



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

CONSUMER STUDIES
NOVEMBER 2010

MARKS: 200

TIME: 3 hours

This question paper consists of 17 pages and a 2-page answer sheet.

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Teaching Learners with Visual Impairment Maximus M. Sefotho, Ronél Ferreira, 2020-12-31 This book Teaching Learners with Visual Impairment focuses on holistic support to learners with visual impairment in and beyond the classroom and school context Special attention is given to classroom practice learning support curriculum differentiation and assessment practices to mention but a few areas of focus covered in the book In this manner this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment

The Politics and Governance of Basic Education Brian Levy, Robert Cameron, Ursula Hoadley, Vinodhan Naidoo, 2018-08-24 This is an open access title available under the terms of a CC BY NC ND 4.0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations All over the world economic inclusion has risen to the top of the development discourse A well performing education system is central to achieving inclusive development but the challenge of improving educational outcomes has proven to be unexpectedly difficult Access to education has increased but quality remains low with weaknesses in governance comprising an important part of the explanation The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education Using the vivid example of South Africa a country that had ambitious goals at the outset of its transition from apartheid to democracy it explores how the interaction of politics and institutions affects educational outcomes By examining lessons learned from how South Africa failed to achieve many of its goals it constructs an innovative alternative strategy for making process combining practical steps to achieve incremental gains to re orient the system towards learning

The Knowledge of Inclusive Education Elizabeth Walton, 2025-03-28 The Knowledge of Inclusive Education is a paradigm shifting exploration of inclusive education as a dynamic knowledge practice The knowledge that underpins the practice is understood through the metaphor of an ecology with valuable contributions from educators researchers parents students policymakers and international organisations By examining the knowledge of policy research teacher education and activism Elizabeth Walton constructs a future for inclusive education that affirms different material discursive places inquiry and possibility and replaces traditional research hierarchies with a life affirming ecology Readers will gain a novel perspective on the knowledge s of inclusive education across multiple interacting domains With theoretical resources ranging from the work of Lorraine Code and Basil Bernstein to concepts from Legitimation Code Theory Decolonial theory and Posthumanism this book offers a unique and innovative approach to the multiple perspectives and knowledges that inform inclusive education policy and practice Its conceptual and empirical research draws from several international contexts ensuring that The Knowledge of Inclusive Education will be of interest to educators scholars and advocates of inclusive education worldwide and valued by those willing to embrace collaborative new directions in inclusive teaching learning and research

OECD Economic Surveys:

South Africa 2013 OECD,2013-03-04 OECD s 2013 Economic Survey of South Africa examines recent economic developments policies and prospects Special chapters cover improving education quality and green growth **Instructional**

Collaboration in International Inclusive Education Contexts Sarah Semon,Danielle Lane,Phyllis Jones,2021-12-07 Instructional Collaboration in International Inclusive Education Contexts looks at the instructional collaboration between special education and general education in international educational contexts and the role this plays in enabling inclusive education *Re-Envisioning and Restructuring Blended Learning for Underprivileged Communities* Bosch,

Chantelle,Laubscher, Dorothy Joy,Kyei-Blankson, Lydia,2021-05-14 Challenges in the educational arena are not new phenomena However with the recent outbreak of the COVID 19 pandemic researchers and educators have been made even more aware of the need for a paradigm shift in education Blended learning as opposed to fully online learning or traditional face to face teaching has been well researched and has been found to have the potential to provide better educational solutions in challenging contexts These contexts range from pandemic situations where social distancing is the order of the day to financial and time constraints regarding full time study as well as limited physical capacity at institutions Blended learning solutions are often designed for resourceful institutions and cannot be easily implemented in developing countries and in communities where resources are limited Typical issues like connectivity accessibility lack of suitable devices and affordability need to be taken into consideration and in cognizance of blended learning interventions These challenges are often neglected in blended learning research but are critical discussions to be had Re Envisioning and Restructuring Blended Learning for Underprivileged Communities shares how institutions in the developing world and less privileged communities have re imagined and restructured blended education to enhance teaching and learning for underprivileged communities This book aims to address blended learning solutions across institutional program course and activity levels The chapters will cover a variety of learning environments from rural settings to less developed countries and more and explore the programs and courses designed to improve student success and accessibility in diverse student populations This book is ideally intended for teachers administrators teacher educators practitioners stakeholders researchers academicians and students who are interested in blended learning opportunities in less privileged settings and to underserved and marginalized populations *Accountability in education: meeting our commitments* UNESCO,2017-10-30 The second edition of the Global

