CALENDAR 2013

FACULTY OF EDUCATION SCHOOL OF UNDERGRADUATE STUDIES

Mafikeng Campus

NOTICE

Students are asked to note that this Calendar is valid for 2013 only. Rules and Curricula may be changed in 2014 or in any subsequent year.

Irrespective of the year of first registration, a student must fulfil the requirements for the diploma/degree as set out in the Calendar for the year of current registration, unless Senate determines otherwise.

ADDRESS ALL CORRESPONDENCE TO

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 Tel:
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 018 3892189

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 http://www.nwu.ac.za

PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/7P-Academic Rules e.pdf

WARNING AGAINST PLAGIARISM: Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see:

http://www.nwu.ac.za/WARNING AGAINST PLAGIARISM.pdf

SELECTION FOR ADMISSION TO CERTAIN FIELDS OF STUDY: Please take cognizance of the fact that, owing to specific capacity constraints, the university reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses.

Please Note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accepts no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the School Director and check the timetable. If a clash occurs in the planned selection of a student, the module combination will not be permitted.

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Table of Contents

M.1	OFFICE BEARERS	3
M.2	GENERAL INFORMATION	9
M.2.1	MISSION STATEMENT	9
M.2.2	AIMS AND OBJECTIVES	9
M.2.3	TEACHING POLICY)
M.2.4	RESEARCH POLICY)
M.2.4.1	RESEARCH FOCUS AREA10)
M.2.5	SCHOOLS AND FOCUS AREAS IN THE FACULTY12	L
M.2.6	QUALIFICATIONS AND PROGRAMMES IN FACULTY OF EDUCATION12	1
M.2.6.1	New policy on the minimum requirements for teacher education qualifications	1
M.2.7	MODULES AND CREDITS	3
M.2.8	RECOGNITION OF PRIOR LEARNING	3
M.2.9	REGISTRATION14	1
M.2.10	QUALIFICATIONS AWARDED AND PROGRAMMES OFFERED IN THE SCHOOL OF UNDERGRADUATE STUDIES	5
M.2.10.1	BACHELORS OF EDUCATION (BEd)1	5
M.2.10.2	POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)	5
M.3	PROGRAMME SPECIFICATIONS	5
M.3.1	BEd	5
M.3.1.1	Admission Requirements	5
M.3.1.1.2	Other Admission Requirements (Top-Up BEd)16	5
M.3.1.1.3	New BEd Programmes Requirements1	7
M.3.1.1.4	Duration of Studies	7
M.3.1.1.5	Method of Presentation1	7
M.3.1.2	EXAMINATIONS	3
M.3.1.2.1	Admission to Examinations	3
M.3.1.2.2	Participation Marks	3
M.3.1.2.3	Module Marks	3
M.3.1.2.4	Progress and pass requirements of a curriculum	3
M.3.1.2.5	Repetition of Modules	3
M.3.1.3	OTHER RULES	Э
M.3.1.3.1	Language Competency	9
M.3.1.3.2	Science and Mathematics Competency19	Э

M.3.1.3.3	Compulsory Certificates	19
M.3.1.3.4	Only non-mother tongue speakers can choose AFKF123/413 or SECF123/413 as Communication Module	19
M.3.1.3.5	Practical Teaching	19
M.3.1.4	Curriculum Outcomes (BEd: Foundation Phase, Senior and Further Education and Training Phase)	20
M.3.1.4.1	General Exit Level Outcomes	20
M.3.1.4.2	Articulation Possibilities	21
M.3.1.4.3	MAJOR COMBINATIONS	21
M.3.1.4.3.1	BEd FOUNDATION PHASE (See M.4.1.1)	21
M.3.1.4.3.2	BEd SENIOR AND FURTHER EDUCATION AND TRAINING PHASE	
	(See M.4.1.2 to M.4.1.10)	21
M.3.2	POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)	22
M.3.2.1	Method of Presentation:	22
M.3.2.2	Nature and Aims of the Certificate	22
M.3.2.3	Programme Outcomes	22
M.3.2.4	Duration of Studies	23
M.3.2.5	Admission Requirements	23
M.3.2.6	Admission to Examination	24
M.3.2.7	Participation Marks	24
M.3.2.8	Examination Marks	24
M.3.2.9	Module (Final) Marks	24
M.3.2.10	Pass Requirements of a Programme	24
M.3.2.11	Articulation Possibilities	25
M.4	LISTS OF CURRICULA	26
M.4.1	BEd Curricula	26
M.4.1.1	BEd Foundation Phase	26
M.4.1.1.1	CURRICULUM 0300M (New): Foundation Phase (first year 2012)	26
M.4.1.1.2	CURRICULUM O171M (Old): Foundation Phase (levels 3 to 4)	28
M.4.1.2	CURRICULUM O181M: LIFE SCIENCES FOR EDUCATION	30
M.4.1.3	CURRICULUM O183M: ENGLISH FOR EDUCATION	32
M.4.1.4	CURRICULUM O184M: ECONOMICS FOR EDUCATION	34
M.4.1.5	CURRICULUM O186M: GEOGRAPHY FOR EDUCATION	36
M.4.1.6	CURRICULUM O190M: PHYSICAL SCIENCES FOR EDUCATION	38
M.4.1.7	CURRICULUM O191M: BUSINESS STUDIES FOR EDUCATION	40
M.4.1.8	CURRICULUM 0192M: ACCOUNTING FOR EDUCATION	42

M.4.1.9	CURRICULUM O194M: MATHEMATICS FOR EDUCATION	44
M.4.1.10	CURRICULUM O196M: SETSWANA FOR EDUCATION (M)	46
M.4.2	PGCE CURRICULUM	48
M.5	LIST OF MODULES, NAMES AND CREDITS	49
M.5.1	BEd (FOUNDATION PHASE, SENIOR AND FURTHER EDUCATION AND TRAINING PHASE)	49
M.5.2	PGCE	54
M.6	LISTS OF MODULES OUTCOMES	57
M.6.1	BEd MODULES OUTCOMES (Foundation Phase, Senior and Further Education and Training Phase)	57
M.6.2	PGCE Modules Outcomes	101

M.1 OFFICE BEARERS

M.1.1 MEMBERS OF THE FACULTY BOARD EXECUTIVE DEAN

Prof DH Gericke

DIRECTORS

School of Postgraduate Studies Vacant School of Undergraduate Studies Vacant School for Continuing Education Prof A Oduaran

PROGRAMME CO-ORDINATORS

- BEd
- PGCE
- BEd Hons
- MEd & PhD
- ACE
- NPDE

PROFESSORS AND ASSOCIATE PROFESSORS ALL FULL-TIME LECTURERS STUDENT REPRESENTATIVE LIBRARY REPRESENTATIVE FACULTY MANAGER (ex-officio) (minute-keeper)

M.2 GENERAL INFORMATION

M.2.1 MISSION STATEMENT

The Faculty of Education aims to utilize available expertise to contribute towards the development of human resources that meet the needs and challenges of pre-university education in South Africa. The main thrust of the teaching and research in the Faculty focuses on the production of high quality teachers, curriculum developers, educational planners, administrators, counsellors and researchers.

M.2.2 AIMS AND OBJECTIVES

- To prepare graduate teachers for secondary and primary schools in the Republic of South Africa and the Southern African region by offering both undergraduate and postgraduate courses of study.
- To develop new courses to meet the changing education needs of RSA with special reference to innovations such as outcomes-based education.
- To prepare non-graduate specialist teachers for primary and secondary schools and where specific areas of need are identified.
- To assist in the preparation and upgrading of teacher educators through specialized programmes in Education e.g. the teaching of Maths, Science, Technology and Commerce Education.
- To provide in-service education for teachers at all levels.
- To promote, co-ordinate and conduct research into educational problems at all levels through the prescribed courses and programmes offered by the Faculty.
- To shift emphasis to the provision of postgraduate training in various areas of Education.
- To advance knowledge in the discipline of Education by conducting research.
- To provide programmes in Continuing Education and Community Development.
- To provide programmes in literacy and organizational skills in effective school governance and vocational co-operation.

M.2.3 TEACHING POLICY

The teaching policy of the School of Undergraduate Studies is aligned with the vision and mission of the North-West University and the Faculty of Education. The policy determines the following aspects that bear on teaching in the Faculty:

- Effective teaching
- Education, teaching, and training
- Medium of instruction
- Quality assurance
- Support for staff
- Modes of delivery
- Assessment
- Technology and teaching

M.2.4 RESEARCH POLICY

The activities in the School of Undergraduate Studies (SUS) are in accordance with both the mission of the North-West University and the strategic management plan of the Research Focus Area. The objectives of research done in the SUS are:

- exploiting new knowledge in the education areas that are the focus of research in the SUS;
- (ii) interpreting, systematising and utilising in practice existing knowledge in view of the education task;
- (iii) investigating teaching methods typical of a subject;
- (iv) evaluating existing theories and methods, developing new theories and developing new methods;
- (v) exploiting existing and new sources of knowledge in order to be of service to the community;
- (vi) investigating all those activities enabling more effective education, such as activities concerning education administration, law and systems, curriculum design and development.

M.2.4.1 RESEARCH FOCUS AREA

The research focus area of the Faculty, which is the area in which the Faculty conducts research, is known as School Improvement and Effectiveness. The research programme of the Faculty covers various aspects of School Improvement and Effectiveness whether in the area of management, curriculum development, teaching and learning or foundations of education. All MEd and PhD students join the various aspects of the programme.

M.2.5 SCHOOLS AND FOCUS AREAS IN THE FACULTY

The Faculty of Education consists of three Schools, which are responsible for the programmes presented in the faculty, and a research focus area.

The programmes of each School:

- The School of Postgraduate Studies (SPS) is responsible for providing postgraduate training by means of the Hons BEd, MEd and PhD programmes.
- The School of Undergraduate Studies (SUS) is responsible for providing pre-service training (teachers) by means of the Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE).
- The School of Continuing Education (SCE) is responsible for the upgrading of under and unqualified teachers as well as the further in-service training of practising teachers. The different programmes are presented on campus and ensure that the teacher can further his/her studies whilst continuing with his/her daily task. The qualifications that can be obtained (ACE and NPDE) enable teachers to contribute in a responsible and meaningful way to the promotion of education in South Africa.

M.2.6 QUALIFICATIONS AND PROGRAMMES IN FACULTY OF EDUCATION

In the Faculty of Education different qualifications can be obtained. In every School there are one or more programmes each of which has a fixed curriculum. A potential student must, therefore, initially decide which qualification h/she wishes to obtain. After a student has decided which qualification he/she wishes to obtain, a direction of study must be chosen, after which he/she must make a selection from the different programmes presented in that direction.

M.2.6.1 NEW POLICY ON THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS

It is of utmost importance for past, present and future students in Education to note that the Department of Higher Education and Training issued through Government Notice No 583 of 15 July 2011, in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008), a new policy on the minimum requirements for teacher education qualifications. This policy aligns qualifications for teacher education with the Higher Education

Qualifications Framework, 2007, and it replaced the Norms and Standards for Educators in Schooling, 2000, in its entirety.

For your convenience, the following table sets out the current NQF levels and the new NQF (HEQF) levels of the present and the future (new or re-designed) qualifications in Education:

	CURRENT NQF LEVELS	CURRENT QUALIFICA- TIONS	NEW NQF (HEQF) LEVELS	NEW QUALIFICA- TIONS
1	8b	PhD	10	PhD
2	8a	MEd	9	MEd
3	7	Hons BEd	8	Hons BEd
4	New	New	8	PGDE
5	6	BEd	7	BEd
6	6	PGCE	7	ADT
7	New	New	7	ADE
8	New	New	6	ACT
9	6	ACE	To be phased out	To be phased out
10	6	NPDE	To be phased out	To be phased out

For each of the above qualification types there are specialisations in terms of minimum admission requirements, minimum total credits, NQF (HEQF) levels, prescribed credit values at various NQF (HEQF) levels, its purpose and characteristics, and progression possibilities [Note that all the curricula of the present qualifications as reflected in above table will be updated to fulfil the requirements of the new NQF (HEQF) levels].

The traditional qualifications BEd, Hons BEd, MEd and PhD and the ADTC (previously PGCE) will still be offered. The new qualifications Postgraduate Diploma in Education (PGDE) and the Advanced Diploma in Education (ADE) will only be considered on the PQM after an in-depth needs analysis in 2013 to establish if it will be sustainable and viable programmes in the future. The Advanced Certificate Teaching (ACT) is not considered as a future programme in the near future. The present programmes Advanced Certificate Education (ACE) and the National Professional Diploma Education (NPDE) will be phased out from 2014.

Regarding the PGDE, ADE and ACT it is important to ascertain yourself of the roles of theses qualifications in the future. The PGDE will offer specialisation further in the new role to support teaching and learning as well as in the new learning specialisation phase or subject development. It is on the same level as the Hons BEd but a sustained research project may not be required; holders of the PGDE may be required to undertake additional modules of at least 30 credits to obtain admission to the MEd. The ADE is aimed for further specialisation in the new specialisation phase or subject developed previously in the ACT as well as in the new role to support teaching and learning. It is a pre-requirement to enrol for the PGDE. The ACT is aimed on developing a new teaching specialisation phase or subject. It is a pre-requirement for enrolment for the ADE.

It is the responsibility of every person who is studying education or is planning to study it at this faculty, to ascertain himself/herself of the terms of Government Notice No 583 of 15 July 2011.

M.2.7 MODULES AND CREDITS

Subjects are presented according to modules to which specific credit values have been assigned.

M.2.8 RECOGNITION OF PRIOR LEARNING

- The North-West University accepts the principle underlying outcomes-based, source-based and lifelong learning, in which considerations of articulation and mobility play a significant role, and subscribes to the view that recognition of prior-learning, whether it has been acquired by formal education programmes at this or other institutions, or informally (by experience), is an indispensable element in deciding on admission to, and awarding credits in, an explicitly chosen teaching-learning programme of the university.
- The recognition of prior learning concerns the provable knowledge and learning that an applicant acquired, whether by having completed formal education programmes, or by experience. At all times the question will be what the level of skills are, and skills will be judged in the context of the exit level skills required for the intended teaching-learning programme, or modules in the programme, of the status for which the applicant applies, and not merely by virtue of the experience recorded by the applicant; recognition of prior learning will therefore take place in terms of applied competencies demonstrated by the applicant in his/her application, taking into consideration the exit level outcomes that

have to be obtained by means of the selected teaching-learning programme.

- The North-West University accepts that recognition of prior learning must take place within the normal existing policy on the admission of potential and existing students – whether from this or another institution – with regard to awarding credits in a valid, trustworthy and fair way.
- For processing an application for recognition of prior learning a nonrefundable administrative fee determined by the university from time to time is payable.

M.2.9 REGISTRATION

Registration is a prescribed complete process that a student has to go through to become enrolled as a student at the university.

The process starts with Application to the University on the official application. If accepted, the student receives on Admission letter. An admitted student registers annually for the duration of the study for a specific study programme at the place and time determined by the university. The process comprises payment of prescribed registration fee and completion of the necessary registration form.

The registration form is submitted at the registration section, whereupon a proof of registration is issued.

Only registered students are allowed to use university facilities.

M.2.10 QUALIFICATIONS AWARDED AND PROGRAMMES OFFERED IN THE SCHOOL OF UNDERGRADUATE STUDIES

The university is authorised to award the following degrees and certificates in the SUS:

Qualification	Programme Code	Curriculum Code	Method of Delivery	NQF level
Bachelor of Education (BEd)	Foundation Phase (Grades 1-3) 422 100	0300M	Full-time	6
	Senior and Further Education and Training Phase (Grades 7-12) 422 102	0181M 0183M 0184M 0186M 0190M 0191M 0192M 0192M 0194M 0196M	Full-time	6

M.2.10.1 BACHELORS OF EDUCATION (BED)

M.2.10.2 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Qualification	Programme Code	Curri- culum Code	Method of Delivery	NQF level
Postgraduate Certificate in Education (PGCE)	Senior and Further Educa- tion and Training Phase (Grades 7-12) 424 107	0160M	Full-time/ Part-time	6

* An alignment process of the BEd degree and the PGCE between the three campuses of the NWU regarding curricula and PQM-listing were approved in 2007 for implementation, starting in 2008. The aligned, new qualifications were introduces as follows at the Mafikeng campus: In 2007 the PGCE, in 2010 the BEd: Foundation Phase and in 2011 the BEd: Senior and Further Education and Training Phase. New students are only allowed to enrol for the aligned, new programmes. The old qualifications for the PGCE were phased out in 2007, the BEd: Foundation Phase in 2009, and the BEd: Senior and Further Education and Training Phase in 2010. For a detailed description of the phased-out BEd programme, please consult the 2010 Calendar for Undergraduate Programmes of the Faculty of Education. No new students were allowed into the 'old' BEd: Senior and Further Education and Training Phase from 2011, only the present students enrolled will be allowed to complete the 'old' BEd programmes.

M.3 PROGRAMME SPECIFICATIONS

M.3.1 BED

M.3.1.1 ADMISSION REQUIREMENTS

M.3.1.1.1 General Admission Requirements

• University admission requirements:

Additional admission requirements are also set by the university, and these include the Admission Point Score (APS) of 21 and English on level 4 for the Faculty of Education. Please note that the university, due to capacity constraints, reserves the right to limit the number of students admitted into certain fields of study, and to select candidates from amongst those who satisfy the minimum requirements.

APS Score:

The results obtained in four designated and two recognised NSC subjects are used to calculate the APS score. The results obtained in Life Orientation will not be used in the calculation of the APS score. The APS is scored as follows:

NSC Rating Code	APS Score
8 (90-100%)	8
7 (80-89%)	7
6 (70-79%)	6
5 (60-69%)	5
4 (50-59%)	4
3 (40-49%)	3
2 (30-39%)	2
1 (0-29%)	1

CALCULATION OF THE APS (ACHIEVEMENT POINT SCORE)

M.3.1.1.2 OTHER REQUIREMENTS (TOP-UP BEd)

A student who has studied at another recognised higher education institution or a student who has acquired a qualification from the university or any other recognised higher education institution and who applies to register for one of the 10 BEd specialisations (see M.2.10.1) at the university, may apply in writing to the Dean for recognition or exemption of modules required for the BEd programme, provided that the Dean may grant recognition or exemption for no more than half of the credits, preferably regarding the modules in the junior levels of the BEd programme concerned (A.3.3.2.1 and A.3.3.2.2). Recognition and/or exemption of modules will be done in accordance with the guidelines/instructions of Government Notice No 583 of 15 July 2011 and rules A.3.3.2.1 and A.3.3.2.2. [See subparagraph 10: Articulation of historical educator qualifications with new teacher education qualifications in the 10-level National Qualifications Framework (NQF)].

- Grade R teachers holding a level 5 ECD Certificate for Diploma may apply in the future for assessment to gain entry for the BEd (Foundation Phase) if entry requirements are met. A maximum of 180 credits may be recognised (A.3.3.2.1 and A.3.3.2.2).
- Holders of the present BEd (NQF level 6) may apply in the future for assessment to gain entry to the new Hons BEd (NQF level 8).

M.3.1.1.3 NEW BEd PROGRAMMES REQUIREMENTS

The present 10 specialisations BEd programmes (See M.2.10.1) are in a process to be phased out and to be re-introduced as new programmes in terms of Government Notice No 583 of 15 July 2011 (See: Policy on the minimum requirements for teacher education qualifications). The present status of the BEd will be upgraded from a current NQF 6 level to a new NQF (HEQF) 7 level in 2013-2014. This implies that the Admission Requirements (M.3.1.1) will also be changed in 2013-2014. These changes and requirements will be reflected in the 2014 Calendar of SUS. The phasing out of the present BEd will start in 2014. The new BEd degree will be, with the new ADT, in terms of the new national policy of teacher qualifications (See Government Notice No 583 of 15 July 2011 and M.2.6.1) the only qualifications in future recognised for Initial Teacher Education in South Africa.

M.3.1.1.4 DURATION OF STUDIES

Depending on the level of entry, the minimum duration for this qualification is four (4) years and the maximum duration is five (5) years.

M.3.1.1.5 METHOD OF PRESENTATION

Full-time contact

M.3.1.2 EXAMINATIONS

M.3.1.2.1 Admission to Examinations

Admission to examinations in any module in which examinations are written is gained by obtaining a participation mark of not less than 40%. This means that after you have given proof that the teaching-learning instructions have been executed according to the curriculum prescriptions in the study guide.

M.3.1.2.2 Participation Marks

(a) Participation marks for a module are compiled from tests, assignments and practical work where applicable.

(b) The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned.

M.3.1.2.3 Module Marks

Module marks for a module in which examinations are written are calculated according to the prescriptions of the A-rules in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this calendar, e.g. 1:1

M.3.1.2.4 Progress and pass requirements of a curriculum

The sub-minimum for all modules in which examinations are written is 40%.

The pass requirement for a module is 50%.

The module marks of a student who is registered at this university for the first time and fails a first level module of the first semester may be changed to a pass mark of 50% if he/she obtains an examination mark of at least 50% in that module.

Passing all the separate modules of which the curriculum is compiled passes a curriculum.

M.3.1.2.5 Repetition of Modules

A student may, at the most, in any module, take the examination twice within the twelve months following the date of the student's first registration for such a module, after which the module concerned must be repeated.

M.3.1.3 OTHER RULES

M.3.1.3.1 Language Competency

All students must obtain two language endorsements. Students (nonmother tongue speakers) automatically obtain an A, E and any other official language on the grounds that they have passed matric. Nonmother tongue speakers wishing to qualify for an A. E or T must report for a language competency test for which an additional payment must be made. Mother tongue speakers must report for the conferment of an A, E or T.

An annual date will be set for language competency tests, as well as reporting for the awarding of AET etcetera.

M.3.1.3.2 Science and Mathematics Competencies

- Entrance requirements for the Science programmes are level 4 Physical Sciences and level 4 Mathematics (<u>not</u> Mathematics Literacy).
- Entrance requirements for the Mathematics programmes are level 4 Mathematics (<u>not</u> Mathematics Literacy).

M.3.1.3.3 Compulsory Certificates

- Obtaining an accredited first aid certificate is compulsory for the following module: LIFF121.
- b) A certificate related to a sport (e.g. athletics official, rugby coach, etc.) as well as a certificate related to culture (e.g. Voortrekkers, choir training, etc.) must be obtained.

M.3.1.3.4 Only non-mother tongue speakers can choose AFKF123/413 or SECF123/413 as Communication Module

Only mother tongue speakers can choose AFKF122/412 or SECF122/412 or any other approved mother tongue as communication module.

ENGF can be chosen by both non-mother tongue and mother tongue speakers.

M.3.1.3.5 Practical Teaching

In as much as the BEd qualification is vocational, students must acquire field experience during each year of study. For the first to third year students this period of practice teaching amounts to 3 weeks per semester (6 weeks per year) and for the fourth year students it amounts to 6 weeks per semester (12 weeks per year). Practical Teaching is a compulsory module. Assessment is by means of observation of the student and by submission of a portfolio.

M.3.1.4 CURRICULUM OUTCOMES (BED: FOUNDATION PHASE, SENIOR AND FURTHER EDUCATION AND TRAINING PHASE)

M.3.1.4.1 GENERAL EXIT LEVEL OUTCOMES

On completing this degree students will possess knowledge, skills and attitudes regarding:

- problem identification, problem-solving and the implementation of critical and creative thinking with regard to all educational matters;
- co-operation in groups with the community and the Department of Education in matters relating to education;
- organising and managing themselves as well as their activities;
- gaining, analysing, organising and critically evaluating knowledge in the different subject areas as well as general knowledge related to education;
- communication by means of different language media in several situations;
- effective application of technological and scientific information; by so doing also showing respect for the environment and health of others;
- the holistic nature of the world as consisting of integrated systems, which implies that problem solving does not take place in isolation;
- the roles of the educator, i.e. as facilitator, mediator of learning, lifelong learner, curriculum designer, leader, administrator and manager, assessor, specialist in his/her selected subject/area/ phase and member of a specific or general community;
- the specialized nature of teaching, learning and development in the foundation, intermediate, senior or further education and training phases; and
- all issues relating to education.

M.3.1.4.2 ARTICULATION POSSIBILITIES

Vertically, the BEd grants admission to Hons BEd. Interfaculty students can apply for approval with the Deans of other Faculties for assessment to gain admission to the Hons BA, Hons BCom or Hons BSc. Horizontally, students may, where applicable, move into existing related undergraduate programme as well as the new undergraduate teachers qualifications to be developed.

M.3.1.4.3 MAJOR COMBINATIONS

M.3.1.4.3.1 BEd FOUNDATION PHASE (See M.4.1.1)

The core modules (compulsory majors) for this programme are fixed and cannot be interchanged as with the Senior and Further Education and Training Phase programme.

Please note that Curriculum 0171M was phased out from 2012; no new enrolments on level one were allowed in 2012. From 2013 no new enrolments on level two will be allowed.

Curriculum 0171M will be replaced by Curriculum 0300M in 2012, starting with the offering of level one.

For a detailed description of the 0171M programme, please consult the 2011 Calendar for Undergraduate Programmes of the Faculty of Education.

M.3.1.4.3.2 BEd SENIOR AND FURTHER EDUCATION AND TRAINING PHASE (See M.4.1.2 to M.4.1.10)

This programme is offered in nine specialisations (curricula), directed by a specific first major, namely Life Sciences, English, Economics, Geography, Physical Sciences, Business Studies, Accounting, Mathematics and Setswana. Each specialisation is listed in terms of an aligned code (See M.2.10.1). Specific combinations, by the selecting of a second major, are allowed within each specialisation as described in M.4.1.2 to M.4.1.10. No deviation from the prescribed combinations, as reflected in M.4.1.2 to M.4.1.10, will be allowed. A total of 33 combinations are offered for 2013.

M.3.2 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

M.3.2.1 METHOD OF PRESENTATION:

Full-Time and Part-time Contact

M.3.2.2 NATURE AND AIMS OF THE CERTIFICATE

- 1. The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credit Bachelor's degree.
- 2. The PGCE provides students with a classroom focus that will enable them to fulfil all the contextual roles and competencies of an effective educator.
- 3. The offering of the present PGCE programme is in a process to be phased out and to be replaced with the Advanced Diploma Teaching (ADT) in terms of Government Notice No 583 of 15 July 2011 (See: Policy on the minimum requirements for teacher education qualifications). The ADT will be on the status of NQF level 7 (previously PGCE NQF level 6) in 2013-2014. This implies that the General Admission Requirements (M.3.2.5) will also be changed in 2013-2014. The 2014 Calendar of SUS will reflect these changes and requirements. The phasing out of the present PGCE (NQF 6) will start in 2014. The new ADT, together with the new BEd, will in future be, in terms of the new national policy for Teacher Education (Government Notice No 583 of 15 July 2011 and M.2.6.1) the only qualifications recognized for Initial Teacher Education in South Africa.

M.3.2.3 PROGRAMME OUTCOMES

- develop and demonstrate a deep knowledge and understanding of education theory and practice;
- integrate education theory and practice with applied competence;
- demonstrate and assess the knowledge base that underpins the planning, development and implementation of learning programmes in the Senior and FET phases and act as learning facilitator;
- develop and demonstrate skills, attitudes and values to become responsible, independent and contributing members of the professional educational community in a diverse and changing national and international context;
- develop and demonstrate critical, creative and reflective problem solving skills within educational and societal context.

M.3.2.4 DURATION OF STUDIES

The attention of all candidates is drawn to the General Rules of the university. The minimum duration of the studies for this degree is one (1) year and the maximum duration for completing the degree is three (3) years. The curriculum shall extend over a minimum period of two semesters for full-time study. In the case of part-time, the curriculum shall extend over a minimum period of four semesters.

M.3.2.5 ADMISSION REQUIREMENTS

A first university degree with two school subjects or a recognised qualification that amounts to 360 credits at NQF level 6 and includes at least two

- recognised learning areas and or school subjects as listed in M.5.
- Students must also be able to take four (4) methodology modules in order to obtain the qualification. The curriculum of the degree may be structured in one of the following ways:
 - Recognised school subject/learning area at level 3 + recognised school subject/learning area at level 1;
 - b) Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 2;
 - Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 1 + recognised school subject/learning area at level 1;
 - d) In the case of a language, it is recommended that the candidate has at least completed level 2;
 - In the case of academic subjects already passed for a prior qualification learners must take the subject in which he/she obtained the highest qualification.

A student who included only Botany and Zoology (one at least as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Methodologies of Biology and the Learning Area Physical Sciences. The students must register for LIFD511 and LAND521.

A student who included only Physics and Chemistry (one at least as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Methodologies of Physics and Chemistry and Methodologies of the Learning Area Physical Sciences.

Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the Dean for this admission. Professionally unqualified graduate teachers holding a degree or a 360C level 6 Diploma in disciplines/subjects that underpin a teaching subject, may still apply in the future for assessment to gain entry to ADT. (Note: If the underpinning subjects in the prior degree do not provide sufficient subject matter knowledge, additional modules must be taken – either prior to admission or concurrently).

M.3.2.6 ADMISSION TO EXAMINATIONS

Admission to examinations in any module in which examinations are taken takes place by obtaining a proof of participation from the school director after the student proof that learning activities have been executed according to the programme prescriptions.

M.3.2.7 PARTICIPATION MARKS

- Participation marks for a module are compiled from tests, assignments and practical work where applicable. The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned;
- The sub minimum of the participation marks for entry to examination is 40%.

M.3.2.8 EXAMINATION MARKS

The sub minimum for a module in which examinations are taken, is 40%.

M.3.2.9 MODULE (FINAL) MARKS

The requirements for passing a module in which examinations are taken are a module (final) mark of 50%. In calculating the module mark the participation mark carries a weight of 50% and the examination mark a weights of 50%.

M.3.2.10 PASS REQUIREMENTS OF A PROGRAMME

• Passing all the separate modules of which the curriculum is compiled, passes a curriculum;

• The qualification is passed with distinction if an average mark of at least 75% is attained in all modules.

M.3.2.11 ARTICULATION POSSIBILITIES

Holders of the present PGCE (NQF level 6) may apply in the future for assessment to gain entry to the new Hons BEd (NQF level 8) as well as the various other new education qualifications still to be developed in 2013-2014 [Advanced Diploma in Education (ADE) and Postgraduate Diploma in Education (PGDE)].

