p>At the end of these lectures, the student will be able to</p> <ul style="list-style-type: none"> • Describe the key components of a good lesson plan. • Explain how to use a lesson plan to achieve learning objectives. • Effectively plan lessons according the lesson plan criteria.
Linked to Learning Outcomes (LO)	LO1 / LO3 / LO4 / LO5.1 / LO5.6
Activities	Direct instruction followed by class discussion
Critical questions to discuss during the contact session	<ul style="list-style-type: none"> • What are the various components of a lesson plan? • How does one conceptualise an effective lesson plan? • Are there any advantages to having a lecture plan? • What are the steps involved in constructing a lesson plan?
Suggested resources	<p>7 Components of an Effective Classroom Lesson Plan https://owlcation.com/academia/Components-of-an-Effective-Classroom-Lesson-Plan</p> <p>7 Steps to prepare an exciting and effective lesson plan https://www.theeducator.com/blog/7-steps-prepare-exciting-effective-lesson/</p>
Prescribed reading	<p>For lesson plans and media resources on various topics in Economics (Grades 10-12), please visit https://www.econedlink.org/resources/grade/9-12/ or visit the following URLs for detailed lesson plans:</p> <p>https://www.fte.org/teachers/teacher-resources/lesson-plans/ or http://economicsforeveryone.ca/lessonmenu/</p> <p>For an example of a CAPS Grade 10 Economics Lesson Plan, click here: https://studylib.net/doc/8584795/economics-lesson-plan# or visit the PMEC400 iLearn portal.</p>

HOMEWORK ACTIVITY #3

DUE DATE:

Study the following article and answer the questions that follow:

CABINET APPROVES MINIMUM WAGE BILL

Cape Town - Cabinet approved the National Minimum Wage Bill during its fortnightly meeting on November 1. The draft legislation will now be referred to Parliament for further deliberation, after which President Jacob Zuma will be required to officially sign it into law. In February this year representatives of government, business, the community sector and two of the three labour federations represented at the National Economic Development and Labour Council (Nedlac) signed the national minimum wage agreement. According to this, workers will receive a minimum of R20 per hour which translates into a monthly wage of about R3 500 for a 40-hour week and about R3 900 for those who work 45 hours a week.

In addition to the National Minimum Wage Bill, Cabinet also approved the Basic Conditions of Employment Amendment Bill and a Labour Relations Amendment Bill. The three pieces of draft legislation will be published in the Government Gazette on Friday November 10. Cabinet said in a statement that the National Minimum Wage Bill is due to come into effect on May 1 2018. There are a few exceptions to the national minimum wage: The minimum wage for:

- farm workers will be 90% of R20 per hour (R18 per hour);
- domestic workers will be 75% of R20 per hour (R15 per hour); and
- workers on an expanded public works programme is R11 per hour.

"The Nedlac social partners have agreed that the farm, forestry and domestic sectors will be brought up to 100% of the national minimum wage within two years pending research by the National Minimum Wage Commission," Cabinet said.

Laws to resolve violent strikes

Proposed amendments to the Labour Relations Act aim to strengthen collective bargaining and introduce an advisory arbitration measure to resolve strikes that are intractable, violent or may cause a local or national crisis. The Labour Relations Act amendments will be accompanied by a Code of Good Practice on Collective Bargaining, Industrial Action and Picketing. The code is intended to provide practical guidance on collective bargaining, the resolution of disputes of mutual interest and the resort to industrial action.

(Source: Fin 24.com, Nov 02 2017 14:13)

1. List any four requirements for a good introduction to a lesson. (4)
2. Explain briefly how you will use the article given above as part of an introduction to the lesson on '*Contemporary socioeconomic issues that impact on business*'. Refer in this explanation to the role of the teacher and the role of the learners. (3)
3. Formulate five questions based on the article that will be suitable for use during the introduction to the lesson. Provide the expected learner responses. (5)
4. 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. (13)
5. If the exposition is done in a learner-centred way; describe how you (the teacher) will approach the *internalisation phase* in order to ensure the correct and complete understanding of the content presented. (5)

TOTAL: 30

YOUTUBE VIDEO CLIPS TO USE AS INTRODUCTION TO YOUR MICROTEACHING LESSONS

1	Production possibility curve: An introduction
2	Production possibility curve: Scarcity, inefficiency, choice and opportunity cost
3	Production possibilities curve and increasing opportunity cost
4	Shift of production possibility curve
5	Production possibility curve: economic growth and environmental quality
6	PPC - swivels and shifts
7	Demand, supply and the determination of prices: Introduction
8	The meaning of demand
9	Factors that affect demand
10	The Law of Demand
11	The Law of Demand: Table
12	Drawing a demand curve
13	Market demand
14	Change in demand vs change in Quantity demanded
15	Change in demand: Shifts of the demand curve
16	Demand: Changes in the price of related goods
17	Demand: Price of a substitute good
18	Demand: Price of a complementary good changes
19	Law of supply: Table and supply curve
20	Impact of non-price factors on supply
21	Market supply
22	Market equilibrium
23	Price as a rationing mechanism
24	Entire playlist for demand and supply
25	Changes in demand and supply: Summary
26	Market equilibrium
27	Changes in demand and supply: Changes in demand
28	Changes in demand and supply: Changes in supply
29	Change in both demand and supply
30	Price ceiling
31	How long does it take to buy eight basic goods in Venezuela?
32	A price floor
33	The market strikes back
34	Excise tax
35	Real vs Nominal GDP and GDP deflator
36	Definition of inflation
37	Inflation: Consumer price index for SA
38	Measuring inflation
39	Calculating the rate of inflation
40	The cost of inflation
41	Labour force participation rate and the unemployment rate
42	Calculating Unemployment & Labour Force Participation Rates

Source: <https://www.youtube.com/playlist?list=PLGnNmc8tFkC7xxTkbEXhiQZwOARUr6Re0>

ASSIGNMENT #1: DEVELOP A THREE-PHASE LESSON PLAN DUE DATE:

You have to plan a lesson on the **Circular Flow Diagram** by using the lesson 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].

Name and Surname:	
Student no.:	
Subject:	
Topic:	
Grade:	
Duration:	

TOPIC (CAPS)

List here what CAPS stated for the Grade and include the page number too.

LESSON GOALS / OUTCOMES:

At the end of the lesson, the learners should be able to [Indicate the PHASE in which the outcome/goals are referring to within brackets after each outcome/goal]:

Critical Outcomes addressed by lesson: Name which ones and why you state these critical outcomes are addressed [Indicate the PHASE in which the Critical Outcomes identified are referring to within brackets after each outcome/goal]:

SKAVS:

Knowledge

Attitudes

Values

Skills

Barriers to learning

Assessment: How will I assess whether the learners understand what have been taught/facilitated?

Teaching aids/resources

Possible Black Board Summary [Link to Phases – Indicate Each Phase's information/concepts/examples etc.]

Introduction							
	Activity / Teaching strategy	Teacher's action	Learners' action	Lesson Outcomes & Critical Outcomes	Resources required	Assessment tool, if any	Time Allocation
Intro Phase							

Lesson Body							
You will probably require 3 or more phases	Activity / Teaching strategy	Teacher's action	Learners' action	Lesson Outcomes & Critical Outcomes	Resources required	Time Allocation	
Phase 1							
Phase 2							
Phase 3							

CONCLUSION & ASSESSMENT						
You will probably require 3 or more phases	Activity / Teaching strategy	Teacher's action	Learners' action	Lesson Outcomes & Critical Outcomes	Resources required	Time Allocation
Phase 1						

ASSIGNMENT #1: LESSON PLAN ASSESSMENT RUBRIC

Name and Surname:							
Student no.:							
CRITERIA	LEVEL 0 (Not provided or does not make sense)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SELF	LECTURER
CAPS information provided	0				1		
Formulation of lesson goals / Outcomes	0	1	2	3	4		
Critical Outcomes addressed by lesson: Name which ones and why you state these critical outcomes are addressed.	0	1	2	3	4		
SKAVS indicated and it is making sense	0	1	2	3	4		
Barriers to learning indicated	0				1		
Assessment indicated	0				1		
Teaching aids/resources	0				1		
Black Board Summary indicating Each Phase's information/concepts/examples etc. [If PowerPoint, include slides, if anything else, include it here]	0	1-2	3-4	5-7	8-10		
Introduction of lesson	0	1	2	3-4	5		
Lesson body with phases of lesson (minimum of three phases)	0	1-6	7-9	10-12	13-16		
Conclusion & Assessment of lesson	0	1	2	3-4	5		
Appendix A: Assessment Tool	0	1	2	3	4		
Assessor's discretionary mark	0	1-2	3-4	5-7	8-10		
TOTAL: 66							

Comments:

Unit 5: Pre-reading 5.1

ELEMENTS OF A LESSON PLAN

Parts of a Lesson Plan are narrowed down to five (5) essential elements; although, everyone has their own lesson plan format that they use or feel comfortable with, and that's great! It is important to ensure that all lesson plans include five elements to ensure a successful learning experience. These five are linking prior knowledge, engaging and educating, active learning, reflecting, and extending learning.

What do these elements include? We present 5 Parts of Lesson Plans:

Linking prior knowledge: This should be the first part of your lesson. This is where teachers can activate prior knowledge and make connections with students' previous learned material. Examples of activities include KWL (know, want to know, learned) charts, graphic organizer, short video clip, a brief discussion, etc. Any activities that will help your students remember something they already learned or know will help ease the learning environment and help them feel comfortable learning something new.

Engaging and educating: This is the part of the lesson where the teacher introduces new information. Modelling, direct instruction, and concrete (relevant / practical) examples are essential. The teacher can do a whole group lesson in this section and engage all students.

Active learning: In this part of the lesson, students are actively engaged in an activity the teacher has planned. It is important for students to work in groups or pairs so the activity is engaging and interactive. Games, role playing, writing with partners are some examples of activities that would be meaningful for this part of the lesson.

Reflecting: This is a key element in the lesson as students have the opportunity to think about what they have learned and either write or share orally what they have learned. Examples of reflecting activities include a quick write, think-pair-share, or a brief conversation with a partner.

Extending learning: It is always important to take the learning outside of the classroom. This part of the lesson provides students with the opportunity to see how their learning applies to the real world. This is also where teachers can link new knowledge with future learning. Examples include having students practice their new learning with someone at home or writing about how their learning can apply to other situations.

Lesson planning is key to a successful learning experience for all students. When these five elements are included in a lesson, the lesson flows and students are able to make connections to previous knowledge and future learning.

Requirements for a good lesson introduction

1. Capture attention of students
2. Introduce topic without revealing new content
3. Determine prior knowledge
4. Hold the interest of the students

Components of an Effective Classroom Lesson Plan

Whether you're a regular classroom teacher or teach in a specific content area, lesson plans matter. The quality of your lesson plans will in great part determine how efficiently class time is used and how much content your students learn each period.

Lesson plans don't have to be lengthy. The main thing is to make sure they contain the main elements of the lesson. They're meant to guide your instruction so you can make maximum use of your classroom time.

An effective lesson plan has the following components:

1. Materials

What will you need to teach this lesson? This includes student supplies as well as your own. Don't forget about technology such as your doc cam and laptop.

Make sure you have everything you'll need so you're ready to roll when your students arrive. You don't want to be scrambling around in the middle of a lesson trying to locate the protractors which you *thought* were in that bottom cabinet, only to realize at the last minute that they're not there. Having your resources lined up ahead of time saves valuable class time and gives you great peace of mind. When your materials are in place, you can devote all of your energy to teaching the lesson. Your materials list may look something like this:

Materials: lined paper, pencils, rulers, Kagan chips, doc cam, laptop

2. Objective

What exactly do you want your students to be able to do by the end of the lesson? This should be clearly communicated to your students orally at the very beginning of the lesson. Some teachers write their lesson objective on the board as a frame of reference for both students and themselves. Communicating the learning objective to your students both verbally and in writing makes it easier to stay on target throughout the lesson. The objective should be the ongoing focus of your lesson!

Your objective should be SMART: specific, measurable, attainable, relevant, and time-bound.

Sample SMART Objective:

Students will complete a Venn diagram to compare two Spanish-speaking cultures, with five common characteristics and five characteristics specific to each culture.

3. Set the Stage

This is where you can really "sell" your lesson by getting your students excited about what you're going to teach them! Tap into students' prior knowledge to prepare them for new content you're about to introduce. For example, if you're about to present a lesson on using metaphors and similes in writing, start out by discussing what makes a story engrossing to a reader. Involve your students in the discussion by asking them to share out their thoughts based on gripping stories they've read. Some responses you may get are: "interesting characters", "interesting plot", "suspense", "and ability to relate to the characters or plot." This discussion will lead right into using metaphors and similes as additional ways to make a story captivating to readers.

4. Direct Instruction

This is the "meat" of your lesson plan. It's where you present the new concept which is included in the lesson objective. Speak clearly and concisely. Less is more as long as you stay on topic.

Model, Model, Model.

Use the board or doc cam as you model what you're teaching. If it involves a process, show the process. Speak aloud as you model through the entire process, explaining each step as you go along.

Involve students

After modeling a few examples on your own, involve your students in a few additional examples using the board or doc cam. They will gain confidence as they go through the process with you!

5. Guided Practice

After you've presented the new concept, modeled examples, and involved your class in a few additional ones, your students are ready for guided practice.

This is where they get to apply the new concept independently and/or in cooperative activities. Circulate the room to check for understanding as students work. Pause to clarify as needed. If you notice an area where many students are confused or struggling, stop and address this particular point with the entire class.

If necessary, go back and model a few additional examples, followed by additional guided practice. You want to make sure your students are applying the concept correctly rather than practicing mistakes.

6. Closure

This is where you “wrap it up.” It’s a quick synopsis of the lesson.

You may want to ask students to pair share or to share out something they learned that period, or to provide an example of the concept taught. Keep it short and sweet.

Example: “Today we learned about metaphors and similes. Tell your partner one example of a simile and one example of a metaphor.”

7. Demonstration of Learning (D.O.L.)

This is how you as a teacher evaluate whether or not your students met your lesson objective.

The D.O.L. should always be completed independently. It should take most students no longer than five minutes to finish, and can be a simple written activity such as a quiz (many teachers call these “exit tickets”). Make sure the D.O.L. accurately reflects the learning objective and allows your students to apply what they learned during the lesson.

The purpose of the D.O.L. is to provide you with valuable feedback which should drive your instruction. Student performance on the D.O.L. tells you if you need to go back and reteach the same lesson the following day, or if your students are ready to move on to the next lesson.

Lesson Plans provide you and your students with a clear sense of direction in the classroom. Remember that they don’t have to be extensive, drawn out plans. They are meant to guide and assist you in maximizing classroom time. Don’t forget to use humor as you teach. A sense of humor goes a long way in keeping students engaged in the classroom!

EXAMPLE: ABRIDGED LESSON PLAN FRAMEWORK

SUBJECT: ECONOMICS MAIN TOPIC: Microeconomics SUB-TOPIC: Public sector: The effects of the public sector's involvement and intervention (in terms of prices and quantities) in the market with the aid of graphs			GRADE: 10	
			ASSESSMENT *Methods *Forms *Tools	
			METHODS <input checked="" type="checkbox"/> Peer <input checked="" type="checkbox"/> Self <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Teacher	
TEACHING & LEARNING ACTIVITIES	RESOURCES	SKVS		
Teacher: △ Conducts baseline assessment △ Explain new concepts and applicable elements using appropriate examples △ Give direction to learners w.r.t. activities Learners engage in: △ Poster activity △ Application of acquired knowledge (See attached Activities/Worksheet) or List Activity #s. and Text Book Page #s. △ Role play	Text book(s) Budget speech Newspapers Govt publications: (Dept of Labour) (Stats SA) Cartoons	SKILLS: <input type="checkbox"/> Poster making <input checked="" type="checkbox"/> Problem-solving <input checked="" type="checkbox"/> Organise work <input checked="" type="checkbox"/> Communicating <input type="checkbox"/> Group dynamics <input type="checkbox"/> Sequencing <input type="checkbox"/> Investigating/Researching <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Reading & Interpretation <input checked="" type="checkbox"/> Follow instructions <input checked="" type="checkbox"/> Applying knowledge <input type="checkbox"/> Experiments <input type="checkbox"/> Argue <input type="checkbox"/> Recognising <input checked="" type="checkbox"/> Mathematical <input type="checkbox"/> Evaluation <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Draw <input checked="" type="checkbox"/> Sketch <input type="checkbox"/> Compile	FORMS: <input checked="" 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 checked="" type="checkbox"/> Brain storming <input type="checkbox"/> Model making <input type="checkbox"/> Comparing <input checked="" type="checkbox"/> Decision making <input type="checkbox"/> Planning <input type="checkbox"/> Forecasting <input checked="" type="checkbox"/> Apply numbers	
		TIME AS PER A.T.P: 2 Weeks (8 Hours)	CONTENT: See CAPS p. 16	
EXPANDED OPPORTUNITIES/ENRICHMENT: Learners struggling with activities are given assistance and additional time. Additional challenging activities are given as enrichment to above average learners		VALUES & ATTITUDES: <input type="checkbox"/> Appreciation <input checked="" type="checkbox"/> Co-operation <input type="checkbox"/> Tolerance <input type="checkbox"/> Environmental awareness <input checked="" type="checkbox"/> Sense of Responsibility <input type="checkbox"/> Acknowledge technology impact <input checked="" type="checkbox"/> Participation with enthusiasm <input type="checkbox"/> Sharing resources <input checked="" type="checkbox"/> Dedication <input type="checkbox"/> Pro-activity	<input checked="" type="checkbox"/> Awareness <input checked="" type="checkbox"/> Involvement <input type="checkbox"/> Respect <input type="checkbox"/> Empathy <input type="checkbox"/> Fairness <input type="checkbox"/> Acceptance <input checked="" type="checkbox"/> Rationality <input checked="" type="checkbox"/> Efficiency <input type="checkbox"/> Innovativeness	TOOLS: <input checked="" type="checkbox"/> Observation sheet (with criteria) <input type="checkbox"/> Checklist <input type="checkbox"/> Rating Scale <input checked="" type="checkbox"/> Memorandum <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Written assignment <input checked="" type="checkbox"/> Worksheets <input type="checkbox"/> Questionnaire <input type="checkbox"/> Assessment Grid
SBA: Include in Term 1 Controlled test				
REFLECTION: Self-evaluation of lessons (Positives / Challenges)				

Week *

UNIT 6

MICROTEACHING LESSONS

Lecture 1 Lecture 2 Lecture 3	<p>Microteaching provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent.</p> <p>At the end of Lecture 1, the students would have viewed the following Youtube videos as excellent examples of what a microteaching lesson entails:</p> <ul style="list-style-type: none"> • After watching a 3-minute Youtube video (https://www.youtube.com/watch?reload=9&v=hg4LN9hKdH0), the student will understand the rationale and benefits of microteaching exercises. • Video 2 (https://www.youtube.com/watch?v=rFn7Sf0v94U) explains in detail what should be included in an abridged lesson plan • Video 3 (https://www.youtube.com/watch?v=2ixhHehj_5c) provides the student with an actual 15 minute microteaching lesson on the Factors of Production. <p>Having completed Lecture 1, students will be required to present their own 5 minute micro-lessons on any topic from the CAPS Grade 10 and Grade 11 (Term 1 and Term 2) curriculum. These micro-lessons will be then be critiqued by their peers and the lecturer during Lecture 2 and Lecture 3.</p>
Linked to Learning Outcomes (LO)	LO1 / LO3 / LO4 / LO5.1 / LO5.3 / LO5.6 / LO5.10
Activities	Critiqued microteaching activities
Critical questions to discuss during the contact session	<ul style="list-style-type: none"> • How can novice teachers benefit from microteaching exercises? • What does a micro-lesson entail? • Is knowing the subject content enough to make me an effective teacher? If not, what other skills will I have to develop? • Are there any benefits to recording my lessons? • Mannerisms? What mannerisms?
Suggested resources	<p>A well-paced Microeconomics lesson can be found here: https://www.youtube.com/watch?v=v50wB-OwPTg</p> <p>Abendroth, Mark; Golzy, John B.; O'Connor, Eileen A. (1 December 2011). "Self-Created Youtube Recordings of Microteachings: Their Effects upon Candidates' Readiness for Teaching and Instructors' Assessment". <i>Journal of Educational Technology Systems</i>. 40 (2): 141–159. doi:10.2190/ET.40.2.</p>

REFLECTION QUESTIONS

The purpose of the reflection on the lessons you presented is to improve your learning through experience. At the end of the lesson, I want you to sit down and think about all the different aspects of the lesson again. What worked? What did not work? What could you have done differently to explain the work better or to engage the learners more during the lesson presentation? In order to assist you in your reflection the following questions can be used:

a) Introduction

- How did I introduce the lesson?
- Was the introduction successful or not?
- What can I change in the introduction to make it more interesting and captivating?

b) Exposition of new content

- How many exposition phases were there during my lesson?
- Did I limit the exposition of new content during each of the phases?
- How did I expose the new content?
- Was the exposition teacher centred or learner centred?
- What did the learners do during the exposition phase?
- What role did the teacher play during the exposition phase?
- What questions did I ask during the exposition of the new content?
- What additional questions should I have asked to clarify the exposition of the new content?
- How can I explain the content differently to improve learner comprehension?

c) Internalisation phase

- Did I have an internalisation phase for every exposition phase of the lesson?
- What role did I play during the internalisation phases of the lesson?
- What did the learners do during the internalisation phases of the lesson?
- What can I change to ensure that the learners master the new content better?

d) Conclusion

- Was my attitude towards my learners' effective for learning?
- Did I speak loud and clearly enough?
- Were the learners able to identify and explain key concepts?
- Did the teaching strategies used seem to help learners understand?
- Were the learners able to do/complete the given activity/activities?
- How did I emphasize the important aspects of the lesson without repeating everything I taught?
- What homework assignment did I give the learners?
- Am I excited for my next SBL lesson?
- What new ideas of teaching have I tried today?
- In what ways can I still improve?