Education Monitoring Report GEM Report presents the latest evidence on global progress towards the education targets of the UN Sustainable Development Goals With hundreds of millions of people still not going to school and many not achieving minimum skills at school it is clear education systems are off track to achieve global goals The marginalized currently bear the most consequences but also stand to benefit the most if policy makers pay sufficient attention to their needs Faced with these challenges along with tight budgets and increased emphasis on results oriented value for money countries are searching for solutions Increased accountability often tops the list The 2017 8 GEM Report shows the entire array of

approaches to accountability in education It ranges from countries unused to the concept where violations of the right to education go unchallenged to countries where accountability has become an end in itself instead of a means to inclusive equitable and high quality education and lifelong learning for all The report emphasizes that education is a shared responsibility While governments have primary responsibility all actors schools teachers parents students international organizations private sector providers civil society and the media 0 3 have a role in improving education systems The report emphasized the importance of transparency and availability of information but urges caution in how data are used It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions In an era of multiple accountability tools the report provides clear evidence on those that are working and those that are not Back cover Assessing Academic Literacy in a Multilingual Society Albert Weideman, John Read, Theo du

Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience **Research on Reasoning**

with Data and Statistical Thinking: International Perspectives Gail F. Burrill, Leandro de Oliveria Souza, Enriqueta Reston, 2023-07-21 This book is derived from selected papers from the Fourteenth International Congress on Mathematical Education Topic Study Group 12 Teaching and Learning Statistics It describes recent research on curriculum pedagogy and outreach initiatives from countries as diverse as Brazil Chile Columbia Denmark Germany the Netherlands Spain Sweden Thailand Turkey the United Kingdom and the United States The book has a focus on the use of data in the teaching and learning of statistics across grade levels and begins with an overview of the status of statistics education and the use of data from seven different countries across the continents and the link between research and practice in those countries Because it contains specific examples of the research for example on the ways children learn the choice and implementation of tasks or the role of informal inference the book will be a great resource to those interested and involved in the teaching of statistics curriculum developers and statistics education researchers **Handbook of Research on Inclusive and Accessible**

Education Maguvhe, Mbulaheni Obert, Mpya, Nwacoye Gladness, Sadiki, Marubini Christinah, 2024-02-16 In the vast expanse of education a pervasive issue remains in the marginalization and lack of visibility of individuals with disabilities Despite a strong desire for inclusivity recent research suggests that fewer than 5% of children with disabilities in 51 countries across

sub Saharan Africa and South Asia are enrolled in primary school This exclusion is not solely in enrollment numbers even those who manage to attend face learning environments ill equipped to adapt to their needs leading to further isolation Girls with disabilities in particular endure heightened vulnerability to abuse reflecting a systemic failure to provide an environment that fosters equality dignity and respect for all The Handbook of Research on Inclusive and Accessible Education emerges as an inspiration for change providing a profound solution to the persistent issue of exclusion The book encapsulates a collective effort to reimagine education It advocates for a paradigm shift moving away from the confinement of special schools and towards inclusive mainstream settings By addressing controversies sharing successes and outlining prospects the book serves as a comprehensive guide for special school governing bodies curriculum advisors university lecturers and all stakeholders committed to reshaping education *Human rights in diverse education contexts* J.P. Rossouw, Elda de Waal, Johan Beckmann, Johan Botha, Franciska Bothma, André du Plessis, Elize Küng, Nicholas Mollo, Ewelina Niemczyk, Louise Postma, Erika Serfontein, Marius Smit, Charl C. Wolhuter, 2019-12-12 The focus of this publication is on answering the central research question How can Human Rights be advanced with regard to different kinds of diversities and in different educational settings The publication pays special attention to the advancement of human rights in a variety of education related contexts in keeping with human rights as a declared national priority for both society at large and the education system One strategic priority of the Faculty of Education is research based on market requirements and needs This book strives towards meeting this expectation by directly aiming at building human rights and social justice in the South African society public schools and higher education institutions Adjudication in the education context of the constitutional values of dignity equality and freedom focusses regularly on learners The book highlights the value of education for full fledged citizenship by delineating what schooling should entail to inspire learners towards both claiming equal freedoms and rights and taking accountability for the responsibilities attached to citizenship *Australian national bibliography* ,1961