M.4 LISTS OF CURRICULA

M.4.1 BED CURRICULA

M.4.1.1 BED FOUNDATION PHASE

M.4.1.1.1 CURRICULUM 0300M (New): Foundation Phase (first year 2012)

2012	2012		2013		2015		
YEAR LEVEL	YEAR LEVEL 1		2	YEAR LEVEL	. 3	YEAR LEVEL	4
FIRST SEMEST	TER	FIRST SEMES	TER	FIRST SEMES	ΓER	FIRST SEMESTI	ER
Module Code	Cr	Module Code	Cr	Module Code	Cr	Module Code	Cr
Fundamental Mo Compulsory	dules y	Fundamental Mo Compulsory	dules y	Fundamental Mo Compulsor	dules /	Fundamental Mod Compulsory	ules
CMPF111	8	ENGF221	8	WVOS311	12	RESF411	8
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8					EDCC412	8
						Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Module Compulsory	es V	Core Modules Compulsory		Core Module Compulsor	es V	Core Modules Compulsory	;
LSFP112	8	LSFP212	8	LSFP312	8		
MFPF111	8	MFPF211	8	MFPF311	8	MFPD411	8
		LSKM211	8	LSKA311	8		
		LSKN211	8				
				LITG311	8	LITG413	16
				LSKP311	8		
		PPSE211	8			PPSE411	8
				Choose ONE LITA313 (E) or LITA314 (T)	8		
Choose ONE LITH113 (E) or LITH114 (T)	16			Choose ONE LITH313 (E) or LITH314 (T)	8		
Total First Semester	56	Total First Semester	56	Total First Semester	76	Total First Semester	64

2012		2013		2014		2015	
YEAR LEVEL	YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3 YEAR LEVEL		4
SECOND SEMES	STER	SECOND SEMES	TER	SECOND SEMES	TER	SECOND SEMES	TER
Module Code	Cr	Module Code	Cr	Module Code	Cr	Module Code	Cr
Fundamental Mo Compulsory	dules /	Fundamental Moo Compulsory	dules	Fundamental Moo Compulsory	dules	Fundamental Mo Compulsory	dules
LIFF121	8	WVOS221	12			RESF421	8
ENGF121	8						
EDCC123	8			EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Choose ONE SECF122 (M) or SECF123 (NM)	8					ENTB521 TWTB521	2
AGLA121 or AGLE121	12						
Core Module Compulsory	s	Core Module: Compulsory	S	Core Modules Compulsory	S	Core Module Compulsory	S
LSFP122	8	LSFP222	16	LSFP321	12		
						RSTO421	8
MFPF121	8	MFPD221	8	MFPF321	16	MFPD421	12
LSKM121	8	LSKH221	8	LSKE321	12		
		PPSE221	8			PPSE422	12
Choose ONE LITA123 (E) or LITA124 (T)	8	Choose ONE LITA223 (E) or LITA224 (T)	8	Choose ONE LITG323 (E) or LITG324 (T)	16		
		Choose ONE LITH223 (E) or LITH224 (T)	8			Choose ONE LITH423 (E) or LITH424 (T)	8
Total Second Semester	77	Total Second Semester	69	Total Second Semester	65	Total Second Semester	59
Total Level 1	133	Total Level 2	125	Total Level 3	141	Total Level 4	123
TOTAL FOR THE CURRICULUM							522

CURRICULUM O300M (New): Foundation Phase (first year 2012) (continued)

This is a new curriculum, starting in 2012 with the offering of only level one.

M.4.1.1.2	CURRICULUM 0171M	Old): Foundation Phase	(levels 3 to 4)
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2013		2014			
YEAR LEVEL 3		YEAR LEVEL 4			
FIRST SEMESTER		FIRST SEMESTER			
Module Code	Cr	Module Code	Cr		
Fundamental Modules Compulsory	5	Fundamental Modules Compulsory			
WVOS311	12	RESF411	8		
EDCC312	8	EDCC411	8		
		EDCC412	8		
		Choose ONE SECF412 (M) or SECF413 (NM)	8		
Core Modules Compulsory		Core Modules Compulsory			
LSFP311	8				
NFPD311	8	NFPD411	8		
LSKA311	8				
LSKN312	8				
		LITG413 (E)	16		
LSKP311	8				
		PPSE411	8		
Choose ONE LITA313 (E) or LITA314 (T)	8				
Choose ONE LITH313 (E) or LITH314 (T)					
Total First Semester	76	Total First Semester	64		

CURRICULUM O171M (Old): Foundation Phase (Levels 3 to 4) (continued)

2013	2014						
YEAR LEVEL 3	YEAR LEVEL 4						
SECOND SEMESTER		SECOND SEMESTER					
Module Code	Cr	Module Code					
Fundamental Modules Compute	sory	Fundamental Modules Compulsory					
EDCC321	8	RESF421	8				
EDCC322	1	EDCC421	8				
		EDCC422	1				
		ENTB521 TWTB521	2				
Core Modules Compulsory		Core Modules Compulsory					
		RSTO421	8				
NFPF321	16	NFPD421	12				
LSKE321	12						
		PPSE422	12				
Choose ONE LITG323 (E) or LITG324 (T)	16						
		Choose ONE LITH423 (E) or LITH424 (T)	8				
Total Second Semester	53	Total Second Semester	63				
Total Level 3	129	Total Level 4	127				
TOTAL FOR	THE CU	RRICULUM	522				

This curriculum is in the process to be phased out, starting in 2012

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Module Code	Cr	Module Code	Cr	Module Code	Cr	Module Code	Cr
Fundamental Me Compulso	odules ry	Fundamental Mo Compulso	odules ry	Fundamental Mo Compulso	odules ry	Fundamental Modules Compulsory	
CMPF111	8	ENGF221	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modul Compulsor	es ry	Core Modules Compulsory		Core Modul Compulsor	es 'Y	Core Modules Compulsory	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Modules and Methodology		Continuation of Core Modules		Methodology of Core Modules	
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
Core Module Choose Or	e 2 1e	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Module 2	f Core
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
PHSE111	16	PHSE211 ADSD211	16 8	PHSE311	16	PHSD411	16
SEME111	16	SEME211 SEMD211	16 8	SEME311	16	SEMD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.2 CURRICULUM O181M: LIFE SCIENCES FOR EDUCATION

						,		
YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL 3		YEAR LEVEL 4		
SECOND SEMES	TER	SECOND SEMES	TER	SECOND SEMES	STER	SECOND SEME	STER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr	
Fundamental Moo Compulsory	dules /	Fundamental Moo Compulsory	dules /	Fundamental Mo Compulsory	dules /	Fundamental M Compulso	odules ry	
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8	
LIFF121	8	WVOS221	12					
Choose ONE SECF122 (M) or SECF123 (NM)	8					ENTB521 TWTB521	2	
AGLE121	12					Choose ONE RSTO421 or SMLO421	8	
Core Module	S	Core Modules	S	Core Module	s	Core Modul	es	
Compulsory		Compulsory		Compulsory	,	Compulso	iry	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1	
Continuation of Core Module 1		Continuation of Core Module 1		Module 1 and Methodology		Methodology of Core Module 1		
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16	
Continuation Core Module	of 2	Continuation of Core Module 2		Continuation of Module 2 and Methodology	Core	Methodology o Module 2	f Core	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16	
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16	
SEME121	16	SEME221	16	SEME321 SEMD321	16 8	SEMD421	16	
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59	
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123	
TOTAL FOR THE CURRICULUM								

CURRICULUM O181M: LIFE SCIENCES FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

***Only year level **one** and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Life Sciences from **one** of the following: English, Geography, Mathematics, Physical Sciences or Setswana.

YEAR LEVI	YEAR LEVEL 1 YEAR LEVEL 2 YEAR LEVEL		EL 3	YEAR LEVEL 4			
FIRST SEME	STER	FIRST SEME	STER	FIRST SEME	FIRST SEMESTER		TER
Module Code	Cr	Module Code	Cr	Module Code	Cr	Module Code	Cr
Fundamental M Compulse	lodules ory	Fundamental M Compulse	lodules ory	Fundamental Modules Compulsory		Fundamental Modules Compulsory	
CMPF111	8	ENGF221	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modu	lles	Core Modu	lles	Core Modu	Core Modules		es
Compuls	ory	Compulse	ory	Compuls	ory	Compulso	ry
EDCC112	8	EDCC211	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Model 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
Core Modu	le 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology o Module 2	f Core
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
SEME111	16	SEME211 SEMD211	16 8	SEME311	16	SEMD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.3 CURRICULUM O183M: ENGLISH FOR EDUCATION

YEAR LEVEL 1		YEAR LEVE	L 2	YEAR LEVEL 3		YEAR LEVEL 4		
SECOND SEME	SEMESTER SECOND SEM		STER	SECOND SEME	STER	SECOND SEME	ESTER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr	
Fundamental Mo Compulso	odules ry	Fundamental M Compulso	odules ry	Fundamental Mo Compulso	odules ry	Fundamental Mo Compulso	odules ry	
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8	
LIFF121	8	WVOS221	12					
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2	
AGLE121	12					Choose ONE RSTO421 or SMLO421	8	
Core Modul Compulsor	es Y	Core Modules Compulsory		Core Modules Compulsory		Core Modules Compulsory		
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1	
Core Module	e 1	Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1		
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16	
Core Module	ə 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2		
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16	
SEME121	16	SEME221	16	SEME321 SEMD321	16 8	SEMD421	16	
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59	
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123	
TOTAL FOR THE CURRICULUM								

CURRICULUM O183M: ENGLISH FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with English from **one** of the following: Economics, Geography, Life Sciences, Mathematics, Physical Sciences and Setswana.

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Modules Compulsory		Fundamental Modules Compulsory		Fundamental Modules Compulsory		Fundamental Modules Compulsory	
CMPF111	8	ENGF221	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modul	es	Core Modul	es	Core Modules		Core Modul	es
Compulsor	у	Compulsor	у	Compulsor	'Y	Compulsor	у
EDCC112	8	EDCC211	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.4 CURRICULUM O184M: ECONOMICS FOR EDUCATION

YEAR LEVEL 1		YEAR LEVE	L 2	YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEME	STER	SECOND SEME	STER	SECOND SEME	STER	SECOND SEME	STER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Mo Compulso	odules ry	Fundamental M Compulso	odules ry	Fundamental Me Compulso	odules ry	Fundamental Mo Compulso	odules Ty
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8
LIFF121	8	WVOS221	12				
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2
AGLE121	12					Choose ONE RSTO421 or SMLO421	8
Core Modul Compulsor	es ry	Core Modules Compulsory		Core Modules Compulsory		Core Modules Compulsory	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Core Module	e 1	Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ADSD421	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	ADSD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123
				то	TAL FOR	THE CURRICULUM	522

CURRICULUM 0184M: ECONOMICS FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Economics from **one** of the following: Accounting, Business Studies, English, Geography, Life Sciences or Physical Sciences.

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMES	TER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Modules Compulsory		Fundamental Me Compulso	odules ry	Fundamental Me Compulso	Fundamental Modules Compulsory		odules ry
CMPF111	8	ENGF221	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modul	es	Core Modul	es	Core Modul	es	Core Modul	es
Compulso	ry	Compulsor	ry	Compulsor	у	Compulsor	у
EDCC112	8	EDCC211	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
Core Modul	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
LIFE111	16	LIFE211 LAND211	8 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
SEME111	16	SEME211 SEMD211	16 8	SEME311	16	SEMD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.5 CURRICULUM O186M: GEOGRAPHY FOR EDUCATION

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEME	SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		STER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Mo	odules	Fundamental Me	odules	Fundamental Mo	odules	Fundamental Mo	odules
Compulso	ry	Compulso	ry	Compulso	ry	Compulso	у
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8
LIFF121	8	WVOS221	12				
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2
AGLE121	12					Choose ONE RSTO421 or SMLO421	8
Core Modul Compulsor	es ′y	Core Modul Compulsor	es 'Y	Core Module Compulsor	es y	Core Modules Compulsory	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Core Module	e 1	Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Module 2	Core
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
SEME121	16	SEME221	16	SEME321 SEMD321	16 8	SEMD421	16
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123
TOTAL FOR THE CURRICULUM							

CURRICULUM O186M: GEOGRAPHY FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Geography from **one** of the following: Business Studies, Economics, Life Sciences, Mathematics, Physical Sciences or Setswana.
		-		r			
YEAR LEVE	L 1	YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMES	TER	FIRST SEMESTER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Modules Compulsory		Fundamental Modules Compulsory		Fundamental Modules Compulsory		Fundamental Modules Compulsory	
CMPF111	8	ENGF221	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modules Compulsory		Core Modules Compulsory		Core Modules Compulsory		Core Modules Compulsory	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Module 1 and Methodology		O antiquestion of	0	Methodology of	f Core
Core Module	e 1	Module 1 an Methodolog	d Jy	Module 1	Core	Methodology of Module 1	0010
Core Module PHSE111	e 1 16	Module 1 an Methodolog PHSE211 LAND211	d 3y 16 8	PHSE311	16	Module 1 PHSD411	16
Core Module PHSE111 Core Module	e 1 16 ≥ 2	Module 1 an Methodolog PHSE211 LAND211 Continuation of Module 2 an Methodolog	d 3y 16 8 f Core d 3y	Continuation o Module 1 PHSE311 Continuation o Module 2	16 f Core	Methodology of Module 1 PHSD411 Methodology of Module 2	16 f Core
Core Module PHSE111 Core Module LIFE111	e 1 16 e 2 16	Module 1 an Methodolog PHSE211 LAND211 Continuation of Module 2 and Methodolog LIFE211 ADSD211	d 3y 16 8 f Core d 3y 16 8	Continuation o Module 1 PHSE311 Continuation o Module 2 LIFE311	16 f Core	Methodology of Module 1 PHSD411 Methodology of Module 2 LIFD411	16 f Core 16
Core Module PHSE111 Core Module LIFE111 MATE111	e 1 16 ≥ 2 16 16	Module 1 an Methodolog PHSE211 LAND211 Continuation of Module 2 an Methodolog LIFE211 ADSD2111 MATE211 MATE211	d 3y 16 8 f Core d 3y 16 8 16 8	Continuation o Module 1 PHSE311 Continuation o Module 2 LIFE311 MATE311	16 f Core 16 16	Methodology of Module 1 PHSD411 Methodology of Module 2 LIFD411 MATD411	16 f Core 16 16

M.4.1.6 CURRICULUM O190M: PHYSICAL SCIENCES FOR EDUCATION

						•	
YEAR LEVE	L1	YEAR LEVE	L 2	YEAR LEVE	∟ 3	YEAR LEVE	4
SECOND SEME	STER	SECOND SEME	STER	SECOND SEME	STER	SECOND SEME	STER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Mo Compulso	odules ry	Fundamental Modules Compulsory		Fundamental Modules Compulsory		Fundamental Modules Compulsory	
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8
LIFF121	8	WVOS221	12				
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2
AGLE121	12					Choose ONE RSTO421 or SMLO421	8
Core Modul Compulsor	e Modules Core Modules Core M mpulsory Compulsory Comp		Core Modul Compulsor	es 'Y	Core Modul Compulsor	es Y	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	ADSD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123
TOTAL FOR THE CURRICULUM							522

CURRICULUM O190M: PHYSICAL SCIENCES FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Physical Sciences from **one** of the following: Economics, English, Geography, Life Sciences or Mathematics.

YEAR LEVE	L1	YEAR LEVE	L 2	YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMES	TER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Me Compulso	odules ry	Fundamental Mo Compulso	odules ry	Fundamental Mo Compulso	odules ry	Fundamental Modules Compulsory	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modul	es	Core Modules		Core Modul	es	Core Modul	es
Compulsor	ry	Compulsor	ry	Compulsor	у	Compulso	У
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.7 CURRICULUM O191M: BUSINESS STUDIES FOR EDUCATION

						(== -)		
YEAR LEVE	L1	YEAR LEVE	L 2	YEAR LEVEL 3		YEAR LEVE	L 4	
SECOND SEME	STER	SECOND SEMESTER		SECOND SEME	STER	SECOND SEME	STER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr	
Fundamental M Compulso	odules ry	Fundamental Modules Compulsory		Fundamental Mo Compulso	Fundamental Modules Compulsory		Fundamental Modules Compulsory	
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8	
LIFF121	8	WVOS221	12					
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2	
AGLE121	12					Choose ONE RSTO421 or SMLO421	8	
Core Modul Compulso	Core Modules Compulsory		Core Modules Compulsory		es ′y	Core Modul Compulsor	es 'Y	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1	
Core Modul	Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16	
Core Modul	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2		
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ADSD421	16	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	ADSD421	16	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16	
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59	
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123	
TOTAL FOR THE CURRICULUM							522	

CURRICULUM O191M: BUSINESS STUDIES FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Business Studies from **one** of the following: Accounting, Economics, English, Geography, Mathematics or Setswana.

YEAR LEVE	L1	YEAR LEVE	L 2	YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMES	TER	FIRST SEMES	FIRST SEMESTER		TER	FIRST SEMES	TER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Me Compulso	odules ry	Fundamental Me Compulso	odules ry	Fundamental Me Compulso	odules ry	Fundamental Mo Compulso	odules ry
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modul Compulsor	es ry	Core Modul Compulsor	es 'Y	Core Modul Compulsor	es 'Y	Core Modul Compulsor	es 'Y
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.8 CURRICULUM 0192M: ACCOUNTING FOR EDUCATION

					•			
YEAR LEVE	L1	YEAR LEVEL 2		YEAR LEVE	L 3	YEAR LEVE	L 4	
SECOND SEME	STER	SECOND SEMESTER		SECOND SEME	STER	SECOND SEME	STER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr	
Fundamental M Compulso	odules ry	Fundamental M Compulso	odules ry	Fundamental M Compulso	Fundamental Modules Compulsory		Fundamental Modules Compulsory	
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8	
LIFF121	8	WVOS221	12					
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2	
AGLE121	12					Choose ONE RSTO421 or SMLO421	8	
Core Modul Compulso	les ry	Core Modu Compulso	les ry	Core Modul Compulso	les ry	Core Modul Compulsor	es ′y	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1	
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1		
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16	
Core Modul	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2		
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	ADSD421	16	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	ADSD421	16	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16	
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59	
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123	
TOTAL FOR THE CURRICULUM							522	

CURRICULUM 0192M: ACCOUNTING FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Accounting from **one** of the following: Business Studies, Economics, English or Mathematics.

YEAR LEVE	L1	YEAR LEVE	∟2	YEAR LEVE	YEAR LEVEL 3		∟4
FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMES	TER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental M Compulso	odules ry	Fundamental Me Compulso	odules ry	Fundamental Mo Compulso	odules ry	Fundamental Modules Compulsory	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modul	es	Core Modules		Core Modul	es	Core Modul	es
Compulso	ry	Compulsor	у	Compulsor	у	Compulsor	у
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
Core Modul	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
ACCE111	8	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.9 CURRICULUM 0194M: MATHEMATICS FOR EDUCATION

YEAR LEVE	L1	YEAR LEVE	L 2	YEAR LEVE	∟ 3	YEAR LEVEL 4	
SECOND SEME	STER	SECOND SEME	STER	SECOND SEME	STER	SECOND SEMESTER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental Mo	odules	Fundamental Modules		Fundamental Modules		Fundamental Me	odules
Compulso	ry	Compulso	ry	Compulsory		Compulsory	
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8
LIFF121	8	WVOS221	12				
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2
AGLE121	12					Choose ONE RSTO421 or SMLO421	8
Core Modul Compulsor	es ′Y	Core Modul Compulsor	es ry	Core Modul Compulsor	es 'Y	Core Modul Compulsor	es 'Y
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123
TOTAL FOR THE CURRICULUM							522

CURRICULUM 0194M: MATHEMATICS FOR EDUCATION (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Mathematics from **one** of the following: Accounting, Business Studies, English, Geography, Life Sciences or Physical Sciences.

YEAR LEVE	L1	YEAR LEVE	L 2	YEAR LEVE	L 3	YEAR LEVE	L 4
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMES	STER	FIRST SEMES	TER
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
Fundamental M Compulso	odules ry	Fundamental Modules Compulsory		Fundamental M Compulso	odules ry	Fundamental Mo Compulso	odules ry
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	Choose ONE SECF412 (M) or SECF413 (NM)	8
Core Modul	es	Core Modules		Core Modul	es	Core Modul	es
Compulso	rv	Compulsory		Compulso	rv	Compulsor	v
Compaison	,	Compulsor	,	Compaiso	.,		,
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1	
SEME111	16	SEME211 SEMD211	16 8	SEME311	16	SEMD411	16
Core Modul	e 2	Continuation of Core Module 2 and Methodology		Continuation o Module 2	of Core	Methodology of Module 2	f Core
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
Total First Semester	56	Total First Semester	72	Total First Semester	68	Total First Semester	64

M.4.1.10 CURRICULUM O196M: SETSWANA FOR EDUCATION (M)

YEAR LEVE	L1	YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4		
SECOND SEME	STER	SECOND SEME	SECOND SEMESTER		STER	SECOND SEME	STER	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr	
Fundamental Mo Compulso	odules ry	Fundamental M Compulso	odules ry	Fundamental M Compulso	Fundamental Modules Compulsory		Fundamental Modules Compulsory	
ENGF121	8	MATF221	8	EDTM321	8	RESF421	8	
LIFF121	8	WVOS221	12					
Choose ONE SECF122 (M)) or SECF123 (NM)	8					ENTB521 TWTB521	2	
AGLE121	12					Choose ONE RSTO421 or SMLO421	8	
Core Modules Compulsory		Core Modules Compulsory		Core Modules Compulsory		Core Modules Compulsory		
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1	
Core Module 1		Continuation of Core Module 1 and Methodology		Continuation of Core Module 1		Methodology of Core Module 1		
SEME121	16	SEME221	16	SEME321 SEMD321	16 8	SEMD421	16	
Core Module	e 2	Continuation of Core Module 2 and Methodology		Continuation of Core Module 2		Methodology of Core Module 2		
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16	
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16	
Total Second Semester	77	Total Second Semester	61	Total Second Semester	65	Total Second Semester	59	
Total Level 1	133	Total Level 2	133	Total Level 3	133	Total Level 4	123	
TOTAL FOR THE CURRICULUM							522	

CURRICULUM 0196M: SETSWANA FOR EDUCATION (M) (CONTINUED)

*This is a new, aligned programme, started in 2011.

Only year level **one and **two** will be presented in 2012; year levels three and four will be presented in 2013 and 2014 respectively.

***Select **second** major with Setswana from **one** of the following: Business Studies, English, Geography or Life Sciences.

M.4.2 PGCE CURRICULUM

FIRST SEMESTER							
Module Code	Credits						
Fundamental modules							
COMF511	8						
TGNO511	8						
Core Modules							
EDCC511	8						
EDCC512	8						
EDCC513	8						
TWO of the following method	ologies						
ACCD511	12						
AFRD511	12						
ARTD511	12						
BSTD511	12						
CATD511	12						
ECOD511	12						
ENGD511	12						
GEOD511	12						
HISD511	12						
INTD511	12						
LIFD511	12						
LLOD511	12						
MATD511	12						
PHSD511	12						
RSVD511	12						
SEMD511	12						
TRVD511	12						
VWVD511	12						
TOTAL 1st semester	64						

SECOND SEMESTER						
Module Code	Credits					
Fundamental modules						
LIFF521	12					
TGNO521	8					
Core Modules						
EDCC521	12					
EDCC522	12					
EDCC523	8					
TWO of the following methodologie	s					
LABD521	12					
LAAD521	12					
TECD521	12					
ENGD521	12					
LASD521	12					
LAND521	12					
LLOD521	12					
MATD521	12					
SEMD521	12					
Total 2nd semester	76					
TOTAL FOR THE CURRICULUM	140					

M.5 LIST OF MODULES, NAMES AND CREDITS

M.5.1 BED (FOUNDATION PHASE, SENIOR AND FURTHER EDUCATION AND TRAINING PHASE):

MODULE	MODULE NAME	PRE- REQUISITES	CR
ACCD321	Accounting Methodology: FET phase		8
ACCD411	Accounting Methodology: FET phase		16
ACCE111	Accounting for Education		16
ACCE121	Accounting for Education		16
ACCE211	Accounting for Education		16
ACCE221	Accounting for Education		16
ACCE311	Accounting for Education		16
ACCE321	Accounting for Education		16
ADSD211	Additional Subject Methodology		8
ADSD421	Additional Subject Methodology		16
AGLA121	Academic Literacy		12
AGLE111	Introduction to Academic Literacy		12
AGLE121	Academic Literacy		12
BSTD321	Business Studies Methodology: FET phase		8
BSTD411	Business Studies Methodology: FET phase		16
BSTE111	Business Studies for Education		16
BSTE121	Business Studies for Education		16
BSTE211	Business Studies for Education		16
BSTE221	Business Studies for Education		16
BSTE311	Business Studies for Education		16
BSTE321	Business Studies for Education		16
CMPF111	Computer Literacy for Educators		8
ECOD321	Economics Methodology: FET phase		8
ECOD411	Economics Methodology: FET phase		16
ECOE111	Economics for Education		16
ECOE121	Economics for Education		16
ECOE211	Economics for Education		16
ECOE221	Economics for Education		16
ECOE311	Economics for Education		16
ECOE321	Economics for Education		16
EDCC112	Professional Studies		8
EDCC113	Basic Introduction to Education		8
EDCC123	Curriculum Development for Educators		8

MODULE	MODULE NAME	PRE- REQUISITES	CR
EDCC124	Practical Teaching		1
EDCC212	Professional Studies		8
EDCC213	Educational Psychology		8
EDCC222	Educational Psychology		8
EDCC223	Practical Teaching		1
EDCC312	Professional Studies		8
EDCC313	Inclusive Education		8
EDCC321	Education management		8
EDCC322	Practical Teaching		1
EDCC411	Education law		8
EDCC412	Professional Studies		8
EDCC421	Educational Systems		8
EDCC422	Practical Teaching		1
EDTM321	Introduction to Environmental Education		8
ENGD212	English Methodology: Int and Snr phase		8
ENGD322	English Methodology: Snr and FET phase		16
ENGD417	English Methodology: Snr and FET phase		16
ENGD427	English Methodology: Snr and FET phase		16
ENGE111	English for Education		16
ENGE122	English for Education		16
ENGE212	English for Education		16
ENGE221	English for Education		16
ENGE311	English for Education		16
ENGE321	English for Education		16
ENGF121	English medium of Instruction		8
ENGF221	English medium of Instruction		8
ENTB521	English Language Proficiency		1
GEOD321	Geography Methodology: FET phase		8
GEOD411	Geography Methodology: FET phase		16
GEOE111	Geography for Education		16
GEOE121	Geography for Education		16
GEOE211	Geography for Education		16
GEOE221	Geography for Education		16
GEOE311	Geography for Education		16
GEOE321	Geography for Education		16
LABD211	Learning Area Economic Management Science Methodology: Snr phase		8
LABD421	Learning Area Economic Management Science		16

MODULE	MODULE NAME	PRE- REQUISITES	CR
	Methodology: Snr phase		
LAND211	Learning Area Natural Science Methodology: Snr phase		8
LAND421	Learning Area Natural Science Methodology: Snr phase		16
LASD211	Learning Area Social Science Methodology: Snr phase		8
LASD421	Learning Area Social Science Methodology: Snr phase		16
LIFD321	Life Sciences Methodology: FET phase	LIFE111,121, LAND 211	8
LIFD411	Life Sciences Methodology: FET phase	LIFD321	16
LIFE111	Life Sciences for Education		16
LIFE121	Life Sciences for Education		16
LIFE211	Life Sciences for Education		16
LIFE221	Life Sciences for Education		16
LIFE311	Life Sciences for Education		16
LIFE321	Life Sciences for Education		16
LIFF121	Life Skills: Fundamental		8
LITA123	Literacy: 1 st Additional Language: English		8
LITA223	Literacy: 1 st Additional Language: English		8
LITA313	Literacy: 1 st Additional Language: English		8
LITG211	Literacy: Visual Arts		8
LITG413	Academic English: Foundation phase		16
LITH113	Literacy Home Language: English		8
LITH114	Literacy Home Language: Setswana		8
LITH223	Literacy Home Language: English		8
LITH224	Literacy Home Language: Setswana		8
LITH313	Literacy Home Language: English		8
LITH314	Literacy Home Language: Setswana		8
LITH423	Literacy Home Language: English		8
LITH424	Literacy Home Language: Setswana		8
LSFP111	Learning Support: Foundation phase		8
LSFP121	Learning Support: Foundation phase		8
LSFP211	Learning Support: Foundation phase		8
LSFP221	Learning Support: Foundation phase		8
LSFP311	Learning Support: Foundation phase		8
LSKA322	Life Skills: Art		8
LSKE321	Life Skills: Environmental Studies		8
LSKH221	Life Skills: Health Education		8
LSKM121	Foundation phase: Music		8
LSKM211	Foundation phase: Music		8

MODULE	MODULE NAME	PRE- REQUISITES	CR
LSKN312	Life Skills: Nutrition		8
LSKP311	Life Skills: Physical Education		8
LSKR111	Life Skills: Religion		8
MATD211	Mathematics Methodology: Snr phase		8
MATD321	Mathematics Methodology: Int/FET phase		8
MATD411	Mathematics Methodology: Int/FET phase		16
MATD421	Mathematics Methodology: Snr phase		16
MATE111	Mathematics for Education		16
MATE121	Mathematics for Education		16
MATE211	Mathematics for Education		16
MATE221	Mathematics for Education		16
MATE311	Mathematics for Education	MATE111 MATE221	16
MATE321	Mathematics for Education	MATE221	16
MATF221	Mathematics in Practice		8
MATF311	Mathematics in Practice		8
NFPD121	Numeracy Methodology		8
NFPD211	Numeracy Methodology		8
NFPD311	Numeracy Methodology		8
NFPD421	Numeracy Methodology		16
NFPF111	Numeracy		8
NFPF221	Numeracy		8
NFPF321	Numeracy		16
NFPF411	Numeracy		8
PHSD321	Physical Sciences Methodology: FET phase	LAND211 PHSE111 PHSE121	8
PHSD411	Physical Sciences Methodology: FET phase		16
PHSE111	Physical Sciences for Education		16
PHSE121	Physical Sciences for Education		16
PHSE211	Physical Sciences for Education	PHSE121	16
PHSE221	Physical Sciences for Education	PHSE111	16
PHSE311	Physical Sciences for Education	PHSE111	16
PHSE321	Physical Sciences for Education	PHSE111	16
PPSE211	Pre-primary School Education		8
PPSE221	Pre-primary School Education		8
PPSE411	Pre-primary School Education		8
PPSE421	Pre-primary School Education		8
RESF411	Research in Education		8

MODULE	MODULE NAME	PRE- REQUISITES	CR
RESF421	Research Project		8
RSTO421	Religion Studies: Introduction to World Religions		8
SECF122	Setswana Tlhaeletsano ya Setswana (M)		8
SECF123	Setswana Communication (NM)		8
SECF412	Setswana Tlhaeletsano ya Setswana (M)		8
SECF413	Setswana Communication (NM)		8
SEMD211	Setswana Didaktiki ya Setswana (M)		8
SEMD321	Setswana Didaktiki ya Setswana (M)		8
SEMD411	Setswana Didaktiki ya Setswana (M)		16
SEMD421	Setswana Didaktiki ya Setswana (M)		16
SEME111	Setswana for Education (M)		16
SEME121	Setswana for Education (M)		16
SEME211	Setswana for Education (M)		16
SEME221	Setswana for Education (M)		16
SEME311	Setswana for Education (M)		16
SEME321	Setswana for Education (M)		16
SMLO421	School Media Librarianship		8
TFPF321	Technological Literacy for Foundation phase		8
TWTB521	Setswana Language Proficiency		1
WVOS221	Understanding the Educational World		12
WVOS311	Main currents in the Philosophy of Education		12

M.5.2 PGCE:

Remark: The PM 40 % indicates participation marks of 40 % during the semester.

