

## GENERAL INFORMATION ABOUT THIS MODULE



# Faculty of Education

Dear PGCE Student :)

Welcome to our PMEC400 - Method of FET Economics module!

This **24-credit, year-long, 100% Continuous Assessment (CASS) mark module** will provide you with (i) a clear understanding and knowledge of Economics as a subject discipline; and (ii) 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.

All PMEC400 – Method of FET Economics students are expected to spend a total of 240 notional hours on the module. For each hour of contact time, you need to do an additional three to four hours of work on your own. Notional-hour activities include: reading your module notes and other materials, preparing for your next contact session by reading/studying prescribed and supplementary materials, preparing to participate in class discussions, completing key assignments as well as working on your Method Journal.

Students registered on the Post-Graduate Certificate in Education (PGCE) Programme are also expected to divide their time between being on campus attending lectures and performing school-based learning (SBL) activities at local schools to gain practical teaching experience. After successful completion of the 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.

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

In conclusion: 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.

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

HAPPINESS IN THE FACULTY OF EDUCATION

ABOUT YOUR LECTURER

PMEC400 - CLASS OF 2020

REMOTE TEACHING DURING COVID-19 LOCKDOWN	ASSIGNMENTS AND ONLINE MICROTEACHING ASSESSMENTS	STUDY LETTER AND STUDY GUIDE	CAPS CURRICULUM / POLICY DOCUMENTS
IN-CLASS MICROTEACHING EXERCISES	METHOD JOURNAL AND REFLECTION	LECTURE NOTES / CLASSROOM HANDOUTS	ABRIDGED AND FULL LESSON PLAN TEMPLATES
SBL ASSESSMENT TEMPLATES	ONLINE PEDAGOGY RESOURCES	SUBJECT-METHOD RESOURCES	REGISTER AS AN EDUCATOR (SACE) AND DBE VACANCIES
MODULE AND LECTURER EVALUATION			

## REMOTE TEACHING DURING COVID-19 LOCKDOWN



# BREAKING NEWS

My fellow PGCE classmates :)

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

### ASSESSMENTS

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

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

**Assignment 2 is due at midnight on 15 May 2020.**

**Assignment 3 is due at midnight on 29 May 2020.**

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

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

PGCE - COVID-19 LOCKDOWN REMOTE TEACHING PLAN

### BLENDED APPROACH AND FACE TO FACE SUPPORT

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

### CONCLUSION

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

Everything of the best & stay safe. :)

Your progress 



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

page. You will need to access this webpage again later to record your Microteaching lessons (if the national lockdown is still enforced).

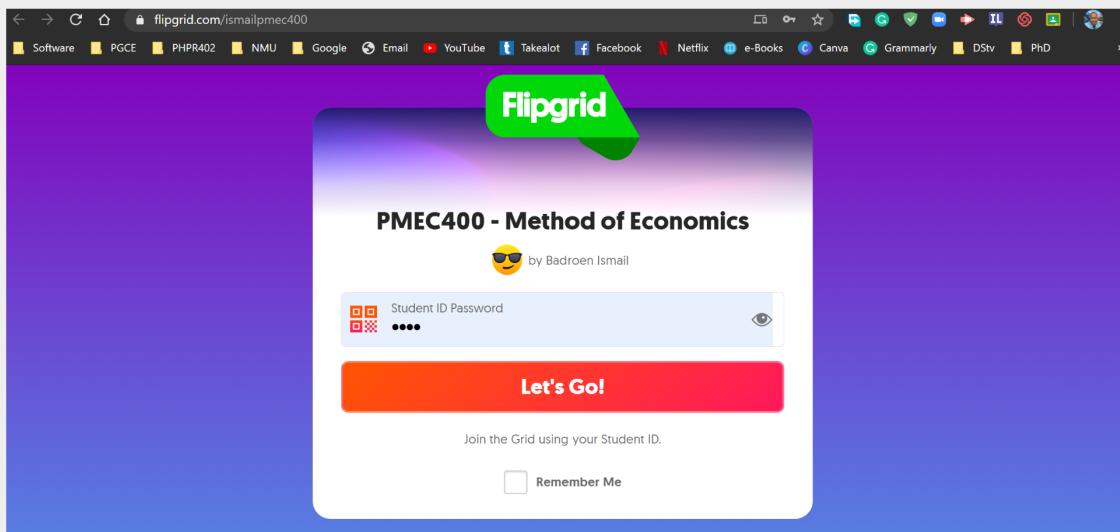
#### USE YOUR STUDENT NUMBER AS YOUR STUDENT ID PASSWORD.