The Struggle for Teacher Education Tom Are Trippestad, Anja Swennen, Tobias Werler, 2017-04-20 Reform of teacher education is en vogue worldwide today due to the widespread belief that teacher education has the power to change traditional modes of schooling educating new teachers who will be capable of improving the knowledge standard of children and boost the economic power of nations The Struggle for Teacher Education brings together conceptual comparative and empirical studies from Australia England Finland The Netherlands Norway South Africa and South America to explore the ways in which professional education has been positioned in a reactive mode The contributors discuss how teacher education is a contested division in higher education and look at how current reform efforts may limit the potential and work of teacher education highlighting why this point needs more attention Moreover the collection reveals how teacher education s authorship on teacher professionalism may be weakened or strengthened by current reform drives and offers alternative models on how to rethink reforming teacher education *Empowering Students and Maximising Inclusiveness and Equality*

through ICT ,2021-04-06 Access to and participation in education are critical issues in contemporary South Africa Awareness of inclusiveness and equality is not recent having possibly first been described in the dawn of the millennium by the United Nations Educational Scientific and Cultural Organization UNESCO Drawing from the current framings in the SADC education systems the contributors argue that ICT has a key role to play in transformation Africanisation and decolonisation of education Contributors are Skye Adams Najma Agherdien Andrew Crouch Andries Du Plessis Nazira Hoosen Katijah Khoza Shangase Mhulaheni Maguvhe Khetsiwe Masuku Sharon Moonsamy Munyane Mophosho Nomfundo Moroe Ramashego Shila Mphahlele Ndileleni Mudzielwana Shonisani Mulovhedzi Anniah Mupawose Mapula Ngoepe Moshe Phoshoko Dhanashree Pillay Roshni Pillay Ben Sebothoma and Susan Thuketana **A scholarly contribution to educational praxis** M.A. Mokoena,J.M. (Ona) Janse van Rensburg,M. Erasmus,E. Mentz,C.B. Zulu,A. Cronje,E.K. Materechera,W.T. Dudu,A.T. Kanyimba,S.P. Raath,C. Kruger,A. Loubser,A.E. Pienaar,A. Klopper,S. Ellis,N.T. Petersen,J. de Beer,J. Varughese,A. Seugnet Blignaut,C. Els,2016-12-31 This publication contains original research targeting scientific specialists in the field of education through research endeavours grounded on a philosophical basis as well as being embedded in the empirical The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable theoretical and conceptual framework The latter forms a firm basis for the application of sound empiricism The content of this book adds to the body of scholarly knowledge in education In his evaluation of the book Acting Executive Dean Faculty of Education and Training Professor Akpovire Oduaran made the following remarks To a large extent the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with educators and the learning environment So then what the reader is offered in this volume is the articulation of ideas that have been interrogated structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can match the standards of scholarship that is available in the Western World Yet what makes this book so welcome relevant and timely is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature **The South African Response to COVID-19** Pieter Fourie,Guy Lamb,2023-03-28 This book analyses the first two years of South Africa s response to the COVID 19 epidemic from its emergence in early 2020 Drawing on the perspectives of a range of public health experts economists and other social scientists and development practitioners this book argues that understanding this early response will be essential to moderate and improve future policy thinking around health governance and epidemic readiness This book provides a systemic analysis of not only the epidemiological progression of COVID 19 in South Africa but also the socio political factors that will be key in determining the future of the country as a whole including health system challenges socio economic disparities and inequalities and variable often contradictory and tardy policy responses Overall this book exposes Manichean thinking and the spurious policy dichotomies that pitch public health against human rights economic recovery against viral vector control and science against ideology with lessons not just for South

Africa but also for elsewhere on the African continent and beyond This book will be perfect for researchers and practitioners across Public Health Health Policy and Global Health as well as those with an interest in South African politics and development more generally The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Child Rights and International Discrimination Law Marit Skivenes, Karl Søvig, 2019-02-22 Societies and states are at a crossroad in how children are treated and how their rights are respected and protected Children s new position and their strong rights create tensions and challenge the traditional relationships between family and the state The United Nations Convention on the Rights of the Child was adopted unanimously by the General Assembly of the United Nations in 1989 and came into force in 1990 Article 2 places states under an obligation to accord primacy to the best interests of the child in all actions concerning children and to ensure and regulate child protection This book offers a comparative and critical analysis of the implementation of Article 2 of the United Nations Convention on the Rights of the Child In order to examine how Article 2 is being implemented it is essential to have a sound understanding of the obligations it imposes The opening chapters will explore the precise content of these obligations in terms of the legislative history of the text its underlying philosophy its amplification by the United Nations Committee on the Rights of the Child and subsequent authoritative interpretations of it by courts around the world The book will then drill down into the conceptual and theoretical challenges posed by the very nature of the obligations and will offer in depth exploration of the long running rights v welfare debate that has always presented something of a challenge in giving effect to children s rights Contributors are leading academics in the children s rights field drawn from a wide range of countries and jurisdictions worldwide including those with common law civilian and mixed traditions Disciplines represented in the book include law psychology political science childhood studies social work and anthropology By drawing together the various facets of Article 2 and analysing it from a range of perspectives the volume provides a coherent and comprehensive inter disciplinary analysis on discrimination and the rights of the child

Resources in Education , 1999 [Kenya National Assembly Official Record \(Hansard\)](#) , 1980-10-23 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya

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