MODULE	MODULE NAME	PRE-REQUISITES	CR
ACCD 511	Accounting Methodology		12
ARTD 511	Art Methodology		12
BSTD 511	Business Studies Methodology		12
CATD 511	Computer Application Technology Methodology		12
COMF511	Computer in Education		8
ECOD511	Economics Methodology		12
EDCC511	Education Theory		8
EDCC512	Assessment		8
EDCC513	Professional Studies		8
EDCC521	Educational Psychology		12
EDCC522	Education Law, Systems and Administration		12
EDCC523	Professional Studies		8
ENGD511	English Methodology		12
ENDG521	English Methodology		12
GEOD511	Geography Methodology		12
HISD511	History Methodology		12
INTD511	Information Technology Methodology		12
LAAD521	Learning Area : Arts and Culture Methodology		12
LABD521	Learning Area : Economic and Management		12
LAND521	Learning Area : Natural Sciences Methodology		12
LASD521	Learning Area : Social Sciences Methodology		12
LIFD511	Life Sciences Methodology	Students who only have Physiology, Botany or Zoology as a major subject are provisionally admitted to the PGCE until they can provide proof that the basic knowledge with regard to botany, physiology, ecology and zoology has been acquired	12
LIFF521	Life Skills		12
LLOD511	Learning Area : Life Orientation Methodology		12
LLOD521	Learning Area : Life Orientation Methodology		12
MATD511	Mathematics Methodology		12
MATD521	Mathematics Methodology		12
PHSD511	Physical Sciences Methodology		12
RSVD511	Religion Studies Methodology		12
RSVD521	Religion Studies Methodology		12
SEMD511	Setswana Methodology (Mother Tongue)		12
SEMD521	Setswana Methodology (Mother Tongue)		12
TECD521	Technology Methodology		12
TGNO511	Technology		8
TGNO521	Technology		8
TRVD511	Tourism Methodology		12

M.6 LISTS OF MODULES OUTCOMES

M.6.1 BEd MODULES OUTCOMES (FOUNDATION PHASE, SENIOR AND FURTHER EDUCATION AND TRAINING PHASE):

Module Code: ACCD321	Semester 2	8 Credits	NQF-Level: 6					
Title: Accounting Methodology: FET phase								
After completing this module, the student s have a well-rounded and systematic knu aids and teaching management of the s have an informed base of understanding presentation of Accounting with reference have the ability to utilise unknown and a organise, make a critical analysis and ir be able to communicate information cof accounting practices (GAAP). Mode of Delivery: Full-time	 After completing this module, the student should be able to: have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Accounting; have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting with reference to the National Curriculum Statement; have the ability to utilise unknown and abstract information in theoretical-driven arguments, IT skills to effectively gather, organise, make a critical analysis and interpret information regarding related concepts, be able to communicate information coherently and reliably, individually or as part of a group according to general accepted accounting practices (GAAP). Mode of Delivery: Full-time 							
Assessment mode: Continuous assessment Module Code: ACCD411	Semester 1	16 Credits	NOF-I evel: 6					
Title: Accounting Methodology: EET phase	Semester	To Creatts	NGF-Level. 0					
 have a well-rounded and systematic know a systematic know an informed base of understanding presentation of Accounting; be able to gather, organise, make a critireliably, individually or as part of a group be able to select information and develogeneral accepted accounting practice (Content of the present and the systematic continuous assessment Mode: C	wledge base regarding ubject didactics of Acco g of key terms, rules, co cal analysis and interpro; p the necessary preser 3AAP). ent 50 % 1) lesson planning, lea punting; procepts, established ret information, to cor ntation skills using ap x3 hour written exam	arner programme development, teaching principles and theories regarding the mmunicate information coherently and opropriate technologies according to nination 50 %					
ASSESSMENT MODE. Commundous decession	ent 50 % .	10 Oredite						
Module Code: ACCE111	Semester	16 Credits	NQF-Level: 5a					
 Accounting for Education: Application After completing this module, the student s display a fundamental knowledge of 1 by need for a specific application/ application of transactions, variou and salary journals, support ledgers a conventions and formats in practically deal with elementary problems by me whole to form part of a solution and catechnology; be ethically motivated and value-drive Mode of Delivery: Full-time 	 Title: Accounting for Education: Application of Accounting Systems After completing this module, the student should be able to: display a fundamental knowledge of the purpose and function of accounting by designing an accounting system as desired by need for a specific application/ approach to an accounting practice; analyse, identify, define and indicate the functions of the linked elements of an accounting system/practice such as the documentation of transactions, various books (journal, ledgers), bill transactions, internal control and reconciliation, wages and salary journals, support ledgers and control accounts as theoretical basis for the use of procedures and processes, conventions and formats in practically related examples/situations; deal with elementary problems by means of research and information acquisition skills, obtain information and integrate as a whole to form part of a solution and deliver it to both a lay and professional audience by making use of the appropriate technology; be ethically motivated and value-driven in all operational circumstances and forms of communication, written and verbal. 							
Assessment Mode: Continuous assessm	ent 50 % 1	x3 hour written exam	ination 50 %					
Module Code: ACCE121	Semester 2	16 Credits	NQF-Level: 5a					
Accentation Seniester 2 To credits Nor-Lever. Sa Title: Accentation Financial Reporting – Sole Proprietor After completing this module, the student should be able to: • • • display a fundamental knowledge of the purpose and function of display a fundamental knowledge of financial reporting by designing an accounting system as desired by need for a specific application/approach to an accounting practice; • collect, analyse, present, decipher, report and interpret the linked elements of an accounting system/practice such as the trial balances, settlements, final accounts, ten column work sheets, financial statements and ratios in principle with theoretical basis, the use of procedures and processes in practice-related examples/situations; • be able to deal with elementary problems by means of research and information-acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology; • behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. Mode of Delivery: Full-time								

Module Code: ACCE211	Semester 1	16 Credits	NQF-Level: 5b				
Title: Accounting for Education: Asset Disp	oosal, Partnership and [Departments					
 After completing this module, the student sl display a fundamental knowledge of a desired by need for a specific applica be able to analyse critically, note and property, plant or equipment, daily trapartnership, transactions according truse of procedures and processes in p be able to deal with well-formulated y obtain information and integrate it as audience by making use of the appro- behave ethically and be value-driven Mode of Delivery: Full-time 	 After completing this module, the student should be able to: display a fundamental knowledge of asset purchasing, partnerships and departments by designing an accounting system as desired by need for a specific application/approach to an accounting practice; be able to analyse critically, note and interpret the linked elements of an accounting practice such as the sale of any property, plant or equipment, daily transactions of a partnership admission, withdrawal of partner and dissolution of a partnership, transactions according to departments and annual financial statements in principle with theoretical basis, the use of procedures and processes in practically related examples/situations; be able to deal with well-formulated yet unknown problems by means of research and information-acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology; behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. 						
Assessment Mode: Continuous assessment	ent 50 % 1x	<3 hour written examin	nation 50 %				
Module Code: ACCE221	Semester 2	16 Credits	NQF-Level: 5b				
Title: Accounting for Education: Manufactu	iring, Non-trading Enter	prises and Budgets					
 system as desired by need for a spec be able to analyse critically, evaluate, as the manufacturing and non-trading theoretical basis, the use of correct p be able to deal with well-formulated b obtain information and integrate it as audience by making use of the appro behave ethically and be value-driven Mode of Delivery: Full-time 	 display a fundamental knowledge of manufacturing, non-profit organizations and budgets by designing an accounting system as desired by need for a specific application/approach to an accounting practice; be able to analyse critically, evaluate, control, note and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses, financial data for budgets and the tracing and correction of errors with theoretical basis, the use of correct procedures and formats in practically related examples/situations; be able to deal with well-formulated but unknown problems by means of research and information acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology; behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. 						
Assessment Mode: Continuous assessment	.ent 50 % 1x	(3 hour written examination)	nation 50 %				
Module Code: ACCE311 Sen	nester 1 16	Credits	NQF-Level: 6				
 Title: Accounting for Education: Close Corporations and Companies After completing this module, the student should be able to: display basic and systematic knowledge of close corporations and companies by designing an accounting system as desired by need for a specific application/approach to an accounting practice; analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journal, ledgers) regarding close corporations and companies as business forms, closed accounts and financial year-end statements in principle with theoretical basis, and the use of procedures and processes in practically related examples/situations; deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology; behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. 							
Module Code: ACCE321	Semester 2	16 Credits	NQF-Level: 6				
Title: Accounting for Education: Financial §	Statement, Branches ar	nd Incomplete Record	ds				
 After completing this backets in manual outcoment, branches and interruption records by designing an accounting system as desired by need for specific application/approach to an accounting practice; analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information and incomplete records, cash flow statement and cash budgeting, account records for head office and branches in principle with theoretical basis, and the use of procedures and processes, conventions and information acquisition skills, to obtain information and information and integrate it as a whole to form part of a solution and to deliver it to a lay and professional audience by making use of the appropriate technology; behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. 							
would of Derivery. Tuil-anne			ination 50 %				

Module Code: ADSD211	Semester 1	8 Credits	NQF-Level: 5			
 Title: Additional Subject Methodology After completing this module, the student should be able to: have a solid knowledge base of general creativity, creative teachers, creative learners, creative classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories; identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, analyse critically and to interpret; demonstrate problem-solving abilities to plan and present lessons, using appropriate technologies, unknown and abstract information, graphs and theory-driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; effectively communicate creativity ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 						
Module Code: ADSD421	Semester 2	16 Credit	s NQF-Level: 6			
 Title: Additional Subject Methodology After completing this module, the studie have a comprehensive, in-depth creativity classrooms and creativity classrooms and creativity theories; identify themes relevant to creativiprinciples and rules use unknown IT skills to collect, organise, an lessons, using appropriate tech skills to collect, organise, critica communicate creativity ethically group methods. Mode of Delivery: Full-time Assessment Mode: Continuous asset 123 hour written a 	ent should be able and systematic k ve problem solvin vity and plan activ n and abstract info alyse critically a ologies, unknown ally analyse and coherently and essment 50 %	to: nowledge base of gener g, with an informed noti vities supporting the coh irmation by using graphs nd interpret;demonstrat n and abstract informati to interpret, giving evid reliably to learners in th	al creativity, creative teachers, creative learners, on of key terms, rules, concepts, principles and erent understanding of concepts, ideas, theories, and theory-driven arguments and effectively use e problem-solving abilities to plan and present on, graphs and theory-driven arguments and IT ence of theoretical underpinning; andeffectively the classroom situation when using individual or			
Module Code: AGLE111	Semester 1	12 Credits	NQF-Level: 5a			
Title: Introduction to Academic Literacy After completing this module, the student should be able to: • demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the reading and writing of academic texts in order to function effectively in the academic environment; • communicate effectively orally and in writing in an appropriate manner in an academic environment; • understand, interpret, and evaluate basic academic conventions; and • listen, speak, read and write accurately, fluently and appropriately in an ethical framework. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 60 %						
Module Code: AGLE121	Semeste	r 1 8 Credits	NQF-Level: 5			
 Title: Academic Literacy After completing this module, the student should be able to: demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening reading and writing strategies, academic language register and the reading and writing of academic texts, in order to function effectively in the academic environment. as an individual and a member of a group communicate effectively and in writing in an ethically responsible and acceptable manner in an academic environment; and as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate the texts and in a coherent manner synthesize and propose solutions in appropriate genres by making use of linguistic conventions used in formal language registers. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 60 %, 						

Module Code: BSTD321	Semester 2	8 Credits	NQF-Level: 6			
Title: Business Studies Methodology: FE	T phase					
After completing this module, the student • have a well-rounded finishing and s lesson planning and learning progr and theories:	should be able to: systematic knowledge b amme development, wit	ase of basic Bus h an informed no	iness Studies' didactical aspects, including otion of key terms, rules, concepts, principles			
 identify themes relevant to Busines theories, principles and rules; use the effectively use IT skills to collect, or and present lessons and learning p technologies, unknown and abstrac critically analyse and to interpret, g effectively communicate Business situation using individual or aroun 	s Studies and plan activ unknown and abstract ir rganise, critically analys rogramme developmen ct information, graphs an iving evidence of theore Studies' didactical aspe- methods	vities supporting formation by usi e and to interpret t for specific app nd theory-driven tical underpinnin cts ethically, coh	the coherent understanding of concepts, ideas, ng graphs and theory-driven arguments; t;demonstrate problem-solving abilities to plan lication to Business Studies, using appropriate arguments and IT skills to collect, organise, ng; and erently and reliably to learners in the classroom			
Mode of Delivery: Full-time	. 50 %					
Assessment Mode: Continuous asses 1x2-hour written ex	amination 50 %					
Module Code: BSTD411	Semester 1	16 Credits	NQF-Level: 7			
 Ch completing this module, the student s have a comprehensive, in-depth and studies in the FET phase, teacher por rules, concepts, principles and theorie identify themes relevant to the national activities supporting the coherent und information by using graphs and theorinterpret, demonstrate problem-solvin appropriate technologies, unknown au organise, critically analyse and to inte effectively communicate Business Stuation, using individual or group me 	hould be able to: systematic knowledge b trifolios, learning program s; al curriculum statement al curriculum statement g abilities to plan and pi d abstract information, rpret giving evidence of idies didactical aspects thods.	ase of the Nation nmes and assess applicable to But ideas, theories, ectively use IT si esent lessons for graphs and theo theoretical unde ethically, cohere	nal Curriculum Statement applicable to Business sment, with an informed notion of key terms, siness Studies in the FET phase and plan principles and rules; use unknown and abstract kills to collect, organise, critically analyse and to or specific application to Business Studies, using ny driven arguments and IT skills to collect, rpinning; and ntly and reliably to learners in the classroom			
Mode of Delivery: Full-time Assessment Mode: Continuous asses 1x2-hour written ex	ssment 50 % amination 50 %					
Module Code: BSTE111	Semester 1	16 Credits	NQF-Level: 5a			
Title: Business Studies: Developing Busi	ness Ideas, Business P	lan and Entrepre	eneurial Challenges			
After completing this module, the student • have a comprehensive, fundamental I of entrepreneurship and the developi • gather, organise, interpret and preser • demonstrate an informed understandi business enterprise in the South Afric • present related information coherently and creatively solve problems in futur Mode of Delivery: Full-time	 After completing this module, the student should be able to: have a comprehensive, fundamental knowledge base of important terms, principles and theories with reference to the concept of entrepreneurship and the development of business plans; gather, organise, interpret and present information related to concepts of marketing and financing; demonstrate an informed understanding of the business environment and business studies as well as the operating of a business enterprise in the South African economy; and present related information coherently and reliably, and effectively executes assignments individually or as part of a group, and creatively solve problems in future-orientated business fields in accordance with business ethics. 					
Assessment Mode: Continuous asses 1x3 hour written ex	Assessment Mode: Continuous assessment 50 % 1x3 hour written examination 50 %					
Module Code: BSTE121	Semester 2	16 Credits	NQF-Level: 5a			
Title: Business Studies: Entry Strategies	and managing an existi	ng business				
 After completing this module, the student should be able to: have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to entering the formal business sector, the concept of management and the development of management styles; gather, organise, interpret and present information related to international business plan and the concepts of management; demonstrate an informed understanding of the e-business and the business environment to be able to address theoretical issues surrounding Business studies, but also to use this to solve practical scenarios; and to present related information coherently and reliably, and effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields in accordance with business ethics. Mode of Delivery: Full-time						
Assessment Mode: Continuous asses 1x3 hour written ex	ssment 50 % amination 50 %					

Module Code: BSTE211	Semest	er 1 16	Credits	NQF-Level: 5b		
Title: Business Studies: Introduc	ction to Management					
After completing this module, the have a sound understandi business environment and gather, organise, make a communicate information select information and dev	student should be ab ng of key terms, rules, business managemen critical analysis and als coherently and reliably velop the necessary pro-	le to: concepts, estal at with a solid ki co interpret infor y, individually or esentation skills	blished prin howledge b mation abo as part of using app	nciples and theories with reference to the base regarding entry strategies of a business; but forms of ownership; a group; and ropriate technologies according to the social		
environment he/she opera	tes in, as well as pract	ice sound busin	ess ethics			
Mode of Delivery: Full-time	;	1,	2 hour wri	ittop examination E0 %		
	Jus assessment 50 %		CS HOUL WI			
Module Code: BSTE221	Semester 2	16 Credits		NQF-Level: 5b		
After completing this modules: Genera After completing this module, the have a sound understand management, have a solic gather, organise, make a d communicate information select information and dev Mode of Delivery: Full-time	I Management Princip ⇒ student should be ab ing of key terms, rule I knowledge base rega critical analysis and int coherently and reliably relop the necessary pri ⇒	es le to: s, concepts, es rding basic plar erpret informatio , individually or esentation skills	tablished p nning princ on; as part of a using app	principles and theories with reference to general iples and organizing; a group; ropriate technologies.		
Assessment Mode: Continue	ous assessment 50 %	1	x3 hour wr	itten examination 50 %		
Module Code: BSTE311	Semeste	er 1 16 C	Credits	NQF-Level: 6		
 Title: Business Studies: Introduction to Functional Management After completing this module, the student should be able to: have a well-rounded finishing and systematic knowledge base of the marketing function, marketing instruments, the integrated marketing strategy, external relations, the financial function and management and asset management, with an informed notion of key terms, rules, concepts, principles and theories with regard to functional management; identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and effectively communicate Business Studies ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. 						
Module Code: BSTE321	Module Code: BSTE321 Semester 2 16 Credits NQF-Level: 6					
Induction Desired 2 To creating Indicating Title: Business Studies: Functional Management (Continued) and Contemporary Issues After completing this module, the student should be able to: • have a well-rounded finishing and systematic knowledge base of financial decisions, the operational function and management, procurement management and activities and the challenges in business management, • have an informed notion of key terms, rules, concepts, principles and theories with regard to functional management, identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; • use unknown and abstract information by using graphs and theory driven arguments; • effectively use IT skills to collect, organise, critically analyse and to interpret; • demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret; • effectively communicate Business Studies ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 1x3 hour written examination 50 %						

Module Code: CMPF111	Semester 1	8 Credits	NQF-Level: 5
Title: Computer Literacy for Educators After completing this module, the stude • demonstrate fundamental know communication skills;	ent should be able to: wledge of personal	computer systen	ms, application programs and information and
 demonstrate practical skills rega programme as it is applied in edu demonstrate problem solving activity 	rding the use of a wor ucation and teaching;	d processing prog	gramme, spreadsheet programme and presentation
 demonstrate problem-solving at learning environment; and demonstrate and evaluate ethical 	l aspects regarding th	e use of computers	s in the teaching-learning environment
Mode of Delivery: Full-time Assessment Mode: Continuous asse	ssment 70% 1	x2-hour written ex	camination 30%
Module Code: ECOD321	Semester 2	8 Credits	NQF-Level: 6
 Title: Economics Methodology: FET pl After completing this module, the stude have a well-rounded and system and teaching management of th concepts, established principles Statement; gather, organise, make a critical ability to deal with unfamiliar con communicate coherently and reli- ages and to present information use the knowledge and skills tha ethically established norms and on Mode of Delivery: Full-time 	nase Int should be able to: atic knowledge base of subject didactics of I and theories regarding analysis and interpret crete and abstract info ably in individual or gr effectively with the aid t have been mastered values.	of lesson planning, Economics and har g the presentation of information regard ormation using theo oup context about of IT skills; and in this module effe	learner programme development, teaching aids tve a sound understanding of key terms, rules, of Economics according to the National Curriculum ding didactic concepts of Economics and have the ory-driven arguments and IT skills appropriately; the steps in economic development through the ectively to teach future learners according to
1x2 hour written	examination 50 %		
Module Code: ECOD411	Semester 1	16 Credits	NQF-Level: 6
After completing this module, the stude • illustrate and apply comprehensis educational policy documents for theories with regard to classroon • execute critical analyses, synthe administration, classroom organi • effectively and professionally pre planning and preparation of Ecor as part of a group; and • use the knowledge and skills ma using the Outcomes-Based Educ Department. Mode of Delivery: Full-time Assessment Mode: Continuous asses 1x3 hour written e	nit should be able to: ve and systematic knc grades 10-12 and dis n management, creati ses and evaluations o zation and record-kee sent academic inform iomics lessons using stered in this module of ational approach and ssment 50 % xamination 50 %	wledge of the Nati iplay an informed a ve teaching and ac f quantitative and c ping; ation with regard to T-skills and coherr effectively to prese implement norms	ional Curriculum Statement and other related and critical understanding of the principles and stive learning in the economics classroom; qualitative information with regard to classroom o assessment of Economics teaching as well as rently and reliably communicate as an individual or ent the subject Economics to grade 10-12 learners and values prescribed by the Education
Module Code: ECOE111	Semester 1	16 Credits	NQF-Level: 5a
After completing this module, the stude • have a comprehensive fundamer concept of economics, the econo- demonstrate an informed unders the mutual dependence between and performance of the South Af • gather, organise, interpret and pr costs, micro- and macro-econom uses of national income figures a • effectively execute assignments creatively solve problems in relev • present related information coher module to effectively and, accorc Mode of Delivery: Full-time Assessment Mode: Continuous asse	int should be able to: ntal knowledge base o mic problem and the tanding of the consur the important sectors rican economy; esent information rela ics, positive and norm and the methods of inc with regard to the pres vant economic fields w rently and reliably in o ing to ethical establish ssment 50 %	f important terms, measuring of the p her and the product , markets and flow ted to this and rela ative economics, r areasing national in scribed learning co vith the aid of appr rder to, in the futur hed values, instruct	principles and theories with reference to the performance of the economy, and be able to ser, the production and distribution issue, as well as us in a mixed economy, as well as the development ated concepts of scarcity, choice, opportunity national income, determining national income, the neome; Intent individually or as part of a group and ropriate technology; and re, use the knowledge and skills mastered in this ct future learners.
1x3 hour written e	xamination 50 %		

Module Code: ECOE121	Semester 2	16 Credits	NQF-Level: 5a
Title: Economics for Education: Introd	duction to Economi	cs (Part 2)	
After completing this module, the stud	lent should be able	e to:	winding and theories with reference to recent
 nave a comprehensive fundame economic related topics and pro 	blems such as pri	vatisation, deregulation.	nationalisation, division of labour, mass
production, the population and I	abour force of the	RSA, price formation, el	asticity and economic stability and demonstrate
an informed understanding of th	e reading and inte	rpretation of graphs and	the concepts of business cycles and inflation;
 gather, organise, interpret and p apparents of page utility value 	present information	related to this and strat	tegical resources in South Africa and the related
 effectively execute assignments 	individually or as	part of a group and crea	atively solve problems in relevant economic fields
with the aid of appropriate tech	nology; and	part of a 9.00p and 0.00	
 present related information coho 	erently and reliably	, and to use the knowle	dge and skills gained in this module to teach
Economics effectively and acco	rding to establishe	d ethical norms and valu	ues.
Assessment Mode: Continuous as	sessment 50 %	1x3	hour written examination 50 %
Module Code: ECOE211	Semester 1	16 Credits	NQF-Level: 5b
Title: Economics for Education: Micro	-Economics	10 0100110	
After completing this module, the stud	lent should be able	e to:	
 have a sound understanding an 	d a solid knowledg	e base of key terms, rul	les, concepts, established principles and theories
with reference to demand and s	upply in action, int	erference from governm	ent, perfect and imperfect competitive markets,
and also be able to indicate cha	inges in demand a	nd supply, the theory of	consumer choice and economic and regional
 gather, organise, make a critica 	l analysis and also	interpret information re	garding utility, consumer equilibrium, the
monopoly, monopolistic compet	ition, the oligopoly	and market equilibrium	;
 communicate information regard 	ding the theory of p	production, cost, urbanis	ation and the informal sector coherently and
reliably, individually or as part of	t a group, and to s	elect information regard	Ing basic cost and profit concepts and production
 use the knowledge and skills volume 	u have mastered i	n this module in future to	teach it effectively and according to ethically
established norms and values.			
Mode of Delivery: Full-time	. 50 %		
Assessment Mode: Continuous as	sessment 50 %	1x3	hour written examination 50 %
Module Code: ECOE221	Semester	2 16 Credits	NQF-Level: 5b
Title: Economics for Education: From	Micro- to Macro-E	conomics	
After completing this module, the stud a bave a sound understanding an	ient snould be able	e to: In hase of key terms i rul	as concents established principles and theories
with reference to the labour mai	ket. labour as a pr	oduction factor, perfect	and imperfect competitive labour markets, wage
differences, macro-economic as	pects of the labou	r market, the public sect	tor, taxation and fiscal policy, labour relations,
market and government failure,	public and private	ownership and function	s of the state;
 to gather, organise, make a critic BSA, the role of the state in pro- 	duction governme	nt expenditure and the	financing of government expenditure:
 communicate information with re- 	eference to the ma	netary sector, the conce	epts of tax, requirements of a good tax system
and types of tax coherently and	reliably, individual	ly or as part of a group,	and to select information with reference to money
and money-associated instrume	ents, the South Afri	can Reserve Bank, the	monetary policy framework in South Africa and
the budget, and develop the ner	cessary presentation	on skills using appropria	ite technologies; and fectively and according to established ethical
norms and values.			rectively and according to established ethical
Mode of Delivery: Full-time			
Assessment Mode: Continuous as	sessment 50 %	1x3 h	nour written examination 50 %
Module Code: ECOE311	Semester 1	16 Credits	NQF-Level: 6
Title: Economics for Education: Macr	o-Economics Prob	lems (Part 1)	
After completing this module, the stud	lent should be able	e to:	and theories with reference to international trade
 show an informed understandin poverty, economic integration a 	nd productivity and	dispose of a finished a	nd systematic knowledge basis of economically
related questions, elementary K	eynesian macro-e	conomic models and ma	acro-economic theory and policy;
 to gather, organise, critically and 	alyse and interpret	information with referen	nce to economic integration, international trade,
poverty, productivity and the ec	onomic policy of th	e state and possess the	ability to deal with unfamiliar and abstract
arguments:	iementary keynes	ian macro-economic mo	dels by making use of graphs and theory-driven
 communicate coherently and re 	liably in the above	mentioned regard in ind	ividual or group context and to present
information effectively with the a	aid of IT skills; and	-	- • •
 use the knowledge and skills the tagethere is a stabilized. 	at you mastered in	this module in the futur	e to effectively teach it to your learners according
to ethically established norms a	na values.		
Assessment Mode: Continuous as	sessment 50 %	1x3 hour writ	tten examination 50 %

