Now that you are done with your assignments, you are going to take your examination. Your portfolio is your examination. Your TA will guide you through the process of preparing your portfolio. A rubric is posted together with the portfolio to help you compile your portfolio. The rubric indicates how your portfolio will be marked. Remember the closing date for the portfolio is **17th June 2022. No extension will be entertained.**

Your portfolio should be arranged in the following order:

i. Cover page: The cover page must have your name, surname, student number and module code.

ii. Declaration form: The format of the form follows below. The form can be handwritten or typed.

1.I understand what academic dishonesty entails and aware of UNISA's policies in this regard.
2. I declare that this assignment is my own, original work. Where I have used someone else's work, I have indicated this by using the prescribed style of referencing. Every contribution to, and quotation in, this assignment from the work or works of other people has been referenced according to this style.
3. I have not allowed, and will not allow anyone to copy my work with the intention of passing it off as his or her own work.
4. I did not make use of another student's work and submitted it as my own.

NAME: …….
STUDENT NUMBER: ……
MODULE CODE: .....
SIGNATURE: …….
DATE: …….

iii. Table of contents: Composed of sequential responses to questions and page numbers for each question.

1. Read the given scenarios below and indicate whether in each scenario the teacher acted in a professional manner or not? Give three reasons for each scenario to support your stance. (44)
   Your response should be at most 500 words.

Scenarion1

Ms Cheater is a grade 6 mathematics teacher in her local primary school. She has been teaching at this school for 20 years. Recently the mathematics curriculum advisor introduced the common tests for all the grade 6 learners in the schools in Ms Cheater's circuit. Therefore, schools were given the same workplans for each term. At the end of the term the common test was sent to schools to be administers by the teachers. Ms Cheater discovered that she did not cover most of the questions in the common test. Instead of administering the common test, she developed her own test for her learners.

Scenario 2

Energy is a hyperactive learner in Mr Tiba classroom. Energy sometimes causes distractions in her classroom. Mr Tiba was giving the class instructions for writing an assignment that was to be handed over the following day. As usual Energy was not paying attention and thus missed the instructions. She was busy humming and tapping her pen on the desk. She requested for the instructions to be repeated. The other learners in the class made fun of Energy and ridiculed her for not paying attention once again. Mr Tiba, feeling frustrated because he was asked to repeat the instructions once again, continued passing the materials and instructed Energy to get out of his classroom.

Scenario 3

A majority of grade 9 mathematics learners were struggling to pass the subject. Mr Tea a grade 9 mathematics teacher emailed parents using the school's email, notifying them that he is available on weekends and after school to teach learners mathematics at a reasonable hourly rate. Mr Tiba believed that the extra time out of school will benefit the learners.

Scenario 4

Kgotlelelo is a sad grade 9 learner. A Facebook group called “We hate Kgotlelelo” was created. His teacher Mr Dontcare is aware of this group. Some of Kgotlelelo’s fellow learners had joined the group and posted negative comments about Kgotlelelo. A week later Mr Dontcare noticed other pictures appearing online in which kgotlolelo’s face was digitally added onto other inappropriate images.

2. Discuss the challenges your experienced while studying BPT1501 through an online environment. (27)
   Your response should be at most 350 words
3. What are the three most important skills you have learnt in BPT1501? (16)
   Your response should be at most 250 words.
4. How would you advise someone who would like to register BPT1501 as one of their modules? Your discussion should be structured in this form:
   4.1 Access to BPT1501 study material.
   4.2 Writing and submission of BPT1501 assignments.
   4.3 Staying motivated.

   Your response should be at most 200 words.

(3X3=9)

Criteria	4	3	2	1
(i) Cover page has name, surname, student number and module code 1X1 = 1	All indicated aspects appear on cover page			
(ii) Table of contents arrangement and indication of topics 4X1 = 4	- Logical sequence of table of contents - Page numbers indicated correspond to topics - Indication of all topics on table of contents	- Logical sequence of table of contents - Page numbers indicated do not correspond to topics - Indication of all topics on table of contents	- Logical sequence of table of contents - Page numbers indicated do not correspond to topics - Some topics are not indicated on table of contents	- The table of contents is difficult to follow
1. A stance for a scenario taken and reasons for taking a stance 8 + 36 = 44	- A stance taken for each scenario (2X4 = 8) - Three appropriate reasons for each scenario (3X12 = 36)	- A stance is taken for each scenario (2X4=8) - One to three reasons are missing (3X11/ 3X10/3X9) 8+33=41/ 8+30=38/ 8+ 27= 35	- A stance is taken for each scenario (2X4=8) - Four to seven reasons are missing (3X8/ 3X7/ 3X6/ 3X5) 8+24= 32/ 8+21= 29/ 8+18 = 26/ 8+15= 23	- A stance is taken for each scenario (2X4=8) - Eight to twelve reasons are missing (3X4/ 3X3/ 3X2/ 3X1/ 3X0) 8+12=20/ 8+9=17/ 8+6=14/ 8+3 =11/ 8+0=8

2. Challenges identified, motivation given and mechanism to resolve the challenges on an online environment. 3+12+12 = 27	- At least three challenges are identified (1X3 =3) - There is motivation for all the challenges (4X3=12) - There are mechanisms for resolving the challenges (4X3 = 12)	- At least three challenges are identified (1X3 = 3) - One or no motivation is missing (4X3=12/ 4X2 = 8) or one to two motivations are missing (4X2 =8/ 4X1= 4) - One or no mechanisms for resolving the challenges is missing/ (4X3 = 12/ 4X2 = 8) or one to two challenges are missing (4X2 =8/ 4X1 = 4) 3+ 12/8 +12/8 = 23 or 3 + 8/4 +8/4 = 15 or 3+12+3 =18	- At least three challenges are identified (1X3) - Two to three motivations for the challenge missing (4X1=4/ 4X0=0) - Two to three mechanisms for resolving the challenge missing (4X1 =4/ 4X0 =0) 3+4 + 4 =11 or 3+4 = 7	- At least three challenges are identified (1X3) - No motivation given - No mechanisms to resolve the challenges are mentioned.
3. Identified skills and motivation for the skills 6 + 9 = (15)	- Three types of skills are identified (2X3 = 6) - Appropriate Motivation for the identified skills discussed (3X3 =9). 6 +9 = 15	- Two or three types of skills are identified (2X3 =6/2X2=4) - Two to three appropriate motivations for the identified skill (3X3 9/3X2=6) 6+6 = 12 or 4+9 = 13	- One or two skills identified (2X2 = 4/2X1 = 2) - One or two appropriate motivations for the identified skills (3X2 6/3X1=3) 4+3 = 7 or 2+6 = 8	- One skill is identified (2X1) - One to no motivation identified for the skill (3X1 = 3/ 3X0 =0) 2+3 = 5 or 2+0=2
4. ADVICE ON FELLOW STUDENT	The discussion covers clear and appropriate information on	- The discussion covers clear and appropriate	- The discussion covers clear information on	- The discussion is irrelevant

3X3 = 9	- How students should access the study material - How students should write and submit their assignments - How students should maintain motivation in their study 3X3 = 9	information on any of the two. 3X2 =6	any one of the aspects 3X1 = 3	1 mark