**REPORT FORM
MICRO-TEACHING LESSON ASSESSMENT**

Student Teacher's name:		School:		Grade:		Subject:	Economics	Class Teacher's name:		
Assessor's name and signature					Date:	Relative difficulty of student-teacher's task			Final Evaluation: (symbol)	%
Dr Badroen Ismail		<i>B. Ismail</i>				Demanding	Average	Easy		
GUIDELINES	PERSONAL QUALITIES			CONSTRUCTIVE COMMENTS BY ASSESSOR						
CATEGORY	EXEMPLARY	ACCOMPLISHED	ATTENTION REQUIRED							
Professional attitude	Keen and committed / fully responsible manner	Reasonably keen & committed / Cooperative	Does only the minimum necessary / cooperation is grudging							
Confidence / projection	Completely at ease / Clear speech all through	Fairly confident / Voice audible & intelligible	Ill-at-ease / Voice inaudible at times / intelligible							
Enthusiasm / presence	Very positive / Commanding	Positive / Good presence	Little impact / Boring							
Rapport with learners	Friendly & positive atmosphere / Good "vibes"	Reasonably pleasant atmosphere / Learners quite cooperative	Strained / Uncomfortable / Learners don't relate to teacher & vice versa							

LEARNER RESPONSE

CATEGORY	EXEMPLARY	ACCOMPLISHED	ATTENTION REQUIRED	
Interest & Enthusiasm	Learners interested all through / Fully respond	Learners interested for most of the time	Learners bored & restless	
Participation & Involvement	Teacher facilitate full learner involvement	Learners actively involved most of the time	Learners passive most of the time	
Answering questions	Lively teacher / learner exchange	Fair degree of question & answer interaction	Little opportunity to answer	
Co-operation	Motivated / Keen response	Co-operate for most of the time	Uncooperative / Resistant	

PLANNING & PREPARATION

CATEGORY	EXEMPLARY	ACCOMPLISHED	ATTENTION REQUIRED	
Formulating outcomes	All clear, lucid, realistic, appropriate, attainable	Most are clear, realistic, relevant & attainable	Unclear, unrealistic, unattainable	
Knowledge (Methodology and Subject)	Cont. very suitable / Fully informed, well researched / Wide range	Cont. largely suitable, fairly comprehensive / Appropriate methods	Content unsuitable / Inadequate, ill-informed/ Inappropriate methods	
Scope of activities	Wide range of well-managed activities / Ambitious but realistic	Sensible time allocation / Manageable / Fairly motivating	Inadequate time allocations / Too frenetic or too monotonous	
Thoroughness & Creativity	Comprehensive. Exciting and challenging	Covers most of the ground / Interesting	Patchy / Pedestrian	
Appropriate Assessment	Clear assessment criteria in accordance with curriculum guidelines	Fairly clear about how assessment will be done	No assessment	

TEACHING & CLASSROOM MANAGEMENT COMPETENCES

CATEGORY	EXEMPLARY	ACCOMPLISHED	ATTENTION REQUIRED	
Applying relevant strategies	Teacher always in control / Human resources well exploited	T. Control / Variety of appropriate interactions / Confusion rare	Class confused, disorganized / Interactions inappropriate	
Adaptability / Flexibility	Can improvise / Cope well with the unexpected	Flexibility of response / Seldom at a loss	Over-rigid / Easily put out / ignores the unforeseen	
Tempo	Lesson flows and is coherent / Cohesive	Lesson reasonably smooth / Few hiatuses	Lesson jerky, disconnected / activities isolated	
Conceptual accuracy	Clear / Spot on	Occasional confusion	Confused / Unclear	
Maintaining learner involvement	Teacher facilitates total involvement & interest	Learners involved, interested most of the time	Teacher's poor expertise leads to bored / restless learners	
Language / Communication	Language use: clear, appropriate & fluent	Appropriate, clear & fluent at most occasions	Intelligibility limited / Inaccuracies / Wrong pitch	
Questioning skills / Responding	Highly relevant, varied, stimulating	Appropriate, clear, keep lesson moving forward	Random, irrelevant, unclear, monotonous	

Explaining	Clear & easy to follow	Clear / very little confusion	Unclear / Contradictory	
Using media / TLSM	Appropriate aids used creatively / Competently	Aids used competently and appropriately	Aids used ineffectively & incompetently / Pedestrian	
Group work	Effective group work – teacher in control / smoothly organised	Appropriate use of group work / Confusion rare	Group work confused, disorganized / unproductive	
Giving instructions	Instructions very clear	Confusion rare	No clarity / confusion	
Assessment / Achievement of curriculum guidelines	Executed in accordance with curriculum guidelines	Appropriate checking to see if curriculum guidelines were executed	No proper checking / did not execute the curriculum guidelines	
Time management	Tasks comfortably completed	Little rushing and awkward hiatuses (gaps)	Timing is jerky, many hiatuses / Too rushed	
Discipline	Teacher & learners on same wave length / Mutual respect	Teacher pre-empts problems / Unruffled, handles problems	Class poorly controlled / Learners exploit situation	

OVERALL EVALUATION – DURING DISCUSSION AFTER LESSON

CATEGORY	EXEMPLARY	ACCOMPLISHED	REQUIRING ATTENTION	
Ability to evaluate own performance	Highly developed ability to self-reflect & self-critique / Can see ways to improve	Able to self-evaluate reasonably well & react positively to this	Confused & unable to see own strengths & weaknesses	
Ability to respond constructively	Fully co-operative & constructive in evaluation process	Considers evaluation from others in a positive spirit on the whole	Reluctant to consider advice & criticism / Reacts unconstructively	
GENERAL COMMENTS:				

Week *

UNIT 7

CLASSROOM MANAGEMENT

Lecture 1 Lecture 2 Lecture 3	<p>For novice teachers (and even seasoned teachers), the most difficult thing to master is classroom management. Good classroom management is more than just being strict or authoritarian, and it is more than simply being organized. If you want to have your classroom run smoothly as a well-oiled learning machine, you have to set up a structured learning environment in which certain behaviours are promoted and others are discouraged.</p> <p>At the end of this lecture, the student will</p> <ul style="list-style-type: none"> • Understand the importance of effective class management; and • Have developed the skills to effectively manage a class.
Linked to Learning Outcomes (LO)	LO5.7 / LO5.8
Activities	Direct instruction followed by class discussion
Critical questions to discuss during the contact session	<ul style="list-style-type: none"> • What is classroom management and why is it important? • What are the goals of classroom management? • What skills should a novice teacher possess to effectively manage a class? • Is classroom management the same as discipline?
Suggested resources	https://blog.udemy.com/classroom-management-plan/
Prescribed reading	<p>Sanchez Solarte, Ana. (2011). The Importance of Classroom Management for Novice Teachers.</p> <p>https://www.researchgate.net/publication/293485195/download</p>

Unit 7: Pre-reading 7.1**EFFECTIVE CLASSROOM MANAGEMENT**

When you initially walk into a classroom, you do not assess its effectiveness based on the learners' grades, writing skills, or state test scores. Instead, you look to see how effective the classroom management is. Such as how well the learners conduct themselves, how well they can work collaboratively with each other, and how effective the teacher's discipline is on them.

All of these factors are a result of effective classroom management, and every great teacher will tell you that you must first learn how to maintain classroom discipline before honing in on learners' academic goals and needs. After all, how can you effectively teach and learn in an ineffective environment?

Importance of Classroom Management

First off, why is classroom management important?

- It engages learners: Learners who are engaged in lessons and the learning material will be able to register the information better and be able to apply their knowledge when it comes to test taking.
- It keeps learners prepared: When teachers and learners are prepared to learn, lessons and learning will be easier to be administered and the results will be more effective.
- It boosts confidence: In an effective classroom, teachers are able to give more attention to each learner and structure lesson plans to meet certain needs. All of these factors will help in boosting the confidence of learners.

How to Manage a Classroom Effectively

Effective classroom management is being to implement and maintain classroom discipline in an effective manner

1. **Have rules:** It is important to have a basic set of rules for learners to follow. These regulations will help maintain classroom management and discipline. These rules do not have to be anything advanced; they can be as simple as making sure that all learners adhere to timely attendance and making sure that everyone knows the consequences of missing or late assignments.
2. **Have expectations:** If your learners know what you want from them, they are more likely to exhibit the type of behavior you want. Start out the day with explaining what you expect from your learners and how they are expected to behave. Be detailed and positive.
3. **Make learners aware of the rules:** Every school has its own disciplinary rules that learners should be expected to follow. Make sure that your learners are aware of the rules and the consequences if the rules are not adhered to.
4. **Make the rules known to parents as well:** Learner's parents should also be aware of the management techniques that you are implementing in the classroom. You should ask parents to go over these rules with the learners at home so that everyone is on the same page, and so that learners know that their parents expect this behavior from them as well.
5. **Review rules regularly:** The thing with children is that you need to be consistent. Remind your learners regularly about the rules and expectations for their behavior to aid in proper classroom management. Ask them if they have any questions and allow them to voice their opinions.
6. **Be firm and consistent:** When you make your rules to manage your classroom, make sure that they are realistic and void of any inconsistencies. Approach the rules in a positive manner so that learners do not associate any negativity with it. Feel free to reward learners for their positive behavior when you see that they are contributing to effective classroom management.
7. **Be professional:** An effectively managed classroom is conducted with professionalism and adequate structure. Learners who are presented with a good authority figure who has a plan and follows it will fit in to the structure nicely.
8. **Have a printed packet:** In case you are unable to attend class one day, make sure that you have a printed packet of your classroom management techniques handy for a substitute. Your classroom should be aware that, even in your absence, they should still be able to manage themselves wisely and that all rules still apply. If learners show structure and compliance in your absence, it will make both you and your classroom look well-managed and **efficient**.
9. **Deal with troublemakers:** No matter how great your plan or classroom management techniques are, there are always going to be learners that want to disrupt your class or not follow rules. Speak with these learners early on and discuss plans of action with higher authority, such as school administrators or principals. Early detection and dealing with these types of learners will make the rest of the classroom know that you mean business.

Classroom Management Techniques

- **Keep the class interested:** Learners who are interested in the material that what is going on in the class will be less likely to cause any disruption, as their attention will be focused on their lesson.
- **Practice fairness:** If you have kids, you would know that they have a tendency to get jealous very easily. Also, they can easily detect when injustices are occurring. As a teacher, you need to be fair and make sure that you keep your word and follow up with anything you commit to. Also remember to never play favorites in a classroom.
- **Practice humor:** Creating a positive environment where there is laughter and happiness is key into keep learners interested and engaged in their work, and more likely to comply with any rules.
- **Do not threaten:** Threatening learners can weaken a teacher's credibility in a classroom. Be careful when you use threats, if any. Instead, try to practice positive reinforcement.
- **Lead by example:** If one of your rules is to have learners show up to class on time every day, make sure that you practice those same rules yourself. If you are late, then you risk setting a bad example for your learners.
- **Do not get angry:** If you have a temper, leave it at the door. Teachers who lose their temper will eventually lose their credibility in the classroom and create an unfavorable learning environment for their learners.
- **Give learners opportunities:** Giving learners the reigns with certain things in the classroom will make them feel trusted and responsible. By showing learners that you have confidence in their abilities, they will feel like the overall management and flow of the classroom is up to them to uphold as well.

- **Do not humiliate:** Humiliating learners will only cause teachers to lose their authority in the classroom and contribute to psychological damage in children, as well as fear and resentment.
- **Be alert:** Teachers who are always aware of what is going on in their classroom are less likely to have a controlled and managed class. Be sure to move around your class often and take time to interact with each learner.

Happy Learners = Effective Classroom

Classroom management is essential, not only for a teacher's piece of mind and in allowing them proper control over their classroom, but it is imperative for a positive and flourishing learning environment for learners.

Unit 7: Pre-reading 7.2

SETTING A TONE FOR CLASSROOM DISCIPLINE

Good classroom management goes hand-in-hand with learner discipline. Educators, from the novice to the experienced, need to consistently practice good classroom management to reduce learner behavioural problems.

To achieve good classroom management, educators must understand how social and emotional learning (SEL) influences the quality of teacher-learner relationships and how that relationship influences classroom management design. SEL is described as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Classrooms with management that meets academic and SEL goals require less disciplinary action. However, even the best classroom manager can use a few tips at times to compare his or her process with evidence-based examples of success. These seven classroom management tactics reduce misbehaviour so teachers can focus their energy on making effective use of their instructional time.

Plan for Blocks of Time

Discipline problems generally occur when learners become disengaged. To keep them focused, teachers need to plan different blocks of time in the classroom. **Allocated time** accounts for the total span of teacher instruction and learner learning. **Instructional time** covers the time teachers spend actively teaching. During **engaged time**, learners work on tasks on their own. And in **academic learning time**, teachers prove that learners learned the content or mastered a particular skill.

Each block of time in the classroom, no matter how short, should be planned. Predictable routines help structure blocks of time in the classroom. Predictable teacher routines include opening activities, which ease transitions into class; routine checks for understanding and routine closing activities. Predictable learner routines work with partner practice, group work, and independent work.

Plan Engaging Instruction

Engaging instruction is a key component to good classroom management. Quality, highly effective instruction reduces but does not fully eliminate classroom behaviour problems.

Instruction with the ability to encourage academic engagement and on-task behaviour usually has:

- Instructional material that learners find educationally relevant;
- A planned sequential order that is logically related to skill development at learners' instructional level;
- Frequent opportunities for learners to respond to academic tasks;
- Guided practice;
- Immediate feedback and error correction.

Learners will be motivated if they know why the lesson, activity or assignment matters. The following is suggested:

- Give learners a voice.
- Give learners a choice.
- Make instruction fun or enjoyable.
- Make instruction real or authentic.
- Make instruction relevant.
- Use the technology tools of today.

Prepare for transitions and potential disruptions.

A typical school day is loaded with disruptions, from announcements on the PA system to a learner acting out in class. Teachers need to be flexible and develop a series of plans to deal with anticipated classroom disruptions, which rob learners of precious in-class time.

Consider the following suggestions:

- Place lesson objectives and resources in an area of the classroom where learners can see them. Tell learners where they can find lesson information online. In the event of a fire drill or lockdown, learners know where to access information.
- Identify the typical times for learner disruptions and misbehaviour, usually at the start of the lesson or class period, when topics change or at the conclusion of a lesson or class period. Be ready to re-task learners when they get off the established routine(s).
- Greet learners by name at the door to get a feel for their moods/temperament. Engage learners immediately with independent opening activities.
- Diffuse conflicts (learner-to-learner or learner-to-teacher) in the classroom with a series of steps: by re-tasking, by engaging in dialogue, by temporarily relocating a learner to a designated cooling off" area or, if a situation warrants, by speaking to a learner as privately as possible. Teachers should use a non-threatening tone in private talks with misbehaving learners.
- As a last resort, consider removing a learner from the classroom. But first alert the main office or guidance department. Removing a learner from the classroom gives both parties a chance to cool off, but it should never become a routine practice.

Prepare the Physical Environment

Classroom layout can help reduce discipline problems when teachers can easily access all areas to supervise. The physical environment of the classroom contributes to instruction and learner behaviour. As part of a good classroom management plan to reduce discipline problems, the physical arrangement of furniture, resources (including technology) and supplies must achieve the following:

- The physical arrangement eases traffic flow, minimizes distractions and provides teacher(s) with good access to learners.
- The classroom setup assists with transitions between various classroom activities and limits distractions.
- The classroom setup supports quality learner interactions for particular classroom activities.
- The design of the classroom physical space ensures adequate supervision of all areas.
- The classroom setup contains clearly designated areas for staff and learners.

Be Fair and Consistent

For successful classroom management to work, educators must be perceived as being fair and consistent. Teachers must treat all learners respectfully and equitably. When learners perceive unfair treatment in the classroom, whether they are on the receiving end of it or just a bystander, discipline problems can ensue.

There is a case to be made for differentiated discipline, however. Learners come to school with specific needs, socially and academically, and educators should not be so set in their thinking that they approach discipline with a one-size-fits-all policy.

Additionally, zero tolerance policies rarely work. Instead, data demonstrates that by focusing on teaching behaviour rather than simply punishing misbehaviour, educators can maintain order and preserve a learner's opportunity to learn.

It is also important to provide learners with specific feedback about their behaviours and social skills, especially after an incident.

Set and Keep High Expectations

- Setting high expectations is important to good classroom management.
- Educators should set high expectations for learner behaviour and for academics. Expect learners to behave, and they likely will.
- Remind them of expected behaviour, for example, by saying: "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

The concept of high expectations is premised on the philosophical and pedagogical belief that a failure to hold all learners to high expectations effectively denies them access to a high-quality education, since the educational achievement of learners tends to rise or fall in direct relation to the expectations placed upon them.

In contrast, lowering expectations -- for behaviour or for academics -- for certain groups perpetuates many of the conditions that "can contribute to lower educational, professional, financial, or cultural achievement and success.

Make Rules Understandable

Learners should have a voice in creating classroom rules. Classroom rules must align with the school rules. Revisit them regularly, and establish clear consequences for rule-breakers.

In making the classroom rules, consider the following suggestions:

- Involve learners in all aspects of creating the classroom management plan.
- Keep things simple. Five (5) simply stated rules should be enough; too many rules make learners feel overwhelmed.
- Establish those rules that cover behaviours that specifically interfere with the learning and engagement of your learners.
- Keep the language appropriate to the developmental level of the learners.
- Refer to rules regularly and positively.
- Develop rules for various situations in and out of school (fire drill, field trips, sporting events, etc.).
- Use evidence-based practices to see how rules work -- or not. Monitor the effectiveness of school-wide rules using data.

Unit 7: CLASSROOM ACTIVITY

CLASSROOM DISCIPLINE CASE STUDIES

Case Study #1

Two students began scuffling with each other between classes. When the bell rang, they went to their seats which happened to be next to each other. One student knocked a book off the other's desk, and the latter stabbed him in the arm with a pencil. The skin was punctured and slight bleeding occurred.

Discussion Questions

- a. Can a teacher be sued for an injury occurring in the classroom?
- b. Would a teacher be considered negligent in such a situation?
- c. Why can teaching sometimes be a hazardous occupation?
- d. What should the teacher do?

Case Study #2

Susan and Eva sit toward the back of the room in the Economics class. Scholastically they are average students. Recently they have begun whispering back and forth, and the teacher has asked them to be quiet numerous times. One particular day, the teacher lost patience and angrily told them to pay attention to the lesson. Susan made an ugly face, slammed her book shut, and sat belligerently at her desk, glaring at the teacher.

Discussion Questions

- a. What makes teachers blow up at-some things and not at others?
- b. If a teacher feels him/herself becoming angry, what should he/she do?
- c. How might teachers cause students to act belligerently?
- d. Are there occasions when a teacher should show anger?

Case Study #3

Scott is an eleventh grader who is a frequent source of disturbance in the Economics class. He forgets materials, does not study properly, and talks a lot without permission during class. The teacher has sent two notes home to his family recently asking for their cooperation in speaking with Scott. However, he continues his uncooperative behaviour and seems oblivious of the teacher's concern.

Discussion Questions

- a. How can teachers get parents more involved with their children's school -work?
- b. What might Scott's behaviour indicate about his home life?
- c. How should teachers expect to handle large classes with severe problem children such as Scott?
- d. What might the teacher do to make the class more interesting for Scott?