Module Code: ECOE321	Semester 2	16 Credits	NQF-Level: 6
Title: Economics for Education: Macr	ro-Economics Proble	ems (Part 2)	
After completing this module, the stud	dent should be able t	to:	
 have a well-rounded and system 	matic knowledge bas	se of unemployment and	d economic growth and development and
demonstrate an informed under effects and measurement of inf	Istanding of Key Lerri	ns, rules, concepts, print	ciples and theories with regard to the causes,
 interact with unfamiliar and abs 	stract information in r	respect of the nature and	d calculation of price indices by using unfamiliar
calculation methods and theory	-driven arguments a	and to collect, organise,	critically analyse and interpret information with
regard to the importance of tou	rism in a country's e	conomy;	
 communicate coherently and re 	liably in individual o	r group context about th	e steps in the economic development through
the ages and to present information	ation effectively with	the aid of II skills; and	
 Use the knowledge and skills in values 	astered in this moou	Ile effectively to teach it	according to ethically established norms and
Mode of Deliverv: Full-time			
Assessment Mode: Continuous as	ssessment 50 %	1x3 hou	ur written examination 50 %
Module Code: EDCC112	Semester 1	8 Credits	NQF-Level: 5a
Title: Professional Studies			
After completing this module, the stud	dent should be able t	to:	
 demonstrate a fundamental known 	owledge of the relation	onship between educati	on, teaching and learning as it is manifested in
classroom activities (instruction	al planning and impl	lementation);	
 Use prepared observational insi observational findings on select 	truments to identity r	major school and routine	e administrative activities and communicate
 demonstrate knowledge and ur 	deretanding of teacl	hing as a profession.	all oldi plesemanon,
 design and implement education 	nal media/technoloc	ies for this level of stud	V.
Mode of Delivery: Full-time			<u>,</u>
Assessment Mode: Continuous as	ssessment 50 %		
1x2 hour writte	n examination 50 %		
Module Code: EDCC113	Semester 1	8 Credits	NQF-Level: 5a
Title: Basic Introduction to Education) darat shevild he ebled	۱	
Title: Basic Introduction to Education After completing this module, the stud	tent should be able t	to:	usetion is by identifying the eccential questions
Title: Basic Introduction to Education After completing this module, the stud edemonstrate fundamental know to be considered when develop	t dent should be able t vledge of what philos ving a philosophy of e	to: sophy/ philosophy of edu	ucation is by identifying the essential questions
Title: Basic Introduction to Education After completing this module, the stur • demonstrate fundamental know to be considered when develop • identify and explain the perenni	a dent should be able to vledge of what philos ving a philosophy of e al categories of philo	to: sophy/ philosophy of edu education and describing osophy, namely ontolog	ucation is by identifying the essential questions g the purposes of a philosophy of education; v. cosmoloav, anthropology and epistemology;
Title: Basic Introduction to Education After completing this module, the stud of demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know	t dent should be able vledge of what philos ving a philosophy of e al categories of philo vledge of the philoso	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education;
Title: Basic Introduction to Education After completing this module, the stu e demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of	dent should be able + vledge of what philos ing a philosophy of a ial categories of philo vledge of the philoso i life/education;	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education;
Title: Basic Introduction to Education After completing this module, the stur e demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo	t dent should be able vledge of what philos ving a philosophy of al categories of philo vledge of the philoso ' life/education; rk of the South Afric:	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education; id to write down lessons learned;
Title: Basic Introduction to Education After completing this module, the stur e demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of problem	dent should be able dent should be able viedge of what philos ing a philosophy of e ial categories of philo viedge of the philoso I life/education; rk of the South Afric; em solving through of viedge of the south Afric;	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; utcomes-based education; nd to write down lessons learned; ralues and beliefs and analyse moral and
Title: Basic Introduction to Education After completing this module, the stur e demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Made of Delivery:	t dent should be able : vledge of what philos ing a philosophy of d ial categories of philo vledge of the philoso f life/education; rk of the South Afric: em solving through o n education.	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; tcomes-based education; and to write down lessons learned; ralues and beliefs and analyse moral and
Title: Basic Introduction to Education After completing this module, the stur of demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass	t dent should be able : vedge of what philos ing a philosophy of f ial categories of philo vedge of the philoso f life/education; rk of the South Afric; em solving through on n education.	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; utcomes-based education; ad to write down lessons learned; alues and beliefs and analyse moral and
Title: Basic Introduction to Education After completing this module, the stur e demonstrate fundamental know to be considered when develop e identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written	t dent should be able : viedge of what philos ing a philosophy of 6 ial categories of philo viedge of the philoso f life/education; rk of the South Afric em solving through on e ducation. sessment 50 % examination 50 %	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education; and to write down lessons learned; ralues and beliefs and analyse moral and
Title: Basic Introduction to Education After completing this module, the stur e demonstrate fundamental know to be considered when develop e identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123	dent should be able : dent should be able : wedge of what philos ing a philosophy of of ial categories of philo ledge of the philoso i life/education; rk of the South Afric: em solving through of n education. sessment 50 % examination 50 %	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education; ad to write down lessons learned; alues and beliefs and analyse moral and NQF-Level: 5
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Title: Basic Introduction to Education After completing this module, the stur of demonstrate fundamental know to be considered when develop identify and explain the perenn demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for Ec On completing this module, the stude e motivate the necessity of cur	the dent should be able i dent should be able i viedge of what philos ping a philosophy of fail categories of philo dedge of the philoso fife/education; rk of the South Afric: em solving through on set solving through on ne ducation. sessment 50 % examination 50 % Semester 2 Jucators. Int should be able to riculum change agai owledge with regard	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African ba I to the philosophical un	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; utcomes-based education; and to write down lessons learned; ralues and beliefs and analyse moral and NQF-Level: 5 ackground; derpinnings and principles of the outcomes
Title: Basic Introduction to Education After completing this module, the stur of demonstrate fundamental know to be considered when develop identify and explain the perenn demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for Ec On completing this module, the stude e motivate the necessity of cur demonstrate fundamental kn based curriculum; e identify and evalue the perent	dent should be able i dent should be able i wedge of what philos ing a philosophy of 6 ial categories of phile ledge of the philoso filfe/education; rk of the South Afric em solving through on n education. sessment 50 % examination 50 % Semester 2 fucators. Int should be able to riculum change agai iowledge with regard	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African ba I to the philosophical un	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; utcomes-based education; and to write down lessons learned; alues and beliefs and analyse moral and NQF-Level: 5 ackground; derpinnings and principles of the outcomes
Title: Basic Introduction to Education After completing this module, the stur of demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for Ec On completing this module, the stude motivate the necessity of cu demonstrate fundamental kn based curriculum; identify and explain the comp discuss the interdependence	dent should be able i wedge of what philos ping a philosophy of ial categories of phili dedge of the philoso life/education; rk of the South Afric: em solving through of n education. sessment 50 % examination 50 % Semester 2 Jucators. Int should be able to riculum change agai lowledge with regard connents of an outcor	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African ba I to the philosophical un mes based curriculum;	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; utcomes-based education; and to write down lessons learned; alues and beliefs and analyse moral and NQF-Level: 5 ackground; derpinnings and principles of the outcomes of the ourriculum developmental process;
Title: Basic Introduction to Education After completing this module, the stue of demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probi spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for Ec On completing this module, the stude motivate the necessity of cuu demonstrate fundamental kn based curriculum; identify and explain the comp discuss the interdependence interoret the outcomes based	the dent should be able is wedge of what philosophy of a stategories of philosophy of a categories of philosophy of the philosophy of the south africation is the south africation of the south africation is the south africation of the south africa	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African be I to the philosophical un- nes based curriculum; ween the components of s Statement and other c	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education; and to write down lessons learned; alues and beliefs and analyse moral and NQF-Level: 5 ackground; iderpinnings and principles of the outcomes f the curriculum developmental process; purricula:
Title: Basic Introduction to Education After completing this module, the stur of emonstrate fundamental know to be considered when develop identify and explain the perenn demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-lime Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for EC On completing this module, the stude e motivate the necessity of cu demonstrate fundamental kn based curriculum; identify and explain the comp discuss the interdependence interpret the outcomes base e demonstrate the skills of dev	a dent should be able : veldge of what philos ping a philosophy of ri- ial categories of philo veldge of the philoso- f life/education; rk of the South Afric: em solving through on n education. sessment 50 % examination 50 % Semester 2 Jucators. nt should be able to riculum change again weldge with regard ponents of an outcor and interaction betwo d National Curriculur elooping learning pro	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African ba I to the philosophical un- nes based curriculum; ween the components o n Statement and other c arammes, work schedul	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education; and to write down lessons learned; ralues and beliefs and analyse moral and NQF-Level: 5 ackground; derpinnings and principles of the outcomes f the curriculum developmental process; curricula; les and lesson plans;
Title: Basic Introduction to Education After completing this module, the stur of demonstrate fundamental know to be considered when develop identify and explain the perenn demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probi spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for Ec On completing this module, the stude e motivate the necessity of cur demonstrate fundamental kn based curriculum; identify and explain the com discuss the interdependence interpret the outcomes base demonstrate the skills of dev to describe the role of the ed	dent should be able : dent should be able : dent should be able : dent should be able : dent a categories of phile veldge of the philoso f life/education; rk of the South Afric: em solving through on neducation. sessment 50 % examination 50 % Semester 2 Jucators. Int should be able to riculum change again where a solving through on somets of an outcor and interaction betw d National Curriculur reloping learning pro lucator as dynamica	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African ba d to the philosophical un nes based curriculum; ween the components of n Statement and other of grammes, work schedul gent of curriculum deve	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; itcomes-based education; and to write down lessons learned; ralues and beliefs and analyse moral and NQF-Level: 5 ackground; iderpinnings and principles of the outcomes f the curriculum developmental process; curricula; les and lesson plans; lopment.
Title: Basic Introduction to Education After completing this module, the stur of demonstrate fundamental know to be considered when develop identify and explain the perenn demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for EC On completing this module, the stude e motivate the necessity of cur demonstrate fundamental kn based curriculum; identify and explain the comp discuss the interdependence interpret the outcomes based demonstrate the skills of dev to describe the role of the ed Mode of Delivery: Full-time	dent should be able i dent should be able i veldge of what philos ing a philosophy of 6 ial categories of philo veldge of the philoso filfe/education; rk of the South Afric em solving through on n education. sessment 50 % examination 50 % Semester 2 ducators. Int should be able to riculum change agai towledge with regard connents of an outcor and interaction bett d National Curriculur veloping learning pro lucator as dynamic a	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African ba t to the philosophical un- nes based curriculum; ween the components o n Statement and other of grammes, work schedul igent of curriculum deve	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; utcomes-based education; and to write down lessons learned; alues and beliefs and analyse moral and NQF-Level: 5 ackground; derpinnings and principles of the outcomes if the curriculum developmental process; curricula; les and lesson plans; elopment.
Title: Basic Introduction to Education After completing this module, the stur of demonstrate fundamental know to be considered when develop identify and explain the perenni demonstrate fundamental know formulate an own philosophy of describe the historical framewo demonstrate the ability of probl spiritual issues and dilemmas in Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour written Module Code: EDCC123 Title: Curriculum Development for Ec On completing this module, the stude emonstrate fundamental kn based curriculum; deternity and explain the comp discuss the interdependence interpret the outcomes based demonstrate the skills of dev to describe the role of the ed Mode of Delivery: Full-time	dent should be able i dent should be able i wedge of what philos ing a philosophy of of al categories of philo wedge of the philoso filfe/education; rk of the South Afric: em solving through of n education. sessment 50 % Semester 2 Jucators. Int should be able to rriculum change agai lowledge with regard ponents of an outcor a national Curriculur eloping learning pro lucator as dynamic a sessment 50 %	to: sophy/ philosophy of edu education and describin osophy, namely ontolog phical foundations of ou an education system an dialogue to clarify own v 8 Credit : inst the South African ba t to the philosophical un mes based curriculum; ween the components or n Statement and other of grammes, work schedul igent of curriculum deve	ucation is by identifying the essential questions g the purposes of a philosophy of education; y, cosmology, anthropology and epistemology; utcomes-based education; and to write down lessons learned; alues and beliefs and analyse moral and NQF-Level: 5 ackground; derpinnings and principles of the outcomes of the curriculum developmental process; curricula; les and lesson plans; alopment.

Module Code: EDCC124	Semester 2	1 Credit	NQF-Level: 5
Title: Professional Studies: Work-rela	ted training		
After completing this module, the stud	ent should be able	to:	
 apply the theoretical knowledge 	they have obtained	d in the different profes	ssional studies modules in work-related training;
 describe an awareness of the contract of the contract of the chility to form the contract of the	omplexity of the tea	acher's roles in enabiin	ig learning in a complex educational environment;
 demonstrate the ability to joint p develop and use observational)rotessional relation	inships; anyation data and reflec	at on the work-related training experience:
 demonstrate the ability to be a r 	professional teache	in SA.	st on the work-related training experience,
 coach a sport (Potchefstroom cr 	ampus).	nin on,	
Mode of Delivery: Full-time			
Assessment Mode: Continuous asse	essment in the first	and second semester.	. The student must comply with all requirements:
visit schools (2x3 weeks); class atten	dance; handling in	of documentation and	passing of sport course. There are no marks -
only a "C" or "NC" (Credit and No	Credit) is applied.		
Module Code: EDCC212	Semester 1	8 Credits	NQF-Level: 5D
Title: Professional Studies			
After completing this module, the stud	ent snouid be able	to:	theories in porticular, and oncuing principles
 nave a sound understanding of underpinning teaching learning 	and assessment n	to information-processi processes procedures	methods strategies and skills in general.
 have a solid knowledge base in 	teaching and learn	ning within a structured	and formal outcomes-based environment, with
reference to different learning fa	cilitation skills and	strategies,	
 have a solid knowledge regardir 	ng outcomes-based	d assessment;	
 demonstrate, individually and in 	group work, the at	pility to present a theory	y based motivation for teaching and assessment
strategies suitable to a specific I	earning environme	nt and school phase;	
 have the ability to plan and pres offective instructional skills for a 	ent a lesson in acc	cordance with a given to	ormat and assessment criteria, and using the most
 integrate of a personal value sy 	specific leaching-r	earring environment,	trategies and instructional skills
Mode of Deliverv: Full-time	Slem muo 1000001 p	alling, assessment of	falegies and instructional skins.
Assessment Mode: Continuous as	sessment 50 %	1x2 h	hour written examination 50 %
Module Code: EDCC213	Semester 1	8 Credits	NQF-Level: 5/6
Title: Educational Psychology			
After completing this module, the stud	lent should be able	to:	
 demonstrate a fundamental kno 	wledge of global pr	erspectives in commun	nity educational psychology;
 demonstrate a fundamental kno 	wledge of theoretic	al underpinnings of co	ommunity educational psychology;
 understand the practical applica 	tions of community	y educational psycholog	gy in South African school and classroom contexts
with specific reference to Inclusi	ive Education and I	Health promoting scho	ols;
demonstrate fundamental know	ledge and understa	anding of human develo	opment from birth to late adolescence;
demonstrate fundamental know demonstrate the competence to	ledge of physical, i	1eurological anu mene	ctual barriers to learning;
 demonstrate the competence to Mode of Delivery: Full-time 	арру ше кножео	ge to identity privaical,	, neurological and intellectual barners to learning.
Assessment Mode: Continuous as	sessment 50 %	1x3 ł	hour written examination 50 %
Module Code: EDCC222	Semester 2	8 Credits	NQF-Level: 5b
Title: Educational Psychology	00	••••	
After completing this module, the stud	ent should be able	to.	
 demonstrate solid knowledge of 	the theoretical unc	derpinnings for the dev	velopment of health promoting schools;
demonstrate a solid knowledge	and understanding	of the psycho-social d	dynamics of a classroom;
 demonstrate competencies to an 	pply knowledge,ski	ills & attitudes for deve	lopment of supportive classroom environments;
 demonstrate fundamental know 	ledge of emotional,	, behavioural and socia	al barriers to learning; and
 demonstrate competencies to id 	lentify emotional, b	ehavioural and social t	barriers.
Mode of Delivery: Full-time	50 %	1/21	have written examination E0 %
Assessment wode. Continuous as	Sessment 50 %	1 Ore dit	
Module Code: EDCC223	Semester 2	1 Credit	NQF-Level: 5/6
Title: Professional Studies: Work-rela	ted training		
After completing this module, the stud	ent snouid be able	IO:	esianal studios modulos in work related training
 deprive the inequencies of the or 	omplexity of the tes	a In the unerent proces	solutional studies modules in work-related training,
 demonstrate the ability to form r 	professional relation	nehine.	y leaning in a complex equational environment,
 develop and use observational 	skills. analyse obse	ervation data and reflect	ct on the work-related training experience;
 demonstrate the ability to be a r 	professional teache	er in SA;	X 011 010
 coach a cultural activity (Potche 	fstroom campus).	- ,	
Mode of Delivery: Full-time			
Assessment Mode: Continuous ass	essment in the first	and second semester	. The student must comply with all requirements:
visit schools (2x3 weeks); class atten	dance; handling in	of documentation and	passing of sport course. There are no marks -

only a "C" or "NC" (Credit and No Credit) is applied

	Semester 1	8 Credits	NQF-Level: 6	
Title: Professional Studies After completing this module, the studi e demonstrate a well-rounded and ensuing principles, underpinning demonstrate a well-rounded kno performance such as prior know reflection, behavioural variables demonstrate a well-rounded kno strategies; plan and conduct outcomes-bas develop outcomes-based learnin Mode of Delivery: Full-time Assessment Mode: Continuous as 1x2 hour written	ent should be able d systematic knowly teaching, learning wledge of and abii dedge, environmen and task variables wledge and ensuir ed assessment str ng materials. sessment 50 % examination 50 %	to: edge of the social cognit g and assessment proces ity to take into considera tal variables, motivation; ; ng skills in the choice, pla ategies; and	ive and constructivist learning theories and sses, procedures, methods, strategies and skills; tion the variables that influence learner al variables, cognitive and meta-cognitive anning and implementation of indirect teaching	
Module Code: EDCC313	Semester 1	8 Credits	NQF-Level: 6	
After completing this module, the stud • demonstrate well-rounded know strategies for the accommodatio • implement the SIAS-process; to integrate and apply well-rounder creative thinking to support lear • understand the value of inclusive education for all and demonstrat involved in the support process. Mode of Delivery: Full-time Assessment Mode: Continuous as 1x2 hour written	ent should be able ledge of the practic no of learners with si collaborate with pi d knowledge, basic ers with specific b e education for the te an appropriate a sessment 50 % examination 50 %	to: cal implications of the im specific barriers to learni arents and other support skills and accommodati arriers in different classr enhancement of an incl ttitude and understandin	plementation of inclusive education and of ng in different classroom contexts; professionals in the support process and to ng attitudes developed through reflective, oom contexts; usive society and the provision of quality g towards learners, educators and parents	
Module Code: EDCC321	Semester 2	8 Credits	NQF-Level: 6	
Module Code: EDCC321 Semester 2 8 Credits NQF-Level: 6 Title: Educational Management After completing this module, the student should be able to: • • • prove insight into the concept and relevance of education management; • analyse and discuss the various management tasks of an educator; • demonstrate an understanding of the nature and practice of classroom management; • demonstrate expertise concerning the concept and related themes of leadership in education. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % •				
1x2 hour written	examination 50 %			
Module Code: EDCC322	examination 50 % Semester 2	1 Credit	NQF-Level: 6/7	

Module Code: EDCC411	Semester 1	8 Credits	NQF-Level: 6		
 Title: Education Law After completing this module, the student should be able to: be acquainted with legislation as a source of Education Law and be able to act in accordance with legal specifications; be acquainted with specifications of the Professional Code of Ethics (SACE) and be able to act professionally; be able to interpret and correctly apply the rights explicated in the Bill of Rights of the South African Constitution, protect and promote children's rights in schools, as well as to teach learners a positive attitude towards their own rights and obligations, and respect the rights of others; be able to maintain discipline in accordance with the principles and prescriptions of Education Law; be able to understand and correctly apply the educator's duty of care; and be acquainted with relevant aspects of labour law in education. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 1x2 hour written examination 50 % 					
Module Code: EDCC412	Semester 1	8 Credits	NQF-Level: 6		
After completing this module, the studi demonstrate the competence to demonstrate the competence to demonstrate effective and advar develop his/her own strategic te design, plan, select and interpre demonstrate a well-rounded and ensuing principles, underpinning Mode of Delivery: Full-time Assessment Mode: Continuous as 1x2 hour written	ent should be able i provide effective fe review assessmen need strategies as r aching-learning ap t relevant learning i systematic knowle g teaching, learning sessment 50 %	to: iedback on assessments ts; mediator of authentic lea proach; materials; and adge of the social cogniti and assessment proces	3; rrning situations and reflect on own teaching; ive and constructivist learning theories and sses, procedures, methods, strategies and skills;		
Module Code: EDCC421	Semester 2	8 Credits	NQF-Level: 6		
Module Code: EDCC421 Semester 2 8 Credits NQF-Level: 6 Title: Educational Systems After completing this module, the student should be able to: • define and analyse the nature and aims of the education system; • outline the historical development of the South African education system; • explain the structure of the education system by distinguishing the four components; • demonstrate the influence and implications of various determinants on the education system; and • describe and critically analyse relevant debates and controversies in contemporary education systems. Mode of Delivery: Full-time Full-time					
	examination 50 %				
Module Code: EDCC422 Sem	ester 2	1 Credit	NQF-Level: 7		

Assessment Mode: Continuous assessment in the first and second semester. The student must comply with all requirements: visit schools (2x4 weeks); class attendance; handing in of documentation mastering of general principles of mentorship. There are no marks - only a "C" or "NC" (Credit and No Credit) is applied%

Module Code: EDTM321	Semester 2	8 Credits	NQF-Level: 6/7	
Title: Environmental Education	: Introduction to Environn	nental Education		
After completing this module, th • demonstrate a well-develo	e student should be able oped and systematic know	to: wledge of environmental edu	cation within the context of the National	
 through the use of well-str 	ructured arguments, pres	ent their ideas and opinions	regarding specific problems in the context of	
sustainable development,	using evidence-based so	olutions and theory-driven an	guments;	
 conduct themselves in an communication, whether y 	written or verbal; and	le-onven manner mail opera	tional circum-stances and forms of	
 integrate the principles an Mode of Delivery: Full time 	d dimensions of environr	nental education in various le	earning areas/levels.	
Assessment Mode: Continue	ous assessment 50 %	1x2 hour w	ritten examination 50 %	
Module Code: ENGD212	Semester 1	8 Credits	NQF-Level: 5/6	
Title: English Methodology: Didactical Aspects of English After you have completed this module, you should: demonstrate fundamental knowledge on the theories of SLA; demonstrate understanding of approaches, methods and techniques in ESL; name and describe OBE principles in design and selection of learning material; and interpret and select learning outcomes and assessment standards for effective teaching and learning of the four language skills				
Assessment Mode: Continue	us assessment 50 %	1x2 hour written exa	amination 50 %	
Module Code: ENGD322	Semester 2	8 Credits	NQF-Level: 6/7	
Title: English Methodology: Did	actical Aspects of English	1		
 anply didactical principles apply appropriate knowled support. Mode of Delivery: Full-time Assessment Mode: Continuc 	and teaching strategies i dge and skills to design a us assessment 50 %	in lesson planning and asses lesson according to OBE pr 1x2 hour written exa	sment; and nciples with all necessary requirements and	
Module Code: ENGD417	Semester 1	16 Credits	NQF-Level: 7	
Title: English Methodology: Did	dactical Aspects: Snr- an	d FET phase		
 Title: English Methodology: Didactical Aspects: Snr- and FET phase After you have completed this module, you should: demonstrate the ability to apply knowledge of learning theory, teaching strategies and methods to design phase appropriate lessons; analyse and interpret Learning Outcomes and Assessment Standards for the Senior and Further Education and Training Phase; interpret the NCS to plan lessons by clustering the Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles; plan a Learning Programme Framework; Work Schedule and Lessons for each phase driven by a Communicative and Task-based approach; and be able to deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background. 				
Mode of Delivery: Full-time Assessment Mode: Continuou	d ex and dynamic curriculur s assessment 50 %	m to students of every socioe 1x3 hour written exa	conomic, linguistic and cultural background. nination 50 %	
Mode of Delivery: Full-time Assessment Mode: Continuou Module Code: ENGD427	a and dynamic curriculur s assessment 50 % Semester 2	m to students of every socioe 1x3 hour written exam 16 Credits	nase onven by a Communicative and economic, linguistic and cultural background. nination 50 % NQF-Level: 7	
Mode of Delivery: Full-time Assessment Mode: Continuou Module Code: ENGD427 Title: English Methodology: Snr After you have completed this n • demonstrate ability to app lessons; • analyse and interpret Lea • interpret the NCS to plan with other Learning Areas • plan a Learning Program Task-based approach; an • be able to deliver a compl background.	ax and dynamic curricului s assessment 50 % Semester 2 • and FET phase • and FET phase • and FET phase • and should: • all subjects and to app ne Framework, Work Sch d ex and dynamic curriculu	theory, teaching strategies a essment Standards for the I Learning Outcomes and Ass ly sound OBE principles; ledule and Lessons for each um to students of every socio	Acconomic, linguistic and cultural background. mination 50 % NQF-Level: 7 Ind methods to design phase appropriate Intermediate and Senior phase; ressment Standards, as well as integration phase driven by a Communicative and economic, linguistic and cultural	

Module Code: ENGE111	Semester 1	16 Credits	NQF-Level: 5a
Title: English for Education			
After you have completed this mod demonstrate a solid knowled demonstrate the necessary s have the knowledge and skill experiences of learners and in a democratic society; demonstrate the solid knowled English in general and specil demonstrate solid knowledge grammar skills; and demonstrate fundamental kn language and literature. Mode of Delivery: Full-time	ule, you should: ge and understanding oi kills to analyse and criti s needed to identify liter focus on the role literatu adge and necessary skill ically regarding all aspe e of stylistic aspects of lit owledge and understand	f the literary genres of film, drau cally evaluate literary texts; evaluate the values explored i ary themes for a multicultural s re study can play in advancing is to communicate effectively, b cts of the teaching-learning situ terary texts in order to use literation ding of didactic skills and appro-	ma and novel; n literary texts; ociety related to the real life recognition of and respect for all people oth individually and in groups, in lation; ature for the teaching of language and aches and apply this to the teaching of
Assessment Mode: Continuous	assessment 50 %		
Module Code: ENGE122	Semester 2	16 Credits	NQF-Level: 5
Title: English for Education: Lingui After you have completed this mod • demonstrate a fundamental classroom; • critically analyse the knowled • demonstrate competence in • access, evaluate and apply t • successfully create and mair • successfully select, create ar Mode of Delivery: Full-time Assessment Mode: 1x3 hour writ	stics for Language Teac ule, you should: knowledge and unders lge bases of the four lan the four language skills : echnological information tain a learning environm nd evaluate suitable lear ten examination 50 %	thers standing of the field of linguist guage skills as they pertain to and their application in the lang in the classroom; ent that is conducive to effectiv ning resources.	ics and its application in the language the English classroom; uage classroom; /e learning; and
Module Code: ENGE212	Semester 2	16 Credits	NQF-Level: 5/6
Title: English for Education: SA Lit After you have completed this mod • demonstrate solid knowledge variety of Afrocentric texts; • demonstrate well established • apply knowledge of stylistic a • analyse and critically evaluat • identify and evaluate the valu- • communicate effectively, bot teaching-learning situation; a • demonstrate fundamental kno- language and literature. Mode of Delivery: Full-time Assessment Mode: Continuou 1x3 hour wri-	eracy Contexts in Educa ule, you should: and understanding of the competence in identifying spects of literary texts in e Afrocentric literary texts es explored in Afrocenth h individually and in ground nd owledge and understant is assessment 50 % then examination 50 %	ation he literary genres of poetry, she ng, tracing and interpreting the n the teaching of language and ts in 'n multicultural environmer ric literary texts; uups, in English in general and ding of didactic skills and appre	ort stories and young adult literature in a mes in literary genre; grammar skills; it; specifically regarding all aspects of the baches and apply this to the teaching of
Module Code: ENGE221	Semester 2	16 Credits	NQF-Level: 5b
Title: English for Education: Respective After you have completed this mod demonstrate knowledge and demonstrate knowledge and trace the development of ma	ect as Educational Princi ule, you should: understanding of repres understanding of literary	ple in Literary Texts	nt literary traditions;

Module Code: ENGE311	Semester 1	16 Credits	NQF-Level: 6
Module Code: ENGE311 Title: English for Education: Advar After you have completed this moc • demonstrate profound know • identify, trace interpret and c • demonstrate the skills and k • demonstrate fundamental kr language and grammar skills • demonstrate the profound kr films; • demonstrate a fundamental literature; • demonstrate a profound kno • demonstrate a profound kno • demonstrate a profound kno • demonstrate a profound kno • demonstrate a maple ability in dealing with similar situatii Mode of Delivery: Full-time	Semester 1 need Thematic Studies for fulle, you should: edge and insight regardir fritically comment on them nowledge required to an owledge of stylistic aspects; nowledge and skills need understanding of didactic wledge of the cognitive a to identify themes and a ons in their personal live: b	16 Credits or English in Education ng the literary genres of drama mes in a literary genre; alyse and critically evaluate lite icts of literary texts in order to u led to identify and evaluate the c skills and approaches approaches approaches and approaches app	NQF-Level: 6 novel and poetry in a variety of texts; rary texts; use literature for the teaching of values explored in literary texts and ply this to the teaching of language and red for teaching English; and lentify and learn from, thus aiding them
Assessment Mode: Continu	ous assessment 50 %	0/_	
Module Code: ENGE321	Semester 2	16 Credits	NQF-Level: 6
 Title: English for Education: Cons After you have completed this moc o demonstrate profound know demonstrate judicious ability substitutions, intertextuality, demonstrate the skills and k demonstrate fundamental kr educational context; demonstrate judicious knowl and grammar skills; demonstrate the basic know language and the understan miser-en-scene, the camera demonstrate the profound kr films; demonstrate a fundamental literature; demonstrate a profound kno demonstrate a ample ability them in dealing with similar st Mode of Delivery: Full-time Assessment Mode: Continuo 1x3 hour 	truction and Deconstruct lule, you should: edge and insight of the of for deconstructive readi filiations among meaning nowledge of equired to an owledge of the construct edge of stylistic aspects ledge and skills required ding of the major of struct eye, editing and sound; nowledge and skills need understanding of didaction weldge of the cognitive as to identify themes and a situations in their persona- us assessment 50 % written examination 50 %	tion as an Educational Tool deconstructive view of literature ng pertaining to the multiple me sand signs, the play of meanin alyse and critically evaluate rela- tion, communication, and recep- of literary texts in order to use if for the construction of meaning clural components of the narrati- led to identify and evaluate the c skills and approaches and app ucademic language skills requir- situations to which learners car- al lives.	; sanings of words, exclusions, ng, and repetition; ations of texts to each other; otion of texts within a cultural and literature for the teaching of language g in cinema and the development of film ive film text, such as narrative structure, values exploded in literary texts and ply this to the teaching of language and ed for teaching English; and i dentify and learn from, thus aiding
Module Code: ENGF121	Semester 2	8 Credits	NQF-Level: 5a
Title: English Medium of Instructio After you have completed this moo e demonstrate a solid knowlee e demonstrate a solid knowlee e use medium of instruction to applying principles of langua e demonstrate ability to monit match the profile of an ideal, learning environment that is Mode of Delivery: Full-time Assessment Mode: Continuou 1x2 hour 1x2	n lule, you should: ige of the methodology o knowledge of the princip ice in the four language convey content of area i ge across the curriculur or and evaluate own and second language mediu conducive to effective le is assessment 50 % written examination 50 %	f effective second language me les of second language acquisi skills and their application in th of specialisation by employing I t; learners' progress; and m of instruction content teache arning.	adium of instruction; tion; e content classroom; holistic language skills and successfully ar to successfully create and maintain a