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

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

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

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



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



🔗 Your One-Stop PGCE Resource Site :)



#### Resources

## Resources for Educators

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



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

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

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



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

🔗 Traits: What makes a good teacher great?



🔗 Traits: Teaching methods to inspire students



🔗 Traits: 14 rules to survive teaching



🔗 Traits: Developing a teaching philosophy



🔗 Barriers to learning: Teaching in the SA school system



🔗 Barriers to learning: Provide for different learning styles



- 
-  Classroom management: Why do students misbehave?
  -  Classroom management: 7 deadly sins
  -  Classroom management: Styles
  -  Classroom management: Strategies
  -  Classroom management: Steps
  -  Classroom management: Tips
  -  Classroom management: Professional teacher behaviour
- 

-  Teaching strategies: Introduction
  -  Teaching strategies: Key to unlocking your subject
  -  Teaching strategies: Student-centred learning
  -  Teaching strategies: Cooperative learning
  -  Teaching strategies: KWL charts
- 

-  CAPS: Introduction
  -  CAPS: Senior Phase (SP)
  -  CAPS: Teaching SP EMS
  -  CAPS: What to do if...
  -  CAPS: From policy to lesson
- 

-  Lesson planning and design: 12 components
  -  Lesson planning and design: Setting lesson goals and objectives
  -  Lesson planning and design: a UDL approach
  -  Lesson planning and design: Mind maps
  -  Lesson planning and design: Using technology in your classroom
- 

-  Homework: Pros and cons
  -  Homework: Design, research, criticism, etc
  -  Homework: The 8-step flipped classroom approach
- 

-  Assessment: Types
-  Assessment: Formal vs informal assessment
-  Assessment: Performance-based assessments
-  Assessment: Authentic assessment
-  Assessment: Bloom's Taxonomy
-  Assessment: Formative

 Assessment: Summative

 Assessment: Formative vs summative vs diagnostic

 Assessment: Introduction to rubrics

 Assessment: Rubrics

 Assessment: Student portfolios

 Assessment: Assigning grades



 Administration: Attendance registers on SA-SAMS

 Administration: Working with marks on SA-SAMS

 Administration: Maintain learner progress on SA-SAMS



 Moderation: What is it?

 Moderation: Internal vs External

 Moderation: The process

 Moderation: Does it detect problems?

 Moderation: Case study 1

 Moderation: Case study 4

 Moderation: Case study 5



 Reporting: Student report comments



 Reflection: Types and benefits

 Reflection: Reporting back



 PL1 teaching post application: Interview questions

 PL1 teaching post application: Interview tips



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ASSIGNMENTS AND ONLINE MICROMEETING ASSESSMENTS



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## ASSIGNMENTS AND ONLINE MICROTEACHING ASSESSMENTS

Your progress

### Assignment 1 - Situational Analysis

#### INSTRUCTIONS

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

**The outcomes for this period are as follows:**

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

### Assignment and Rubric - Situational Analysis



### Assignment 2 - Classroom Management and Discipline

#### INSTRUCTIONS

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

### Assignment and Rubric - Classroom Management and Discipline



### Assignment 3 - Making sense of CAPS

#### INSTRUCTIONS

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



### Assignment 4 - Lesson Planning

#### INSTRUCTIONS

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

SUBJECT: MAIN FOCUS:	GRADE: ASSESSMENT		
TOPIC:	<input type="checkbox"/> Methods <input type="checkbox"/> Forms <input type="checkbox"/> Tools		
TEACHING & LEARNING ACTIVITIES Teacher:	METHODS <input type="checkbox"/> Peer <input type="checkbox"/> Self <input type="checkbox"/> Group <input type="checkbox"/> Teacher	RESOURCES	SKAV'S
		FORMS:	