Case Study #4

A black student and a white student began to argue in class while other students looked on and started to take sides. The black student called the white student a "honkey," and the white student called the other a "nigger." The teacher intervened.

Discussion Questions

- a. How should teachers handle racial conflicts?
- b. How can teachers help students of different races and cultures get along better with each other?
- c. How can teachers deal with prejudice in the classroom?
- d. Is it occasionally healthy to let students argue or fight things out? Why/Why not?

Unit 7: CLASS DISCUSSION

TEACHERS AT THE FRONTLINE OF A BATTLE WITH HOSTILE PUPILS

Teachers at the frontline of a battle with hostile pupils

Pupils behaving badly



Margaret Phalane
Headmistress of Hillview High School in Pretoria

Gauteng, Limpopo
Stats reveal serious
misbehaviour

By PREGA GOVENDER

I felt so unsafe in the workplace before. It left me quite unsettled and I'm considering other career options."

A staggering 1 473 pupils in Gauteng and Limpopo have been involved in serious misbehaviour, including using and dealing in drugs, bullying fellow pupils, assaulting teachers and pupils, theft and carrying dangerous weapons.

● A traumatised teacher at Hillview High School in Pretoria is considering changing jobs after she was attacked by Grade 10 girl in the presence of the girl's mother and the acting principal.

She is among three female teachers who have been assaulted by female pupils at different schools countrywide since February. The teacher confirmed that she had opened a charge of assault against the pupil at the Mayville police station in the city.

She said she was seated in the principal's office when the "out of control" pupil began punching her on her head and face.

"I was totally dumbfounded. I had never

were expelled from their schools for dealing in drugs, bullying, assaulting teachers and



66
A learner confessed to baking 'space cookies' in the early hours of the morning when his parents were asleep. He sold them for R10 each

Hospitalised Hillview High School in Pretoria since last month

positive for using illegal substances, fighting at school, carrying dangerous weapons, assaulting teachers, assaulting a principal in the presence of parents, and hurling insults at teachers, and

● Northern Cape: two pupils who tested positive for using illegal substances;

● Mpumalanga: 18 pupils found guilty of assaulting teachers and other school staff members last year, and a further four this year.

"When you expel a learner, he must withdraw from school. He's still a child who is at a school going age so, constitutionally, the law does not allow for the child to be permanently removed from school."

Maduna said that 143 pupils, who were found to have abused drugs, were slapped with one-year suspended sentence and ordered to attend a drug rehabilitation programme.

With one-year suspended sentence and ordered to attend a drug rehabilitation programme.

Maduna said pupil drug dealers at high schools who were two to three years above the average age of pupils in their class were banned from returning to school and were instead asked to attend adult education and training centres.

The Gauteng office of the National Institute for Crime Prevention and the Rehabilitation of Offenders confirmed that school governing bodies in the province had referred 320 pupils to the organisation for assistance since January.

Alita Bushoff, Nicro's area manager for Gauteng said: "We need to do much more in terms of crime prevention and going to schools to talk about how to address violence at schools."

"About 50% of referrals are learners having experienced drugs or drug experimentation."

The North West education department said that it had "an atrocious" record of pupil misconduct cases because schools were not reporting cases.

"The feedback Naptosa gets from its members is that a learner who returns to class after suspension is often regarded by

other learners as a hero while the ed-

ucator continues to feel humiliated."

RESEARCH ACTIVITY WHILE AT SCHOOL

1. Research and investigate the disciplinary protocols and processes of your school; as they relate to the attached/aforementioned newspaper report.
2. Indicate how your school will effectively deal with the various categories of reported learner transgressions (misbehaviours); and indicate to what extent the school's policy is aligned to that of the local Department of Education and the South African Schools Act (SASA).

REFLECTION ON PERSONAL TEACHING AND LEARNING EXPERIENCES

Name:

Student No.:

REQUIRED:

- This task requires you to reflect on your time in school as a student teacher.
- Complete the task by answering the questions that follow in detail.
- Due date for the completed worksheet is the first lecture after your SBL session.

QUESTIONS

1. Reflecting on your first SBL session in school as a student teacher describe the most supporting / positive aspect you have experienced.
2. Outline the most challenging aspect that you have experienced in school up to the present.
3. Briefly explain how you felt about the challenge outlined under #2 above; and how you dealt with it. How did the school deal with the challenge?
4. What did you learn from the above experience?
5. How did you feel after you taught your first lesson to the learners?
6. Briefly highlight the positive and challenging aspects of this lesson.

Week *

UNIT 8

SITUATIONAL ANALYSIS AND REFLECTION ON SCHOOL-BASED LEARNING (SBL) EXPERIENCES

Lecture 1 Lecture 2 Lecture 3	<p>At the end of these lectures, the student would have reflected critically on his/her 6 weeks of practice teaching.</p> <p>All students will be required to make a 20-minute presentation on their experience within their respective school contexts.</p> <ul style="list-style-type: none"> • Every student to provide their lecturer with a situational analysis (report) that contains the following: School vision, Sport vision, School mission, Discipline, School history, School badge, Holistic education, Subject offered, Sport codes offered, School and sport facilities, Cultural activities, School locality, Type of community served, Physical infrastructure of school, School's Timetable and Year Planner • Student also expected to hand-in a Reflection Report on personal teaching and learning in order to improve practice.
Linked to Learning Outcomes (LO)	LO1 / LO3 / LO4 / LO5.1 – LO5.10
Activities	20-minute presentations by students

HOMEWORK ACTIVITY #4

- Below is an extract from the Grade 10 CAPS Economics document (Term 1, Topic 2).
- For your next lecture (Week 15, Lecture 3), prepare a 20-minute Microteaching lesson on the “Basic economic problem”.

2 weeks Weeks 3 – 4	2. Basic economic problem	<p>Problems that all economies try to solve regarding the basic processes of production, consumption and exchange, highlighting the promotion or violation of human rights and the environment.</p> <ul style="list-style-type: none"> • The scarcity problem: <ul style="list-style-type: none"> ▪ Absolute and relative scarcity ▪ Economic and free goods ▪ Alternatives and choices ▪ Opportunity cost • The basic processes: <ul style="list-style-type: none"> ▪ Production ▪ Exchange ▪ Consumption • Promotion or violation of human rights and the environment: <ul style="list-style-type: none"> ▪ Human rights ▪ The environment 	Textbooks Case studies Newspaper Cartoons on scarcity Magazines Internet Worksheets Publications, For example, SA Yearbook	
------------------------	---------------------------	---	--	--

Week *

**UNIT 9
CAPS ASSESSMENT STANDARDS AND PROTOCOLS:
ECONOMICS (GRADES 10-12)**

Lecture 1 & Lecture 2	At the end of this lecture, the student will be able to understand the various assessment standards and protocols contained within the CAPS document.
Lecture 3	20-minute Micro-teaching exercises
Linked to Learning Outcomes (LO)	LO4 / LO5.5
Activities	Direct instruction followed by class discussion; Microteaching exercises
Prescribed reading	<ul style="list-style-type: none"> • National Protocol for Assessment

HOMEWORK ACTIVITY #5

DUE DATE:

ASSESSMENT PROTOCOLS

INSTRUCTIONS:

Familiarize yourself with the following documents and answer all the questions below:

- National Protocol for Assessment Grades R-12
- National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement
- The Curriculum and Assessment Policy Statement for Economics Grade 10-12
 - Type up your answers in a report and hand it in before the class on Monday, 13 August 2018
 - A checklist plus a marking guideline will be used to mark the assignment

QUESTIONS:

1. Provide the descriptions for the following abbreviations:
 - 1.1.1 NQF
 - 1.1.2 SAQA
2. Distinguish between Formal and Informal Classroom Assessment.
3. List appropriate examples of Formal Assessment.
4. What is the percentage value of School Based Assessment in the FET phase (Grade 10 – 12)?
5. Briefly describe the valid reasons why learners / candidates will be excused from formal assessment activities.
6. Briefly describe the requirements for teacher's assessment files (portfolios).
7. Give a succinct explanation of the promotional requirements for Grade 10-12.
8. Can learners change subjects in Grades 10, 11 and 12? If yes, describe the procedures to be followed.
9. Extract and attach a copy of the formal assessment program for Grade 10 Economics as prescribed in CAPS to this assignment.
10. Obtain a copy of the assessment program for Grade 10 Economics from the school you are teaching at and compare it to the one prescribed in CAPS. Describe how it is similar or different and describe the specific assessment activities.

TOTAL: 10

CHECKLIST

NO.	CRITERIA	YES (2)	NO (0)
1	Handed in on time		
2	Neatly presented		
3	Answered all the questions		
4	Most of the answers are relevant		
5	Provided more than required information		
	TOTAL	10	

ASSESSMENT PROTOCOLS

1. INTERNAL

Assessment tasks		Process	
1.	Controlled Test (Term 1)	1.	Set task
2.	Assignment (Term 1)	2.	Internal moderation of task Effect adjustments (if required)
3.	Research Project (Term 2)	3.	Assess/Mark task
4.	Mid-year Examination (Term 2)	4.	Internal moderation of marking Adjust marks (if required)
5.	Case Study (Term 3)	5.	Record marks
6.	Controlled Test (Term 3) Trial Examination (Grade 12)	6.	Learners file evidence
7.	Final Examination (Term 4)		
	Examiners: ○ School (Subject teacher); Cluster ○ District; Province		Marking guideline discussions for 'Common tasks' (Arranged by district subject specialist; if required)

2. EXTERNAL

Examiners / Quality Assurers		Process	
1.	Provincial: ○ Chief marker ○ Internal moderator	1.	DBE Panel set papers
2.	National (DBE): ○ Chief examiner ○ Examiners ○ Internal moderator(s)	2.	Internal moderation
3.	Umalusi (External quality assurer) ○ External moderator(s)	3.	External moderation
4.	Examining bodies: ○ DBE <ul style="list-style-type: none">▪ ABET Level 4▪ NSC ○ IEB ○ SACAI ○ HET <ul style="list-style-type: none">▪ NASCA▪ TVET Colleges	4.	Examinations written
		5.	Marking guideline discussions ○ Provincial delegates ○ DBE panel & Internal moderator(s) ○ External moderator(s) ○ DBE marking moderator(s)
		6.	Marking of 'dummy' answer scripts Authorisation of provincial CM/IM
		7.	Provincial training of markers Marking of scripts
		8.	Marking verification ○ DBE ○ Umalusi
		9.	Reports ○ DBE (Assessment directorate) ○ Umalusi (Statistical committee)

Week *

UNIT 10

TYPES OF ASSESSMENTS AND MARKING TOOLS

Lecture 1 & Lecture 2	At the end of these lectures, the student will be able to understand the objectives of testing as well as the various types of assessment tools that can be used to evaluate whether adequate learning has taken place. The student will also be able to design a variety of reliable and varied assessment activities and strategies, and interpret assessment results to improve teaching and learning.
Lecture 3	20-minute Microteaching exercises
Linked to Learning Outcomes (LO)	LO4 / LO5.5
Activities	Direct instruction followed by class discussion; Microteaching exercises
Prescribed reading	<ul style="list-style-type: none"> • See Home Pre-reading below. • CAPS FET Phase (Grades 10-12) • Subject-assessment Guidelines – National Curriculum Statement Grades 10-12 (January 2007) • Guidelines to strengthen CAPS • Examination Guidelines (Economics) Grade 12 • National Protocol for Assessment • Handouts will be given in class.

ASSIGNMENT #2: CASE STUDY & MARKING GUIDELINE

DUE DATE:

FORMAL ASSESSMENT IN ECONOMICS

“Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. (CAPS pp. 40-42). Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. (Circular S1 of 2017 p. 33) Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject. The Programme of Assessment for Economics in **Grades 10 and 11** comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Economics, while the end-of-year examination is the seventh task and makes up the remaining 75%.

In **Grade 12**, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Economics and an external examination which makes up the remaining 75%. The Programme of Assessment for Economics comprises seven tasks which are internally assessed. The external examination is externally set and moderated.

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject. The same guidelines set for examinations should be considered when constructing the school-based assessment tasks. (CAPS p. 43)”

REQUIRED:

1. Draft a **Case study** related to any topic from the Grade 10 or 11 syllabi, considering the appropriate guidelines applicable to the setting of a standardised school-based assessment task. (See CAPS p. 40)
2. Construct the accompanying marking guideline, observing the principles applicable to the composition of a marking guideline in Economics.

TOTAL: 20

ASSESSMENT CHECKLIST FOR ASSIGNMENT #2

QUALITY INDICATORS		Y (✓)	N (x)
1.	The instructions to learners are clear and unambiguous		
2.	Mark allocations are clearly indicated		
3.	The questions allow for creative responses from candidates		
4.	The questions generate responses across the required levels of cognition and difficulty		
5.	The questions provide clear instructional command verbs		
6.	The questions relate to what is pertinent in the subject		
7.	There are no factual errors or misleading information in the questions		
8.	Subject terminology is used correctly		
9.	There are no subtleties in the grammar that might create confusion		
10.	Grammatically correct; standard Economics/EMS vocabulary is used		
11.	The marking guideline is correct in terms of the subject matter		
12.	The marking guideline does not contain typographical errors or errors in language		
13.	The marking guideline is clearly laid out		
14.	The marking guideline will facilitate marking		
15.	The marking guideline is complete with mark allocation and mark distribution within each of the questions		
16.	The marking guideline allocates marks commensurate with the demands of questions		
17.	The marking guideline awards marks positively		
18.	The marking guideline provides enough detail to ensure reliability of marking		
19.	The marking guideline makes allowance for relevant alternative responses		
20.	The questions and the marking guideline are of the appropriate standard		
			TOTAL: 20

CRITERIA FOR QUESTION PAPER AND MARKING GUIDELINE MODERATION

MODERATION OF QUESTION PAPER

1. TECHNICAL CRITERIA

Quality Indicators		Y	N
1.1	The question paper is complete with grid, marking guideline, relevant answer sheets and formula sheets/addenda.		
1.2	All relevant details such as time allocation, name of the subject, number of pages and instructions to candidates are included on the question paper.		
1.3	The instructions to candidates are clear and unambiguous.		
1.4	The layout of the paper is uncluttered and reader-friendly.		
1.5	The questions are correctly numbered.		
1.6	The pages are correctly numbered.		
1.7	The headers and footers on each page are consistent and adhere to the required format.		
1.8	Appropriate fonts are used throughout the paper.		
1.9	Mark allocations are clearly indicated.		
1.10	The paper can be completed in the time allocated.		
1.11	The mark allocation in the paper is the same as that in the marking guideline.		
1.12	The quality of drawings, illustrations, graphs, tables, etc. is appropriate, clear, error-free and print ready.		
1.13	The paper adheres to the format requirements in the CAPS and guideline document(s).		

2. INTERNAL MODERATION

Quality Indicators		Y	N
2.1	The Internal Moderator's report is included.		
2.2	There is evidence that the paper has been moderated internally.		
2.3	The quality, standard and relevance of inputs from the Internal Moderator are appropriate.		
2.4	There is evidence that the Internal Moderator's recommendations have been addressed.		

3. CONTENT COVERAGE

Quality Indicators		Y	N
3.1	The analysis grid shows clearly how each question is linked to a topic.		
3.2	The paper adequately covers the topics as prescribed in the CAPS and guideline document(s).		
3.3	The questions are within the broad scope of the CAPS		
3.4	The topics and sub-topics are appropriately linked and integrated.		
3.5	The questions are representative of the latest (current) developments in the subject.		

4. TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS

Quality Indicators		Y	N
4.1	The paper includes questions of various types, e.g. multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions.		
4.2	The paper allows for creative responses from candidates.		
4.3	There is a correlation between mark allocation, level of difficulty and time allocation.		
Selection of texts (prose, visual, graphs, tables, etc.) The source material (i.e. prose text, visual, drawing, illustration, example, table, graph):			
4.4	▪ is subject specific.		
4.5	▪ is of the required length.		
4.6	▪ is functional, relevant and appropriate.		
4.7	▪ has language complexity that is appropriate for the specific grade candidates.		
4.8	▪ allows for the testing of skills.		
4.9	▪ generates questions across the cognitive levels.		
Quality of questions			
4.10	The questions relate to what is pertinent in the subject.		
4.11	The questions are free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers.		
4.12	The questions provide clear instructional key words/verbs.		
4.13	The questions contain sufficient information to elicit appropriate responses.		
4.14	There are no factual errors or misleading information in the questions.		
4.15	There are no double negatives in the questions/The questions are not formulated in unnecessarily negative terms.		
4.16	References in questions to prose texts, visuals, drawings, illustrations, examples, tables, graphs, are relevant and correct.		
Multiple choice (where applicable)			
4.17	The options follow grammatically from the stem.		
4.18	The options are free from logical cues that make one of the options an obvious choice.		
4.19	The options are free from such absolute terms as "always" or "never".		
4.20	All the options are of approximately the same length, with the correct answer not being longer, more specific, or more complete than other options.		
4.21	A word or phrase in the stem is not repeated in the correct answer.		
4.22	The correct answer does not include elements in common with other options.		

5. COGNITIVE SKILLS

Quality Indicators		Y	N
5.1	The analysis grid clearly shows the cognitive level of each question/sub-question.		
5.2	There is an appropriate distribution in terms of cognitive levels.		
5.3	Choice questions are of an equal level of difficulty.		
5.4	The question paper provides opportunities to assess the candidates' ability to:		
	▪ reason		
	▪ communicate		
	▪ translate visual evidence to a written response		
	▪ compare and contrast		
	▪ see causal relationship		
	▪ express an argument clearly		
5.5	The degree of difficulty is not unintentionally increased by the inclusion of irrelevant information.		

6. LANGUAGE AND BIAS

Quality Indicators		Y	N
6.1	Subject terminology/data are used correctly.		
6.2	The language, register, and the level and complexity of the vocabulary are appropriate for the specific grade learners.		
6.3	There are no subtleties in the grammar that might create confusion.		
6.4	The language used in the question paper is grammatically correct.		
6.5	The questions do not contain over-complicated syntax.		
6.6	There is no evidence of bias in the paper in respect of:		
	▪ Culture		
	▪ Gender		
	▪ Language		
	▪ Politics		
	▪ Race		
	▪ Religion		
	▪ Stereotyping		
	▪ Province		
	▪ Region		
6.7	The questions allow for adaptations and modifications for assessing special needs students in the interests of inclusivity.		

7. PREDICTABILITY

Quality Indicators		Y	N
7.1	Questions are of such a nature that they cannot be easily spotted or predicted.		
7.2	There is no verbatim repetition ("cut and paste") of questions from previous question papers.		
7.3	The paper contains an appropriate degree of innovation.		

MODERATION OF MARKING GUIDELINE

8. DEVELOPMENT

Quality Indicators		Y	N
8.1	The marking guideline has been developed alongside the question paper.		
8.2	The marking guideline reflects the assessment objectives of the curriculum in correct proportions.		
8.3	The marking guideline maintains intellectual challenge from one examination to another.		

9. CONFORMITY WITH QUESTION PAPER

Quality Indicators		Y	N
9.1	The marking guideline corresponds with the questions in the question paper.		
9.2	The marking guideline matches the command words in the questions.		
9.3	The marks for each (sub-) question shown in the marking guideline correspond with those shown in the question paper.		

10. ACCURACY AND RELIABILITY OF MARKING GUIDELINE

Quality Indicators		Y	N
10.1	The marking guideline is correct in terms of the subject matter.		
10.2	The marking guideline does not contain typographical errors or errors in language.		
10.3	The marking guideline is clearly laid out.		
10.4	The marking guideline will facilitate marking.		
10.5	The marking guideline is complete with mark allocation and mark distribution within each of the questions.		
10.6	The marking guideline allocates marks commensurate with the demands of questions/tasks.		
10.7	The marking guideline encourages a spread of marks.		
10.8	The marking guideline does not offer such a small range of marks that ability to discriminate among low and high performers is compromised.		
10.9	The marking guideline awards marks positively.		
10.10	The marking guideline provides enough detail to ensure reliability of marking.		
10.11	The marking guideline makes allowance for relevant alternative responses.		
10.12	The marking guideline uses levels of response or analytic approaches where appropriate.		

11. OVERALL IMPRESSION

Quality Indicators		Y	N
11.1	The question paper is in line with the current policy/guideline documents.		
11.2	The question paper and the marking guideline are fair, valid and reliable.		
11.3	The paper as a whole assesses the objectives of the Subject syllabus		
11.4	The question paper and the marking guideline are of the appropriate standard.		
11.5	The standard of the question paper and the marking guideline compare favourably with previous years'.		
11.6	There is a balance among the assessment of skills, knowledge, attitudes, values and reasoning.		