Module Code: ENGR	221	Semester 1	8 Credits	NQF-Level: 5b
Module Code: ENGF Title: English Medium of After you have complete • demonstrate adv Classroom Englis aspects of the me • demonstrate fund variation in tone skills also entail knowledge to new • demonstrate prof trainees require fo - plan both con - design suitabl - design suitabl - design and in - encourage pu - create a class development, - employ fair ar Mode of Delivery: F Assessment Mode: C	221 if Instruct ad this me anced c c dium of in amental l and pitch the use <i>i</i> knowled ound knc or effectiv tent and a le and ap troduce c rrposeful sroom atr and and approp ull-time continuou: x2 hour w	Semester 1 ion odule, you should: ompetence in the four underpinned by profound nstruction; knowledge of and compel , articulation and fluency of contextual cues that Ige; and owledge of the principles e L2MI. These include the language objectives for ex- propriate materials; ontextual clues; interaction; nosphere and attitudes the oriate assessment strateg s assessment 60 % vritten examination 40 %	8 Credits macro language skills (i d knowledge of and skills ir tence in presentational skil v, as well as appropriate (will help learners to link i s underpinning competence e ability to: ach learning task; at promote language acqu ies.	NQF-Level: 5b stening, speaking, reading and writing) of the Interpersonal, Pedagogical and General Is such as loudness of voice, rate of delivery, gestures and body language. Presentational background content, language, and cultural we in the methodological skills that teacher-
Module Code: GEOD	0321	Semester 2	8 Credits	NQF-Level: 6/7
 Inte: Geography Meth After you have complete demonstrate a we implementation of well as relevant re exercise a cohere well as indicating a deal with unfamilia and theory-driven information and th act in an ethically of verbal. Mode of Delivery: Fi Assessment Mode: C 	odology: ed this mu II-rounde a Geogr sources; nt and cri an ability ar concre argumer eir own ic correct ar ull-time ontinuou: x2 hour w	FEI phase Jobule, you should: d and systematic knowle aphy lesson, assessmer itical understanding of Ge to map new knowledge o the and abstract problem ts in the planning of Ge Jeas and opinions on ther nd value-driven manner ir s assessment 50 % rritten examination 50 %	edge of Geography educat tt methods, teaching and l eography education's terms nto a given body of theory; s and issues in Geography sography lessons, as well mes related to Geography en all operational circumstan	ion with special reference to the design and earning styles, methods and techniques, as s, rules, concepts, principles and theories as y education using evidence-based solutions as being able to present and communicate aducation in the FET phase; and ces and forms of communication, written and
Module Code: GEOD	0411	Semester 1	16 Credits	NQF-Level: 7
Title: Geography Metho After you have complete demonstrate a cc teaching and learr implementation of demonstrate the s Geography, and s demonstrate an a evidence-based s scholar reviews a opinions on theme act in an ethical ar verbal.	billing and billin	ET phase odule, you should: isive and systematic kni is, strategies, methods, te experiences; valuate which of these e ttly implementing these in deal with unfamiliar conci and theory-driven argume iry resources and be ab to Geography education driven manner in all oper	owledge of Geography er echniques as well as curric elements are the most effe a creative, logical and sys rete and abstract problem rints, as well as demonstrat le to present and commu in a well-structured argume ational circumstances and	Jucation with special reference to different culum development, design and the effective ctive concerning specific learning content in itematic manner; s and issues in Geography education using ing an ability to engage with journal articles, nicate information and their own ideas and ant; and all forms of communication, both written and
Mode of Delivery: Assessment Mode:	Full-time Continuo 1x3 hour	ን ous assessment 50 % r written examination 50 %	6	

Module Code: GEOE111	Semester 1	16 Credits	NQF-Level: 5a
Title: Geography for Education:	Physical, Economi	cal and Population Ba	ackground of Africa and the RSA
After you have completed this m • demonstrate a fundamenta of Africa and South Africa • make correct geographical population aspects of the f • demonstrate sound and ev- and make correct analyses interrelationship between t • evaluate the developing ec- and also evaluate these wi apply acquired knowledge people; and • PRACTICAL: demonstrate representation techniques Mode of Delivery: Full-time Assessment Mode: Continuou	odule, you should: al knowledge regar within a global con l interpretations, ar RSA and Africa; tensive knowledge s and meaningful ir opographic, climat zonomies in Africa, tithin the framework in such a way as t a fundamental knu and be able to app s assessment 50 %	ding the location, poli text; halyses, evaluations a e and understanding r nterpretations in this r ologic and man-made show insight and unc s of their own view of l o display an ethically owledge, skills, under by it in practice.	tical distribution, physical features and economical trends and deductions regarding physical, economical and egarding the general concepts in Population Geography egard, as well as recognise, explain and evaluate the phenomena in the RSA; lerstanding concerning the problems in African countries ife and the world as well as demonstrate the ability to responsible attitude toward Africa/South Africa and its standing and insight of map skills, cartography and
1x3 hour w	vritten examination	50 %	-
Module Code: GEOE121	Semester 2	16 Credits	NQF-Level: 5a
After you have completed this m • demonstrate a fundamenta Curriculum; • identify themes relevant to of concepts, ideas, theorie • demonstrate an ability to u learners at school using ar • act in an ethical and value • PRACTICAL: demonstrate synoptic weather maps an Mode of Delivery: Full-time Assessment Mode: Continuou 1x3 hour v	odule, you should: al knowledge of Pla Planetary Geogra s, principles and ru se their knowledge opropriate technolo driven manner in a a fundamental knu d be able to apply s assessment 50 % vritten examination	anetary Geography, C phy, Climatology and lles; to solve common pro gy; all operational circums owledge, skills, under it in practice. % 50 %	limatology and Oceanography in context of the National Oceanography that support the coherent understanding oblems within a familiar context and be able to teach it to stances and forms of communication, written and verbal; standing and insight into map projections as well as
Module Code: GEOE211	Semester 1	16 Credits	NQF-Level: 5b
Title: Geography for Education: After you have completed this m • demonstrate a solid knowl • identify themes relevant i supporting coherent under • demonstrate an ability to procedures and appropriat • act in an ethical and value AND • PRACTICAL: demonstrate quantitative calculations ar Mode of Delivery: Full-time Assessment Mode: Continuou	Urban and Econor odule, you should: edge base of Urba for a diverse soci standing of concer solve well-definee te evidence as well -driven manner in practically, a solic nd be able to apply us assessment 50 ⁴	nics Geography n and Economic Geog ety related to persor ots, ideas, theories, pr d but unfamiliar prob l as the use of basic in all operational circum d knowledge, skills, ur v these in practice.	graphy in the context of the National Curriculum; nal, community and economic areas and plan activities inciples and rules; lems in Urban and Economic Geography using correct nformation technology to present information; istances and forms of communication, written and verbal; inderstanding and insight on land usage in cities as well as

Module Code: GEOE221	Semester 2	16 Credits	NQF-Level: 5b
Title: Geography for Education:	Geomorphology a	nd Environmental Ge	ography
After you have completed this m • demonstrate a solid knowle • identify themes relevant f supporting coherent under • demonstrate an ability to procedures and appropriat • act in an ethically and valu- verbal. • demonstrate, in practice, calculations, and be able to • Practical: Cartography and sound knowledge, insight geography, undertake an c the necessary knowledge gradient on topographic m interpret aerial photograph Mode of Delivery: Full-time	adule, you should: edge base of Urba or a diverse soci standing of concep solve well-definee e evidence as well ue-driven manner i a solid knowledge o apply these in pr- d Aerial photos ari and perspective: mivinonmental impi and skills to repro- taps, integrating th s using stereoscop	n and Economic Geo ety related to perso ts, ideas, theories, pi d but unfamiliar prot as basic information in all operational circ e, skills, understandi actice; and d Stereoscopy. Envi as with regard to the act analysis in the Po seent relief features, nese in appropriate the es and stereo-pairs a	graphy in the context of the National Curriculum; ral, community and economic areas and plan activities inciples and rules; lems in Urban and Economic Geography using correct technology to present information; umstances and forms of communication, both written and ng and insight on land usage in cities with quantitative commental fieldwork: learners will be able to demonstrate content, skills, values and methods of environmental techefstroom area and write a subsequent report and have draw cross-section sketches and calculate and interpret nemes of geography. The student should also be able to and calculate scales on aerial photographs.
1x3 hour w	ritten examination	50 %	
Module Code: GEOE311	Semester 1	16 Credits	NQF-Level: 6
Title: Geography for Education: After you have completed this m • of a Global Positioning Sys Geography in the context of • demonstrate a coherent ar principles and theories as: • an ability to deal with unfar evidence-based solutions and their own ideas and op • act in an ethically and valu- verbal; and • PRACTICAL: demonstrate quantitative map technique practice. Mode of Delivery: Full-time Assessment Mode: Continuoo. 1x3 hour of 1x3 hour of • of a Global States of the states of th	Advanced Populat bodule, you should: item (demonstrate of the National Curr do critical understa well as indicating a miliar concrete and and theory-driven a jinions on themes e-driven manner ir a practical way is to present data v s assessment 50 ° written examination	ion and Urban Geogr a well-rounded and s riculum; nding of Population a in ability to map new l abstract problems al arguments as well as related to Population all operational circu , a well-rounded, sys risually, as well as the % a 50 %	aphy ystematic knowledge of Population and Urban nd Urban Geography's terms, rules, concepts, snowledge onto a given body of theory; nd issues in Population and Urban Geography using being able to present and communicate information and Urban Geography, in a well structured argument; nstances and forms of communication, both written and rematic knowledge, skills, understanding and insight of a functioning GPS) and be able to apply these in
Module Code: GEOE321	Semester 2	16 Credits	NQF-Level: 6
Title: Geography for Education: After you have completed this m • demonstrate a comprehen Geological History and res advanced climatological pf • analyse land forms, landsc origin, and evaluate these • discuss and critically evalu • be able to work with other solving of problems charac regarding relevant subjects • PRACTICAL: Demonstrate practice (Practical: GIS an Mode of Delivery: Full-time Assessment Mode: Continuou	Advanced Geomo odule, you should: sive knowledge an ulting landscapes, tenomena on a glo apes and climatic within the geologic ate the conditions individuals in group teristic of the learr s as expressed in t a fundamental kn d GIS in teaching).	rphology and Climate d insight regarding cr soils and hydrology, ibal and South Africa phenomena, which re al time context; which lead to the glo b context in an ethica ing contents of this in he module; owledge, skills, unde	logy and should also display a systematic knowledge of a context; flect the environmental conditions over time during their bal geologic and climatic phenomena; ly accountable and responsible manner during the bodule, and should undertake small scale research standing and insight of GIS and be able to apply it in

	Semester 1	8 Credits	NQF-Level: 5b		
Title: Learning Area Economic Ma	inagement Science N	Aethodology: Snr phase			
After you have completed this mod have a solid knowledge bas and assessment, with an infi- identify themes relevant to supporting the coherent un information by using graphs to interpret:	Jule, you should: e of the learning out ormed notion of key t the National Curricul iderstanding of cond and theory-driven ar	comes and assessment sta terms, rules, concepts, prim lum Statement applicable t cepts, ideas, theories, prin guments; effectively use IT	andards applicable to EMS in the Senior phase, ciples and theories; to EMS in the Senior phase and plan activities nciples and rules; use unknown and abstract skills to collect, organise, critically analyse and		
 to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to EMS, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and interpret, giving evidence of theoretical underpinning; effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods. 					
Assessment Mode: Continuous a	assessment 50 %	1x2 hour written e	exam 50 %		
Module Code: LABD421	Semester 2	16 Credits	NQF-Level: 7		
After you have completed this mod • have a comprehensive, in-de the Senior phase and assess • identify themes relevant to t supporting the coherent un information by using graphs to interpret;demonstrate pro appropriate technologies, un organise, critically analyse a didactical aspects ethically, methods. Mode of Delivery: Full-time	Jule, you should: pth and systematic k iment, with an inform he National Curricul derstanding of conc and theory-driven any blem-solving abilitie known and abstract nd to interpret, givin coherently and relia	nowledge base of the Natii ed notion of key terms, rule um Statement applicable ti xepts, ideas, theories, prin guments, effectively use IT is to plan and present le information, graphs and ti g evidence of theoretical u ably to learners in the cla	and Curriculum Statement applicable to EMS in is, concepts, principles and theories; o EMS in the Senior phase and plan activities triples and rules, use unknown and abstract skills to collect, organise, critically analyse and sesons for specific application to EMS, using reory-driven arguments and IT skills to collect, nderpinning; and effectively communicate EMS ussroom situation by using individual or group		
Assessment Mode: Continuous a	Serverter 1	1x3 nour written e			
Module Code: LAND211	Semester 1	8 Credits	NQF-Level: 5b		
Assessment Mode: Continuous a Module Code: LAND211 Title: Learning Area Natural Scier After you have completed this mod demonstrate a comprehensi concerning the following: the Sciences lesson plan; identify and solve problems - understanding of ideas, theo act in a problem-solving mar the abovementioned theoret demonstrate an appreciation the abovementioned content Natural Science. Mode of Delivery: Full-time	Semester 1 the Methodology: See dule, you should: we and systematic km anature and structure within the themes me prices, principles and r ner, concerning the ical themes by using to of the contribution n t as well as demonstr	ade by indigenous knowle ade an ethically professional	NQF-Level: 5b NQF-Level: 5b Main Sciences in the context of OBE, pomes for Natural Sciences and the Natural ctivities which support a comprehensive of lessons and practical sessions in context of sources; and dge systems to educational issues concerning al attitude and behaviour towards the content of		
Assessment Mode: Continuous a Module Code: LAND211 Title: Learning Area Natural Scier After you have completed this mode demonstrate a comprehensi concerning the following: the Sciences lesson plan; identify and solve problems - understanding of ideas, theo act in a problem-solving mar the abovementioned theoret demonstrate an appreciation the abovementioned content Natural Science. Mode of Delivery: Full-time Assessment Mode: Continuous a	Semester 1 ce Methodology: Sei dule, you should: ve and systematic km anature and structure within the themes me ries, principles and r ner, concerning the ical themes by using of the contribution m as well as demonstr	A Credits A Credits A Credits advector of the learning are of Natural Sciences, outco antioned above, and plan are ules within these themes; planning and presentation - applicable technological re nade by indigenous knowle 'ate an ethically professional 1x2 hour written e	NQF-Level: 5b ANQF-Level: 5b Analysis and the context of OBE, pomes for Natural Sciences and the Natural ctivities which support a comprehensive of lessons and practical sessions in context of sources; and dge systems to educational issues concerning al attitude and behaviour towards the content of xam 50 %		
Assessment Mode: Continuous a Module Code: LAND211 Title: Learning Area Natural Scier After you have completed this mode odemonstrate a comprehensi concerning the following: the Sciences lesson plan; identify and solve problems - understanding of ideas, theoremation a act in a problem-solving mar- the abovementioned theoret demonstrate an appreciation the abovementioned content Natural Science. Mode of Delivery: Full-time Assessment Mode: Continuous a Module Code: LAND421	Semester 1 ce Methodology: Sei dule, you should: ve and systematic km anature and structure within the themes me ries, principles and r ner, concerning the ical themes by using n of the contribution in t as well as demonstr ussessment 50 % Semester 2	B Credits B Credits alor Written e B Credits alor de learning are a of Natural Sciences, outco antioned above, and plan ar ules within these themes; planning and presentation - applicable technological re nade by indigenous knowle are an ethically professiona 1x2 hour written e 16 Credits	NQF-Level: 5b A NQF-Level: 5b A NAtural Sciences in the context of OBE, omes for Natural Sciences and the Natural ctivities which support a comprehensive of lessons and practical sessions in context of sources; and dge systems to educational issues concerning al attitude and behaviour towards the content of xam 50 % NQF-Level: 7		
Assessment Mode: Continuous a Module Code: LAND211 Title: Learning Area Natural Scier After you have completed this mode odemonstrate a comprehensi concerning the following: the Sciences lesson plan; identify and solve problems i understanding of ideas, theo act in a problem-solving mar the abovementioned theoret demonstrate an appreciation the abovementioned content Natural Science. Mode of Delivery: Full-time Assessment Mode: Continuous a Module Code: LAND421 Title: Learning Area Natural Scient	Semester 1 ce Methodology: Sei dule, you should: ve and systematic kn a nature and structure within the themes me tries, principles and r ner, concerning the ical themes by using of the contribution nt t as well as demonstr ussessment 50 % Semester 2 ce Methodology: Sei	A Credits A credits	NQF-Level: 5b ea Natural Sciences in the context of OBE, omes for Natural Sciences and the Natural Sciences and the Natural Sciences and the Natural Sciences; and of lessons and practical sessions in context of sources; and dge systems to educational issues concerning al attitude and behaviour towards the content of xam 50 % NQF-Level: 7		

Module Code: LASD211	Semester 1	8 Credits	NQF-Level: 5b
Title: Learning Area Social Science Methodology: Snr phase			
 After you have completed this module, you should: demonstrate a solid and sound knowledge of Social Sciences as a learning area in context of the National Curriculum Statement; demonstrate basic skills of planning and designing an elementary lesson; demonstrate the competency to plan, design and present lessons utilizing different kinds of sources; demonstrate values of an ethical-professional nature with regard to human and environmental rights which are in compliance with the Manifesto on Values, Education and Democracy. 			
Assessment Mode: 1x2 hour written exam 50 %			
Module Code: LASD421	Semester 1	16 Credits	NQF-Level: 7
 After you have completed this module, you should: demonstrate a comprehensive and coherent knowledge of Geography and History as a learning area in the context of the National Curriculum Statement; demonstrate comprehensive skills of planning and designing and presenting a lesson; demonstrate the competency to plan, design and present lessons utilizing all available teaching strategies, methods, strategies, instruments and learning and teaching support material; demonstrate values of an ethical-professional nature in the design of learning experiences and practical teaching with regard to human and environmental rights which are in compliance with the <i>Manifesto on Values, Education and Democracy</i>. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 			
1x3 hour wr	itten exam 50 %		
Module Code: LIFD321	Semester 2	8 Credits	NQF-Level: 6/7
 After you have completed this module, you should: demonstrate a well-developed and systematic knowledge of the following themes: The nature and structure of Life Sciences (LS); Policy documents relevant to LS; apply the scientific method with emphasis on hypothesizing. be able to identify and solve problems within the above themesas well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes; be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids; display an appreciation for the contribution native knowledge systems play in pharmacology, bio-ethical issues in the above content of the life Sciences. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 			
Module Code: LIFD411	Semester 1	16 Credits	NQF-Level: 7
 Title: Life Sciences Methodology: FET phase After you have completed this module, you should: demonstrate a well-developed and systematic knowledge of the following themes: Designing a learning programme (subject framework, work schedule and lesson plans); Assessment; Laboratory techniques and Environmental Education. Be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes; Be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids; Display an appreciation for the contribution native knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Live Sciences. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 1x3 hour written exam 50 % 			
Module Code: LIFE111	Semester 1	16 Credits	NQF-Level: 5a
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Title: Life Sciences for Education	: Biochemistry, Cell	and Cell Activities	
After you have completed this mo	dule, you should:		
 demonstrate a well-develop the scientific method 	ed and systematic l	knowledge of the following	ng themes:
 basic chemistry and bio- 	chemistry,		
 the cell and cell activities 	(cell division, nucle	eic acids, photosynthesis	and cell respiration);
 be able to identify and solve updatestanding of ideas, the 	Problems within the second animal second animal second and second animal second and second	e above themes as well	as plan activities that support the comprehensive
 be able to use problem-solv 	ving abilities regardi	and rules within the ther	mes; centation of lessons and practical sessions within the
context of the theoretical th	emes mentioned ab	ove by, amongst others,	the use of suitable technological aids;
 display an appreciation for 	the contribution indi	genous knowledge syste	ms play in pharmacology, bio-ethical issues in the
above content and apply an	ethical accountabil	ity towards the content o	of the Life Sciences.
Assessment Mode: Continuous	assessment 50 %	1x3 hour writ	tten exam 50 %
Module Code: LIFE121	Semester 2	16 Credits	NQF-Level: 5a
Title: Life Sciences for Education	: Bacteria, Archea	and Plantea	
After you have completed this mo	dule, you should:		
 have a finished and system 	atic knowledge in th	e following themes in Lif	e Sciences:
 the classification of liv 	ing things		
 characteristics of virus the evolutionary development 	es and organisms i	n the domains Bacteria a	and Archaea, e animal kingdom)
 a comparison of various 	us plant phyla.	an Eucarya (moloung in	e anna kingdom),
 the morphology and a 	natomy of Angiospe	ermatophyta,	
 physiology with refere 	nce to water and nu	trient absorption in plant	S
 and the analysis and of be able to identify and solve 	comparison of the re	e above themes as well	development of plants; as plan activities that support the comprehensive
understanding of ideas, the	ories and principles	and rules within the ther	nes;
 be able to use problem-solv 	ing abilities regardi	ng the planning and pres	sentation of lessons and practical sessions within the
context of the theoretical th	emes mentioned ab	ove by, amongst others,	the use of suitable technological aids;
 display an appreciation for the above content and appl 	v an ethical account	tability towards the conte	ems play in pharmacology and bio-ethical issues in ant of the Life Sciences
Mode of Delivery: Full-time	y an oundar account		
Assessment Mode: Continuous	assessment 50 %	1x3 hour writ	ten exam 50 %
Module Code: LIFE211	Semester 1	16 Credits	NQF-Level: 5b
Title: Life Sciences for Education	: Protista, Animalia,	Physiology of Man	
After you have completed this mo	dule, you should:		
 a basic knowledge of the fo Domain Eucarya (Byke F 	Ilowing themes Protista and Animali	a)	
 dichotomous keys, 	rousia and / minan	u),	
 Histology (mammal tissu 	e),		
Anatomy and Physiology	of man (terminolog	y, cardio-vascular- lympl	h and immune systems);
 be able to identify and solve understanding of ideas, the 	ories and principles	and rules within the ther	as plan activities that support the comprehensive
 be able to use problem-solv 	/ing abilities regardi	ng the planning and pres	sentation of lessons and practical sessions within the
context of the theoretical th	emes mentioned ab	ove by, amongst others,	the use of suitable technological aids;
 display an appreciation for 	the contribution indi	genous knowledge syste	ems play in pharmacology and bio-ethical issues in
Mode of Delivery: Full-time	y an etnical account	lability towards the conte	ant of the Life Sciences.
Assessment Mode: Continuous	s assessment 50 %	1x3 hour wr	itten exam 50 %
Module Code: LIFE221	Semester 2	16 Credits	NQF-Level: 5b
Title: Life Sciences for Education	: Physiology of Mar	1	
After you have completed this mo	dule, you should:		
demonstrate a well-founded	I knowledge of the f	ollowing systems of the I	human anatomy and physiology - locomotion-,
 muscle-, nutrition-, gasseou be able to identify and solve 	is exchange-, excre	tion- and osmo-regulatio	in, co-ordination and thermo-regulatory systems;
understanding of ideas, the	ories and principles	and rules within the ther	mes:
 be able to use problem-solv 	ing abilities regardi	ng the planning and pres	sentation of lessons and practical sessions within the
context of the theoretical th	emes mentioned ab	ove by, amongst others,	the use of suitable technological aids;
 display an appreciation for the above content and appl 	the contribution indi	genous knowledge syste	ems play in pharmacology and bio-ethical issues in ant of the Life Sciences
Mode of Delivery: Full-time	y an ouncar account	asing towards the conte	
Assessment Mode: Continuous	assessment 50 %	1x3 hour write	ten exam 50 %

Module Code: LIFE311	Semester 1	16 Credits	NQF-Level: 6		
Title: Life Sciences for Education:	Ecology and Susta	ainable Life			
 Title: Lite Sciences for Education: Ecology and Sustainable Life After you have completed this module, you should: have a finished and systematic knowledge in the following themes in Life Sciences eco-systems, population dynamics and the human impact on eco-forms and quantitative ecology; be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes; be able to use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids; display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences. Mode of Delivery: Full-time 					
Module Code: LIFE321	Semester 2	16 Credits	NQF-Level: 6		
Title: Life Sciences for Education:	Evolution, Physiol	ogy of Man. Reproduction	and Genetics		
 Atter you have completed this more have a finished and systema the evolution theory; be able to identify and solve activities that support the collect to use problem-solvic context of the theoretical the display an appreciation for the above content and apply Mode of Delivery: Full-time 	Jule, you should: atic knowledge in th problems within th mprehensive undei ing abilities regardi emes mentioned ab ne contribution indig v an ethical account assessment 50 %	e following themes in Life e above themes as well a rstanding of ideas, theorie ng the planning and press ove by, amongst others, jenous knowledge syster ability towards the conter 1x3 hour writt	e Sciences - reproduction of mankind, genetics and as plan se and principles and rules within the themes; entation of lessons and practical sessions within the the use of suitable technological aids; ms play in pharmacology and bio-ethical issues in nt of the Life Sciences. en exam 50 %		
Module Code: LIFF121	Semester 2	8 Credits	NQF-Level: 5a		
Title: Life Skills Fundamental	-				
 After you have completed this mot demonstrate a fundamental educators pertaining to self- AIDS policy; demonstrate an ability to intr meaning of teaching Life Sk own environment, regard ba AIDS policy; demonstrate the ability to us educators pertaining to self- national HIV/ AIDS policy, u act ethically responsible and related to the value and mea AIDS policy. 	Jule, you should: knowledge base of concept, self-mana erpret, convert, eva ills, regard themsel rrifers in one's life ir er the attained know concept, self-mana sing appropriate tet I be value-driven in aning of teaching Li	the terminology, rules, cr gement, setting of persor luate and apply essential wes and others in a positi in a new light, promote HIV vledge to solve common gement, setting of persor phnological skills and givi all circumstances and fo fe Skills as well as the co	biotecepts, principles, and theories of Life Skills for nal goals, HIV/AIDS awareness and national HIV/ theories and text pertaining to the value and ve light, function as unique individuals within their V/AIDS awareness as well as the national HIV/ problems within a familiar context of Life Skills for nal goals, HIV/AIDS awareness as well as the ng evidence of theoretical underpinning; rms of communication, written as well as oral, incepts of "ubuntu", HIV/AIDS and the national HIV/		
wode of Delivery: Full-time					

Module Code: LITA123	Semester 2	8 Credits	NQF-Level: 5b		
Title: Literacy 1 st Additional Language	(English)				
 Title: Literacy 1st Additional Language (English) After you have completed this module, you should: demonstrate a fundamental knowledge of various aspects of teaching Literacy, specifically English as a first additional language in the Foundation phase including the principles and outcomes as specified by the RNCS specifications regarding first additional language acquisition the Total Literacy Model and principles on which to build language learning activities aspects of cooperative learning the development and extension of vocabulary and designing lesson plans based on OBE principles; identify and solve common problems within a familiar context of the abovementioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes; demonstrate a fundamental knowledge of planning and presenting a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills and assessment strategies for a specific teaching- learning environment; demonstrate the basic principles of literacy in an ethically responsible manner during group work, in the classroom and in the community. Mode of Delivery: Full-time 					
Module Code: 1 ITA223	Semester 2	8 Credits			
Title: Literacy 1 st Additional Language	English)	o orcuito	NGI -LEVEL 35		
After you have completed this module, • demonstrate a solid knowledge b language in the Foundation phas- correct application; the developm effective listening and how these and the teaching of word recognit • use your knowledge to solve well abovementioned themes and plan • demonstrate an ability to plan and most effective instructional skills the environment; • demonstrate the basic values of community. Mode of Delivery: Full-time Assessment Mode: Continuous asses 1x2 hour written	you should: ase and an informed under a including various langue ent of listening and speak can be avoided; assessm ion and vocabulary instru- defined problems that an a activities based on the u present a lesson in acco or selected teaching and iteracy in an ethically res ssment 50 % examination 50%	erstanding of Literacy, ge teaching strategies ing skills and their app ent standards for lister ction; a both routine and unfa inderstanding of ideas rdance with a given fo assessment strategies ponsible manner durir	specifically English as a first additional , methods and techniques and their lication; the creation of barriers to ning and speaking and their application; amiliar within the context of the and theoretical principles of the themes; rmat and assessment criteria, and use the of a specific teaching-learning g group work, in the classroom and in the		
Module Code: LITA313	Semester 1	8 Credits	NQF-Level: 6		
 Title: Literacy 1st Additional Language of After you have completed this module, demonstrate an well-rounded known and the teaching of spelli application of suitable methods; demonstrate an ability to solve we based on the above mentioned the the themes; demonstrate the ability to solve p within the context of the above mentioned the the demonstrate own ideas and opini Mode of Delivery: Full-time Assessment Mode: Continuous asset 1x2 hour written of the themes is the demonstrate own ideas and opini for the demonst	English) you should: wledge base and sound i e including: the assessme ng, fluency and comprehe ell-defined but unfamiliar p remes and plan activities roblems in relation to the entioned by using basic ir ons in well-structured arg essment 50 % examination 50 %	understanding of Litera ent standards of readin ension; and the develo problems using correct based on the understa planning and presenta formation technology; uments in a profession	cy, specifically English as a first additional g and writing and the application thereof; prent of reading and writing skills and the procedures and appropriate evidence nding of ideas and theoretical principles of tion of lessons and practical sessions al manner.		