Learners engage in:		
Homework:		
	TIME AS PER A.T.P:	CONTENT:
EXPANDED OPPORTUNITIES/ENRICHMENT:		
SBA:		
REFLECTION:		

Poster making  
 Problem-solving  
 Organise work  
 Communicating  
 Group dynamics  
 Sequencing  
 Investigating/Researching  
 Comprehension  
 Reading & Interpretation  
 Follow instructions  
 Applying knowledge  
 Experiments  
 Argue  
 Recognising  
 Mathematical  
 Evaluation  
 Analysis  
 Draw  
 Sketch  
 Compile

Prediction  
 Classifying  
 Observing  
 Measuring  
 Recording  
 Reporting  
 Working in pairs  
 Mind mapping  
 Summarising  
 Brain storming  
 Model making  
 Comparing  
 Decision making  
 Planning  
 Forecasting  
 Apply numbers

Oral responses  
 Questioning  
 Project/Research  
 Investigation  
 Test  
 Case Study  
 Drawings  
 Poster  
 Role Play  
 Observation  
 Models  
 Written assignment  
 Debate  
 Demonstration  
 Survey/Interview  
 Graphs  
 Presentation

(10 marks)

1. List any four requirements for a good introduction to a lesson. 2. Briefly describe how the <i>exposition</i> of the content can be done in a <i>learner-driven manner</i> . Refer to the activities of the learners; the teaching and learning materials that will be provided and used; as well as the content that will be covered. 3. If the exposition is done in a learner-centered way; describe how you (the teacher) will approach the <i>internalisation phase</i> in order to ensure the correct and complete understanding of the content presented.	(4)
	(11)  (5)

TOTAL: 30

#### Assignment and Rubric - Lesson Planning



#### Assignment 5 - Set a Test Paper with Memorandum



##### INSTRUCTIONS

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

#### Assignment and Rubric - Set a Test Paper with Memorandum



#### Assignment 6 - Critique of a Question Paper



##### INSTRUCTIONS

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

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

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

TOTAL: 50

#### Assignment and Rubric - Critique of an Examination Question Paper

#### Moderator's Report for an Examination Question Paper



 Semester 1 - Online Microteaching Exercise #1INSTRUCTIONS

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

 Semester 2 - Online Microteaching Exercise #2INSTRUCTIONS

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

 Authentic Assessment - OctoberINSTRUCTIONS

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

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STUDY LETTER AND STUDY GUIDE

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## STUDY LETTER AND STUDY GUIDE

### LECTURE PROGRAMME

(To be updated after COVID-19 lockdown)

PMEC400 - Study Letter

PMEC400 - Study Guide



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ASSIGNMENTS AND ONLINE MICROTEACHING ASSESSMENTS

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CAPS CURRICULUM / POLICY DOCUMENTS

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## CAPS CURRICULUM / POLICY DOCUMENTS

Your progress

- CAPS: Introduction
- CAPS: Senior Phase (SP)
- CAPS: Teaching SP EMS
- CAPS: What to do if...
- CAPS: From policy to lesson



- CAPS - FET Economics (in English)
- CAPS - FET Ekonomies (in Afrikaans)
- CAPS Amendments - Economics - 2020



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IN-CLASS MICROTEACHING EXERCISES



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## IN-CLASS MICROTEACHING EXERCISES

Your progress

- [What is microteaching?](#)
- [An example of a microteaching lesson](#)
- [A well-paced Economics microteaching lesson](#)



- [Ismail's mock microteaching lesson - Circular Flow Diagram](#)
- [Youtube video clips to use in your microteaching exercises](#)



- [Ismail's Lesson Plan - in Word format](#)
- [How to add narration \(audio\) to your Powerpoint 2019 presentation](#)
- [How to add narration \(audio\) to your Powerpoint 2016 presentation](#)



### SUMMARY OF ANNUAL TEACHING PLAN

#### GRADE 10

	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

 Semester 1 - In-class Microteaching Exercise #1

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

Due date: \*\* June 2020



 Semester 2 - In-class Microteaching Exercise #2

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

Due date: \*\* October 2020



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CAPS CURRICULUM / POLICY DOCUMENTS