Week *

**UNIT 11
SETTING A TEST PAPER WITH MARKING GUIDELINE**

Lecture 1 & Lecture 2	At the end of these lectures, the student will be able to set a test paper and compile an appropriate marking guideline.
Lecture 3	20-minute Microteaching exercises
Linked to Learning Outcomes (LO)	LO4 / LO5.5
Activities	Direct instruction followed by class discussion Microteaching exercises
Prescribed reading	<ul style="list-style-type: none">• Bloom's taxonomy• TESS-INDIA Key Resources document (TESS-INDIA)• CAPS FET Phase (Grades 10-12)• Subject-assessment Guidelines – National Curriculum Statement Grades 10-12 (January 2007)• Guidelines to strengthen CAPS• Examination Guidelines (Economics) Grade 12• National Protocol for Assessment

HOMEWORK ACTIVITY #6**DUE DATE:**

- 1.1 Bloom's Revised Taxonomy that covers both the Cognitive Process and Knowledge domains, is often used to categorise questions used during the act of teaching.
- 1.1.1 The following matrix is an incomplete diagram of Bloom's Revised Taxonomy. Complete the matrix by providing headers for (a) – (d), and verbs for (i) – (iv).

	Remember	Understand	(a)	Analyze	(b)	Create
Factual	(i)					
(c)						
Procedural		(ii)				(iv)
(d)		(iii)				

(8 x 2 =16)

- 1.1.2 Formulate two questions that you will ask during a lesson on the Circular Flow diagram in Economics that will represent the PROCEDURAL element of the Knowledge Domain of Bloom's Revised Taxonomy. (2 x 2 = 4)
- 1.2 Refer to the KEY RESOURCES document ([TESS-INDIA](http://www.tess-india.edu.in/)) and answer the following questions: (<http://www.tess-india.edu.in/>)
- 1.2.1 Briefly discuss THREE key principles that an Economics teacher should adhere to in order to ensure that he/she involves all the learners in learning. (9)
- 1.2.2 The KEY RESOURCES document also refers to approaches that Business Studies/EMS teachers can use to execute the principles discussed in 1.2.1 above. For example, the teacher should model good behaviour by being an example to his/her learners by treating them all well, regardless of ethnic group, religion or gender.
- Name and discuss any THREE other approaches that can also be followed to activate the principles mentioned in Question 1.2.1 (15)
- 1.3 What skills do an Economics teacher need to help learners think more deeply about to improve the quality of their answers to teacher questions? Name and briefly describe TWO such skills. (2 x 3 = 6)

TOTAL: 50

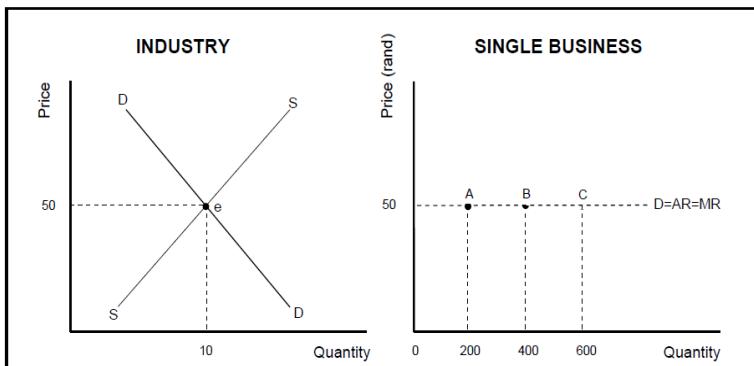
ASSIGNMENT #3: SETTING A TEST PAPER WITH MEMO **DUE DATE:**

SETTING A TEST PAPER WITH MARKING GUIDELINE

"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.

QUESTION 1

Study the graphs below and answer the questions that follow.

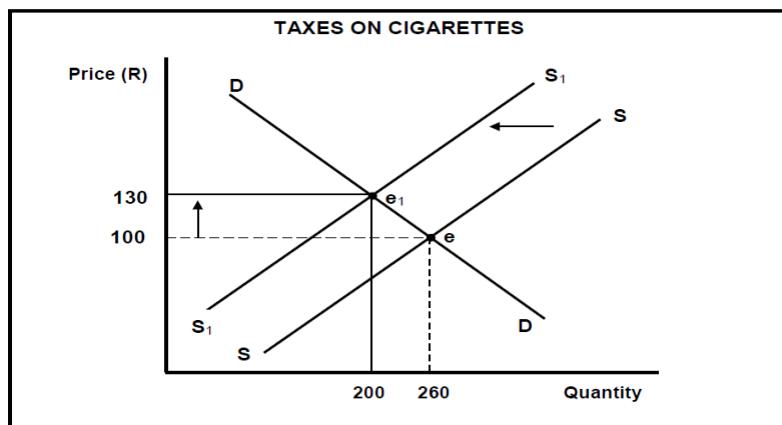


- 1.1 What market structure is depicted above?
- 1.2 What is the market price at which the business will sell its product?
- 1.3 Briefly describe the term opportunity cost.
- 1.4 Why is it not possible for a single business to adjust its selling price?
- 1.5 Explain the effect on the market in the long run if the businesses above in a perfect market made an economic profit.

[10]

QUESTION 2

Study the graph below and answer the questions that follow.

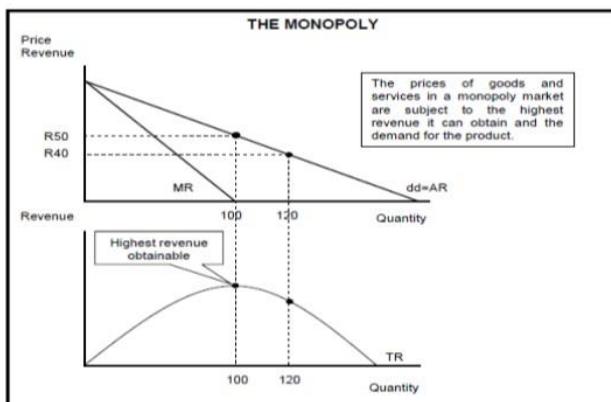


- 2.1 Identify the price of cigarettes before a tax was imposed on it.
- 2.2 What quantity is demanded after the government imposed a tax on cigarettes?
- 2.3 Clearly distinguish between merit goods and demerit goods.
- 2.4 Use the graph above and explain how a tax on cigarettes will reduce market failure.

[10]

QUESTION 3

Study the graphs below and answer the questions that follow.



- 3.1 Identify any factor that can influence the prices of goods and services of the monopoly.
- 3.2 At what price must the monopolist sell to obtain maximum revenue?
- 3.3 What is the nature of the product of a typical monopolist?
- 3.4 Which curves are required to determine how much profit the monopolist will make?
- 3.5 Why will you discourage the monopolist from increasing the price of the product drastically?

[10]

ASSESSMENT CHECKLIST FOR ASSIGNMENT #3

QUALITY INDICATORS		Yes (✓)	No (✗)
1.	Mark allocations are clearly indicated		
2.	The marking guideline corresponds with the questions in the question paper		
3.	The marks for each (sub-) question shown in the marking guideline correspond with those shown in the question paper		
4.	The marking guideline is correct in terms of the subject matter		
5.	The marking guideline does not contain typographical errors or errors in language		
6.	The marking guideline is clearly laid out		
7.	The marking guideline will facilitate marking		
8.	The marking guideline is complete with mark allocation and mark distribution within each of the questions		
9.	The marking guideline allocates marks commensurate with the demands of questions		
10.	The marking guideline awards marks positively		
11.	The marking guideline provides enough detail to ensure reliability of marking		
12.	The marking guideline does not offer such a small range of marks that ability to discriminate among low and high performers is compromised		
13.	The marking guideline matches the command words in the questions		
14.	The marking guideline makes allowance for relevant alternative responses		
15.	The marking guideline is of the appropriate standard		

TOTAL: 15

Unit 11: Pre-reading 11.1

HIGHER-ORDER QUESTIONS IN ECONOMICS TEST AND EXAM QUESTION PAPERS

- Features of higher-order questions:
- Require learners to engage with unrehearsed or unfamiliar contexts.
- Ask for deep thinking.
- Grounded in lower-order skills and linked to prior knowledge of subject matter content.
- Types of higher-order-thinking questions: (What? How? Why?)

Analysis

These questions ask learners to dissect key information and analyse essential concepts, themes and processes. For example:

- How is x related to y?
- What are the major reasons for?
- What is the impact of b on c?
- What is the problem faced by ...?
- What is the main idea? Theme?
- What are some of the problems of ...?
- How is ... similar to/different from ...?
- Why did ... changes occur?

Evaluation

These questions require learners to formulate and justify judgements and criticisms based upon clearly-articulated evaluative criteria. For example:

- Provide a better solution for ...?
- What are the consequences of ...?
- What are the pros and cons of ...?
- What are the alternatives for ...?
- How effective are...?

Creativity/Synthesis

These questions require learners to formulate a holistic summary of key ideas; provide an integrated, cohesive, sustained response, make inferences; reformulate, reconstruct or create scenarios. Own voice is critical. For example:

- Based on these facts, what predictions would you make?
- Propose a solution to this problem.
- How can the errors be fixed?
- What alternative will you suggest ...?

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below.

Cognitive levels	Activity	Percentage of task
Knowledge and comprehension Levels 1 and 2	Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Application and analysis Levels 3 and 4	Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	40%
Synthesis and evaluation Levels 5 and 6	Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	30%

- ❖ Problem solving
- Approximately 10% of all formal assessments should address problem-solving questions using critical and creative thinking
- These include, *inter alia*, the solving of real-life problems within the context of the Economics syllabus.
- These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners, but within the context of the learners.

Points to consider when marking higher cognitive questions using a marking guideline

- It is important to note that a marking guideline essentially gives the marker direction about what answers are acceptable. The learner does NOT have to present answers exactly as in the marking guideline (except objective-type questions). In terms of other questions (SECTION B, list, define, etc.) the essence of what the learners say must be covered by the marking guideline.
- When marking a particular question, e.g. 8 marks, it is important that the learner presents his/her answer in such a way that it answers the question
- If a learner gives an example only, then 1 mark may be awarded. An explanation of the example can earn further marks.
- In an 8-mark question the maximum marks a learner can earn for examples and mere listing of facts should be 4 marks. The marker must check at all times whether the explanation given, answers the question. In higher-order short questions, a maximum of 2 marks (25%) will be allocated for merely listing of facts and examples.
 - We need to guard against accepting information under a particular heading because it appears in the text. Sometimes the information does not relate to the question asked.
 - It must be remembered that textbooks give more/less information about a topic than is required by the examination guidelines. In terms of the examination guidelines more than one question can be asked on a particular topic. The learner must be able to select/extract the relevant information and relate to it in the question.
 - Sometimes textbooks have information under a heading that seems abstract when compared to the exam requirement. The important aspect to bear in mind is that not all information in the text may be relevant to the question.

Unit 11: Pre-reading 11.2

THE COMPOSITION OF A MARKING MEMORANDUM

The purpose of a memorandum is to (a) serve as *clear* and *complete* guide to *markers*; and (b) facilitate *learning* (albeit indirectly). Application of the following guidelines, amongst others, will enhance the professional quality of a marking memorandum:

1. The memorandum's pages should be numbered chronologically.
2. The numbering of the memorandum items should correspond with the numbering of the questions in the paper.
3. Questions should be repeated as headings above the details of items in the memorandum
4. The contents of items should relate directly to specific and corresponding questions in the paper
5. The contents of the memorandum should be structured. By structuring is meant that headings, sub-headings and sub-sub headings are numbered by means of figures; and that major and subordinate facts are indicated by means of letters and Roman numerals. In addition, bold, *italic* print and underlining may be used to highlight important elements. Altogether, the structuring should enable markers to form clear 'mind maps'.
6. The quality of the learning matter moulded into memorandum items should be 'pure'. In other words, it should not be contaminated by 'padding' or with 'fabricated' facts. 'Padding' occurs when the same fact is repeated, often in a disguised form, in various alternative formulations. 'Fabrication' of facts occurs when derived or subordinate facts are presented as major facts and/or as new headings.
7. The details in the items should be formulated in such a manner that they make sense and convey meaning. On the other hand, although Umalusi's agreement with examining bodies requires a 'detailed marking memorandum', it should not consist of a duplication of text book texts. The typical style of a memorandum is brief and concise sentences: stating basic and essential key facts, and/or arguments, and/or examples. No unnecessary 'baggage'. The core essence of that which needs to be considered should be stated.
8. The integrity of learning matter that is captured into memorandum items should be beyond questioning. Conventional and standardised learning matter, validated by national and/or international (mainstream) usage, from reputed sources, should be used.
9. Headings and 'key' or 'substantive' facts that may earn marks, should be accompanied by mark ticks (✓) next to or close to them, indicating the number of marks they can potentially earn. Uniformity with regard to mark allocation should be pursued.
10. A memorandum is an official document, therefore, its technical and language care should match its status.
11. Marks capping of sections within memorandum items are permitted, where appropriate.
12. Markers should be explicitly alerted to look out for characteristics in answers that reflect on the quality of answers. For example: (a) 'Explain' questions that do not give appropriate examples, (b) 'Discuss' questions that is not accompanied by arguments, and (c) facts presented in doubtful context, should never earn full marks.
13. Because of the dynamic/ever-changing nature of the elements of the subject, markers should be aware of, and accept alternative relevant substantive facts put forward by candidates. (Discretionary allocation of marks)
14. 'Hints' may also be used. For example: 'candidates must show clearly, that they understand basic concepts'. There must be communication with markers through the medium of the memorandum.

TAXONOMIES OF THE COGNITIVE DOMAIN

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2001			
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">know identify relate list</td> <td style="padding: 5px;">define recall memorize repeat</td> <td style="padding: 5px;">record name recognize acquire</td> </tr> </table>	know identify relate list	define recall memorize repeat	record name recognize acquire	1. Remembering: Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.
know identify relate list	define recall memorize repeat	record name recognize acquire		
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">restate locate report recognize explain express</td> <td style="padding: 5px;">identify discuss describe discuss review infer</td> <td style="padding: 5px;">illustrate interpret draw represent differentiate conclude</td> </tr> </table>	restate locate report recognize explain express	identify discuss describe discuss review infer	illustrate interpret draw represent differentiate conclude	2. Understanding: Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
restate locate report recognize explain express	identify discuss describe discuss review infer	illustrate interpret draw represent differentiate conclude		
3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">apply relate develop translate use operate</td> <td style="padding: 5px;">organize employ restructure interpret demonstrate illustrate</td> <td style="padding: 5px;">practice calculate show exhibit dramatize</td> </tr> </table>	apply relate develop translate use operate	organize employ restructure interpret demonstrate illustrate	practice calculate show exhibit dramatize	3. Applying: Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.
apply relate develop translate use operate	organize employ restructure interpret demonstrate illustrate	practice calculate show exhibit dramatize		
4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">analyze compare probe inquire examine contrast categorize</td> <td style="padding: 5px;">differentiate contrast investigate detect survey classify deduce</td> <td style="padding: 5px;">experiment scrutinize discover inspect dissect discriminate separate</td> </tr> </table>	analyze compare probe inquire examine contrast categorize	differentiate contrast investigate detect survey classify deduce	experiment scrutinize discover inspect dissect discriminate separate	4. Analyzing: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
analyze compare probe inquire examine contrast categorize	differentiate contrast investigate detect survey classify deduce	experiment scrutinize discover inspect dissect discriminate separate		
5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">compose produce design assemble create prepare predict modify tell</td> <td style="padding: 5px;">plan invent formulate collect set up generalize document combine relate</td> <td style="padding: 5px;">propose develop arrange construct organize originate derive write propose</td> </tr> </table>	compose produce design assemble create prepare predict modify tell	plan invent formulate collect set up generalize document combine relate	propose develop arrange construct organize originate derive write propose	5. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behaviour before creating something.
compose produce design assemble create prepare predict modify tell	plan invent formulate collect set up generalize document combine relate	propose develop arrange construct organize originate derive write propose		
6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">judge assess compare evaluate conclude measure deduce</td> <td style="padding: 5px;">argue decide choose rate select estimate</td> <td style="padding: 5px;">validate consider appraise value criticize infer</td> </tr> </table>	judge assess compare evaluate conclude measure deduce	argue decide choose rate select estimate	validate consider appraise value criticize infer	6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.
judge assess compare evaluate conclude measure deduce	argue decide choose rate select estimate	validate consider appraise value criticize infer		

COMMAND VERBS

(Note: the definitions below are mainly from: Hornby, A. S. (1995) *Oxford: Advanced learner's dictionary*; Oxford University Press. Oxford. The list includes verbs used most frequently in the 'levels of cognition / competence descriptions'. Teachers may wish to consult this, or other dictionaries, to find proper definitions of other verbs)

- Analyse – to break down into constituent parts (creating headings, sub-headings etc that reflect a clear structure) in order to be able to understand an issue or problem. Analysis involves recognising what is important, and identifying relationships, e.g. *Analyse the reasons for the establishment of NEPAD*. (Requires 'knowledge', 'understanding' and 'application').
- Apply – to make use of something as relevant or appropriate; (a) use knowledge and understanding of Economics to understand a situation, issue or problem, e.g. *Apply the theory of perfect competition to the market for potatoes*, or (b) use knowledge of some other subject e.g. statistics and mathematics to solve economic problems, e.g. '*Draw a graph demonstrating the demand and supply of potatoes*'.
- Appraise – a judgment of, or the action of judging – in order to judge the criteria underpinning the judgment need first to be identified and explained. The judgment should be properly justified. (Cognitively, it is slightly less taxing than 'interrogate')
- Assess – to estimate the nature, quality or value of something; judgment, i.e. benchmarks or criteria, is implicitly involved, e.g. *assess the sustainability of the government's environmental policy*. (It often involves analysing an economic issue or problem, then to weigh up the relative importance of different strands and the drawing a conclusion) e.g. '*Assess the impact of high interest rates on the economy*'.
- Calculate – use mathematics (numbers) to work out an answer, e.g. *Calculate the price elasticity of demand if price increases from R3 to R4*. When assessing consider: the arithmetic, the method and accuracy.
- Comment on – a written or spoken remark giving an opinion on, explaining or criticizing an event, a person or a situation. Prior knowledge is essential and learners are invited to make judgments based upon the evidence they can relate to their knowledge. *Comment on the appropriateness of the Reserve Bank increasing interest rates now*.
- Compare – to examine things to see how they are alike and how they are different e.g. *compare the South African and Botswana economies*; to judge one thing and see how it measures up against another, e.g. *how is Gauteng's economy performing and how does it compare to the performance of the Western Cape's economy?*
- Construct – to put or fit something together, e.g. a table – also known as a 'schedule'. (When assessing check for, appropriateness and accuracy).
- Contrast - to examine things to see or understand how they differ, e.g. *in contrasting the Coega development with the Saldanha development major differences are found*. (Note, learners are often required to 'compare' and 'contrast', requiring them to focus on similarities and differences, and make judgment with regard to preference).
- Critically – expressing approval or disapproval, or finding faults or virtues, e.g. '*Critically analyse (or discuss etc) the problems facing the agricultural industry today*'.
- Define – to give the exact meaning of a term or concept using words or mathematical symbols whose meaning is already understood by the reader, e.g. '*Define what is meant by economies of scale*'.
- Describe – to give an account of something (recall knowledge, or stating what is observed), e.g. '*Describe the remuneration of the factors of production, or describe the business activities you see in Main Street*'.
- Discuss – to talk or write about something; compare a number of possible views about an issue or problem and to weight up their relative importance. A conclusion is essential, e.g. '*Discuss the desirability of fixing rents in the housing market*' ('application' of knowledge and 'analysis' are involved)
- Distinguish between – identify the characteristics that make two or more ideas, concepts, issues, etc. different, e.g. *Distinguish between price elasticity of demand and income elasticity of demand* ('analysis' is involved).
- Do you think – invites learners to put forward their own opinions about an issue or problem. However, marks will always be awarded for the quality of the arguments put forward and not for any individual opinions, e.g. '*Do you think the government should have introduced minimum wages?*' ('Application' is involved).
- Draw – a picture (graph or other kind of illustration) made with a pen or pencil, e.g. *draw a graph depicting supply and demand*. ('Application' is involved. When assessing, consider the positions and

slopes of the curves, the construction of the graph, neatness of presentation, accuracy and deduced mathematical expressions).