Module Code: LITG211	Semester 1	8 Credits		NQF-Level: 5b	
 Title: Literacy: Visual Arts After you have completed this module, you should: demonstrate a solid knowledge base and sound understanding of visual literacy to describe art concept, principles, styles, content, materials and techniques; demonstrate an understanding of the process of critical analysis and provide reasons for aesthetic judgements; critically analyse and synthesize information on visual literacy in fine arts as applicable to EDUCATIONAL ART, explore writing and research skills in the study of educational art in the Foundation phase; demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate teaching and learning activities in the Foundation phase using the informal approach to lesson presentation in art; demonstrate ethically responsible behaviour while reflecting on the diversity of children's art in the Foundation phase, within the context of a multi-cultural society. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 1x2 hour written exam 50 % 					
Module Code: LITG323	Semester 2	16 Credits	I	NOF-Level: 6	
 Title: Literacy Academic English After you have completed this m demonstrate fundamental should enable them to sel analyse and evaluate pros identify and appreciate ling phase. apply literary theory and u apply knowledge of phone facilitate effective languag Mode of Delivery: Full-time Assessment Mode: Continuou 	b: First Additional Language odule, you should: knowledge of the character ect suitable teaching and le e relevant to the Foundatio guistic, conceptual and aes se relevant subject termino tics, morphology and synta e acquisition in the Founda s assessment 50 %	istics of children's, arning materials for n phase. thetic elements in rl logy in an indepenc x effectively in their tion Phase.	young adult an the Foundation nymes and vers lent analysis of own written an	d adult literature. This knowledge n phase. ses relevant to the Foundation prescribed English poems. Id spoken communication and	
1x3 hour v	vritten examination 50 %	10.0			
Title: Litheresi ya Puo ya Gae: S Morago ga go fetsa mojulu o, ba • kgona go supa kitso e e ts maemong a go ka buisa le • kgona go supa ditiriso le d buisa, le teori ya puiso Puo • kgona go supa ditinopho nonofiso ya temosi, go nn • go kgona go supa dikamar peleta sentle ga moithuti ja MOKGWA WA GO RUTA: MEKGWA YA GO TLHATLHOR	Module Code: LITG324 Semesetara 2 16 Credits Tekanyo Ya NQF: 6/7 Title: Litheresi ya Puo ya Gae: Setswana Morago ga go fetsa mojulu o, baithuti ba tshwanetse go: • kgona go supa kitso e e tseneletseng, e e rulaganeng ka tihaloganyo e e tseneletseng ya nonofiso ya temosi, go nna mo maemong a go ka buisa le teori ya puiso mo Puong ya Gae (Setswana); • kgona go supa ditiriso le ditirego tse di diregang le go tihokega mabapi le nonofiso ya temosi, go nna mo maemong a go ka buisa, le teori ya puiso Puong ya Gae (Setswana); • kgona go supa ditiriso Puong ya Gae (Setswana; • kgona go supa ditihopho tse di nonofileng le tiriso ya mekgwa. tsamaiso le dithekeniki tse di tihokegang gore o rute nonofiso ya temosi, go nna mo maemong a go ka buisa le teori ya puiso mo Puong ya Gae (Setswana); • go kgona go supa dikamano tse di bonalang tse di siameng le mekgwa mabapi le bothokwa jwa bokgoni jwa go buisa le go peleta sentle ga moithuti jaaka moithuti wa leruri. MOKGWA WA GO RUTA: Full-time Full-time MEKGWA YA GO TLHATLHOBA: Full-tihobo e e tswelelang 50 % %				
Module Code: LITG413	Semester 1	16 Credits		NQF-Level: 6	
 Title: Literacy Academic English After you have completed this m of emonstrate fundamental should enable them to sell analyse and evaluate prose identify and appreciate ling phase. apply literary theory and u apply knowledge of phone facilitate effective languag Mode of Delivery: Full-time Assessment Mode: Continuou 	1: First Additional Language odule, you should: knowledge of the character ect suitable teaching and le e relevant to the Foundatio guistic, conceptual and aes se relevant subject termino tics, morphology and synta e acquisition in the Founda s assessment 50 %	istics of children's, arning materials for n phase. thetic elements in rl logy in an indepenc x effectively in their tion Phase.	young adult an the Foundation nymes and vers lent analysis of own written an	d adult literature. This knowledge n phase. ses relevant to the Foundation prescribed English poems. Id spoken communication and	

Module Code: LITH113	Semester 1	8 Cred	its	NQF-Level: 5		
 Title: Literacy in the Home Language: English After you have completed this module, you should: be able to demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching and learning strategies in English Home Language within the context of the learning area Languages, as prescribed by the National Curriculum Statement; be able to demonstrate a fulling of methods, presedures and techniques relations to the teaching of Listening. 						
 be able to demonstrate facilita (Learning Outcome 1), Speak be able to demonstrate proble (Learning Outcome 1), Speak be able to show appreciation makes in order to strive to pro- 	ation skills of methods, pr ing (Learning Outcome 2 em solving skills by mea ing (Learning Outcome 2 for the contribution that c wide quality education to	rocedures and technic 2), as well as Languages of planning and pre 2), as well as Language putcomes based educ of all learners in South	ques relatin ge Structure senting les ge Structure ation and th Africa.	g to the teaching of Listening e and Use (Learning Outcome 6); sons during the teaching of Listening e and Use (Learning Outcome 6); he National Curriculum Statement		
Mode of Delivery: Full-time Assessment Mode: Continuous a	ssessment 50 % / 1x2 l	hour written examinat	ion 50 %			
Module Code: LITH114	Semesetara 1	8 Credits		Tekanyo Ya NQF: 5		
 bitheresi ya Puo ya Gae: Setswana Morago ga go fetsa mojulu o, baithuti ba tshwanetse go: nna le kitso e e tseneletseng ka ga Thuto ya thuto-tota-dipoelo ya Puo ya Gae mo Kgatong ya Motheo le mekgwa ya go ithuta le go ruta le go ka bontsha bokgoni ka mo lekaleng la thuto la Dipuo jaaka go tihagelela mo Pegelong ya Kharikhulamo ya Bosetšhaba; bontsha bokgoni jwa mekgwa, tsamaiso le dithekeniki tse di amanang le go ruta, go Reetsa (Poelothuto ya 1), Bua (Poelothuto ya 2), le Popegopuo le tiriso(Poelothuto ya 6); bontsha bokgoni jwa go rarabolola mathata ka go logg maano, go ruta dithuto ka nako ya go ruta ka ga go Reetsa (Poelothuto ya 1) le go Bua(Poelothuto ya 2), Popegopuo le tiriso (Poelothuto ya 6); bontsha kgatlhegelo ya seabe sa Thuto ya thuto-tota-dipoelo le go tihagisetsa Pegelo ya Kharikhulamo ya Bosetšhaba ka maikaelelo a go neela baithuti ba mo Aforikaborwa thuto ya boleng. MOKGWA WA GO RUTA: Full-time MEKGWA YA GO TLHATLHOBA: Thathobo e e tswelelang 50% 						
		be e e innaang in	2 KE 30%			
Module Code: LITH223	Semester 2	8 Credits	2 Kë 50%	NQF-Level: 5/6		
Module Code: LITH223 Title: Literacy in the Home Langua After you have completed this mod • demonstrate fundamental knc handwriting and written comm able to apply it in the learning • demonstrate knowledge of the enhancement of thinking and • plan and apply a suitable sele or in groups, in lessons for te: • be able to analyse, evaluate effective outcomes based tea Mode of Delivery: Full-time Assessment Mode: Continuous a	Semester 2 ge: English ule, you should: wiedge with a good undi unication, as well as thir area Languages as pres e key aspects, theories a reasoning skills of the FC cition of teaching and lea aching handwriting, writte and support lesson plani ching, which includes into ussessment 50 % / 1x2 ho	8 Credits erstanding of the prin nking and reasoning s scribed in the Nationa and principles in the te oundation Phase lear arming strategies, met en communication as ning, as well as the a eraction, media and v our written examinatio	ciples and the line of the lin	NQF-Level: 5/6 heories concerning the acquisition of Foundation Phase learners, and be n Statement; andwriting, written communication, a able to apply it in teaching practice; schniques to be used for individuals, king and reasoning activities; thereof, according to given criteria for		
Module Code: LITH223 Title: Literacy in the Home Langua After you have completed this mod • demonstrate fundamental knn handwriting and written comm able to apply it in the learning • demonstrate knowledge of this menhancement of thinking and • plan and apply a suitable sele or in groups, in lessons for tea • be able to analyse, evaluate effective outcomes based tea Mode of Delivery: Full-time Assessment Mode: Continuous a Module Code: LITH224	Semester 2 ge: English ule, you should: wledge with a good undd nunication, as well as thir area Languages as pres a key aspects, theories a reasoning skills of the Fo cition of teaching and lea aching handwriting, writte and support lesson plani ching, which includes into issessment 50 % / 1x2 ho Semesetara 2	8 Credits erstanding of the prin hking and reasoning s scribed in the Nationa and principles in the te bundation Phase lear irming strategies, meti en communication as ning, as well as the a eraction, media and v our written examination 8 Credits	ciples and ti kills of the I I Curriculum aching of h ners and be nods and te well as thin pplication t alues.	NQF-Level: 5/6 heories concerning the acquisition of Foundation Phase learners, and be n Statement; andwriting, written communication, a able to apply it in teaching practice; chniques to be used for individuals, king and reasoning activities; thereof, according to given criteria for Tekanyo Ya NQF: 5b		
Module Code: LITH223 Title: Literacy in the Home Langua After you have completed this mod • demonstrate fundamental kno handwriting and written comm able to apply it in the learning • demonstrate knowledge of the enhancement of thinking and • plan and apply a suitable sele or in groups, in lessons for tea • be able to analyse, evaluate effective outcomes based tea Mode of Delivery: Full-time Assessment Mode: Continuous a Module Code: LITH224 Title: Litheresi ya Puo ya Gae: Set Morago ga go fetsa mojulu o, baith • nna le kitso e e tseneletseng buisa le litheresi e e simololang o thi • ditlinopho tse di nonofileng l nonofileng ga nonfiso ya ter Gae (Setswana); • go nna le tshisimogo go ngwa MOKGWA WA GO RUTA:	Semester 2 ge: English ule, you should: wledge with a good undi nunication, as well as thir area Languages as pres e key aspects, theories a reasoning skills of the FG cition of teaching and lea aching handwriting, writte and support lesson plani ching, which includes inte ussessment 50 % / 1x2 he Semesetara 2 swana uti ba tshwanetse go: , e e rulaganeng ka go ti go otthagalela mo Puor gang le go thokega mal agelela mo Puor ya Ga e tiriso ya mekgwa. tsa nosi, go nna mo maemoi nua jaaka motho ka tihalo Full-time	8 Credits erstanding of the prin nking and reasoning s scribed in the Nationa and principles in the te bundation Phase lear irming strategies, meti en communication as ning, as well as the a eraction, media and v our written examination 8 Credits Ihaloganya sentle no ng ya Gae (Setswana) ig a go ka buisa le lit poso ya thulaganyo e e	ciples and the kills of the I Curriculum aching of h ners and be hods and te well as thin spplication tradues. Son 50 %	NQF-Level: 5/6 heories concerning the acquisition of Foundation Phase learners, and be n Statement; andwriting, written communication, a able to apply it in teaching practice; schniques to be used for individuals, king and reasoning activities; thereof, according to given criteria for Tekanyo Ya NQF: 5b emosi, go nna mo maemong a go ka nna mo maemong a go ka buisa, le akegang go netefatsa go ruta go go simololang go thagelela mo Puong ya a setho le maitsholo.		

Module Code: LITH314	Semesetara 1	8 Credits	Tekanyo Ya NQF: 6/7		
Title: Litheresi ya Puo ya Gae: Setswana					
 Morago ga ofetsa mojulu o, baithuti ba tshwanetse go: kgona go supa kitso e e tseneletseng, e e rulaganeng ka tlhaloganyo e e tseneletseng ya nonofiso ya temosi, go nna mo maemong a go ka buisa le teori ya puiso mo Puong ya Gae (Setswana); kgona go supa ditiriso le ditirego tse di diregang le go tlhokega mabapi le nonofiso ya temosi, go nna mo maemong a go ka buisa, le teori ya puiso Puong ya Gae (Setswana); kgona go supa ditihopho tse di nonofileng le tiriso ya mekgwa. tsamaiso le dithekeniki tse di tlhokegang gore o rute nonofiso ya temosi, go nna mo maemong a go ka buisa le ton ot ya temosi, go nna mo maemong a go ka buisa le teori ya puiso Puong ya Gae (Setswana); go kgona go supa dithuti ba tsonalang tse di siameng le mekgwa mabapi le bothokwa jwa bokgoni jwa go buisa le go peleta sentle ga moithuti wa leruri. MOKGWA WA GO RUTA: Full-time MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e tswelelang 50 % 					
	Diura tsa tlhatlhobo e	e kwadiwang 1x2 ke 5	50 %		
Module Code: LITH313	Semester 1	8 Credits	NQF-Level: 6		
Title: Literacy in the Home Languag. After you have completed this modul • be able to demonstrate a well- literacy, reading readiness and • be able to demonstrate essenti- emergent literacy, reading read- • be able to demonstrate effectiv- teach perceptual development • be able to demonstrate sensiti- consideration. Mode of Delivery: Full-time Assessment Mode: Continuous as 1x2 hour writh	 Title: Literacy in the Home Language: English After you have completed this module, you should: be able to demonstrate a well-rounded and systematic knowledge, with good insight, of perceptual development, emergent literacy, reading readiness and reading theory in English Home language; be able to demonstrate essential and practice orientated procedures and processes in relation to perceptual development, emergent literacy, reading readiness and reading theory in English Home language; be able to demonstrate effective choices and the application of essential methods, procedures and techniques in order to teach perceptual development, iteracy, reading readiness and reading theory in English Home language; be able to demonstrate effective tohices and the application of essential methods, procedures and techniques in order to teach perceptual development, emergent literacy, reading readiness and reading theory in English Home language; be able to demonstrate sensitivity towards the child as a unique human being by taking ethics and the value system into consideration. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 				
Module Code: LITH314	Semesetara	1 8 Credits	Tekanyo Ya NOF: 6/7		
Title: Litheresi va Puo va Gae: Setsv	wana		ionalijo rangi oli		
 Morago ga go fetsa mojulu o, baithul kgona go supa kitso e e tsene maemong a go ka buisa le teor kgona go supa ditiriso le ditireg buisa, le teori ya puiso Puong y kgona go supa dithopho tse nonofiso ya temosi, go nna mo go kgona go supa dikamano ts peleta sentle ga moithuti jaaka MOKGWA WA GO RUTA: MEKGWA YA GO TLHATLHOBA: Dit 	 Title: Litheresi ya Puo ya Gae: Setswana Morago ga go fetsa mojulu o, baithuti ba tshwanetse go: kgona go supa kitso e e tseneletseng, e e rulaganeng ka tlhaloganyo e e tseneletseng ya nonofiso ya temosi, go nna mo maemong a go ka buisa le teori ya puiso mo Puong ya Gae (Setswana); kgona go supa ditlinso le ditirego tse di diregang le go tlhokega mabapi le nonofiso ya temosi, go nna mo maemong a go ka buisa, le teori ya puiso Puong ya Gae (Setswana); kgona go supa ditlihopho tse di nonofileng le tiriso ya mekgwa. tsamaiso le dithekeniki tse di tlhokegang gore o rute nonofiso ya temosi, go nna mo maemong a go ka buisa le teori ya puiso mo Puong ya Gae (Setswana); go kgona go supa dikamano tse di bonalang tse di siameng le mekgwa mabapi le bothokwa jwa bokgoni jwa go buisa le go peleta sentle ga moithuti jaaka moithuti wa leruri. MOKGWA WA GO RUTA: Full-time MEKGWA YA GO TLHATLHOBA: Tlhatihobo e e tswelelang 50 % 				
Module Code: LITH423	Semester 2	8 Credits	NQF-Level: 6		
Title: Literacy in the Home Languag After you have completed this modul • be able to demonstrate a well- (Learning Outcome 3) in Englis Languages as prescribed by th • demonstrate effective choices (Learning Outcome 3: Reading • be able to demonstrate effectiv reading (Learning Outcome 3: • be able to demonstrate effectiv reading (Learning Outcome 3: • be able to demonstrate effectiv reading the learner as a lifelo Mode of Delivery: Full-time Assessment Mode: Continuous a 122 hour writt	e: English e, you should: rounded and systemati sh Home language as the National Curriculum and the application of and viewing) and the re choices and the app Reading and viewing) ly concrete relations an ng learner. ssessment 50 % ten examination 50 %	ic knowledge with thor well as assessment th Statement; essential procedures a assessment thereof ir vlication of essential pr and the assessment t nd behaviour in relatio	rough understanding of Reading and viewing ereof, within the context of the learning area and techniques during the teaching of reading practice; ocedures and techniques during the teaching of hereof; and n to the importance of good reading and spelling		

Module Code: LITH424	Semesetara 2	8 Credits	Tekanyo Ya NQF: 6			
 Title: Litheresi ya puo ya Gae: Se Morago ga go fetsa mojulu o, baiti kgona go supa kitso e e tse 3) mo puong ya Gae ya Set mo Pegelo ya Kharikhulamo kgona go supa dithopho tse buisa le go bogela (Poelothu go kgona go supa dikamano peleta sentle ga moithuti jaal MOKGWA WA GO RUTA: MEKGWA YA GO TLHATLHOBA 	Itswana 1uti ba tshwanetse go: neletseng, e e rulaganen swana le tekanyetso ya y ya bosetšhaba; ⇒ di nonofileng le tiriso y; ito ya 3) le tekanyetso ya tse di bonalang tse di sia ka moithuti wa leruri Full-time A: Tlhatihobo e e tswela Diura tsa tihatihobo e	g ka tihaloganyo e e tih /ona go teng ka diteng a ditsamaiso le ditheke yona; ameng le mokgwa maba elang 50% e kwadiwang 1x2 ke 50	nololo ya Go buisa le go bogela (Poelothuto ya tsa lekala la thuto ya Dipuo jaaka le tlhagisiwa niki tse di nonofileng ka nako ya thuto ya Go api le botlhokwa jwa bokgoni jwa go buisa le go 0%			
Module Code: LSFP111	Semester 1	8 Credits	NQF-Level:5a			
Title: Learner support: Identificatio On completion of this module, lear • demonstrate fundamental k • demonstrate fundamental k • demonstrate the competenc Mode of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wi	Module Code: Deriver Seriester 1 Seriester 1					
Module Code: LSFP121	Semester 2	8 Credits	NQF-Level: 5a			
On completion of this module, lear • demonstrate fundamental kr • demonstrate fundamental kr • apply fundamental knowled learning. Mode of Delivery: Full-time Assessment Mode: Continuous a	ners should nowledge of the challenge nowledge of strategies to Jge, basic skills and atti assessment 50 %	es in the inclusive educ: support barriers to learn itudes to develop a cl 1x2 hour written e:	ation classroom; ning in classroom contexts; and assroom support plan for specific barriers to xam 50 %			
Module Code: LSFP211	Semester 1	8 Credits	NQF-Level: 5/6			
Module Code: LSFP211 Semester 1 8 Credits NQF-Level: 5/6 Title: Learner support: Assessment for learning support On completion of this module, learners should • On completion of this module, learners should • demonstrate solid knowledge of different approaches to assessments for learning support; • • demonstrate solid knowledge of assessment strategies and techniques in assessing for learning support; and • • demonstrate the competency to apply knowledge, basic skills and appropriate attitudes in the development of an assessment plan for specific barriers to learning. Mode of Delivery: Full-time, MoA AROS, MoA CEDAR College, MoA NIHE, SBET Assessment Mode: Continuous assessment 50 % 1x2 hour written exam 50 %						
Module Code: LSFP221	Semester 2	8 Credits	NQF-Level: 5b			
 Title: Learner support: Individual s On completion of this module, lear demonstrate solid knowledg demonstrate solid knowledg learners with specific barrier demonstrate competence to context. demonstrate solid knowledg professionals in the provisio Mode of Delivery: Full-time 	support for barriers to lear ners should e of different approaches le, skills and attitudes to o s to learning, within the e o identify individual support dge, skills and attitude: n of individual support for	ming to individual support fo develop Individual Educ iducators' scope of prac- ort for learners who ex s to collaborate effec r learners who experien-	r barriers to learning. ational Plans and provide individual support to tice. perience barriers to learning within the macro tively with parents, caregivers and support ce barriers to learning.			

Module Code: LSFP311	Semester 1	8 Credits	NQF-Level: 6		
Title: Learner support: Applied I	earning support				
 On completion of this module the student should: demonstrate the competence to integrate well-rounded knowledge skills and attitudes with critical reflective thinking skills to develop an Individual Educational Plan for a learner who experience a specific barrier to learning and facilitate the implementation of the plan. demonstrate the competence to integrate well-rounded knowledge skills and attitudes with critical reflective thinking skills to 					
 demonstrate the competer develop a classroom interview demonstrate the competer 	nce to integrate well-rour vention plan and facilitation nce to integrate well-rour	nded knowledge skills and e the implementation of the nded knowledge, skills ar	d attitudes with critical reflective thinking skills to he plan. nd attitudes to critically evaluate the applicability		
of the process in the South Mode of Delivery: Full-time	1 African context.				
Assessment Mode: Continuou	s assessment 50 %	1x2 hour written	exam 50 %		
Module Code: LSKA322	Semester 2	8 Credits	NQF-Level: 6		
Title: Life Skills Art					
 After you have completed this m demonstrate a well-rounde creative art activities in the Arts and Culture in the Fou 	odule, you should: d and systematic knowle Foundation phase, and indation phase;	edge base of the visual la knowledge of the Nation	nguage in art as applicable to the facilitation of al Curriculum Statement for the learning area		
 identify age-appropriate ac of creative art activities in t understanding of the subje 	tivities and techniques re he Foundation phase; ar ct didactics of art, with re	elevant for child art develor nd plan practical activities egard to the practice of a	opment and the connection with the facilitation supporting the coherent and critical rt-teaching in the Foundation phase;		
 demonstrate applied known communicate information, i directed at facilitation of le presentation in art; 	edge in curriculation in it deas and opinions in we arners through integratic	Jarning area Arts and Gu Ill-structured arguments, of information technology	fure in Foundation phase to present and giving evidence of visual research results agies and informal approach to lesson		
 demonstrate ethically response Culture in the Foundation response 	onsible behaviour while r	reflecting on the diversity cation and behaviour.	within the National Curriculum for Arts and		
Mode of Delivery: Full-time	50 0/	4.0	F0 0 (
Assessment Mode: Continuou	s assessment 50 %	1x2 hour written	exam 50 %		
Module Code: LSKE321	Semester 2	8 Credits	NQF-Level: 6		
demonstrate well-rounded explain and apply essentia demonstrate teaching/lear facilitation of learning expe demonstrate sensitivity tov of the environment by exp Mode of Delivery: Full-time Acsessment Mode: Continuou	and systematic knowled and systematic knowled procedures and process ning principles applicable rriences for Foundation I wards nature and a sens ressing one's own value	Ige base of environment sees with regard to the na e to environmental studie Phase learners; e of responsibility for the system. 1x2 hour written	& detailed knowledge of areas of environment; ture and field of environmental studies; is and their application in the planning and important role people play in the conservation		
Module Code: LSKH221	Semester 2	8 Credits	NOF-Level: 5b		
Title: Life Skills Health Education	Jeillester 2	0 creans	NQF-Level. JD		
Incoduct Code. LSKR221 Seriester 2 8 Creaits Nutr-Level: Sb Title: Life Skills Health Education After you have completed this module, you should: •					
Module Code: LSKM121	s assessment 50 %	1x2 hour written o	exam 50 <u>%</u>		
	s assessment 50 % Semester 2	1x2 hour written 8 Credits	exam 50 % NQF-Level: 5a		

Assessment Mode: Continuous assessment 50 %, 1x2 hour written exam + 1 practical exam 50 %

Module Code: LSKM211	Semester 1	8 Credits	NQF-Level: 5b		
 Title: Life Skills: Music After you have completed this module demonstrate a solid knowledge Foundation Phase and apply the demonstrate a better understam critically analyse and synthesise apply various didactic principles activities, play recorder or meloo percussion instruments; demonstrate an ability to solve v activities and lessons in the Fou compare world views and demo teacher. Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour writter 	, you should: base and sound under e grouping and clusteri ding of the application information on the im m music, read and wri dica and accompany m vell-defined but unfami indation Phase; and nstrate own world view essment 50 %, exam + 1 practical ex	standing of music, danc ng of assessment stand of the NCS; plications of the develop ite music, apply these sk iore advanced Foundatio iliar problems in planning while continuously develop am 50 %	e and drama concepts and activities for the ards in Foundation Phase lessons to ment of the young learner for music training, ills creatively in various suitable music on Phase songs on the guitar or African g appropriate music, dance and drama eloping their role as Foundation Phase music		
Module Code: LSKN312	Semester 1	8 Credits	NQF-Level: 6		
Title: Life Skills: Nutrition After you have completed this module e demonstrate a well-rounded kno Skills, including various aspects learners; various problems rega development of the child and an e demonstrate an ability to solve v based on the abovementioned t of the themes; e demonstrate the ability to solve within the context of the abovem e demonstrate one's own ideas ar Mode of Delivery: Full-time Assessment Mode: Continuous ass	, you should: weldge base and sour of nutrition, foods, unc rding aspects of nutriti awareness of correct vell-defined but unfami hemes, and to plan act problems in relation to pentioned theory by us and opinions in well-stru essment 50 %.	nd understanding of nutri der-nutrition, over-nutritio on in the South African o nutrition and a healthy li liar problems using corro- tivities based on the und the planning and preser- ing basic information teo- cured arguments in a p	tion for children as a component of Life on, malnutrition and special diets for young ontext; the impact that nutrition has on the festyle; act procedures and appropriate evidence erstanding of ideas and theoretical principles ttation of lessons and practical sessions hnology; rofessional manner.		
Module Code: LSKP311	Semester 1	8 Credits	NQF-Level: 6		
 Title: Life Skills: Physical Education After you have completed this module • demonstrate a well-rounded and phase learner; • identify and plan a variety of mo principles and rules of movemer • demonstrate the ability to solve development lessons for specifi- identify and address perceptual • act ethically responsible and b related to movement developmer Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour writter 	Module Code: LSKP311 Semester 1 8 Credits NQF-Level: 6 Title: Life Skills: Physical Education After you have completed this module, you should: • • demonstrate a well-rounded and systematic knowledge of the perceptual and gross motor development of the Foundation phase learner; • • • identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules of movement development; • emonstrate the ability to solve well-defined but unfamiliar problems to plan and present scientific and creative movement development lessons for specific application to different age and developmental groups in the Foundation phase, and to identify and address perceptual and gross motor problems and other medical conditions related to movement; • • act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to movement development in the Foundation Phase. Mode of Delivery: Full-time Assessment Mode: Continuous assessment 50 %. *				
Module Code: LSKR111	Semester 1	8 Credits	NQF-Level: 5a		
Title: Life Skills: Culture and Religion After you have completed this module e demonstrate fundamental know e demonstrate the ability to apply apply knowledge of different and demonstrate ethically profession society. Mode of Delivery: Full-time Assessment Mode: Continuous ass 1x2 hour writter	1 , you should: ledge of Life Orientatio life skills methods, pro d diverse religious grou nal conduct and values essment 50 % n exam 50 %	n as learning area of the cedures and techniques ups to solve problems wi of tolerance towards the	Foundation phase; to facilitate personal and social skills; thin a familiar context; e cultural and religious diversity in our		

Module Code: MATD211	Semester 1	8 Credits	NQF-Level: 5b			
Title: Mathematics Methodology:	Snr phase					
After you have completed this mod	dule, you should:					
 demonstrate a solid knowled identify and mativate the relation 	ige of teaching/learning ap	proaches in mathematics;				
 Identity and motivate the role apply different teaching strat 	e of assessment of and for	mathematics lessons for Seni	or phase learners.			
 illustrate an appreciation for 	the value of mathematics in	n real life.	or phase learners,			
Mode of Delivery: Full-time						
Assessment Mode: Continuous	assessment 60 %	1x2 hour written exam 40	%			
Module Code: MATD321	Semester 2	8 Credits	NQF-Level: 6			
Title: Mathematics Methodology:	Int phase/ FET phase					
After you have completed this module, you should:						
 demonstrate a well-rounded 	and systematic knowledge	of the structure and content	of the school mathematics curriculum			
apply key concepts and proceed to the specific section of the specific se	chool phase,	school mathematics to plan	and compile a work schedule for a			
specific grade of this school	phase;	i school mathematics to plan,	and complie a work schedule for a			
 use appropriate technologies 	s to plan and present mathe	ematics lessons for the specif	ic phase learners, giving evidence of			
theoretical underpinning;		-				
demonstrate an appreciation	n for the value of mathemat	ics in real life through commu	nication and behaviour.			
Assessment Mode: Continuous	assessment 60 %	1x2 hour written exam 40	%			
Module Code: MATD411	Semester 1	16 Credite	NOE-Level: 6			
Title: Mathematics Methodology:	Int phase / EET phase	10 010010				
After you have completed this mod	dule, you should:					
Outcomes for Intermediate phase	<u>se</u>					
 demonstrate a comprehensi 	ve and systematic knowled	ge of the teaching and learnir	ng of mathematics in multilingual Int			
phase mathematics classroo	oms;		stanting and balancing			
 demonstrate an appreciation Outcomes for EET 	i for the value of mathemat	ics in real life through commu	nication and benaviour.			
demonstrate a comprehensit	ve and systematic knowled	ge of the structure and conter	nt of the Mathematical Literacy			
Curriculum;		3				
 demonstrate the abilities to p 	plan and compile a portfolic	for Mathematical Literacy, in	cluding a work schedule for a specific			
grade, lesson plans, and sel	f-developed learning mater	ials;				
 apply knowledge of mathematical demonstrate on approximation 	atical literacy to plan and p	resent mathematical literacy I	essons;			
 demonstrate an appreciation situation 	I IOI THE VALUE OF MATHEMAT	ics in real life through commu	nication and benaviour in the class			
Mode of Delivery: Full-time						
Assessment Mode: Continuous a	assessment 60 %	1x3 hour written exam 40	%			
Module Code: MATD421	Semester 2	16 Credits	NQF-Level: 6			
Title: Mathematics Methodology:	Senior phase					
After completion of this module, st	udent should:					
 demonstrate a comprehensive ourrigulum applicable to this 	ve and systematic knowled	ge of the structure and conter	nt of the school mathematics			
 demonstrate the effective us 	e of technology (calculator	s, graphic calculators, compu	ter programmes) and plan and present			
mathematics lessons;	,	-, g	p9			
 demonstrate an appreciation 	n for the value of mathemat	ics in the world of work in con	nmunication and behaviour in the class			
situation.						
Assessment Mode: Continuous a	assessment 60 %	1x3 hour written exam 40	%			
Module Code: MATE111	Semester 1	16 Credits	NOE-Level: 5a			
Title: Mathematics for Education:	Functions	To oreans	iter-Level. 5a			
After completion of this module, st	udent should:					
 demonstrate basic knowledge 	e, understanding and insig	ht with respect to the followin	g functions: linear functions, quadratic			
functions, polynomial function	ns, absolute value function	s, rational functions, trigonom	netric functions, exponential functions,			
logarithmic functions and hy	perbolic functions;	lated problems using the fun	ations montioned both by non-cod			
 uemonstrate skills to model paper methods and by apply 	ieal-wond situations and re	nateu problems, using the fun	cuons menuoned both by pen-and-			
 be competent to interpret so 	lutions produced by the ab	ovementioned processes and	be able to execute basic operations			
with the functions, apply con	npound functions and if pos	sible, determine the inverse of	of the functions;			
 use functions to model real-l 	ife situations and problems	and to evaluate whether the	mathematical solutions are valid.			
Mode of Delivery: Full-time	0001	4.0	24			
Assessment Mode: Continuous a	assessment 60%,	1x3 hour written exam 40	%			
i nour practica	II EXAIII					