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METHOD JOURNAL AND REFLECTION



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## METHOD JOURNAL AND REFLECTION

Your progress 

 Reflection: Reporting back

 Ismail's Appendix K - Lesson Reflection Form



 Method Journal (PoE)



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



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## LECTURE NOTES / CLASSROOM HANDOUTS

- Lecture 1 - Duties and traits of a teacher
- Lecture 2 - Discipline and classroom management
- Lecture 3 - Ismail lesson plan template

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### ABRIDGED AND FULL LESSON PLAN TEMPLATES

#### SUMMARY OF ANNUAL TEACHING PLAN

#### GRADE 10

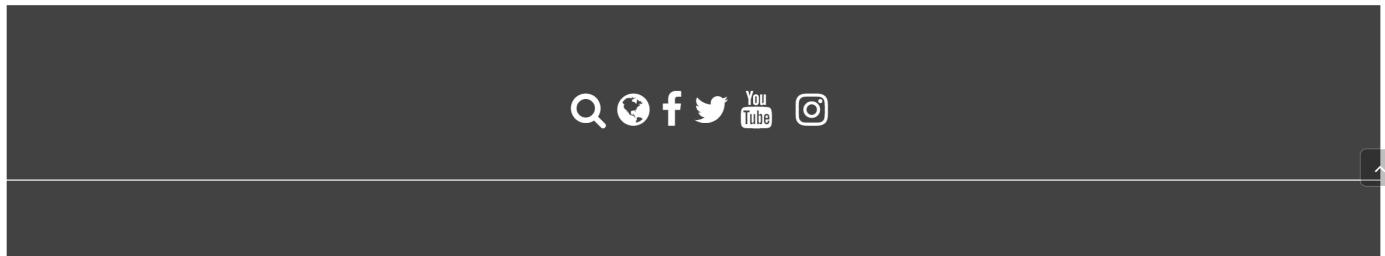
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Economics: Basic concepts		Basic economic problem		Circular flow & Quantitative Elements				Business cycles			
Assess-ment	Informal assessment		Informal assessment		Informal assessment Formal assessment: Assignment				Formal Assessment: Test 1 Research project (issued)			
TERM 1												
	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 2												
	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 3												
	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			
Assess-ment	Informal assessment		Informal assessment		Informal assessment			Macroeconomics Microeconomics Economic pursuits Contemporary economic issues				
TERM 4												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic												
Assess-ment	Informal assessment		Informal assessment		Informal assessment			Yearend exam				

Abridged Lesson Plan - Completed template

Abridged Lesson Plan - Blank template

Full Lesson Plan Template

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PMEC400: Method of FET Economics



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Dashboard

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My Courses

This course

COVID resources

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## SBL ASSESSMENT TEMPLATES

SBL Assessment Rubric

Full Lesson Plan Template

Appendix K - Lesson Reflection Form



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ABRIDGED AND FULL LESSON PLAN TEMPLATES

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ONLINE PEDAGOGY RESOURCES



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## ONLINE PEDAGOGY RESOURCES

Your progress 

-  Starting Point: Teaching and Learning Economics
-  Interactive Lecture Demonstration in Economics
-  TESS-India - Key Resources
-  TESS-India Video Resources
-  Resources for Educators - A BRILLIANT SITE! :)



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## SUBJECT-METHOD RESOURCES

Your progress 

-  FET Economics - Mind the Gap
-  FET Economics - Grade 12 - Workbook
-  FET Worksheets and Study Notes - Grades 10-12
-  FET Economics - Grade 12 Exam Papers and Memoranda 2017
-  FET Examination Resources



-  SP EMS Assessment Bank Items - Grade 8
-  SP EMS Examination Papers
-  SP EMS Study Guide
-  SP EMS - StudyMaster - EMS Teacher's Guide (83Mb Zipped File)



-  DBE Classroom Content Server 
-  Eastern Cape Curriculum (A FANTASTIC RESOURCE) 



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## REGISTER AS AN EDUCATOR (SACE) AND DBE VACANCIES

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

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MODULE AND LECTURER EVALUATION

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## MODULE AND LECTURER EVALUATION

 PMEC400 - Module and Lecturer Evaluation Survey

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