- Evaluate – to form an idea of the amount, quality or value of something; or, to compare a number of possible views about an issue or problem and weigh up their relative importance; to make judgments on account of general criteria. A final judgment is essential, e.g. '*Evaluate the policies available to government to reduce unemployment*'.
- Examine – to look at something carefully and in detail in order to learn something about it; break down an issue or problem (as in 'analyse') to understand it – state what has been learned e.g. *Examine the problems facing the RSA economy today*. (It goes beyond 'analyse').
- Explain – to make something plain or clear – to simplify; to describe something in detail so that it can be understood. Mentioning examples is essential. It is often useful to define terms and give examples in an explanation, e.g. '*Explain how prices are formed in a free market*'. (It requires more than mere knowledge and understanding).
- Identify – to single out from other information; to apply information to single out, e.g. *Identify three factors, that cause inflation*.
- Illustrate – to explain or make something clear by using examples, charts, pictures and drawings; e.g. *Illustrate the way in which monopolists keep out competitors from their markets*; or, *Illustrate the change in price when demand increases*. (When assessing an illustration such as a graph, note the position of curves, appropriateness of curves (linear, concave) and accuracy (e.g. position, slope))
- Interrogate – to question aggressively – ask questions and supply answers. Ask questions to 'make a point' (like a lawyer) and supply answers and ask counter questions. The alternation of questions and answers should provoke a clear and unbiased judgment, e.g. *interrogate South Africa's growth and development policies*. (Cognitively, the highest form of 'evaluation').
- Investigate – to try to discover facts, information, evidence etc by study or research - consider, analyse, interpret and explain, e.g. '*Investigate why the government chose to increase interest rates in May*'.
- List – to state in the briefest form, e.g. '*List three factors, which affect the demand for a product*'.
- Mention – to write or speak of something briefly, without explaining, e.g. *mention the reasons why the exchange rate deteriorated*. (Merely recall knowledge).
- Name – similar to 'mention', e.g. name two reasons for poverty.
- Outline – to give a short description of the main aspects or features, e.g. *outline the scope of Economics*. (Recall knowledge without demonstrating understanding).
- Quantify – express in numbers, e.g. quantify the supply of tomatoes at Tuesday's market, (When assessing focus on the arithmetic, appropriateness and accuracy).
- State – to express in spoken or written words, especially carefully, fully and clearly (almost as in 'define'), e.g. *state three factors that affect elasticity of supply*. (Relies on the recall and reproduction of knowledge).
- Suggest – give possible reasons or ideas. These must be plausible but not necessarily correct. 'Suggest' may require learners to analyse a problem and not merely to formulate an economic problem, e.g. '*Suggest reasons why the enterprise did not put up its prices*'.
- Summarise – to bring out the main points from a more complex set of data, or text e.g. *summarise the main arguments in favour of government intervention*. (Demonstrate comprehension)
- To what extent – invites learners to explain and analyse and then to comment upon the relative importance of arguments, e.g. '*To what extent should the government rely upon monetary policy to control inflation?*' (Demonstrate application).
- What – to clarify a point, e.g. '*What are the main characteristics of a perfectly competitive industry?*' (Demonstrate application).

Week *

UNIT 12

CRITIQUE OF A TEST QUESTION PAPER

Lecture 1 & Lecture 2	At the end of these lectures, the student will be able to critique a Grade 10-12 Test paper.
Lecture 3	20-minute Microteaching exercise
Linked to Learning Outcomes (LO)	LO3 / LO4 / LO5.5
Activities	Direct instruction followed by class discussion
Suggested resources	<ul style="list-style-type: none"> • CAPS FET Phase (Grades 10-12) • Subject-assessment Guidelines – National Curriculum Statement Grades 10-12 (January 2007) • Guidelines to strengthen CAPS • Examination Guidelines (Economics) Grade 12 • National Protocol for Assessment

HOMEWORK ACTIVITY #7

DUE DATE:

CRITIQUE OF A TEST PAPER

INSTRUCTIONS:

Acquire a question paper for Grade 10 Economics 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

HOMEWORK #7 RUBRIC

CRITERIA	OUTSTANDING (5)	MERITORIOUS (4)	ADEQUATE (3)	MODERATE (2)	ELEMENTARY (1)
Hand in of assignment	Assignment was handed in before the due date and time.	The assignment was handed in on the due date and time.	The assignment was handed in later than the due date but still on the due date.	The assignment was handed in a day after the due date.	Assignment was handed more than a day later than the due date.
Technical presentation of the assignment	Neatly presented. Typed up. Cover page. In a folder.	Neatly presented. Typed up. Cover page.	Neatly presented. Typed up. No cover page.	Untidy. No cover page.	Very little effort made.
Validity, appropriateness and relevance of question paper critiqued	Valid, appropriate and relevant question paper and memo used.	Appropriate and relevant question paper used. But exemplar.	Relevant question paper used. But exemplar.	Incorrect question paper used.	No evidence of a question paper that used in critique.
Analysis of the weighting of the different fields of Economics in the question paper	Provided more than required explanations.	Provided good explanations.	Provided good explanations but had some shortcomings.	Poor explanations with many shortcomings.	Incorrect explanations and very little explanations given
Description of the distribution of questions according to the different cognitive levels	Provided more than required explanations.	Provided good explanations.	Provided good explanations but had some shortcomings.	Poor explanations with many shortcomings.	Incorrect explanations and very little explanations given
An explanation of the use of Blooms taxonomy in the question paper	Provided more than required explanations.	Provided good explanations.	Provided good explanations but had some shortcomings.	Poor explanations with many shortcomings.	Incorrect explanations and very little explanations given
Critique of the content that were tested in the exam paper	Provided more than required explanations.	Provided good explanations.	Provided good explanations but had some shortcomings.	Poor explanations with many shortcomings.	Incorrect explanations and very little explanations given
Critique of the memorandum and the mark allocation	Detailed explanations and provided more than required information	Good explanation and relevant comments provided	Good explanations provided. Comments still had some shortcomings.	Poor critique of the memorandum.	Were not able to provide relevant critique of the memorandum.
Critique of the technical layout of the question paper and the memorandum	Detailed explanations and provided more than required information	Good explanation and relevant comments provided	Good explanations provided. Comments still had some shortcomings.	Poor critique of the layout and technical presentation of the question paper.	Were not able to provide relevant critique of the layout and technical presentation of the question paper
Any other comments or recommendations made.	Additional comments were made and excellent recommendations were made.	Additional comments were made. Recommendations were made – but had shortcomings.	Additional comments were made but had shortcomings. Recommendations were made – but had shortcomings.	Additional comments were made but had some shortcomings. No recommendations made.	Additional comments were made but were mostly incorrect
TOTAL: 50					

Unit 12: Pre-reading 12.1

SETTING ASSESSMENT STANDARDS IN ECONOMICS

The term standard is sometimes not understood. In its simplest form, it refers to the selection of content (coverage) and the context in which the content has to be presented.

When do you regard a paper (test/controlled test/examination) to be of standard and therefore can be approved?

- The standard of papers depends **firstly**, on their coverage of the content of the syllabus. The number of marks allocated to the different modules (and smaller elements) can be counted.
- The standard of papers depends **secondly**, on the kind of questions included, e.g. essay questions, short questions, objective items and short items. These can be quantitatively verified.
- The standard of papers depends **thirdly**, on the *quality* of the questions included. For example in terms of: variety, appropriateness, relevancy, clarity and fairness. These can be judged.
- The standard of papers depends **fourthly**, on the kind of responses that are expected from candidates, i.e. the cognitive and other contexts. This can be quantitatively verified.

The *integrity* of the standard should not be compromised by:

- Excluding, consistently, some parts of the syllabus, e.g. elements that have changed, quantitative elements and abstract elements. *Check paper and memorandum.*
- Including excessive numbers of possible correct “facts” in the memorandum, e.g. 150% to 200% more than required. Many of these are often fabricated or the result of padding. Allow more than 20% only if value is added. *Check memorandum.*
- Providing memorandum content that does not fit the question. Questions requiring shorter responses should have fewer possible ‘facts’ that will earn marks. Examiners are to decide which ‘facts’ are applicable, and which are not, for the specific response required by the question. *Check memorandum.*
- Allocating marks injudiciously. Every sentence that candidates write cannot earn marks. ‘Core’ facts, ‘key’ concepts or ‘major’ principles, etc. should earn marks. To present these, and to present them in the contexts suggested by the questions, require some sentences that will earn no marks themselves. They are the ‘packing materials’ in which the items with the real value are wrapped. *Check memorandum.*
- Spreading marks over too many questions or items (questions) within questions. Marks preserved for e.g. short questions, should in every instance, allow candidates leeway, in terms of such marks, to demonstrate the skill (s) implied by the question. *Check memorandum.*
- Failing to guide markers about the characteristics of the cognitive (and other) contexts that they have to look out for. Responses should demonstrate candidates’ ability to present facts in the contexts suggested by the questions. *Check memorandum.*
- Lack of relevance. Case studies, data response items and current figures (in tables) are all techniques that can be used to ensure relevance. *Check paper.*

ECONOMICS GRADES 10-12

- The two tests should be written in Terms 1 and 3.

4.4.2 Examinations

The following guidelines should be considered when constructing examinations:

- Content*

Content stipulated specifically for the grade	100%
---	------

- Cognitive levels*

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Middle-order thinking skills (e.g. more advanced application, interpretation and low-level analysis)	40%
Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	30%

- Problem solving*

Approximately 10% of all examinations should address problem-solving questions. These include the solving of real-life problems within the context of the Economics curriculum.

Problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners.

While ratio and analysis can form very interesting problem solving questions, the topic goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply their knowledge acquired.

Mid-year examinations

Below is an outline of the structure of the mid-year examinations in each of the grades:

Grades	Paper	Time	Marks	Topics
Grade 10	2	1 hour	100	Paper 1: Macroeconomics Paper 2: Microeconomics
Grade 11	2	1½ hours	150	
Grade 12	2	1½ hours	150	

Exam Paper 1 and 2	Section A	Section B	Section C	Total
Grade 10	Compulsory 20 marks	1 from 2 questions 40 marks	1 from 2 questions 40 marks	100 marks each paper

Trial examination (Grade 12 only)

A trial examination is one of the seven tasks of the programme of assessment for **Grade 12**. Ideally the trial examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the trial examination:

	Paper	Time	Marks	Macroeconomics & Economic pursuits	Microeconomics & Contemporary Economic Issues
Grade 12	2	1½ hours	150	25 % & 25 %	25% & 25 %

ECONOMICS GRADES 10-12

End-of-year examinations

All grades in the FET band should write 2 x 1½-hour examination papers of 150 marks each as a final examination.

The following is an outline of how the topics should be covered in the end-of-year examinations:

	Paper	Time	Marks	Macroeconomics & economic pursuits	Microeconomics & contemporary economic issues
Grade 10-12	2	1½ hours	150	25 % & 25 %	25% & 25 %

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her / his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R-12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Note: The seven point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

ECONOMICS GRADES 10-12

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head for Economics or head of department for the Business, Commerce and Management subjects at the school will generally manage this process.

4.6.1 Formal Assessment (SBA)

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head for Economics or Head of Department for the Business, Commerce and Management subjects at the school will generally manage this process.

4.7 Annexure**ECONOMICS GRADE 12 NSC EXAMINATION GUIDELINE****THE NEW STRUCTURE OF THE ECONOMICS PAPER IS AS FOLLOWS:**

The Economics examination consists of TWO 1½ hour papers of 150 marks each.

Each of these TWO question papers comprises of SIX questions divided into three sections. Question ONE is COMPULSORY and there are FIVE other questions from which THREE must be answered. The detailed requirements for each section are indicated below.

SECTION A (Compulsory)**QUESTION 1:**

1.1 Multiple choice items: **8 x 2 [16]**

1.2 Matching: **8 x 1 [8]**

1.3 True/False / Fill in the missing word : **6 x 1 [6]**

TOTAL: **[30]**

SECTION B

Answer any **TWO** questions from this section.

Questions 2 - 4

One question set on a specific module / chapter.

All questions to follow a similar format. **EXAMPLE:**

QUESTION 2

2.1 Name any TWO **2 X 2 [4]**

2.2 Data response: Extracts; Stats; Tables; Graphs; Cartoons, **10 X 2 [20]**

2.3 Compare, Contrast; Draw; Solve; Distinguish; Differentiate, Explain, etc. **2 X 8 [16]**

TOTAL: **[40] X 2 = 80**

CAPS**45**

ECONOMICS GRADES 10-12

SECTION C

Answer any **ONE** question from this section.

Questions 5 & 6

Will include: **Essay responses**, and **non-essay responses**, e.g.

Reports/Minutes/Memoranda/Formal Letters

One question from each TOPIC:

Each question carries 40 marks, allocated as follows:

- Format - 5 marks
- Body - 30 marks
- Interpretation of question - 5 marks (As per Assessment Grid)

Each substantive fact within the Body will carry 2 marks. TOTAL: 1 X 40 [40]

GRAND TOTAL AS PER QUESTION PAPER: [150]

4.8 General

This document should be read in conjunction with:

- 4.8.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- 4.8.2 *The policy document, National Protocol for Assessment Grades R-12.*


basic education
 Department:
 Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ECONOMICS P1
NOVEMBER 2017
MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 22 pages.

Copyright reserved Please turn over

Economics /P1	2	DBE/November 2017
SECTION A (COMPULSORY)		
QUESTION 1		
1.1 MULTIPLE-CHOICE QUESTIONS		
1.1.1	B – national income will increase ✓✓	
1.1.2	A – capital ✓✓	
1.1.3	D – merit ✓✓	
1.1.4	C – Economic union ✓✓	
1.1.5	B – National Development Plan ✓✓	
1.1.6	C – fiscal ✓✓	
1.1.7	D – life expectancy ✓✓	
1.1.8	A – development ✓✓	(8 x 2) (16)
1.2 MATCHING ITEMS		
1.2.1	D – Markets are inherently stable and need no government intervention ✓	
1.2.2	E – It shows the direction in which the economy might be heading ✓	
1.2.3	A – Liquid assets made available by the IMF to finance deficits on the BoP ✓	
1.2.4	H – Exchange rate system where the value of the currency is determined purely by market forces only ✓	
1.2.5	I – Provided by government for use by all members of society, e.g. public libraries ✓	
1.2.6	G – Government takes ownership of privately-owned enterprises and assets ✓	
1.2.7	B – Supplies financial development assistance mostly to developing countries ✓	
1.2.8	C – Charged by the reserve bank to other financial institutions for loanable funds ✓	(8 x 1) (8)
1.3 GIVE ONE TERM		
1.3.1	Gross Domestic Product ✓	
1.3.2	Laffer ✓	
1.3.3	Import substitution ✓	
1.3.4	Corridor ✓	
1.3.5	Deregulation ✓	
1.3.6	Land Restitution ✓	(6 x 1) (6)
TOTAL SECTION A: 30		

Copyright reserved Please turn over

Economics /P1	3	DBE/November 2017
SECTION B		
Answer TWO of the three questions in this section in the ANSWER BOOK.		
QUESTION 2: MACROECONOMICS		
2.1	Answer the following questions.	
2.1.1	Give any TWO examples of indirect taxes.	
	<ul style="list-style-type: none"> • Value added tax (VAT) ✓ • Excise duties / sin taxes ✓ • Import duties / custom ✓ (Accept any other correct relevant response) (2 x 1) (2)	
2.1.2	What impact will a decrease in commercial banks' cash reserve requirements have on the aggregate money supply?	
	The aggregate money supply <u>will increase</u> ✓ / positive impact ✓ (Accept any other correct relevant response) (1 x 2) (2)	
2.2	DATA RESPONSE	
2.2.1	In the information above, identify the reason why the economy is already in a recession.	
	The economic growth rate is lower than the population growth rate ✓ The sharp drop in global demand ✓ (1)	
2.2.2	What was the GDP growth rate in the 1st quarter of 2016?	
	-1,2% ✓ (1)	
2.2.3	Briefly describe open market transactions as a monetary policy instrument.	
	<ul style="list-style-type: none"> • SARB can <u>directly reduce or increase the supply of money</u> in circulation by buying and selling government securities in the open market ✓✓ • Open market transactions influence <u>consumption and investment</u> ✓✓ • The SARB <u>sells government bonds</u> on the open market, that will reduce the money supply ✓✓ • When commercial banks buy government bonds, this absorbs some of their money and they are <u>less able to offer credit</u> ✓✓ (Accept any other correct relevant response) (2 x 2) (4)	
Economics /P1 4 NSC – Marking Guidelines DBE/November 2017		
2.2.4 How can the South African government use fiscal policy to stimulate the economy?		
	Fiscal policy can be used to stimulate the economy by: <ul style="list-style-type: none"> • <u>raising government spending</u> (G) ✓ with borrowed money (budget deficit) ✓ / Aggregate expenditure and demand will increase ✓ and employment is likely to increase ✓ • <u>decreasing taxes</u> ✓ consumers and producers have a larger part of their incomes available to spend on goods and services ✓ or investment ✓ / aggregate expenditure increases ✓ employment will increase ✓ • <u>raising government spending and simultaneously decreasing taxes</u> ✓✓ will have a strong effect of increased government spending and consumers and producers will have more to spend ✓ or to invest ✓ demand increases substantially ✓ and employment increases ✓ (Accept any other correct relevant response) (2 x 2) (4) 	
2.3	DATA RESPONSE	
2.3.1	Which sub-account in the Balance of Payments includes reserve assets?	
	Financial account ✓ (1)	
2.3.2	Which institution is responsible for the publishing of the balance of payments?	
	South African Reserve Bank / SARB ✓ (1)	
2.3.3	How can South Africa ensure a net inflow of capital?	
	A net inflow of capital is ensured by: <ul style="list-style-type: none"> • promoting exports via subsidies to producers ✓✓ • reducing imports through import substitution and increased tariffs ✓✓ • encouraging foreign direct investment ✓✓ • reforming structural policy that might maximise the long-term gains from international capital movements ✓✓ • e.g. financial and product market regulation – have a large impact on net foreign capital positions ✓✓ (Accept any other correct relevant response) (2 x 2) (4)	
2.3.4	Use figures in the table to calculate the trade balance (A). Show ALL calculations.	
	Trade balance = Merchandise exports = 276 349 ✓ + Net gold exports = 13 777 ✓ - Merchandise Imports = 270 258 ✓ = R19 886m ✓ OR (276 349 ✓ + 13 777 ✓ - 270 258 ✓ = 19 886 ✓) (4)	
Copyright reserved	Please turn over	Copyright reserved
Copyright reserved	Please turn over	Copyright reserved

Economics /P1

5
NSC – Marking Guidelines

DBE/November 2017

2.4 Differentiate between money flows and real flows in the circular flow model.

Money flow

- Factor remuneration represents the expenditure of producers ✓✓
- And the income of households e.g. wages, rent, interest and profit ✓✓
- Consumption expenditure represents the expenditure of households and the income of producers ✓✓
- Government and foreign sector payments ✓✓
- Import payments (expenditure) and export earnings (income) ✓✓

(Max 4)

Real flow

- Factors of production flow from the owners (households) to producers via the factor markets ✓✓
- Goods and services flow from the producers via the goods markets to households and other users of goods and services ✓✓
- Factors of production and goods and services flow from foreign countries to South Africa (imports) ✓✓
- Factors of production and goods and services flow from South Africa to foreign countries (exports) ✓✓

(Allocate a maximum of 4 marks for mere listing of facts/examples)

(Accept any other correct relevant response)

(Accept tabular format or a diagram of the circular flow model)

(Max 4) (8)

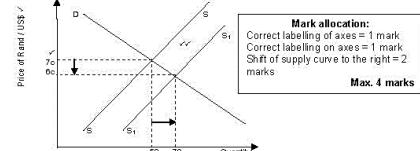
Economics /P1

6
NSC – Marking Guidelines

DBE/November 2017

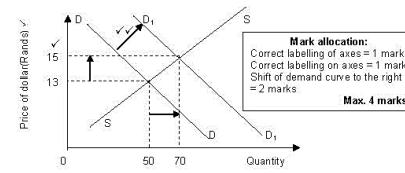
2.5

Explain by means of a neatly-labelled graph, the effect on the value of the Rand if there is a sharp increase in the number of South African tourists visiting the USA.