Module Code: MATE121	Semester 2	16 Credits	NQF-Level: 5a
Title: Mathematics for Education	on: Elementary Statistics		
After completion of this module, • demonstrate basic knowle	student should:	t to elementary statistics and	h probability:
 demonstrate basic knowled demonstrate the ability to 	determine the probability	of an event using an appro	priate definition, as well as the ability to
gather, organise and repr	esent data;	0 11	
 apply the rules of probab 	ility and statistics to solve re	eal-life problems and interpr	et data in order to draw conclusions with
other matter applicable to	the teaching and facilitation	of statistics and probability	computer software calculations and any
 evaluate the validity of ma 	thematical solutions within t	the context of real-world situa	ations and to judge the value of the topics
in this module with regard	to how they fit into the broad	der framework of mathemati	cs.
Mode of Delivery: Full-time	is accossment 60 %		
1x3 hour	written exam 40 %		
Module Code: MATE211	Semester 1	16 Credits	NQF-Level: 5b
Title: Mathematics for Education	on: Spherical and Euclidean	Geometry	-
After completion of this module,	student should:		
 demonstrate solid knowle 	dge, understanding and insig	ght with respect to Euclidear	and spherical geometry by studying
geometry on the plane an demonstrate solid knowle	d on the sphere; dae, understanding and insid	abt with respect to defining a	and describing conic sections
conceptually and algebrai	cally;	gint with respect to demining a	and describing come sections
 demonstrate skills to com 	pare the spherical proofs and	d results of theorems and ax	tioms with those of Euclidean geometry;
comparing relationships b	etween trigonometry and ge	cometry on the sphere;	
 demonstrate skills using s be competent to investigate 	uitable computer software to	o facilitate the modelling of re	eal-word problems;
 be competent to investigate be competent in applying 	the theory of conic sections	in order to solve real-world r	problems:
 evaluate the validity of ma 	thematical solutions to real I	life problems.	
Mode of Delivery: Full-time	1.000/		
Assessment Mode: Continuou	s assessment 60%,		
1 hour pract	ical exam		
Module Code: MATE221	Semester 2	16 Credits	NQF-Level: 5b
Module Code: MATE221 Title: Mathematics for Education	Semester 2 on: Introductory Algebra	16 Credits	NQF-Level: 5b
Module Code: MATE221 Title: Mathematics for Education After completion of this module,	Semester 2 on: Introductory Algebra student should:	16 Credits	NQF-Level: 5b
Module Code: MATE221 Title: Mathematics for Education After completion of this module, • demonstrate solid knowle numbers polynomial func	Semester 2 on: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se	16 Credits ght with respect to number s equences and series:	NQF-Level: 5b ystems, mathematical induction, complex
Module Code: MATE221 Title: Mathematics for Education After completion of this module, • demonstrate solid knowle numbers, polynomial funce • demonstrate skill in perfor	Semester 2 Dr.: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re	16 Credits ght with respect to number s equences and series; espective number systems a	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with
Module Code: MATE221 Title: Mathematics for Educatio After completion of this module, • demonstrate solid knowle numbers, polynomial func • demonstrate skill in perfor polynomial functions, reso	Semester 2 pr: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re olving rational polynomial que	16 Credits ght with respect to number s equences and series; espective number systems a otients into partial fractions,	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series
Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, • demonstrate solid knowle numbers, polynomial func • demonstrate skill in perfor polynomial functions, ress and describing the behaviour • be competed we perform	Semester 2 pr: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re olving rational polynomial que our of sequences and series preparties of the reporting	16 Credits ght with respect to number s; equences and series; aspective number systems a otients into partial fractions, s;	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series
Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, • demonstrate solid knowle numbers, polynomial functions, resc, and describing the behavi • be competent to apply the model real world situation	Semester 2 n: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re lying rational polynomial que our of sequences and series properties of the respective s using polynomials. use app	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, r s; number systems, prove rela Dicable computer software to	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial
Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, • demonstrate solid knowle numbers, polynomial funct • demonstrate skill in perfor polynomial functions, resc and describing the behavit • be competent to apply the model real world situation functions and series and	Semester 2 n: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re low of sequences and series properties of the respective s using polynomials, use app o model real-world situations	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, r s; e number systems, prove rela plicable computer software tr s using sequences and serie	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial s;
Module Code: MATE221 Title: Mathematics for Educatio After completion of this module, • demonstrate solid knowle numbers, polynomial funct • demonstrate skill in perfor polynomial functions, reso and describing the behavit • be competent to apply the model real world situation functions and series and • be capable to evaluate th	Semester 2 Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so	16 Credits ght with respect to number s equences and series; aspective number systems a, otients into partial fractions, s; a number systems, prove rela plicable computer software to susing sequences and seried lutions within the context of a	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial s; real-world situations and to judge the
Module Code: MATE221 Title: Mathematics for Educatio After completion of this module, edemonstrate solid knowle numbers, polynomial func edemonstrate skill in perfor polynomial functions, resc and describing the behavi be competent to apply the model real world situation functions and series and be capable to evaluate th value of the topics in this	Semester 2 on: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re- olving rational polynomial que our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, s; a number systems, prove rela plicable computer software to s using sequences and serie lutions within the context of a hey fit into the broader frame	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial se; real-world situations and to judge the work of mathematics.
Module Code: MATE221 Title: Mathematics for Education After completion of this module, • demonstrate solid knowle • numbers, polynomial funct • demonstrate skill in perform polynomial functions, resc and describing the behavior • be competent to apply the model real world situation functions and series and • be capable to evaluate th value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo	Semester 2 on: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re- olving rational polynomial que our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%,	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, s; e number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of a hey fit into the broader frame 1x3 hour written exami	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 %
Module Code: MATE221 Title: Mathematics for Educatio After completion of this module, • demonstrate solid knowle numbers, polynomial funct • demonstrate skill in perfor polynomial functions, resc and describing the behavi • be competent to apply the model real world situation functions and series and • be capable to evaluate the value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311	Semester 2 on: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re olving rational polynomial que our of sequences and series o properties of the respective s using polynomials, use app o model real-world situations o validity of mathematical so module with regard to how th us assessment 60%, Semester 1	16 Credits ght with respect to number s equences and series; espective number systems a otients into partial fractions, , s; number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of 1 hey fit into the broader frame 1x3 hour written exami 16 Credits	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6
Module Code: MATE221 Title: Mathematics for Education After completion of this module, • demonstrate solid knowle numbers, polynomial functions, resc and describing the behavit • be competent to apply the model real world situation functions and series and the • be capable to evaluate this • be capable to evaluate this • be capable to evaluate this • belivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Education	Semester 2 on: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re olving rational polynomial que our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, <u>Semester 1</u> on: Calculus	16 Credits ght with respect to number s equences and series; espective number systems a otients into partial fractions, (s; r number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of 1 hey fit into the broader frame 1x3 hour written exami 16 Credits	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial s; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6
Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, • demonstrate solid knowle numbers, polynomial funct • demonstrate skill in perfor polynomial functions, resc and describing the behavi • be competent to apply the model real world situation functions and series and • be capable to evaluate the value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module,	Semester 2 Sudent should: dge, understanding and insig tions, partial fractions and se ming calculations with the re- wing rational polynomial que our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how the us assessment 60%, Semester 1 n: Calculus student should:	16 Credits ght with respect to number s equences and series; espective number systems a otients into partial fractions, is; enumber systems, prove rela plicable computer software t s using sequences and serie lutions within the context of i hey fit into the broader frame 1x3 hour written exami 16 Credits	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial us; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6
Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, • demonstrate solid knowle numbers, polynomial functions, resc and describing the behavi • be competent to apply the model real world situation functions and series and t • be capable to evaluate th value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, • demonstrate advanced kr	Semester 2 In: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re your of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how the us assessment 60%, Semester 1 on: Calculus student should: iowledge, understanding and the intercal, the mideoint of	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, r s; e number systems, prove rela plicable computer software to s using sequences and serie lutions within the context of 1 hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit:	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial us; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral. Biomagn sume and the
 Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, demonstrate solid knowle numbers, polynomial functions, resc and describing the behavi be competent to apply the model real world situation functions and series and fit be capable to evaluate this value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, demonstrate advanced kr derivative, the meaning of Fundamental Theorem of 	Semester 2 Drift Provide Standard Student Should: dge, understanding and insig tions, partial fractions and se ming calculations with the re out of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, Semester 1 Drift Student Should: towledge, understanding and of the integral, the midpoint r	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, r s; pumber systems, prove rela plicable computer software te s using sequences and serie lutions within the context of 1 hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit: ule, the properties of the de culus;	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the
 Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, demonstrate solid knowle numbers, polynomial funct demonstrate skill in perfor polynomial functions, resc and describing the behavi be competent to apply the model real world situation functions and series and f be capable to evaluate th value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, demonstrate advanced kr derivative, the meanings Fundamental Theorem of demonstrate skill in the cz 	Semester 2 Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re volving rational polynomial que our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, Semester 1 Differential and Integral Calculation of the integral, the midpoint for bifferential and Integral Calculation of the derivative froc	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, , s; a number systems, prove rela plicable computer software tr s using sequences and serie lutions within the context of r hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit: rule, the properties of the de culus; om the definition, the derivati	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the ion of certain differentiation rules, the
 Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, demonstrate solid knowle numbers, polynomial functions, resc and describing the behavi be competent to apply the model real world situation functions and series and 1 be capable to evaluate th value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, demonstrate advanced kr derivative, the meanings Fundamental Theorem of demonstrate skill in the cc calculation of a large varied 	Semester 2 Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, Semester 1 Differential and Integral Cald uculation of the derivative frc aty of derivatives, the limit of	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, ; a number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of a hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit: rule, the properties of the de culus; om the definition, the derivati a Riemann sum and a large	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the ion of certain differentiation rules, the variety of indefinite and definite
Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, • demonstrate solid knowle numbers, polynomial functions, resc and describing the behavit • be competent to apply the model real world situation functions and series and 1 • be capable to evaluate the value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, • demonstrate advanced kr derivative, the meanings of Eucation of a large varie integrals; • be competent to apply difficures	Semester 2 on: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re olving rational polynomial que our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, Semester 1 Differential and Integral Calculus student should: owledge, understanding and of the integral, the midpoint r Differential and Integral Calculus et of derivatives, the limit of terentiation and integration to	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, ; a number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of r hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit: rule, the properties of the de culus; om the definition, the derivati a Riemann sum and a large o analyse the behaviour of fi	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, io investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the ion of certain differentiation rules, the evariety of indefinite and definite unctions within real life situations and
Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, e demonstrate solid knowle numbers, polynomial funct of polynomial functions, resc and describing the behavit be competent to apply the model real world situation functions and series and 1 • be capable to evaluate the value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, e demonstrate advanced kr derivative, the meanings of Fundamental Theorem of demonstrate skill in the ca calculation of a large varie integrals; • be competent to apply diff solve problems where rati	Semester 2 on: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re oporties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, Semester 1 Differential and Integral Calculation of the entegral, the midpoint r Differential and Integral Calculation of the derivative fre sty of derivatives, the limit of rerentiation and integration to as of change, area, total cha	16 Credits ght with respect to number s equences and series; aspective number systems a otients into partial fractions, ; a number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of r hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit: rule, the properties of the de culus; om the definition, the derivati a Riemann sum and a large o analyse the behaviour of fu inge and volume are involved	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the ion of certain differentiation rules, the variety of indefinite and definite unctions within real life situations and d;
 Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, edemonstrate solid knowle numbers, polynomial functions, resc and describing the behavion be competent to apply the model real world situation functions and series and be capable to evaluate the value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, edmonstrate advanced kr derivative, the meanings Fundamental Theorem of demonstrate skill in the cc calculation of a large varie integrals; be capable of evaluating functions 	Semester 2 On: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se wing calculations with the re yor of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, Semester 1 Differential and Integral Calc loculus student should: locule for the derivative frc aty of derivatives, the limit of the retaint of the derivative frc aty of derivatives, the limit of the meaning and validity of the	16 Credits ght with respect to number s equences and series; espective number systems a otients into partial fractions, ; e number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of r hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limite rule, the properties of the de culus; om the definition, the derivati a Riemann sum and a large o analyse the behaviour of fu nge and volume are involvee heir analysis or solutions witt	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the ion of certain differentiation rules, the variety of indefinite and definite unctions within real life situations and d; hin the context of real life situations.
 Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, demonstrate solid knowle numbers, polynomial func demonstrate solid knowle demonstrate solid in perfor polynomial functions, resc and describing the behavi be competent to apply the model real world situation functions and series and the value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, demonstrate advanced kr derivative, the meanings of Education of a large varie integrals; be capable of evaluating the solve problems where rate be capable of evaluating the Mode of Delivery: Full-time Assessment Mode: Continuo 	Semester 2 Dri: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re yoing rational polynomial, use our of sequences and series properties of the respective s using polynomials, use app o model real-world situations e validity of mathematical so module with regard to how the us assessment 60%, Semester 1 on: Calculus student should: nowledge, understanding and of the integral, the midpoint r Differential and Integral Cala usulation of the derivative frr ety of derivatives, the limit of rerentiation and integration to the maning and validity of the the meaning and validity of the second to the second to the second to the	16 Credits ght with respect to number s equences and series; espective number systems a tients into partial fractions, r s; enumber systems, prove rela plicable computer software t s using sequences and serie lutions within the context of 1 heey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit: t a dinsight with respect to limit; a namayn sum and a large to analyse the behaviour of th unge and volume are involved their analysis or solutions with	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial us; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the ion of certain differentiation rules, the variety of indefinite and definite variety of indefinite and definite unctions within real life situations and d; in the context of real life situations.
 Module Code: MATE221 Title: Mathematics for Educatic After completion of this module, demonstrate solid knowle numbers, polynomial functions, resc and describing the behavi be competent to apply the model real world situation functions and series and f be capable to evaluate th value of the topics in this Mode of Delivery: Full-time Assessment Mode: Continuo Module Code: MATE311 Title: Mathematics for Educatic After completion of this module, demonstrate advanced kr derivative, the meanings of solve problems where rate be capable to evaluating to group evaluation of a large varie integrals; be competent to apply diff solve problems where rate be capable of evaluating to Mode of Delivery: Full-time Assessment Mode: Continuo 	Semester 2 In: Introductory Algebra student should: dge, understanding and insig tions, partial fractions and se ming calculations with the re volving rational polynomial, use ap o model real-world situations e validity of mathematical so module with regard to how th us assessment 60%, Semester 1 Situdent should: iowledge, understanding and of the integral, the midpoint r Differential and Integral Cala laculation of the derivative fro ty of derivatives, the limit of rerentiation and integration to assessment 60%, in: Calculus student should: iowledge, understanding and of the integral, the midpoint r fiferential and Integral Cala laculation of the derivative fro ty of derivatives, the limit of rerentiation and integration to assessment 60%, it assessment 60%, i	16 Credits ght with respect to number s equences and series; espective number systems a tients into partial fractions, r s; e number systems, prove rela plicable computer software t s using sequences and serie lutions within the context of 1 hey fit into the broader frame 1x3 hour written exami 16 Credits d insight with respect to limit: a Riemann sum and a large to analyse the behaviour of fu tinge and volume are involven heir analysis or solutions with ractical exam	NQF-Level: 5b ystems, mathematical induction, complex nd their properties, calculations with calculations with sequences and series ationships using mathematical induction, o investigate the behaviour of polynomial is; real-world situations and to judge the work of mathematics. ination 40 % NQF-Level: 6 s and continuity, the meanings of the finite integral, Riemann sums and the ion of certain differentiation rules, the variety of indefinite and definite unctions within real life situations and d; hin the context of real life situations.

Module Code: MATE321	Semester 2	16 Credits	NQF-Level: 6
Title: Mathematics for Education	on: Linear Algebra		
 demonstrate advanced kn 	iowledge, understanding and	insight with respect to the s	olution of geometrical problems using
geometrical vectors, vector	or operations, the linear deper	ndency of vectors inside a th	nree-dimensional space, bases for
systems of vectors, solvin	g systems of linear equations	within real life contexts, nor	n-linear equations and non-linear
 demonstrate skill in the us 	se of applicable computer soft	ware to perform matrix oper	rations and solve linear programs
graphically;			1 0
 be competent to solve real 	Il-life problems using vectors,	matrices and linear program	nming;
 De capable to evaluate the Mode of Delivery: Full-time 	e validity of mathematical solu	ations within the context of h	eai me situations.
Assessment Mode: Continuou	is assessment 60%,		
1x3 hour wr	itten exam 40 % 1 hour pra	actical exam	
Module Code: MATF221	Semester 2	8 Credits	NQF-Level: 5/6
Title: Mathematics in Practice:	Numbers, Calculations and I	Data Handling	
demonstrate solid knowled	dae of numbers, number patte	erns and operations, as well	as elementary statistics and probability:
 identify number patterns in 	a variety of contexts, and be	e able to make generalisation	ons and also be able to gather, organise,
represent data;	a sector de la constante da constante de la constante		the standard and so the state from a
 demonstrate the ability to variety of contexts and up 	apply this knowledge to solve use elementary statistics to (communicate critically inte	erpret and draw conclusions from these
findings, and make forecas	sts based on probability;	communicate, entituary inte	
demonstrate positive attitu	ides towards the teaching and	d learning of mathematics.	
Mode of Delivery: Full-time	is assessment 60%		
1x2 hour	written examination 40 % 1	x 1 1/2 hours practical exam	nination
		x i /2 nouro practical chai	ination
Module Code: MATF311	Semester 1	8 Credits	NQF-Level: 6/7
Module Code: MATF311 Title: Mathematics in Practice:	Semester 1 Geometry in Action	8 Credits	NQF-Level: 6/7
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module,	Semester 1 Geometry in Action student should:	8 Credits	NQF-Level: 6/7
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundec dimensional shapes and the	Semester 1 Geometry in Action student should: and systematic knowledge pree-dimensional solids:	8 Credits	NQF-Level: 6/7
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, demonstrate well-roundec dimensional shapes and th demonstrate skills in the c	Semester 1 Geometry in Action student should: d and systematic knowledge rree-dimensional solids; alculation of area of two-dim	8 Credits with respect to the prope	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, demonstrate well-roundec dimensional shapes and th demonstrate skills in the c solids solution of real-life p	Semester 1 Geometry in Action student should: d and systematic knowledge nree-dimensional solids; alculation of area of two-dim roblems;	8 Credits with respect to the prope	NQF-Level: 6/7 rties of and relationships between two- se area and volume of three-dimensional
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, demonstrate well-roundec dimensional shapes and th demonstrate skills in the c solids solution of real-life problems by Skotchaad@ut	Semester 1 Geometry in Action student should: d and systematic knowledge nree-dimensional solids; alculation of area of two-dim problems; implementing these skills, in	8 Credits with respect to the prope nensional figures and surface icluding the use of dynamic	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundec dimensional shapes and tf • demonstrate skills in the o solids solution of real-life problems by Sketchpad®); • evaluate the validity of ma	Semester 1 Geometry in Action student should: d and systematic knowledge aclculation of area of two-dim problems; implementing these skills, in thematical solutions within the	8 Credits with respect to the prope nensional figures and surfact icluding the use of dynamic e context of real-life situation	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's ns.
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundec dimensional shapes and tf • demonstrate skills in the of solids solution of real-life pro- solve real-life problems by Sketchpad®); • evaluate the validity of ma Mode of Delivery: Full-time	Semester 1 Geometry in Action student should: d and systematic knowledge irree-dimensional solids; alculation of area of two-dim problems; implementing these skills, in thematical solutions within the	8 Credits with respect to the prope nensional figures and surface including the use of dynamic e context of real-life situation	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's ns.
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundec dimensional shapes and th • demonstrate skills in the of solids solution of real-life problems by Sketchpad®); • evaluate the validity of ma Mode of Delivery: Full-time Assessment Mode: Continue 1/2 hour	Semester 1 Geometry in Action student should: d and systematic knowledge tree-dimensional solids; calculation of area of two-dim problems; implementing these skills, in thematical solutions within the bus assessment 60%, written examination 40 %	8 Credits with respect to the prope nensional figures and surfact accluding the use of dynamic e context of real-life situation	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's ns.
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundec dimensional shapes and th • demonstrate skills in the of solids solution of real-life p • solve real-life problems by Sketchpad®); • evaluate the validity of ma Mode of Delivery: Full-time Assessment Mode: Continue 1x2 hour Module Code: NFPD121	Semester 1 Geometry in Action student should: d and systematic knowledge tree-dimensional solids; calculation of area of two-dim problems; implementing these skills, in thematical solutions within the bus assessment 60%, written examination 40 % Semester 2	8 Credits with respect to the prope nensional figures and surfact including the use of dynamic e context of real-life situation 8 Credits	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's ns. NQF-Level: 5a
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundec dimensional shapes and ti • demonstrate skills in the of solids solution of real-life p • solve real-life problems by Sketchpad®); • evaluate the validity of ma Mode of Delivery: Full-time Assessment Mode: Continue 1x2 hour Module Code: NFPD121 Title: Numeracy Methodology	Semester 1 Geometry in Action student should: d and systematic knowledge tree-dimensional solids; calculation of area of two-dim problems; implementing these skills, in thematical solutions within the bus assessment 60%, written examination 40 % Semester 2	8 Credits with respect to the prope nensional figures and surfact including the use of dynamic e context of real-life situation 8 Credits	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's ns. NQF-Level: 5a
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundee dimensional shapes and th • demonstrate skills in the c solids solution of real-life problems by Sketchpad®); • evaluate the validity of ma Mode of Delivery: Full-time Assessment Mode: Continue 1x2 hour Module Code: NFPD121 Title: Numeracy Methodology After completion of this module, • by blo to aptive a refined	Semester 1 Geometry in Action student should: d and systematic knowledge tree-dimensional solids; calculation of area of two-dim problems; implementing these skills, in thematical solutions within the bus assessment 60%, written examination 40 % Semester 2 student should: and extematic knowledge of	8 Credits with respect to the prope nensional figures and surfact acluding the use of dynamic e context of real-life situation 8 Credits	NQF-Level: 6/7 rties of and relationships between two- re area and volume of three-dimensional computer software (e.g. The Geometer's ns. NQF-Level: 5a
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, demonstrate well-rounded demonstrate skills in the constrate skills	Semester 1 Geometry in Action student should: d and systematic knowledge rree-dimensional solids; alculation of area of two-dim oroblems; implementing these skills, in thematical solutions within the bus assessment 60%, r written examination 40 % Semester 2 student should: and systematic knowledge of ractical implementation of nu	8 Credits with respect to the prope nensional figures and surface including the use of dynamic e context of real-life situation 8 Credits f problem identification, critic mbers, calculations, pattern	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's ns. NQF-Level: 5a NQF-Level: 5a cal and creative problem solutions and s and forms during lesson presentation,
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, • demonstrate well-roundec dimensional shapes and tf • demonstrate skills in the of solids solution of real-life problems by Sketchpad®); • evaluate the validity of ma Mode of Delivery: Full-time Assessment Mode: Continuo 12 hour Module Code: NFPD121 Title: Numeracy Methodology After completion of this module, • be able to apply a refined strategies as well as the p as well as the various the	Semester 1 Geometry in Action student should: d and systematic knowledge rree-dimensional solids; alculation of area of two-dim oroblems; implementing these skills, in thematical solutions within the bus assessment 60%, written examination 40 % Semester 2 student should: and systematic knowledge of rractical implementation of nu- pries and the roles of the teac	8 Credits with respect to the prope nensional figures and surface including the use of dynamic e context of real-life situation 8 Credits f problem identification, critic mbers, calculations, pattern ther;	NQF-Level: 6/7 rties of and relationships between two- ee area and volume of three-dimensional computer software (e.g. The Geometer's ns. NQF-Level: 5a State of the computer solutions and s and forms during lesson presentation,
Module Code: MATF311 Title: Mathematics in Practice: After completion of this module, elemonstrate well-roundee elemonstrate skills in the constrate skill constraints and the constrate skill to identific classroom;	Semester 1 Geometry in Action student should: d and systematic knowledge rree-dimensional solids; alculation of area of two-dim roblems; implementing these skills, in thematical solutions within the bus assessment 60%, written examination 40 % Semester 2 student should: and systematic knowledge of ractical implementation of nui pries and the roles of the teac y and analyse problems, to de	8 Credits with respect to the prope nensional figures and surface including the use of dynamic e context of real-life situation 8 Credits f problem identification, critice ther; evelop strategies and to app	NQF-Level: 6/7 rties of and relationships between two- ce area and volume of three-dimensional computer software (e.g. The Geometer's ns. NQF-Level: 5a Stal and creative problem solutions and s and forms during lesson presentation, oly effective communication in the
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Assessment Mode: Continuous assessment 50 % 1x2 hour written examination 50 %

Module Code: NFPD211	Semester 1	8 Credits	NQF-Level: 5b				
Title: Numeracy Methodology							
After completion of this module, s	tudent should: stomatic knowledge base of	ancorning the way in which to	implement and domonstrate concepts				
principles and theories of th	 demonstrate a solid and systematic knowledge base concerning the way in which to implement and demonstrate concepts, principles and theories of the following: calculations, place values, fractions and geometry during didactic presentation of 						
learning in Numeracy in the	Foundation Phase;						
 demonstrate the skill and compared to the skill and compa	ompetence to develop probl	em-solving techniques, relate	d procedures, terminologies and				
strategies concerning above	ementioned themes in order	r for effective, responsible coi	nmunication skills to be applied in the				
 acquire problem-solving ski 	Ils regarding the planning a	nd presentation of lessons du	ring practical sessions in the context of				
the theory described above	employing applicable techn	nological resources; and	31				
 demonstrate the basic value 	es of numeracy that are req	uired in the classroom contex	t in an ethically professional manner,				
as well as the ability to com	municate with learners and	the community.					
Assessment Mode: Continuous	assessment 50 %						
1x2 hour w	ritten examination 50 %						
Module Code: NFPD311	Semester 1	8 Credits	NQF-Level: 6				
Title: Numeracy Methodology							
After completion of this module, s	tudent should:						
 demonstrate a refined and a creative strategies and solution 	horough, systematic knowle	edge of problem identification	, should be able to apply critical and				
presentation:	tions to problems to measur	rement, data nanding, graph	s and probability during lesson				
 have various skills in order 	to develop and implement d	lidactic knowledge in a variety	of learning strategies in order to				
establish effective commun	ication in class;						
 be able to develop further, in auitable teaching strategies 	ntegrated applications of kn	nowledge and skills concernin	g the planning and implementation of				
 demonstrate their own idea 	s and opinions in an ethical	lv accountable manner by me	ans of well structured arguments.				
Method of Delivery: Full-time							
Assessment Mode: Continuous	assessment 50 %						
1x2 hour wr	itten examination 50 %						
Module Code: NFPD421	Semester 2	16 Credits	NQF-Level: 6				
Module Code: NFPD421 Title: Numeracy Methodology	Semester 2	16 Credits	NQF-Level: 6				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s	Semester 2 tudent should:	16 Credits	NQF-Level: 6				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t	Semester 2 tudent should: horough, systematic knowle o increase cooperative learn	16 Credits edge of problem identification ning in Numeracy for the Fou	NQF-Level: 6 demonstrate a complete knowledge dation Phase as well as to equip				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lear cessary to handle Numerac	16 Credits edge of problem identification ning in Numeracy for the Fou cy by means of research;	NQF-Level: 6 demonstrate a complete knowledge ndation Phase as well as to equip				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a relined and and understanding of how t learners with knowledge ne • possess the skill to identify	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lear cessary to handle Numerac and analyse problems and	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help l	NQF-Level: 6 demonstrate a complete knowledge ndation Phase as well as to equip earners with specific problems;				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lear cessary to handle Numerac and analyse problems and in an integrated manner so irr and	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help l as to effectively apply resear	NQF-Level: 6 demonstrate a complete knowledge ndation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lear cessary to handle Numerac and analyse problems and i in an integrated manner so r; and rofessional values required	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classrooi	NQF-Level: 6 demonstrate a complete knowledge ndation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community.				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occ: • demonstrate the ethically p Method of Delivery: Full-time	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lean cessary to handle Numerac and analyse problems and in an integrated manner so ur; and rofessional values required	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classroou	NQF-Level: 6 , demonstrate a complete knowledge ndation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community.				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous	Semester 2 tudent should: thorough, systematic knowlo o increase cooperative lear cessary to handle Numerac and analyse problems and 1 in an integrated manner so rr; and rofessional values required assessment 50 %	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classroo	NQF-Level: 6 , demonstrate a complete knowledge dation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community.				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr	Semester 2 tudent should: thorough, systematic knowlo o increase cooperative lear cessary to handle Numerad and analyse problems and 1 in an integrated manner so ir; and ofessional values required assessment 50 % tten examination 50 %	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classroom	NQF-Level: 6 demonstrate a complete knowledge dation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community.				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lear cessary to handle Numerac and analyse problems and 1 in an integrated manner so ir; and rofessional values required assessment 50 % (then examination 50 %) Semester 1	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classroor 8 Credits	NQF-Level: 6 demonstrate a complete knowledge dation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community.				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111 Title: Numeracy: Introduction to After completion of this modules	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lear cessary to handle Numerac and analyse problems and 1 in an integrated manner so ur; and ofessional values required assessment 50 % titen examination 50 % Semester 1 Fundamental Mathematics tudent should:	16 Credits edge of problem identification ning in Numeracy for the Fou by by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classroon 8 Credits	NQF-Level: 6 demonstrate a complete knowledge dation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community.				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111 Title: Numeracy: Introduction to After completion of this module, s • have a sound and systemal	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lear cessary to handle Numerac and analyse problems and 1 in an integrated manner so ur, and rofessional values required assessment 50 % titen examination 50 % Semester 1 Fundamental Mathematics tudent should:	16 Credits edge of problem identification ning in Numeracy for the Fou by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classroon 8 Credits	NQF-Level: 6 demonstrate a complete knowledge ndation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community. NQF-Level: 5a				
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Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111 Title: Numeracy: Introduction to After completion of this module, s • have a sound and systemal order to understand Mather classification, counting and • teach/ facilitate Mathematic intervert and assess the me	Semester 2 tudent should: thorough, systematic knowlo o increase cooperative lear cessary to handle Numeraci and analyse problems and ti in an integrated manner so ar; and rofessional values required assessment 50 % Semester 1 Fundamental Mathematics tudent should: ic knowledge of the learning natics and solve problems (our base-ten numeration sy s with confidence witholes)	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classrood 8 Credits g Mathematics and, the nece: in context),understand what I rstem is context of true-to-life problem and presentations of learners	NQF-Level: 6 , demonstrate a complete knowledge dation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community. NQF-Level: 5a Solving higher order thinking skills in Mathematics, number sense, n solving in the Foundation Phase, at school, as an intervater and				
Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111 Title: Numeracy: Introduction to After completion of this module, s • have a sound and systemal order to understand Mather classification, counting and • teach/ facilitate Mathematic interpret and assess the me designer apply knowledge	Semester 2 tudent should: thorough, systematic knowlo o increase cooperative lear cessary to handle Numerad and analyse problems and i in an integrated manner so ur; and ofessional values required assessment 50 % ten examination 50 % Semester 1 Fundamental Mathematics tudent should: ic knowledge of the learning matics and solve problems (our base-ten numeration sy s with confidence within the athods/ strategies, models a ind insight on acquired teac	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classrood 8 Credits g Mathematics and, the necce: in context),understand what I stem is context of true-to-life probler and presentations of learners shing and learning strategies,	NQF-Level: 6 , demonstrate a complete knowledge totation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community. NQF-Level: 5a sity of higher order thinking skills in Mathematics, number sense, n solving in the Foundation Phase, at school, as an interpreter and methods and skills during the design of				
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Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occu • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111 Title: Numeracy: Introduction to After completion of this module, s • have a sound and systemat order to understand Mather classification, counting and • teach/ facilitate Mathematic interpret and assess the me designer apply knowledge a learning experiences in the • apply teaching theories witf colution proceeding with	Semester 2 tudent should: thorough, systematic knowlo o increase cooperative learn cessary to handle Numerac and analyse problems and 1 in an integrated manner so ur; and ofessional values required assessment 50 % tten examination 50 % Semester 1 Fundamental Mathematics tudent should: ic knowledge of the learning natics and solve problems (our base-ten numeration sy s with confidence within the thtods/ strategies, models a nd insight on acquired tearning redeling of the top the fle confidence time to the top the top the top top	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classrood 8 Credits g Mathematics and, the neces in context),understand what I system is context of true-to-life probler and presentations of learners ching and learning strategies, cy in the Foundation Phase; knowledge of Mathematics, a	NQF-Level: 6 , demonstrate a complete knowledge dation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community. NQF-Level: 5a ssity of higher order thinking skills in Aathematics, number sense, at school, as an interpreter and methods and skills during the design of and facilitate, interpret and mediate the och the methods and skills during the design of and facilitate, interpret and mediate the och the methods and sender table does and				
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Module Code: NFPD421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and understanding of how t learners with knowledge ne • possess the skill to identify • apply knowledge and skills in order for teaching to occt • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111 Title: Numeracy: Introduction to After completion of this module, s • have a sound and systemal order to understand Mather classification, counting and • teach/ facilitate Mathematic interpret and assess the me designer apply knowledge a learning experiences in the • apply teaching theories with Solution, presentation and r values towards learning Ma	Semester 2 tudent should: thorough, systematic knowle o increase cooperative learn cessary to handle Numerad and analyse problems and 1 in an integrated manner so <i>x</i> ; and rofessional values required assessment 50 % Semester 1 Fundamental Mathematics tudent should: ic knowledge of the learning natics and solve problems (our base-ten numeration sy s with confidence within the thods/ strategies , models a and insight on acquired tead Learning Program Numerad confidence in his/ her own nodeling of true-to-life probl thematics.	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help 1 as to effectively apply resear for Numeracy in the classrood 8 Credits g Mathematics and, the nece: in context),understand what I stem is context of true-to-life probler and presentations of learners sching and learning strategies, cy in the Foundation Phase; knowledge of Mathematics, a ems, guide all learners at sch	NQF-Level: 6 A demonstrate a complete knowledge indation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy in as well as in the community. NQF-Level: 5a Solving in the Foundation Phase, at school, as an interpreter and methods and skills during the design of and facilitate, interpret and mediate the ool to nurture the correct attitudes and				
Module Code: NFPP421 Title: Numeracy Methodology After completion of this module, s • demonstrate a refined and and understanding of how t learners with knowledge ne • posses the skill to identify • apply knowledge and skills in order for teaching to occt • demonstrate the ethically p Method of Delivery: Full-time Assessment Mode: Continuous 1x2 hour wr Module Code: NFPF111 Title: Numeracy: Introduction to After completion of this module, s • have a sound and systemal order to understand Mather classification, counting and • teach/ facilitate Mathematic interpret and assess the me designer apply knowledge learning experiences in the • apply teaching theories with solution, presentation and r values towards learning Ma	Semester 2 tudent should: thorough, systematic knowle o increase cooperative lean cessary to handle Numerac and analyse problems and i in an integrated manner so r; and rofessional values required assessment 50 % Semester 1 Fundamental Mathematics tudent should: ic knowledge of the learning natics and solve problems (our base-ten numeration sy s with confidence within the thods/ strategies , models a and insight on acquired teac Learning Program Numerad confidence in his/ her own nodeling of true-to-life probl thematics. assessment 50 %	16 Credits edge of problem identification ning in Numeracy for the Fou y by means of research; to develop strategies to help I as to effectively apply resear for Numeracy in the classrood 8 Credits g Mathematics and, the nece: in context),understand what I ystem is context of true-to-life probler and presentations of learners ching and learning strategies, cy in the Foundation Phase; ems, guide all learners at sch	NQF-Level: 6 , demonstrate a complete knowledge dation Phase as well as to equip earners with specific problems; ch conducted in the area of Numeracy m as well as in the community. NQF-Level: 5a Satisty of higher order thinking skills in Aathematics, number sense, n solving in the Foundation Phase, at school, as an interpreter and methods and skills during the design of and facilitate, interpret and mediate the ool to nurture the correct attitudes and				