- An increase in tourists visiting the USA will result in SA tourists offering more rands ✓✓
- This will shift the supply curve (for dollars) to the right (from SS to S₁S₁) ✓✓
- This will result in the value of the US dollar appreciating and the rand depreciating (from R0,76 to R0,66) ✓✓

OR



- An increase in tourists visiting the USA will result in SA tourists demanding more dollars ✓✓
- This will shift the demand curve (for dollars) to the right (from DD to D₁D₁) ✓✓
- This will result in the value of the dollar increasing (from R13 to R15) ✓✓

(8)

[40]

Copyright reserved

Please turn over

Copyright reserved

Please turn over

Economics /P1

7
NSC – Marking Guidelines

DBE/November 2017

QUESTION 3: ECONOMIC PURSUITS

3.1 Answer the following questions.

3.1.1 Name any TWO areas addressed by the Reconstruction and Development Programme

- Housing ✓
- Water supply ✓
- Electricity ✓
- Healthcare ✓
- Development of human resources ✓
- Building the economy ✓
- Land reform ✓

(Accept any other correct relevant response/township or informal settlement mentioned) (2 x 1) (2)

3.1.2 What effect does a low economic growth rate have on poverty?

A low economic growth rate will cause an increase in poverty ✓✓ / negative effect ✓

(Accept any other correct relevant response) (1 x 2) (2)

3.2 DATA RESPONSE

3.2.1 Identify the social indicator in the information above.

Education / urbanisation ✓ (1)

3.2.2 What percentage of the GDP is spent on education?

6,2 ✓ (1)

3.2.3 Briefly explain urbanisation as a social indicator.

- Urbanisation refers to the movement of people from the rural areas into the urban areas ✓✓
- It happens because of:
 - The founding of new towns ✓✓
 - The natural growth of the urban population ✓✓
 - The percentage of the population living in urban areas ✓✓
 - Migration, which can be rural-urban or international ✓✓

(Accept any other correct relevant response) (2 x 2) (4)

3.2.4 What led to the high dropout rate (82,2%) from secondary to tertiary institutions?

- Matric failure ✓✓
- Failure to meet admission requirements ✓✓
- Lack of motivation ✓✓
- Socio-economic reasons ✓✓

(Accept any other correct relevant response) (2 x 2) (4)

Economics /P1

8
NSC – Marking Guidelines

DBE/November 2017

3.3 DATA RESPONSE

3.3.1 Identify a foreign country that is a BRICS member in the information.

China ✓ (1)

3.3.2 How many potential job opportunities does China's investment promise to create for South Africa?

More than 2 500 jobs ✓ (1)

3.3.3 Briefly describe the role of the Industrial Development Corporation in the South African economy.

- National development financing institution ✓✓
- Ensures adequate financial and non-financial assistance for industrial development ✓✓
- Promotion of entrepreneurship by building competitive industries and enterprises based on sound business principles ✓✓
- Diversification of the economy by moving away from the economy's reliance on traditional commodities ✓✓
- Increased value-added activities by increasing downstream beneficiation by participating in higher-value activities ✓✓
- Long-term intensification of South Africa's industrialisation process and movement towards a knowledge-driven economy ✓✓
- Promotion of a more labour-intensive industrialisation approach ✓✓
- Broad-based industrial growth by engaging greater levels of participation from historically disadvantaged people and marginalised regions in the mainstream of the industrial economy ✓✓
- Contributing to industrial development on the African continent with active support of productive capacity and increased regional trade integration ✓✓
- Job creation ✓✓

(Accept any other correct relevant response) Any (2 x 2) (4)

3.3.4 Explain the positive impact, other than job creation that this investment might have on the South African economy.

- It opens up new markets ✓✓
- Adds a positive value on the country's balance of payments/current account ✓✓
- Improve continental relations ✓✓
- Earn foreign exchange ✓✓

(Accept any other correct relevant response) Any (2 x 2) (4)

Copyright reserved

Please turn over

Copyright reserved

Please turn over

Week *

UNIT 13

NQF PROTOCOLS ON PROMOTION AND PROGRESSION

Lecture 1 & Lecture 2	At the end of these lectures, the student will be able to understand the NQF Protocols for Promotion and Progression of Grades 10-12 FET Economics learners.
Lecture 3	20-minute Microteaching exercise
Linked to Learning Outcomes (LO)	LO3 / LO4 / LO5.3 / LO5.5
Activities	Direct instruction followed by class discussion Microteaching exercises
Prescribed reading	<ul style="list-style-type: none"> • National Policy for Promotion Requirements of CAPS • Criteria for the Implementation of Progression (Grades 10-12) • Guidelines for implementation of promotion and progression requirements

HOMEWORK ACTIVITY #8

DUE DATE:

INSTRUCTIONS:

Familiarize yourself with the following documents and answer all the questions below:

- National Protocol for Assessment Grades R-12
- National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement
- The Curriculum and Assessment Policy Statement for Economics Grade 10-12
 - Type up your answers in a report and hand it in before the class on ****
 - A checklist plus a marking guideline will be used to mark the assignment

QUESTIONS:

1. Provide the descriptions for the following abbreviations:
 - 1.1 NQF
 - 1.2 SAQA
- 2 Distinguish between Formal and Informal Classroom Assessment.
- 3 List appropriate examples of Formal Assessment.
- 4 What is the percentage value of School Based Assessment in the FET phase (Grade 10 – 12)?
- 5 Briefly describe the valid reasons why learners / candidates will be excused from formal assessment activities.
- 6 Briefly describe the requirements for teacher's assessment files (portfolios).
- 7 Give a succinct explanation of the promotional requirements for Grade 10-12.
- 8 Can learners change subjects in Grades 10, 11 and 12? If, yes – describe the procedures to be followed.
- 9 Extract and attach a copy of the formal assessment program for Grade 10 Economics as prescribed in CAPS to this assignment.
- 10 Obtain a copy of the assessment program for Grade 10 Economics from the school you are teaching at and compare it to the one prescribed in CAPS. Describe how it is similar or different and describe the specific assessment activities.

CHECKLIST

NO.	CRITERIA	YES (2)	NO (0)
1	Handed in on time		
2	Neatly presented		
3	Answered all the questions		
4	Most of the answers are relevant		
5	Provided more than required information		
TOTAL		10	

Week *

UNIT 14 PROFESSIONAL TEACHER BEHAVIOUR

Lecture 1 & Lecture 2	At the end of these lectures, the student will be able to demonstrate knowledge, understanding and comprehension of the protocols governing professional teacher behaviour.
Lecture 3	20-minute Microteaching exercises
Linked to Learning Outcomes (LO)	LO2 / LO5.7 / LO5.8 / LO5.10
Activities	Direct instruction followed by class discussion Microteaching exercises
Prescribed reading	See Home Readings below

Unit 14: Class discussion

PROFESSIONAL TEACHER BEHAVIOUR

Public school educators are held to high standards of behaviour because they are entrusted with the well-being of their learners. The public expects that their behaviour exemplifies ethical and moral integrity. Teachers serve as role models who should recognize that their conduct, both on and off the job, can profoundly impact their professional image. Lapses in judgment can adversely impact learners, damage teachers' credibility and erode public trust in schools and the profession.

Additionally, with advances in technology and greater access to social media, the challenges educators are likely to encounter have increased in recent years. Consequently, educators must develop a keen awareness and sensitivity to a variety of dilemmas and circumstances they may encounter in their daily contact with learners, families and the community. It is vital that educators make conscious ethical decisions to ensure that their professional practice meets the highest possible ethical standards of conduct and responsibility.

Discussion Questions:

- What possible issues/concerns might these scenarios raise?
- How could these situations become a violation of the law, the “Code” or other school /district policies?
- In this situation, what are some potential negative consequences for the teacher, for the learners and the school community?
- What responses/actions will result in a more positive outcome and/or what pro-active measures might be considered?

Scenario 1

Ms. K is a veteran teacher who is very popular with her learners. She frequently offers learners extra help after school, so it's not uncommon to see learners visiting her classroom after school. She has tutored one of her learners, “Melissa,” in a variety of subjects over a two year period. During that time, Ms. K has emailed and texted “Melissa’s” cell phone using her personal email address. At first, the exchanges were very general; sometimes unrelated to school work (e.g., asking Melissa about a sick family member, or how she was getting along with friends). Recently, the learner began to text her teacher about more personal feelings.

Scenario 2

Mr. J is very popular with the learners. He often converses and jokes with the learners in the halls between classes. It is common for him to greet female learners and staff with a hug and male learners and staff with a pat on the back. One learner has complained to the administration that Mr. J’s hugs or physical contact makes him uncomfortable. Mr. J has been advised by the principal to stop all physical contact with learners and staff. He agrees to try, but he can’t promise anything because that is the way he is and he isn’t doing anything wrong.

Scenario 3

Mr. Y is a new teacher in his first 90 days of employment in his district. He has made friends with many staff members and invited them to visit his social network page. On his website, Mr. Y has listed quite a bit of personal information. One of his colleagues visited the site and became very concerned because the site included a statement that Mr. Y was attracted to young girls, stating “the younger the better.” The colleague notified the principal of this information.

Scenario 4

Ms. B is an educator with 20 years of service in Eastern Cape public schools; with seven years of service within her current district; Qumbu. Recently, Ms. B, along with several other colleagues from her school, attended a wedding reception for another staff member. During the evening, she consumed several alcoholic beverages and, on her way home, was arrested and charged with drunken driving. On two prior occasions within the past three years, Ms. B had been convicted of drunken driving offences. This most recent event was reported by the local newspaper.

Scenario 5

Mr. R, a single male teacher, plays soccer on a local sports team. One Saturday evening, he was with teammates socializing and having a few drinks at a post-game braai at a local park. Later in the evening, several male and female learners from his 12th grade Economics class arrived at the braai by car. They had all been drinking and continued to drink at the braai. As the evening progressed, a very friendly rapport developed between the teacher and the learners.

Unit 14: Pre-reading 14.1

SACE is the professional council for educators that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.

GENERAL

The educators who are registered or provisionally registered with the South African Council for Educators:

- acknowledge the noble calling of their profession to educate and train the learners of our country;
- acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country;
- acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- commit themselves therefore to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code; and
- act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

THE EDUCATOR AND THE LEARNER

An educator:

- respects the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;
- acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;
- strives to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;
- exercises authority with compassion;
- avoids any form of humiliation, and refrains from any form of abuse, physical or psychological;
- refrains from improper physical contact with learners;
- promotes gender equality;
- refrains from courting learners from any school;
- refrains from any form of sexual harassment (physical or otherwise) of learners;
- refrains from any form of sexual relationship with learners from any school;
- refrains from exposing and/or displaying pornography material to learners and/or keeping same in his/her possession;

- uses appropriate language and behaviour in his or her interaction with learners, and acts in such a way as to elicit respect from the learners;
- takes reasonable steps to ensure the safety of the learner;
- does not abuse the position he or she holds for financial, political or personal gain;
- is not negligent or indolent in the performance of his or her professional duties; and
- recognises, where appropriate, learners as partners in education.

THE EDUCATOR AND THE PARENT

An educator, where appropriate:

- recognises the parents as partners in education, and promotes a harmonious relationship with them;
- refrains from offering a bribe in any form to parents; and
- does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner.

THE EDUCATOR AND THE COMMUNITY

An educator:

- recognises that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community; and
- conducts him/herself in a manner that does not show disrespect to the values, customs and norms of the community.

THE EDUCATOR AND HIS OR HER COLLEAGUES

An educator:

- refrains from undermining the status and authority of his or her colleagues;
- respects the various responsibilities assigned to colleagues and the authority that arises therefrom, to ensure the smooth running of the educational institution;
- uses proper procedures to address issues of professional incompetence or misbehaviour;
- promotes gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues;
- uses appropriate language and behaviour in his or her interactions with colleagues;
- avoids any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues.

THE EDUCATOR AND THE PROFESSION

An educator:

- acknowledges that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues;
- behaves in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute;
- keeps abreast of educational trends and developments;
- promotes the ongoing development of teaching as a profession;
- accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession.
- refrains from any contravention of the statutes and regulations of the Republic of South Africa, relevant to the Code;
- refrains from indulging and/or being in possession of intoxicating, illegal, and/or unauthorised substances including alcohol and drugs within the school premises and/or whilst on duty;
- refrains from carrying and/or keeping dangerous weapons in the school premises without any prior written authorisation by the employer; and
- refrains from engaging in illegal activities.

THE EDUCATOR AND HIS OR HER EMPLOYER

An educator:

- recognises the employer as a partner in education;
- acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability;
- refrains from discussing confidential and official matters with unauthorised persons; and
- must inform and declare his or her business interests to the employer prior executing them.

THE EDUCATOR AND THE COUNCIL

An educator:

- makes every effort to familiarise him/herself and his/her colleagues with the provisions of the Code;
- complies with the provisions of this Code;
- discloses all relevant information to the Council;
- informs Council and/or relevant authorities of alleged or apparent breaches of the Code within his/her knowledge;
- co-operates with the Council to the best of his or her ability; and
- accepts and complies with the procedures and requirements of the Council, including but not limited to the Registration Procedures, the Disciplinary Procedures of the Council and the payment of compulsory fees.

Unit 14: Pre-reading 14.2

Media Statement September 2017

Date : 2017-10-05 09:18:32

Media Release

COUNCIL CONDEMNS ALARMING NUMBER OF SEXUAL ASSAULT CASES IN SCHOOLS

The South African Council for Educators (SACE) a statutory body responsible for regulating the teaching profession has noted with serious concern the recent events of both physical and sexual abuse of learners by teachers.

Sexual assault by teachers against learners is a devastating human rights problem in our schools and the Council has received more than 20 cases since April to date that were lodged against educators.

Council is currently investigating the allegations and hopes to finalise them soon. Should there be evidence to substantiate the allegations, there will definitely be dire consequences for the said educators if found guilty of misconduct. These may include striking off the educator's name from the roll of educators and submitting their names to the Department of Social Development to be listed as persons unfit to work with children.

This kind of conduct is strongly condemned by Council and we are reiterating our call to teachers to refrain from any form of such disgraceful conduct.

South African Council for Educators (SACE)

Enquiries: Themba Ndhlovu

Email: thembinkosindhlovu@gmail.com/pr@sace.org.za

10 TEACHERS STRUCK OFF REGISTER

Pretoria - Ten school teachers were struck off the registered teachers' roll this year, mostly because of sexual offences against pupils, the SA Council of Educators said on Wednesday.

"Most of the teachers struck off indefinitely are teachers who have had physical relationships with a learner," said SACE CEO Rej Brijraj. "The council is getting very hard on this. Even if the learner is of age, there was consent or a marriage proposal, the council is clear that teachers cannot have a relationship with a learner," he said.

The council received almost 700 complaints regarding violation of SACE's code of ethics by teachers for the year 2014/15. About 650 of the complaints were processed, and of those complaints 252 were for corporal punishment and 235 for racism, and unprofessional conduct, and around 85 for sexual abuse.

Complaints of racism

The council, which registered around 29 000 teachers this year, also investigated schools where complaints were received regarding "selling of promotion posts".

So far, investigations have not produced evidence or witnesses that would enable SACE to prosecute cases against educators for dishonest practices regarding examinations. However some teachers are being followed up for other misdemeanours.

The council has agreed to appoint full-time investigators and to increase the number of suitably qualified panelists to conclude cases speedily. Brijraj said there were a growing number of complaints of racism lodged against teachers, but because it was sometimes subtle, it was difficult to find evidence to take the case further.

Sometimes children in minority groups "bunched up" against a teacher, but again, the evidence was difficult to find. "We are calling on the school principals to be mindful of active integration in their schools," said Brijraj.

'Serial lovers'

He said some cases against teachers were withdrawn because the child, or parents, or witnesses changed their minds and refused to testify. Sometimes, money was even offered to withdraw a complaint. "We are appealing to our parents not to withdraw the cases after you find the accused finds favour by making promises and offering financial rewards," said Brijraj. "Teachers make promises of marriage and give families financial compensation. Some parents are very poor." Offers of money, especially from teachers who were "serial lovers", were most prevalent in the sexual abuse complaints the council received.

Corporal punishment

Other mechanisms for dealing with the complaints referred to them included referring criminal matters to the police. He also expressed concern over corporal punishment complaints.

"We have a problem. Although we find the departments and lawyers issue booklets, and alternate methods of punishment, I think teachers are being stressed and taking out their frustrations out on learners."

He wanted teachers to focus on professional development. "A lot of the misdemeanours come about because they are not empowered in terms of discipline and having the right value. We feel we need to advertise that all teachers up to principal level must engage in ongoing teacher development."

He urged teachers to accumulate their 150 points in the Continuing Professional Teacher Development system. All teachers must accumulate these points in a three-year-cycle.

The council also made a stand against xenophobia.

"As President of Aftra [The African Forum of Teacher Regulatory Authorities], which, presently is made up of 14 African countries, I offer SACE's apology and sympathy to the citizens of those countries that have suffered casualties in the recent spate of xenophobic violence that has bedevilled our land." About 1 000 foreign nationals are registered with SACE. Of the 29 000 teachers who registered to teach this year in South Africa, about half have received provisional registration so far. The council said it had made its vetting process and qualification verification process stricter.

Unit 14: Pre-reading 14.3

PROFESSIONAL TEACHER CONDUCT - CASE STUDIES FROM NEW ZEALAND

Case Study #1: Inappropriate student contact on Facebook

A teacher was referred to the Complaints Assessment Committee (CAC) after a complaint from a parent about inappropriate contact with a student on Facebook. The exchange of private messages through Facebook had developed from talking about family, interests and school to becoming more “flirty”. The teacher knew it probably wasn't appropriate but was flattered by the comments and allowed it to keep going. Appearing before the CAC the teacher emphasised the student wasn't a pupil and they'd not been in contact during teaching practice. The CAC decided the teacher's actions could be considered serious misconduct and referred the case to the Disciplinary Tribunal. The CAC has the ability under the Education Act to try to reach an agreement with the teacher for certain outcomes. In this case, the CAC reached an agreement with the teacher and annotated the register for five years.

Case Study #2: Pornography on a school computer

A teacher was referred to the Disciplinary Tribunal by the Complaints Assessment Committee following an investigation into a complaint about the teacher viewing, accessing and possessing pornography on a school laptop. The acts were revealed when the teacher lost a personal USB device on the school grounds during a school picnic day. The device was discovered and found to contain pornographic material. The school also found out the teacher had used the school laptop to view and access this material via the school's internet connection, although not while on school premises. The school felt that by bringing inappropriate material into school in the first place and then failing to report the device as missing, the teacher had increased the risk of students looking at it. By accessing this material on a school laptop, the teacher was also in breach of the school's computer usage policy agreement which all teachers signed. The Disciplinary Tribunal agreed that, although the material was lawful, it had no place in a school environment and that these actions amounted to serious misconduct. However, it also acknowledged the teacher's full cooperation in the investigation, accepted responsibility and appeared to have learned this lesson. The Tribunal resolved to censure the teacher, suspend the teacher's practising certificate for two years and ordered the teacher to pay costs.

Case Study #3: Inappropriate relationship with and text messages to a student

A teacher was referred to the Disciplinary Tribunal by the Complaints Assessment Committee following an investigation into a complaint from the school that the teacher had sent inappropriate text messages to a student. The exchange of text messages began when the teacher became the pastoral dean for a vulnerable student. The teacher initially texted the student about school-related matters such as non-attendance. However, this eventually developed into the teacher and student exchanging texts of a sexual nature. The teacher appeared before the Disciplinary Tribunal and expressed remorse, stating clouded judgement. The teacher accepted full responsibility and a failure to put appropriate boundaries in place. The Disciplinary Tribunal felt there had been an abuse of the teacher's position which amounted to serious misconduct. It cancelled the teacher's registration which meant the teacher's practising certificate was no longer valid. The teacher was ordered to pay costs.

Case Study #4: Impact of drunk driving convictions on registration

A teacher who self-reported a fourth drink driving conviction to the Education Council has been referred to the Disciplinary Tribunal. The teacher was investigated by the Complaints Assessment Committee (CAC) for a fourth drink driving conviction. The teacher was found to be almost twice the legal limit. The teacher had previously been censured by the CAC for three drink driving convictions. The teacher was referred to the impairment process for the fourth conviction. The Impairment Committee's report outlined an alcohol dependence disorder in remission, with a high risk of relapse. It found that a further relapse would significantly affect the reputation of the teaching profession, and the teacher's ability to practise as a teacher and be a good role model. The report identified a lack of support structures and the teacher's unwillingness to fully commit and implement recommendations for counselling and medical supervision. The CAC considered the report and met with the teacher but was not convinced the teacher had grasped the seriousness of the convictions or recognise vulnerability to repeat the offence. It referred the teacher to the Disciplinary Tribunal.

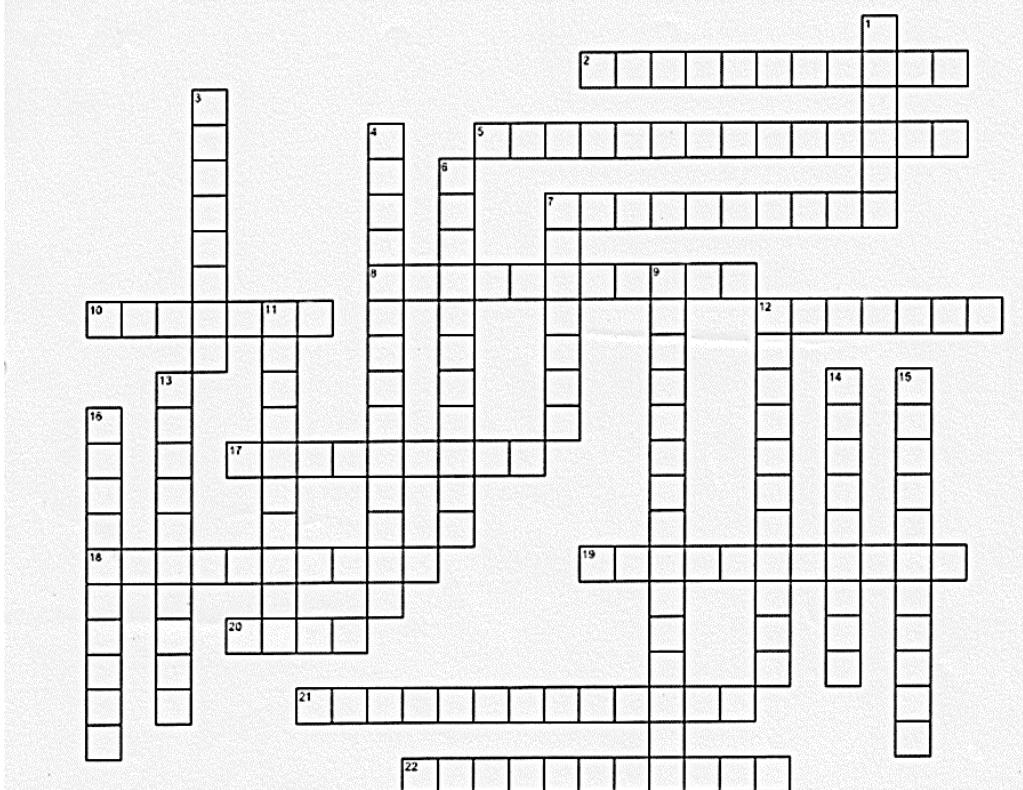
In this instance, the CAC didn't actively seek an order for cancellation of the teacher's registration, however it warned the final decision about registration rested with the Disciplinary Tribunal.

Case Study #5: Teacher driving offence

The Complaints Assessment Committee (CAC) recently considered a teacher convictions for careless driving and excess blood alcohol, for which they were disqualified from driving for six months and fined.

The CAC noted the teacher's actions were in breach of the Code of Ethics, which states teachers should act as 'positive role models'. However, the CAC took into account the teacher had engaged with the CAC and expressed remorse and regret, as well as expressing a passion for teaching and providing positive references. The CAC decided to take no further action and issued the teacher with a written warning, with a reminder about the obligations under the Code of Ethics. The teacher was also told to expect a harsher penalty if referred to the CAC for a similar offence again.

HOMEWORK ACTIVITY WHILE AT SCHOOL – ‘THE ACT OF TEACHING’



www.CrosswordWeaver.com

ACROSS

- 2** lesson phase: learners need to, individually, demonstrate that they can do something with what they have learnt
- 5** this step in Shulman's cycle requires, amongst others, 'tailoring'
- 7** an accomplished teacher demonstrates this when: he/she is prepared to expend energy and persistence in reaching their teaching goals
- 8** a teaching skill that is critical for effective direct instruction
- 10** direct instruction, as a teaching strategy, is very-centered
- 12** using a as the central theme of a lesson is an effective teaching strategy
- 17** this kind of assessment refers to the marking of a test or assignment

- 18** during this phase of the lesson the learners need to demonstrate an UNDERSTANDING of the new content
- 19** lesson phase recalls pre-knowledge, gain attention, etc
- 20** a word (very over-simplified) that can act as a reminder of what learners must be able to do by the end of the internalisation phase of a lesson
- 21** Shulman needs this for content, context and self
- 22** doing this to get answers during a lesson is regarded a teaching skill

DOWN

- 1** an accomplished teacher demonstrates this when: he/she is ready to pursue a classroom that constitutes, for example, communities of learning
- 3** this activity, in the classroom, is an important 21st century skill and

- therefore an important teaching strategy to use
- 4** the 2nd step of transformation
- 6** this kind of learning is a teaching strategy
- 7** use it to determine/show content comprehension
- 9** lesson phase: re-teach the new content
- 11** this step in Shulman's cycle refers to collecting data about the lesson
- 12** the first step during transformation
- 13** a word often, incorrectly, used instead of classroom management
- 14** this kind of learner assessment takes place during, at least, the first 3 phases of the lesson
- 15** this kind of content knowledge refers to the HOW to teach a subject
- 16** metacognition plays an important role in considering what has happened

REFLECTION ON PERSONAL TEACHING AND LEARNING EXPERIENCES

Name:

Student No.:

REQUIRED:

- This task requires you to reflect on your time in school as a student teacher.
- Complete the task by answering the questions that follow in detail.
- Due date for the completed worksheet is the first lecture after your SBL session.

QUESTIONS

1. Reflecting on your second SBL session in school as a student teacher, describe the most supporting / positive aspect you have experienced.
2. Outline the most challenging aspect that you have experienced in school up to the present.
3. Briefly explain how you felt about the challenge outlined under #2 above; and how you dealt with it. How did the school deal with the challenge?
4. What did you learn from the above experience?
5. How did you feel after you taught your first lesson (this term) to the learners?
6. Briefly highlight the positive and challenging aspects of this lesson.

Week *

UNIT 15

REFLECTION ON SCHOOL-BASED LEARNING (SBL) EXPERIENCES

Lecture 1 to Lecture 3	At the end of these lectures, the student would have reflected on his/her teaching experiences at school.
Linked to Learning Outcomes (LO)	LO 5.10
Activities	20-minute student presentations on SBL experiences

REFLECTION QUESTIONS

The purpose of the reflection on the lessons you presented is to improve your learning through experience. At the end of the lesson, I want you to sit down and think about all the different aspects of the lesson again. What worked? What did not work? What could you have done differently to explain the work better or to engage the learners more during the lesson presentation? In order to assist you in your reflection the following questions can be used:

- a) Introduction
 - How did I introduce the lesson?
 - Was the introduction successful or not?
 - What can I change in the introduction to make it more interesting and captivating?
- b) Exposition of new content
 - How many exposition phases were there during my lesson?
 - Did I limit the exposition of new content during each of the phases?
 - How did I expose the new content?
 - Was the exposition teacher centred or learner centred?
 - What did the learners do during the exposition phase?
 - What role did the teacher play during the exposition phase?
 - What questions did I ask during the exposition of the new content?
 - What additional questions should I have asked to clarify the exposition of the new content?
 - How can I explain the content differently to improve learner comprehension?
- c) Internalisation phase
 - Did I have an internalisation phase for every exposition phase of the lesson?
 - What role did I play during the internalisation phases of the lesson?
 - What did the learners do during the internalisation phases of the lesson?
 - What can I change to ensure that the learners master the new content better?
- d) Conclusion
 - Was my attitude towards my learners' effective for learning?
 - Did I speak loud and clearly enough?
 - Were the learners able to identify and explain key concepts?
 - Did the teaching strategies used seem to help learners understand?
 - Were the learners able to do/complete the given activity/activities?
 - How did I emphasize the important aspects of the lesson without repeating everything I taught?
 - What homework assignment did I give the learners?
 - Am I excited for my next SBL lesson?
 - What new ideas of teaching have I tried today?
 - In what ways can I still improve?

Week *

**UNIT 16
APPLICATION FOR A TEACHER'S POST**

Lecture 1 & Lecture 2	At the end of this lecture, the student will understand the processes and steps involved to apply for an advertised teaching position.
Lecture 3	20-minute Microteaching exercises
Linked to Learning Outcomes (LO)	LO2 / LO3 / LO4
Activities	Direct instruction followed by class discussion Microteaching exercises
Critical questions to discuss during the contact session	<ul style="list-style-type: none">• What are the steps involved to apply for a teacher's post?• What are the requirements of an effective CV?• What detail must my accompanying Cover Letter contain?• How does one prepare for a job interview?• What type of questions can I expect from the interview panel?
Prescribed reading	None. Scenario to be presented in class.

ASSIGNMENT #4: APPLICATION FOR A TEACHER'S POST**DUE DATE:**

1. Research and outline the protocols at your school with regard to the appointment of teachers in vacant posts. You should clearly identify and chronologically clarify the various steps in the appointment process.
2. Interviewing is one of the steps used to select new teachers for appointment. What, in your opinion, is the purpose of an interview?
3. List possible questions that may be put to shortlisted applicants during the interview process.

DISTRICT	SCHOOL	POST NO.	ADDRESS	SUBJECT(S)	GRADE	MI	POSITION	EXTRA MURAL
COFIMVABA	SIYABALALA SENIOR SECONDARY	34339	BOX 208 COFIMVABA	ECONOMICS & BUSINESS STUDIES	10 TO 12	E	PL1	SOCCER
DUTYWA	MDENI S.S.S	104240	PO BOX 2199 DUTYWA 5000	BUSINESS STUDIES & ECONOMICS	10 TO 12	E	PL1	MUSIC
PORT ELIZABETH	OTTO DU PLESSIS HIGH	184306	PO BOX 11082, ALGOA PARK	ACCOUNTING, BUSINESS STUDIES & LIFE SCIENCES	8 TO 12	A	PL1	STATE
QUEENSTOWN	MOLTENO HS	194207	PO BOX 90,MOLTENO,5500	BUSINESS STUDIES, MATHEMATICS & EMS	9 TO 12	A / E	PL1	RUGBY, ATHLETICS
QUEENSTOWN	SIYAPHAKAMA SSS	194279	PO BOX 112, STERKSTROOM,	BUSINESS STUDIES & EMS	8 TO 12	E	PL1	MUSIC, SPORT
LUSIKISIKI	HILLBROW SSS	144439	ERF 1176 EXT 15 MAIN STREET LUSIKISIKI	ACCOUNTING & ECONOMICS	10 TO 12	E	PL1	SPORT & MUSIC
LIBODE	TUTOR NDAMASE SSS	134482	NYANDENI A/A	ECONOMICS & ACCOUNTING	10 TO 12	E	PL1	MUSIC & SPORT
KWT	ZWELIVUMILE SS	114611	PO BOX 86, COFIMVABA	BUSINESS STUDIES, ECONOMICS & ACCOUNTING	10 TO 12	E	PL1	SPORT/ MUSIC
EAST LONDON	MZWINI SS	54455	MOOIPLAAS, E.L	ACCOUNTING & BUSINESS STUDIES	10 TO 12	E	PL1	STATE
EAST LONDON	KUSILE COMPREHENSIVE	54228	PO BOX 4033, E.L	ACCOUNTING, ECONOMICS & BUSINESS STUDIES	10 TO 12	E	PL1	STATE

4. Study the given information and complete the following:
 - o Draft a formal application letter for one of the attached vacant teacher positions;
 - o Complete the official Educator Employment Profile (EDP 01) Form; and
 - o Draft a comprehensive Curriculum Vitae (CV) in support of your application
5. Obtain the following documents for attachment to your application:
 - o A certified copy of your matriculation certificate;
 - o An original AND STAMPED statement of results to date (from the University examination section); and
 - o Any other supporting documentation (e.g. previous/current part-time employment; competency certificates)

Unit 16: Pre-reading 16.1**COMPILING YOUR CURRICULUM VITAE AND APPLICATION COVER LETTER**

Anyone who has sat down and stared blankly at the screen in a fruitless attempt to document their career history and experience knows how difficult writing a CV actually is. The below steps are by no means a definitive guide on how to write a CV. But they will help with structure, content aid in making that all-important first impression a positive one.

What should my CV do?

Your CV is there to sell your skills and experience to potential employers. It summarises your skills and experience and helps answer the question: "Why should I employ this person?" It should provide a brief introduction to your key skills and experiences that make you suitable for the job you are applying for.

What do employers look for in a CV?

Employers see a lot of CVs and for any given role there are likely to be a number of suitably qualified candidates. Making your CV stand out is the key to securing the all-important interview, and it is really worth spending time on. Be sure to:

Keep it brief – a maximum of two sides of A4.

Use good formatting. Try a common font like Arial or Times New Roman, and a font size of 11 or 12. Ensure that there is plenty of white space on your page as that makes it easier to skim the document for key information; you can achieve this with standard margins, line spacing at 1.15pt, and gaps between paragraphs. Don't be tempted to try to cram too much information into a single document because if it is hard to read then employers may well not bother.

Use clear and engaging language. This means being concise, avoiding jargon, and using active words like leading, achieving and delivering.

Tailor your CV to the role you are applying for: Ensure that the information it contains is relevant to the role. Keep your CV simple, cleanly formatted and tailored to the role.

What to include in your CV

It is important that your CV contains enough of the right information for the employer to feel that you are a good fit for the role. There are a number of key sections which most CVs contain and we'll explore these below.

Personal details

You must provide the employer with the key details they need in order to contact you and this information should be clearly displayed within your CV. However, this is not information that the employer will be using to assess your suitability for a role, so don't use too much space for it

Name: Your name should be the title of your CV and should be in bold letters at the top. If your CV has more than one page, have your name on both, just in case they get separated.

Address: Make sure that your CV has your address on it, including your postcode. Think about how you want to present your address and how much space this takes.

E-mail: Your email address should be on your CV, as this is often the primary way employers contact candidates. Make sure that the email address you provide is sensible and professional – if the email addresses you usually use is jokey or risqué, set up another email address for professional correspondence.

Telephone: Make sure that you include a telephone number. If you have a voicemail service for that number, then take the time to record a personalised greeting. Again, keep it professional. A good message would be: "Hello, this is the voicemail for John Smith. I can't get to the phone right now but if you leave your name, number and a short message I'll get back to you as soon as possible."

Social media: Some people like to include details of their social media accounts and this can work well as long as these are professional. For example, if you have a Twitter account where you regularly tweet on professional subjects, that demonstrates you are interested in and engaged with the topic. But if your Tweets are mainly photos of your friends or politicised statements, it's best not to mention it on your CV. Similarly, including a link to your LinkedIn profile is a good idea but you might want to avoid drawing attention to your Facebook account (and even if you do, you may want to change your privacy settings).

Nationality: As a rule it's best not to include your nationality; a caveat to this is if you require a visa to work in the UK (in which case you might also want to say what work your visa allows you to do).

Personal statement

It's good practice to start your CV with a **personal statement**. This is your opportunity to briefly sell yourself in your own words to the employer. It needs to clearly explain how you meet the requirements of the role, while demonstrating your enthusiasm for the opportunity. Avoid vague statements such as "driven with great commercial skills" as you are providing no evidence that this is the case. Instead, deliver factual information that illustrates your skills, for example "Top ranked sales person in xx organisation, delivering sales worth over £10million in 2014." Make sure that the examples you use are relevant for the role and organisation you are applying for. Just one or two sentences that help convey a slice of your personality, the reasons for your career choices and why you are suitable for the position will separate your CV from the pile of others that begin with the bland, "During my time at X I was responsible for..."

Career history

One of the most important jobs of a CV is to summarise your previous relevant work experience. You should start with your most recent role and work backwards.

For each role, include:

Dates to and from: This is important because it enables a potential employer to see how long you stayed in a potential role, and also to quickly spot any gaps in employment they might want to explore with you. If you have many short terms jobs (e.g. through temping), explain why or the employer may assume that you are not someone who sticks with things. If you have any breaks in your career history (e.g. a gap year), explain it and say what you learned from it.

Name of the company: (Plus brief explanation of what they do.) This plays two main roles: first, it can be used by the employer to check your references; second, it can help the employer understand more about the kind of organisation you worked in. For example, if you worked in a large multinational restaurant chain, then your experience of the workplace is likely to be different than if you worked in a small local restaurant.

Your role and a very brief summary of your key responsibilities: This explains what you did. Keep it brief and assume that most people are broadly familiar with what most roles do. If you managed people you may wish to mention how many. If you had budgetary responsibility, give an indication of the size of the budget.

Key achievements and successes in the role: This is your opportunity to sell what you did in the role that was over and above what might be expected within the job description. Try to identify three or four achievements for each role and ensure they are relevant to the job you are applying for. Where possible, try to **quantify** the benefit to the organisation your achievement delivered e.g. "Identified an opportunity for insulating pipework leading to energy savings of £23,000 per year."

Qualifications and education

It is important to include a section in your CV which illustrates your key skills and qualifications; the more directly relevant they are to the role, the better. List qualifications or courses undertaken with the name of the training provider and the dates. Be honest as these may be checked.

The qualifications section does not have to be exhaustive. Ask yourself "is this qualification relevant for this role?". If it isn't, then you probably don't need to include it. But if you hold membership of any

(relevant) professional bodies then do include this here, as it demonstrates a deeper level of credibility and engagement with your career.

If you speak other languages, have particular IT or project management skills, or have achieved any particular levels of professional recognition, such as chartership, then mention it in this section.

What NOT to include in your CV

You want to give the employer all of the information they need about you to make an informed decision. But you don't want to waste space giving them information they don't need. There is no need to include the following information in a CV:

- Date of birth/age. It is now illegal to discriminate against someone on the basis of their age, so an employer doesn't need to know your age.
- Marital status: Employers don't need to know this.
- Photo: Unless this is relevant for the role (e.g. you are applying to be a model).
- Religion or ethnicity: A potential employer does not need to know about your religion and/or ethnicity.

Tips for a great CV

Double check spelling and grammar: It is hugely important that there are no spelling or grammatical mistakes in your CV. If there are, it suggests you have poor language skills or pay little attention to detail, neither of which is desirable from an employer's perspective. Double-check your CV, use spell check and then proofread it. If you're concerned, then get someone else to take a look at it too.

Keep it positive: Sometimes work arrangements end badly but you should avoid mentioning that in your CV. Instead focus on opportunities for the future and what you learned. Never ever criticise or disparage a previous employer.

References: It is no longer appropriate to include your references within your CV. You should assume that references will be required should you be successful in the interview, and you can provide them at that point.

Try to provide evidence: Where possible, provide facts and figures to illustrate your achievements. Think of this as demonstrating that the benefits you deliver are greater than what it costs the employer to employ you.

Use bullet points and lists: They are easy to scan and can help condense large volumes of information which is good, though don't overuse them.

Hobbies and interests: Some people like to include hobbies and interests (particularly if they are early in their career) but there is no need to do so unless you want to. If you have experiences in your hobbies that are relevant to the role, there is no harm in including them if you have space, but do carefully consider the picture they paint of you as a person and whether that is how you want to portray yourself professionally.

Send your CV as a PDF: Most computers can open PDFs, while other file types may need to be translated for PCs or Macs. Any additional effort the employer needs to take makes them less likely to look at your CV.

Formatting and final thoughts

A final hint on formatting your CV: It is entirely personal preference whether you wish to lead from your opening statement into your work experience or education. When deciding which format works best for you, consider what is most important in the role you are applying for. If education is the key criteria then open with your grades and academic accomplishments. If commercial experience is most important then lead with this and include education beneath.

It's key to remember when writing a CV that you are essentially writing a **sales document**. Keep it brief, punchy and positive. Hold back on some details to leave the reader wanting more and give you

a chance to expand at the interview. Focus on the details. Keep formatting clean and appropriate to the role and make sure your telephone number is correct. If you do your job properly you'll be getting lots of calls.

Role of the interviewee during the interview

- Greet the interviewer by name with a solid handshake and a friendly smile
- Listen carefully to the questions before responding
- Make eye contact and have good posture/body language
- Show confidence and have a positive attitude
- Be inquisitive and show interest in the business
- Ask clarity seeking questions/be assertive
- Show respect and treat the interview with its due importance
- Be honest about mistakes and explain how you dealt with it
- Know your strengths and weaknesses and be prepared to discuss it

TIPS TO IMPROVE YOUR PERFORMANCE AT AN INTERVIEW**Practice good nonverbal communication**

It's about demonstrating confidence: standing straight, making eye contact and connecting with a firm handshake. That first nonverbal impression can be a great beginning -- or quick ending -- to your interview.

Dress for the job or company

Today's casual dress codes do not give you permission to dress as "they" do when you interview. It is important to know what to wear to an interview and to be well-groomed. Whether you wear a suit or something less formal depends on the company culture and the position you are seeking. If possible, call to find out about the company dress code before the interview.

Listen

From the very beginning of the interview, your interviewer is giving you information, either directly or indirectly. If you are not hearing it, you are missing a major opportunity. Good communication skills include listening and letting the person know you heard what was said. Observe your interviewer, and match that style and pace.

Don't talk too much

Telling the interviewer more than he needs to know could be a fatal mistake. When you have not prepared ahead of time, you may ramble when answering interview questions, sometimes talking yourself right out of the job. Prepare for the interview by reading through the job posting, matching your skills with the position's requirements and relating only that information.

Don't be too familiar

The interview is a professional meeting to talk business. This is not about making a new friend. Your level of familiarity should mimic the interviewer's demeanour. It is important to bring energy and enthusiasm to the interview and to ask questions, but do not overstep your place as a candidate looking for a job.

Use appropriate language

It's a given that you should use professional language during the interview. Be aware of any inappropriate slang words or references to age, race, religion, politics or sexual orientation -- these topics could send you out the door very quickly.

Don't be cocky

Attitude plays a key role in your interview success. There is a fine balance between confidence, professionalism and modesty. Even if you're putting on a performance to demonstrate your ability, overconfidence is as bad, if not worse, as being too reserved.

Take care to answer the questions

When interviewers ask for an example of a time when you did something, they are asking behavioural interview questions, which are designed to elicit a sample of your past behavior. If you fail to relate a specific example, you not only don't answer the question, but you also miss an opportunity to prove your ability and talk about your skills.

Ask questions

When asked if they have any questions, most candidates answer, "No." Wrong answer! Part of knowing how to interview is being ready to ask questions that demonstrate an interest in what goes on in the company. Asking questions also gives you the opportunity to find out if this is the right place for you. The best questions come from listening to what you're asked during the interview and asking for additional information.

Don't appear desperate

When you interview with the "please, please hire me" approach, you appear desperate and less confident. Reflect the three Cs during the interview: cool, calm and confidence. You know you can do the job; make sure the interviewer believes you can, too.

**EASTERN CAPE DEPARTMENT OF EDUCATION: OPEN BULLETIN:
EDUCATOR POSTS AT SCHOOLS – VOLUME 4 OF 2018**



**EASTERN CAPE DEPARTMENT OF EDUCATION
EDUCATOR EMPLOYMENT PROFILE FORM**

(EDP 01 Form)

Instructions: 1. This form combines the information in the standard application form and the standard CV information into one Employment Profile Form. Although the standard form may still be used as an alternative, SGBs require the maximum amount of information in order to shortlist candidates.
 2. Place an X in blocks where applicable.

SECTION A: POST PARTICULARS									
1. POST NUMBER:									
2. NAME OF INSTITUTION					3. DISTRICT				
4. POST DESCRIPTION					5. POST LEVEL				

SECTION B. PERSONAL PARTICULARS OF APPLICANT										
6.1. SURNAME					6.2. NAMES					
7. PERSAL NO:					8. I.D. No.					
9. NATIONALITY					10. MARITAL STATUS					
11. GENDER	F	M	DISABILITY	Y	N	12. PREVIOUS RACIAL GROUPING(EE)				
13. POSTAL ADDRESS					14. CONTACT DETAILS	W				
15. E-MAIL						H				
						C				
						FAX No.				

SECTION C: COMPETENCIES							
16. LANGUAGE PROFIENCY	State whether "Established (Est)" or "Developing(Dev)" or "Not Established" (NE) 1:ISIXHOSA 2:ENGLISH 3:ISIZULU 4:AFRIKAANS 5: 6:						
SPEAK							
READ							
WRITE							
17. FORMAL QUALIFICATIONS (Copies to be attached to this application)							
TYPE OF QUALIFICATION	INSTITUTION	EXEMPTION (YES/NO)	YEAR OBTAINED	DURATION	EXAMING AUTHORITY e.g. EX-DEPARTMENT		
17.1. MATRIC/ STD 10/ GRADE 12							
	ACADEMIC INSTITUTION	QUALIFICATION	YEAR OBTAINED	DURATION	SPECIALISATION SUBJECTS/AREA/FIELD		
17.2. PROFESSIONAL e.g. PTD; HDE; FDE/ACE; BEd							
17.3. ACADEMIC DEGREE e.g. BA; BComm							
17.4. SENIOR RESEARCH DEGREE e.g. MEd; MPhil; DEd	ACADEMIC INSTITUTION	QUALIFICATION	YEAR OBTAINED	DURATION	RESEARCH TOPIC		
17.4. OTHER FORMAL DIPLOMAS (3mths+ and more) e.g.	ACADEMIC INSTITUTION	QUALIFICATION	YEAR OBTAINED	DURATION	AREA OF SPECIALISATION		

**EASTERN CAPE DEPARTMENT OF EDUCATION: OPEN BULLETIN:
EDUCATOR POSTS AT SCHOOLS – VOLUME 4 OF 2018**

	HRM; LABOUR LAW					
18.	SHORT COURSES (attach attendance certificate where available)	NAME OF COURSE	INSTITUTION/SERVICE PROVIDER	YEAR OBTAINED	DURATION OF COURSE	AREA OF TRAINING
19.	HIGHEST REQV LEVEL		HIGHEST NQF LEVEL (short courses and certificates)			
20.	SECTION D: GENERIC SKILLS (Evidence of these skills may be tested in the Interviewing Process) (Mark appropriate box with an X)					
20.1.	COMPUTER LITERACY	Established (Est)	Developing (Dev)	Not Yet Established (NYE)		
20.2.	COMMUNICATION					
20.3.	REPORT WRITING					
20.4.	BASIC PROJECT MANAGEMENT					
20.5.	LEADERSHIP					
20.6.	BASIC FINANCIAL MANAGEMENT					
20.7.	HUMAN RELATIONS					
20.8.	INNOVATION AND CREATIVITY					
20.9.	OTHER:					
20.10.	OTHER:					
21.	EMPLOYMENT HISTORY					
		POST LEVEL	INSTITUTION	PROVINCE	SUBJECT/S TAUGHT/FUNCTIONS	
21.1.	CURRENT POST					
21.2.	PREVIOUS POSTS IN EDUCATION					
21.2.	OTHER WORKING EXPERIENCE	EMPLOYER	NATURE OF WORK		DURATION	
21.3.						
21.4.						
21.3.						
21.4.						
22.	TOTAL YEARS OF EXPERIENCE IN EDUCATION		TOTAL WORKING YEARS			
23.	EXTRA CURRICULAR ACTIVITIES					
23.1.	SPORTS e.g. athletics, netball (state sport code/s)					
23.2.	MUSICAL INSTRUMENT e.g. piano, flute (state instrument/s)					
23.3.	(Mark appropriate box with an X)					
	DRAMA			CHOIR		
	ART			DRUM MAJORETTES		
	DEBATING	OTHER (state other):				
	CHESS	OTHER (state other):				
24.	PROFESSIONAL ACTIVITIES (e.g. educator union; sports body; board; council)					
	ORGANISATION/BODY	POSITION HELD (state provincial/national)			DURATION OF OFFICE	
24.1.						
24.2.						
24.3.						
24.4.						
25.4.						

EASTERN CAPE DEPARTMENT OF EDUCATION: OPEN BULLETIN:
EDUCATOR POSTS AT SCHOOLS – VOLUME 4 OF 2018

26.	SOCIAL RESPONSIBILITY ROLE (e.g. community based activities; SRC chairperson) POSITION HELD		RESPONSIBILITIES
26.1.			
26.2.			
26.3.			
26.4.			
26.5.			

27.	PERSONAL QUALITY TRAITS (i.e. your strengths)
27.1.	
27.2.	
27.3.	
27.4.	
27.5.	

28.	OTHER RELEVANT INFORMATION (e.g. awards; scholarships; study tours)
28.1.	
28.2.	
28.3.	
28.4.	
28.5.	

29.	EMPLOYMENT CHECKS (* where you have answered "YES" certain restrictions MAY be placed on your employment/promotion)						
29.1.	Have you ever been convicted of misconduct?	YES	NO	29.3.	Have you ever taken early retirement due to ill health?	YES	NO
29.2.	Have you ever been criminally charged?	YES	NO	29.4.	Have you opted for a Voluntary Severance Package (VSP)	YES	NO
	<p>*</p> <p>Explanation.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>						

30.	REFERENCES												
	<table border="1"> <thead> <tr> <th>NAME</th> <th>CONTACT DETAILS</th> <th>RELATIONSHIP</th> </tr> </thead> <tbody> <tr> <td>30.1.</td> <td></td> <td></td> </tr> <tr> <td>30.2.</td> <td></td> <td></td> </tr> <tr> <td>30.3.</td> <td></td> <td></td> </tr> </tbody> </table>	NAME	CONTACT DETAILS	RELATIONSHIP	30.1.			30.2.			30.3.		
NAME	CONTACT DETAILS	RELATIONSHIP											
30.1.													
30.2.													
30.3.													

31.	DECLARATION
<p>I declare that the above information is true and correct. I understand that any false or incorrect statement can constitute misrepresentation and could render me liable to be discharged on account of misconduct. I declare that all required documents attached are a true copy of my original certificates and therefore are regarded as authentic.</p>	
<p>SIGNATURE OF APPLICANT _____ DATE _____</p>	

Week ***UNIT 17
FINALISATION OF METHOD JOURNAL**

Lecture 1 to Lecture 3	At the end of these lectures, all students would have been given the opportunity to discuss the importance of compiling and maintaining a Method Journal.
Linked to Learning Outcomes (LO)	LO1 / LO2 / LO3 / LO4 / LO5
Activities	Direct instruction followed by class discussion
Critical questions to discuss during the contact session	<ul style="list-style-type: none">• Is it compulsory to compile and maintain a subject Method Journal?• In what format should I keep my Method Journal? Hardcopy or Electronic?• What are the benefits of having a subject Method Journal?

ASSESSMENT RUBRIC FOR METHOD JOURNAL

PMEC400: METHOD OF FET ECONOMICS

NAME:

Student number:

Criteria	Maximum Marks	Does not meet the requirements	Average	Above average	Meets the requirement	Mark allocated to Student
Cover page	1	0			1	
Content Page listing all divisions	1	0			1	
Record of all lessons presented, but not assessed	1	0			1	
Record of all lessons presented, and assessed by mentor teacher and lecturer	1	0			1	
SECTION A: CURRICULUM DOCS CAPS doc, work scheme, official hand-outs	4	0	1	3	4	
SECTION B: ASSIGNMENTS AND LECTURE NOTES All your assignments, lecture notes, handouts, and other additional materials that you receive in lectures.	4	0	1	3	4	
SECTION C: SBL EXPERIENCE Lesson(s) assessed by lecturer, assessment forms, teaching aids, reflection on lessons taught	4	0	1	3	4	
Lessons assessed by mentor teacher, assessment forms, teaching aids, reflection on lessons taught	4	0	1	3	4	
Abridged lesson plans (25 by May and 50 by end of October).	4	0	2	3	4	

SECTION D: SUBJECT-RELATED RESOURCES Assignment + rubric + comments after discussion with teacher Controlled test, past examination papers + memoranda + reflection	8	1 – 2	3 – 4	5 – 6	7 – 8	
LESSON REFLECTIONS • Introduction (How did I introduce the lesson? Was it successful? What can I change to make it more interesting?)	10	1 – 2	3 – 5	6 – 7	8 – 10	
• Exposition phases (Was the content limited and sufficient in each phase? How did I expose new info? What role did the teacher play? What role did the learners play? Was my questioning successful? How can I explain the content differently to improve comprehension?)	10	1 – 2	3 – 5	6 – 7	8 – 10	
• Internalisation phases (did each exposition phase have an internalisation phase? What did the learners do? Was the activity sensible? What did the teacher do?)	10	1 – 2	3 – 5	6 – 7	8 – 10	
• Conclusion (How did I emphasize the key points of the lesson? What homework assignment did I give? What can be changed?)	10	1 – 2	3 – 5	6 – 7	8 – 10	
General impression of Method Journal	20	1 – 11	10 – 12	13 – 15	16 – 20	
Total: /100						

Week *

LECTURES 1 - 3 POST-MODULE REFLECTION BY MEANS OF A CELL-PHILM (VIDEO)

Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.

Purpose: Throughout this year you should have investigated who you are as a person and thought about who you want to be as an educator. The purpose of this three part assignment is to (a) reflect on why you want to teach, (b) assess your skills and dispositions so as to identify your current strengths and areas for improvement as an aspiring educator, and (c) develop a professional development plan so you can grow as into the type of effective educator you want to be.

Requirements: You will create a reflection on teaching with these three components in **4-minute (minimum) CELL-PHILM / VIDEO to be posted onto our PMEC400 portal**. This assignment is due at midnight on **23 October 2020**.

This assignment (and 4-minute CELL-PHILM / VIDEO) should be presented in three parts:

Part 1.

Why Teach: The “Why Teach” assignment is a required component for your Method Journal so you should write it in a way that it can stand alone. The purpose of this assignment is to articulate the reasons you are going into the teaching profession. To complete this assignment consider questions like, *were you motivated by a teacher who changed your life? Is it a family tradition? Do you want to work with children or a specific community? Do you have a passion for a particular subject matter? Or, is it none of the previous reasons or a combination of them?* At Nelson Mandela University, we hope this assignment will help you create a vision for who you want to be as an educator so you can strive towards that goal.

Part 2.

Self-assessment: As you consider why you want to teach, you should also assess your own strengths and areas for improvement so you may become an effective teacher. You can do this by **(a)** answering the questions in the **Self-assessment survey** with "yes," "no," or "unsure." Questions are meant to assess a number of different areas that can be important to your future as an educator. You will NOT lose points for answering "no" or "unsure" as this assignment should be an honest self-assessment and you will likely have many areas where growth is needed. You might consider adding a short one to three sentence explanation as you think through your answers. You may simply check boxes for the chart following the survey. You will then **(b)** choose approximately 2 areas of strength to build upon and 2 areas of improvement where growth is needed to include in your blog post or video project. You are not required to turn this survey in as it is meant for your own reflection. However, your answers should be integrated into your 4-minute cell-philm / video.

Part 3.

Professional Development Plan (PDP): Your PDP is a personal goal statement of the **ideal teaching position** you hope to have within the next five years. Your PDP will include the steps needed in order to reach your goal of the ideal teaching position. The steps include a description of the **(a) knowledge, skills, attitudes, (b) dispositions, and (c) personal and professional experiences** you will need to develop in order to achieve your goal. I recommend that you create a PDP outline as a way to plan your 4-minute cell-philm / video.

Putting it all together in a blog post or video: Once you have outlined (a) why you want to teach, (b) completed the self-assessment survey and identified two strengths and two areas of improvement, and planned your PDP, then you will convey these elements into a 4-minute cell-philm / video.

Requirements review: (1) Why teach (approximately 200-300 words); (2) Self-assessment including (a) complete survey & (b) integrate 2 strengths and 2 areas of improvement into video (100 words); (3) Professional Development Plan with **(a) knowledge, skills, attitudes, (b) dispositions, and (c) personal and professional experiences** (approximately 500-600 words).

The following self-analysis will help you reflect on your choice of teaching as a career. After each question answer "yes," "no," or "unsure" and then explain in one to three sentences each answer. For any items for which you answer "no" or "unsure", you might ask friends, classmates, colleagues or instructors how and whether you might improve your knowledge and/or skills in these areas. Integrate the answers from this survey into your professional development **4-minute CELL-PHILM / VIDEO to be posted onto our PMEC400 portal.** You should choose approximately 2 strengths and 2 weaknesses to integrate into your 4-minute CELL-PHILM / VIDEO post.

SELF-ASSESSMENT

ANSWER THE FOLLOWING QUESTIONS AS HONESTLY AS POSSIBLE		YES	NO	UNSURE
1	Do I believe all children can learn?			
2	Do I have high expectations for myself and others?			
3	Am I dedicated to learning the necessary content knowledge and teaching skills?			
4	Can I easily see myself as a professional?			
5	Do I look forward to subscribing to professional journals?			
6	Do I look forward to participating in professional organizations for teachers?			
7	Am I willing to uphold high ethical and professional standards for myself?			
8	Am I willing to learn new things and to change?			
9	Am I willing to devote myself to ongoing professional development as a teacher?			
10	Do I see myself as a lifelong learner?			
11	Am I willing to continue my teacher education to improve my knowledge and skills?			
12	Am I committed to basing my classroom practice on education research?			
13	Do I want to spend my days in close contact and interaction with children and young people?			
14	Are teachers the kind of people with whom I want to work?			
15	Am I willing to invest time and energy in professional collaborations?			
16	Am I willing to do more than what is "required" of me?			
17	Am I willing to give more time to students than a teaching contract may specify?			
18	Am I willing to communicate my teaching philosophy and practices to parents and others?			
19	Am I willing to work at developing parent-school and community-school partnerships?			
20	Am I willing to teach children of all cultures and racial and ethnic backgrounds?			
21	Do I have the energy, sense of humour, enthusiasm, and outgoingness teachers need?			
22	Am I a flexible person and able to deal with situations in highly active environments?			
23	Do I have good organizational, managerial, and leadership skills?			
24	Do I have a strong sense of self-efficacy as a teacher?			
25	Am I willing to undertake periods of apprenticeship as a preservice and novice teacher?			
26	Am I willing to undergo periodic formal evaluations of my teaching performance?			
27	Am I willing to explore many alternatives in finding jobs opportunities as a teacher?			
28	Will I be willing to relocate to take advantage of teaching opportunities?			
29	Can I initially meet my needs on a teacher's starting salary and benefits?			
30	Will I be satisfied with a salary based on educational attainment and years of service?			

Source:

https://docs.google.com/document/d/1fGvpHsQLduhn_ALD5R5Xu1bCJgW7j7Np_2ujCdN7p0w/edit

CELL-PHILM / VIDEO OUTLINE RECOMMENDATIONS

You can use any format you choose, but this outline offers a suggestion for organizing your cell-video while meeting all requirements.

Introduction (1 paragraph):

- Begin your project with the **Why Teach** component of your cell-philm (video) by describing why you chose to enter the teaching profession in 2-3 paragraphs (you can come back to this in your conclusion, but you should write it so that you can use it for your Method Journal).
- Connecting to why you want to teach and as part of your **Professional Development Plan**, describe the **ideal teaching position** you could have five (5) years from now. Include the following: grade level and/or subject area, urban, suburban, rural, public, private, the type of community, socio-economic status, ethnic groups with whom you might be working, and the type of classroom environment you wish to establish.
- Briefly preview the **Self-assessment** component by stating that you will assess your current strengths and areas for improvement as they pertain to your future as an educator in this cell-philm (video).
- End the introductory paragraph with a statement that lets the reader know the paragraphs to follow will provide the knowledge, skills, attitudes (dispositions), and personal and professional experiences necessary to reach your goal of the ideal teaching position.

Body (3-6 paragraphs):

- Discuss in detail **the knowledge and skills** you will need to develop in order to succeed as a teacher and be satisfied with your work in the ideal setting you described. Will you need to become more knowledgeable about your content/subject area, teaching strategies, cultural diversity, classroom management, etc.? Be sure to include the remainder of your coursework, degree/content-area certification tests, etc. (**PDP component**).
- Include self-assessment of strengths and areas for improvement from self-assessment survey. (**Self-assessment component**).
- Discuss in detail the attitudes and **dispositions** necessary to be successful as a teacher. Will you need to become a better listener or communicator? Are you caring and patient? Are you a team player, and do you like working with others? Do you like change? Are you aware of your own biases, stereotypical attitudes, strengths, and areas for improvement? Are you a lifelong learner? (**PDP component**).
- Include self-assessment of strengths and for improvement from self-assessment survey. (**Self-assessment component**).
- Discuss in detail **the personal and professional experiences** you need to obtain in order to teach in your ideal setting. Will you need to volunteer your time in specific community organizations? Will you need more field experience? Have you attended PTA or school board meetings? Are you a member of professional student organizations? Do you read professional journals? Will student teaching be one of your professional experiences? Should you continue to question your decision to become a teacher? (**PDP component**).
- Include self-assessment of strengths & improvement from self-assessment survey (**Self-assessment component**).
- If you were unable to effectively integrate strengths and areas for improvement from your **self-assessment survey** into the three “paragraphs” above then you should write a separate paragraphs that explicitly address your self-assessment. This paragraph would probably be best placed as the first paragraph after your introduction. (**Self-assessment component**).

Conclusion (1 paragraph)

- Re-state your assignment statement that hits on main ideas from the paper.
- Summarize your goal of obtaining the ideal teaching position and the steps needed in order to fulfil your goal.
- Refer back to the **Why Teach** component of your paper to finish with a personal touch.

--- END ---