Title: Numeracy: Fundamental Concepts in Number and Number Patterns Atter completion of this module, student should; • demonstrate an in-depth knowledge and insight with respect to the construction of meaning, whole number, as well as traction algorithms, representation of fractions, building understanding, estimating and application of the four main operations with whole numbers, and be able to predict the difficulties learners might experience; • teachfactilitate through problem solving, in context, in the Foundation Phase, being able to understand interpret and assess learners' strategies; • accommodate all learners so that they gain positive attitudes and values towards mathemalics; • demonstrate how and where to implement appropriate technology to develop mathematical concepts and skills. Method Of Delivery: Full-Rime Assessment Mode: Continuous assessment 50 % 12: hour written examination 50 % 12: hour written examination 50 % 13: 2: hour written examination 50 % 14: 2: hour written examination 50 % 15: 4: demonstrate solid knowledge and misight with respect to data handling and probability; • demonstrate solid knowledge and misight with respect to data handling and probability; • demonstrate solid knowledge and misight with respect to data handling and probability; • earbit to apply their knowledge of mathematics, making use of learning theories, facilitating the solution problems; • earbit to apply	Module Code: NFPF221	Semester 2	8 Credits	NQF-Level: 5b	
 demonstrate solid knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages, to assist learners to develop techniques to solve real-life problems meaningfully; demonstrate solid knowledge and insight with respect to data handling and probability; teach/facilitate through problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies; be able to accommodate all learners so that they gain positive attitudes and values towards mathematics; demonstrate how and when to implement the pocket calculator to develop mathematical concepts and skills. Method of Delivery: Full-lime Assessment Mode: Continuous assessment 50 % 1x2 hour written examination 50 % Module Code: NFPF411 Semestr 8 Credits NOF-Level: 6 Title: Numeracy: More Fundamental Concepts in Number and Number Patterns and Data Handling After completion of this module, student should: demonstrate skills to teach/racilitate geometry through investigation and problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies and representations (models, pictures, and diagrams); be able to accommodate all learners so that they gain positive attitudes and values towards geometry; demonstrate skills to teach/racilitate geometry through investigation and problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies and representations (models, pictures, and diagrams); be able to accommodate all learners so that they gain positive attitudes and values towards geometry; demonstrate skills to understand, interpret and assess learners' strategies and representations of computer programmes) to develop mathematical con	Module Code: NFPF221 Title: Numeracy: Fundamental Concep After completion of this module, student • demonstrate an in-depth knowledg fraction algorithms, representation operations with whole numbers, at • teach/facilitate through problem so: learners' strategies; • be able to apply their knowledge of • accommodate all learners so that • demonstrate how and where to im Method of Delivery: Full-time Assessment Mode: Continuous assee 1x2 hour written er Module Code: NFPF321 Title: Numeracy: More Fundamental C After completion of this module, student	Semester 2 ts in Number and Number should: ge and insight with respect of fractions, building und d be able to predict the c ilving, in context, in the For f mathematics making us they gain positive attitude plement appropriate techn issment 50 % Semester 2 oncepts in Number and N should:	8 Credits r Patterns tt to the construction of n erstanding, estimating a lifficulties learners might boundation Phase, being e of learning theories, fa s and values towards m nology to develop mathe lumber Patterns and Dat	NQF-Level: 5b neaning, whole number, as well as nd application of the four main experience; able to understand interpret and assess cilitating the solution of problems; athematics; imatical concepts and skills. NQF-Level: 6 ta Handling	
Module Code: NFPF411 Semester 1 8 Credits NOF-Level: 6 Title: Numeracy: More Fundamental Concepts in Number and Number Patterns and Data Handling After completion of this module, student should: • • demonstrate solid knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry; • demonstrate skills to teach/facilitate geometry through investigation and problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies and representations (models, pictures, and diagrams); • be able to accommodate all learners so that they gain positive attitudes and values towards geometry; • demonstrate how and when to implement appropriate technology (e.g., pocket calculator or computer programmes) to develop mathematical concepts and skills. Method of Delivery: Full-time Assessment 50 % Assessment Mode: Continuous assessment 50 % 1x2 hour written examination 50 % 1x2 hour written examination 50 % 1x2 hour written exaptical knowledge of the following: • the Physical Sciences Methodology: FET Phase After completion of this module, student should: • demonstrate any ell-rounded and systematic knowledge of the following:	 demonstrate solid knowledge and and decimal), ratios and percentag demonstrate solid knowledge and teach/facilitate through problem so assess learners' strategies; be able to apply their knowledge of be able to accommodate all learne demonstrate how and when to imp Method of Delivery: Full-time Assessment Mode: Continuous assess 1x3 hour written ex 	insight with respect to the ges, to assist learners to d insight with respect to da lving, in context, in the For f mathematics, making us rrs so that they gain positi lement the pocket calcula ment 50 % amination 50 %	e meaningful extension o develop techniques to so ta handling and probabil bundation Phase, being se of learning theories, fa ve attitudes and values ator to develop mathema	of concepts regarding fractions (common live real-life problems meaningfully; ity; able to understand, interpret and acilitating the solution problems; towards mathematics; tical concepts and skills.	
Title: Numeracy: More Fundamental Concepts in Number and Number Patterns and Data Handling After completion of this module, student should: • demonstrate solid knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry; • demonstrate skills to teach/facilitate geometry through investigation and problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies and representations (models, pictures, and diagrams); • be able to apply their knowledge of geometry, making use of learning theories, facilitating the solution of geometrical problems; • be able to accommodate all learners so that they gain positive attitudes and values towards geometry; • demonstrate how and when to implement appropriate technology (e.g., pocket calculator or computer programmes) to develop mathematical concepts and skills. Method of Delivery: Full-time Assessment Mode: Continuous assessment 50 % 1x2 hour written examination 50 % 1x2 hour written examination 50 % 1x2 hour written examination sto witten examination stores, and • demonstrate a well-rounded and systematic knowledge of the following: • the Physical Sciences Methodology: FET Phase After completion of this module, student should: • demonstrate a well-rounded and systematic knowledge of the following: • the Scientific method of investigation;	Module Code: NFPF411	Semester 1	8 Credits	NQF-Level: 6	
Module Code: PHSD321 Semester 2 8 Credits NQF-Level: 6 Title: Physical Sciences Methodology: FET Phase After completion of this module, student should: edemonstrate a well-rounded and systematic knowledge of the following: etail following: etail following: etail following: etail following: etail following:	 Title: Numeracy: More Fundamental Concepts in Number and Number Patterns and Data Handling After completion of this module, student should: demonstrate solid knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry; demonstrate skills to teach/facilitate geometry through investigation and problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies and representations (models, pictures, and diagrams); be able to apply their knowledge of geometry, making use of learning theories, facilitating the solution of geometrical problems; be able to accommodate all learners so that they gain positive attitudes and values towards geometry; demonstrate how and when to implement appropriate technology (<i>e.g.</i>, pocket calculator or computer programmes) to develop mathematical concepts and skills. Method of Delivery: Full-time Assessment Mode: Continuous assessment 50 %. 				
Title: Physical Sciences Methodology: FET Phase After completion of this module, student should: • demonstrate a well-rounded and systematic knowledge of the following: • the Physical Science teacher, • policy documents applicable to the Physical Sciences, • mastering of Physical Sciences, and • the scientific method of investigation; • identify and solve problems within the abovementioned themes and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes; • acquire problem-solving skills concerning the planning and presentation of lessons and practical sessions within the context of the above theoretical themes by employing applicable technological resources; and • demonstrate an appreciation of the ethically professional requirements for and responsibilities of the Physical Science teacher.	Module Code: PHSD321	Semester 2	8 Credits	NQF-Level: 6	
Method of Derivery: Full-une	Title: Physical Sciences Methodology: After completion of this module, student • demonstrate a well-rounded and s • the Physical Science teacher • policy documents applicable • mastering of Physical Science • the scientific method of inves • identify and solve problems within understanding of ideas, theories, a querier problem-solving skills con of the above theoretical themes by demonstrate an appreciation teacher. Method of Delivery: Full-time	LI Phase should: ystematic knowledge of th ; to the Physical Sciences, es, and tigation; the abovementioned ther principles and rules within errning the planning and remploying applicable te of the ethically profession	ne following: mes and plan activities w these themes; presentation of lessons a chnological resources; a nal requirements for and	which support a comprehensive and practical sessions within the context and responsibilities of the Physical Science	

Module Code: PHSD411	Semester 1	16 Credits	NQF-Level: 6
Title: Physical Sciences Methodology :	FET Phase		
After completion of this module, student	should:	wing:	
 fundamental concepts, structur 	e and logical development a	and coherence of the Physica	l Sciences;
 application of content and under 	erstanding of Physics and C	hemistry in teaching Physical	Sciences according to the
national Curriculum Stateme	nt; orking schedule and lessor	nlan).	
 assessment and laboratory tec 	hniques;	pian),	
 be able to identify and solve problements 	ems within these themes ar	nd to integrate these with rele	vant disciples, as well as plan
to demonstrate insight regarding s	school learners' alternative	understanding of concepts of	Natural Science and to adjust
their teaching strategies according	gly;	3 · · · · · · ·	···· ·· ·· · · · · · · · · · · · · · ·
 acquire problem-solving skills con of the above theoretical themes have 	cerning the planning and pr	esentation of lessons and pra	actical sessions within the context
 demonstrate an appreciation of th 	e philosophical, ethical, mo	ral and environmental perspe	ctives and to apply these to
contemporary issues related to the	e module outcomes.		
Method of Delivery: Full-time Assessment Mode: Continuous assess	sment 50 %. 1x	hour written examination 50	%
Module Code: PHSE111	Semester 1	16 Credits	NQF-Level: 5a
Title: Physical Sciences for Education:	Basic Chemical Principles		
After completion of this module, student	should:		
 have a basic concept of the nature of facilitate similar content contained in 	t chemistry and its position	in the field of natural science	and should be able to apply and
They should also be able to interact	with the content of the mod	ule by taking responsibility fo	r their own learning, must plan
and execute experiments with the ne	ecessary responsibility and	safety, as well as communica	te the results of experiments in
 Student should also be able to identi 	ify various types of chemica	I reaction, perform stoichiome	etric calculations in a variety of
situations, analyse matter, separate	mixtures, and		
make ethical judgments concerning a Mathed of Delivery Full time	science and the environmer	nt.	
Assessment Mode: Continuous asses	sment 50 % 1x	hour written examination 50	%
Module Code: PHSE121	Semester 2	16 Credits	NQF-Level: 5a
Module Code: PHSE121 Title: Physical Sciences for Education:	Semester 2 Introductory Mechanics an	16 Credits d Optics	NQF-Level: 5a
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student	Semester 2 Introductory Mechanics an should:	16 Credits d Optics	NQF-Level: 5a
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student • Outcomes of knowledge demonstrate a basic knowledge of n	Semester 2 Introductory Mechanics and should: notion, laws of motion, the e	16 Credits d Optics energy associated with motion	NQF-Level: 5a
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student • Outcomes of knowledge demonstrate a basic knowledge of m of light;	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e	16 Credits d Optics energy associated with motion	NQF-Level: 5a
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student • Outcomes of knowledge demonstrate a basic knowledge of n of light; • Outcomes of skills identify and solve relevant practical i	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e	16 Credits d Optics energy associated with motion the motion of objects and the	NQF-Level: 5a
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e	16 Credits d Optics energy associated with motion the motion of objects and the	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light;
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rect technology in planning and
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student <u>Outcomes of knowledge</u> demonstrate a basic knowledge of n of light; <u>Outcomes of skills</u> identify and solve relevant practical p follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls;	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical S	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge didentify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content.	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical So	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rect technology in planning and ciences and maintain an ethically
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student • Outcomes of knowledge demonstrate a basic knowledge of m of light; • Outcomes of skills identify and solve relevant practical p • Outcomes of abilities follow a problem-solving approach execution of lessons and practical • Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-lime Assessment Mode: Continuous assess	Semester 2 Introductory Mechanics ar should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content.	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical So 3 hour written examination 50	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rect technology in planning and ciences and maintain an ethically %
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge didemonstrate a basic knowledge didentify and solve relevant practical p Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous assess Module Code: PHSE211	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content. sment 50 % 1xt	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical So 3 hour written examination 50 16 Credits	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rect technology in planning and ciences and maintain an ethically % NQF-Level: 5b
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practica Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Module Code: PHSE211 Title: Physical Sciences for Education:	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content. sment 50 % 1x Semester 1 Advanced Mechanics and	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical So hour written examination 50 16 Credits Electricity	NQF-Level: 5a n and the reflection and refraction or reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practica Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content. sment 50 % 1x: Semester 1 Advanced Mechanics and should:	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the content e systems to the Physical Si 8 hour written examination 50 16 Credits Electricity	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practica Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of knowledge demonstrate a basic knowledge of N	Semester 2 Introductory Mechanics an is should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content. sment 50 % 1x: Semester 1 Advanced Mechanics and should: lewton's Universal Law of G	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical S hour written examination 50 16 Credits Electricity ravity, rotational motion, elec	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics;
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of m of light; Outcomes of skills identify and solve relevant practical p Outcomes of skills identify and solve relevant practical p Outcomes of shillies follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous assess Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of knowledge demonstrate a basic knowledge of N Outcome of skills	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content. sment 50 % 1x; Semester 1 Advanced Mechanics and should: lewton's Universal Law of G	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical Si a hour written examination 50 16 Credits Electricity ravity, rotational motion, elect	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics;
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practica Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous assess Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of skills identify and solve relevant practical p electro-dwarmine:	Semester 2 Introductory Mechanics an is should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg ical Science content. sment 50 % 1x; Semester 1 Advanced Mechanics and ishould: lewton's Universal Law of G problems that are related to	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the content ve content by using the content e systems to the Physical Site B hour written examination 50 16 Credits Electricity ravity, rotational motion, elector gravity, rotational motion of objects	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics; objects, electro-static's and
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge demonstrate a basic knowledge demonstrate a basic knowledge follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of skills identify and solve relevant practical period	Semester 2 Introductory Mechanics an should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledg iccal Science content. sment 50 % 1x; Semester 1 Advanced Mechanics and should: lewton's Universal Law of G problems that are related to	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the content ve content by using the content ve systems to the Physical Second B hour written examination 50 16 Credits Electricity ravity, rotational motion, elector gravity, rotational motion of content	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics; objects, electro-static's and
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous assess: Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of skills identify and solve relevant practical period for the solve of the output of the solve of the output of the solve of Nowledge demonstrate a basic knowledge of N Outcome of skills identify and solve relevant practical period for the output of the output of the solve of the solve of the solve of the output of the solve of	Semester 2 Introductory Mechanics ar should: notion, laws of motion, the e problems that are related to in the context of the abo is; ntribution of local knowledg ical Science content. sment 50 % 1x; Semester 1 Advanced Mechanics and should: lewton's Universal Law of G problems that are related to p the context of the above co	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical Si B hour written examination 50 16 Credits Electricity ravity, rotational motion, elec gravity, rotational motion of co pontent by using the correct te	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics; ubjects, electro-static's and chnology in planning and
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of skills identify and solve relevant practical period demonstrate a basic knowledge of N Outcome of skills identify and solve relevant practical period electro-dynamics; Outcome of abilities follow a problem-solving approach ir execution of lessons and practical Outcome of delitical behaviour	Semester 2 Introductory Mechanics ar should: notion, laws of motion, the e problems that are related to in the context of the abo is; ntribution of local knowledg ical Science content. sment 50 % 1x; Semester 1 Advanced Mechanics and should: lewton's Universal Law of G problems that are related to n the context of the above cr is;	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical Si B hour written examination 50 16 Credits Electricity ravity, rotational motion, elect gravity, rotational motion of co pontent by using the correct ter	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics; objects, electro-static's and chnology in planning and
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge demonstrate a basic knowledge demonstrate a basic knowledge Outcomes of skills follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of skills identify and solve relevant practical period for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Outcome of skills identify and solve relevant practical period for the co responsible attitude towards Phys Outcome of skills identify and solve relevant practical period for the co rescution of lessons and practical Outcome of ethical behaviour demonstrate a papreciation for the co rescution of the static knowledge of N Outcome of ethical behaviour demonstrate a preciation for the co rescution of the statical period behaviour	Semester 2 Introductory Mechanics ar should: notion, laws of motion, the e problems that are related to in the context of the abo is; ntribution of local knowledge ical Science content. Semester 1 Advanced Mechanics and should: lewton's Universal Law of G problems that are related to in the context of the above cr is; htribution of local knowledge	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical Si 8 hour written examination 50 16 Credits Electricity ravity, rotational motion, elec gravity, rotational motion of co ontent by using the correct te e systems to the Physical Scie	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rrect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics; bijects, electro-static's and chnology in planning and ences and maintain an ethically
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student of light; Outcomes of knowledge demonstrate a basic knowledge of n of light; Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous asses: Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student outcome of knowledge demonstrate a basic knowledge of N Outcome of skills identify and solve relevant practical p electro-dynamics; Outcome of skills follow a problem-solving approach in execution of lessons and practical Outcome of thical behaviour demonstrate abasic knowledge of N Outcome of skills identify and solve relevant practical p electro-dynamics; Outcome of thical behaviour demonstrate abaris and practical outcome of thical behaviour demonstrate abaris and pr	Semester 2 Introductory Mechanics ar should: notion, laws of motion, the e problems that are related to in the context of the abo s; ntribution of local knowledge is should: lewton's Universal Law of G problems that are related to the context of the above co s; tribution of local knowledge is Simplified to the context of the above co s;	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the con e systems to the Physical Si B hour written examination 50 16 Credits Electricity ravity, rotational motion, elect gravity, rotational motion of content by using the correct tere e systems to the Physical Scient	NQF-Level: 5a n and the reflection and refraction e reflection and refraction of light; rect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics; bijects, electro-static's and chnology in planning and ences and maintain an ethically
Module Code: PHSE121 Title: Physical Sciences for Education: After completion of this module, student Outcomes of knowledge demonstrate a basic knowledge didentify and solve relevant practical p Outcomes of skills identify and solve relevant practical p Outcomes of abilities follow a problem-solving approach execution of lessons and practical Outcomes of ethical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous assess Module Code: PHSE211 Title: Physical Sciences for Education: After completion of this module, student Outcome of knowledge demonstrate a basic knowledge of N Outcome of skills identify and solve relevant practical p electro-dynamics; Outcome of abilities follow a problem-solving approach ir execution of lessons and practical Outcome of thical behaviour demonstrate appreciation for the co responsible attitude towards Phys Method of Delivery: Full-time Assessment Mode: Continuous assester	Semester 2 Introductory Mechanics ar should: notion, laws of motion, the e problems that are related to in the context of the abo ls; ntribution of local knowledge ical Science content. Sement 50 % 1x: Semester 1 Advanced Mechanics and should: lewton's Universal Law of G problems that are related to the context of the above co ls; tribution of local knowledge ical Science content. Sement 50 % 1x:	16 Credits d Optics energy associated with motion the motion of objects and the ve content by using the concentration e systems to the Physical Si 3 hour written examination 50 16 Credits Electricity ravity, rotational motion, elector gravity, rotational motion of content by using the correct term e systems to the Physical Science a hour written examination 50	NQF-Level: 5a a and the reflection and refraction a reflection and refraction of light; rect technology in planning and ciences and maintain an ethically % NQF-Level: 5b tro-static's and electro-dynamics; abjects, electro-static's and chnology in planning and ences and maintain an ethically %

Module Code: PHSE221	Semester 2	16 Credits	NQF-Level: 5b					
Title: Physical Sciences for Education:	Atom Structure and Chem	ical Bonding						
After completion of this module, student	should:							
 demonstrate a well-rounded knowledge of the following themes in Natural Science: atom structure, electron configuration, 								
 identify and solve problems within 	chemical bonding, intermolecular forces and the phases of matter and organic chemistry;							
understanding of the ideas, theori	es and principles within the	themes:	apport a comprehensive					
 acquire problem-solving skills con 	cerning the planning of les	sons and practicals in context	of the above-mentioned					
theoretical themes by means of the	e using the correct technol	ogy;						
 demonstrate appreciation of the c 	ontribution of indigenous kr	nowledge systems in the phar	macological, bio-ethical issues					
Physical Sciences	ontent and should demonsti	ate an ethically accountable	attitude towards the content of					
Method of Delivery: Full-time								
Assessment Mode: Continuous asses	sment 50 %	1x3 hour v	vritten examination 50 %					
Module Code: PHSE311	Semester 1	16 Credits	NQF-Level: 6					
Title: Physical Sciences for Education:	Control of Chemical Reac	tions						
After completion of this module, student	should:							
 have a fundamental knowledge of 	the following themes in the	e learning area Natural Scien	ces: thermodynamics and					
reaction rate, equilibrium, acids, b	ases and pH and electroch	emistry, s well as plan activities that s	upport the comprehensive					
understanding of ideas, theories.	principles and rules within t	hese themes:	apport the comprehensive					
 acquire problem-solving skills con 	cerning the planning and p	resentation of lessons and pr	actical sessions within context of					
the above theoretical themes by e	mploying applicable techn	ological resources; and						
 demonstrate appreciation of the c 	ontribution of indigenous kr	nowledge systems in the phar	macological, bio-ethical issues					
Physical Sciences	ontent and should demonsti	ate an ethically accountable	attitude towards the content of					
Method of Delivery: Full-time								
Assessment Mode: Continuous asses	sment 50 % 1x	3 hour written examination 50)%					
Module Code: PHSE321	Semester 2	16 Credits	NQF-Level: 6					
Title: Physical Sciences for Education:	Electricity and Magnetism	, Oscillations and Waves						
After completion of this module, student	should:							
 demonstrate a basic and systema 	tic knowledge of magnetic	fields and forces, electro-mag	netic induction, oscillation and					
 identify and solve relevant practic 	and light quanta;	to electro-magnetism, oscilla	ation and waves interference					
phenomena and light guanta:		to electro-magnetism, oscilla	alon and waves, interference					
 follow a problem-solving approach 	n in the context of the above	e, using the correct technolog	y in planning and execution of					
lessons and practicals;								
 demonstrate appreciation for the optimized to the optimized t	contribution of local knowle	dge systems to the Physical S	Sciences and maintain an					
Method of Delivery: Full-time	ius Filysical Science conte	an.						
Assessment Mode: Continuous asses	sment 50 % 1x	3 hour written examination 50)%					
Module Code: PPSE211	Semester 1	8 Credits	NQF-Level: 5b					
Title: Pre-Primary School Education: L	iteracy							
After completion of this module, student	should:							
 demonstrate basic knowledge, un 	derstanding and insight into	the holistic development of	the learner in the pre-school					
phase as well as the establishmen	nt of an environment at the	nursery school which tosters	learners' maximum					
 possess the skill necessary to face 	ilitate learning in early litera	acy by means of stories, nurse	erv rhymes and verses, as well as					
art;			,,,,,					
 demonstrate competence in findir 	• demonstrate competence in finding solutions in the case of learners' experiencing problems in the acquisition of language;							
and								
 realise the value of the development Method of Delivery: Full time 	ent of language and art as p	part of early development.						
Assessment Mode: Continuous assessment 50 % 1x2 hour written examination 50 %								
Module Code: PPSE221	Semester 2	8 Credits	NQF-Level: 5b					
Title: Pre-Primary School Education:	umeracy and Science							
After completion of this module, student	should:							
 demonstrate basic knowledge, un 	derstanding and insight reg	jarding;						
 demonstrate skills to facilitate lear 	ning with understanding;							
 be competent to interpret and rem avaluate the validity 	iediate solutions, models a	nd representations when nec	essary;					
 evaluate the validity. Method of Delivery: Full-time 								
Assessment Mode: Continuous asses	sment 50 % 1x	2 hour written examination 50) %					

Module Code: PPSE411	Semester 1	8 Credits	NQF-Level: 6				
Title: Pre-Primary School Education:	Grade R						
After completion of this module, studen	t should:						
 have a well-rounded knowledge of the grade R learner and should know how to curriculate for these learners' in an informal 							
 demonstrate skills necessary to fractional strate skills	acilitato proparatory readiu	a writing spelling and numer	acy learning activities:				
demonstrate skins necessary to a	solutions in the case of le	arners' experiencing problems	s relating to early literacy and				
numeracy; and		amore experiencing presience	relating to early moracy and				
 demonstrate an appreciation of the 	ne informal approach in sti	mulating Grade R learners.					
Method of Delivery: Full-time							
Assessment Mode: Continuous asses	sment 50 % 1	x2 hour written examination 5	0 %				
Module Code: PPSE421	Semester 2	8 Credits	NQF-Level: 6				
Title: Pre-Primary School Education:	Organisation and Adminis	tration					
After completion of this module, studen	t should:		a and a duration (a diamatana)				
 demonstrate a well-rounded know international) integration of the 8 	leage of the following - th	e history of pre-school teachin	ig and education (national and				
involvement:	learning areas in the deve	siopment of enective programme	nes, assessment and parentai				
 demonstrate skills relating to the 	compilation and presentat	ion of an integrated, day progr	amme;				
 demonstrate competence in facili 	tating teaching and learnir	ng events and in successfully a	assessing learners in the teaching				
learning situation; and							
 demonstrate an appreciation of the second sec	e development of pre-sch	ool education as well as the va	alue of parental involvement.				
Assessment Mode: Continuous asses	sment 50 %	x2 hour written examination 5	0 %				
Module Code: BESE411	Semester 1	8 Credite	NOE-Level: 6				
Title: Bessereb in Education	Semester	o creatis	NGI -Level. 0				
After completion of this module, studen	t should:						
 demonstrate systematic and com 	prehensive knowledge of	research methodology relevan	t to the field of education:				
 plan research applicable to the field 	eld of education, supporter	d by the understanding of theo	retical underpinnings;				
 demonstrate the ability to plan an 	d write a research propos	al relevant to the field of educa	ation, giving evidence of				
theoretical underpinnings and usi	ng appropriate technology	/; 					
demonstrate and apply basic ethi Method of Delivery Full time	cal principles when condu	cting research in the field of ed	ducation.				
Assessment Mode: Continuous asses	sment 50 %	x2 hour written examination 5	0 %				
Module Code: BESF421	Semester 2	8 Credits	NQF-Level: 6				
Title: Besearch Project		0.00110					
After completion of this module, studen	t should:						
 demonstrate their knowledge and 	skills in research that is b	ased on a sound knowledge b	ase of the subject theory and				
subject didactics principle to invest	stigate the research proble	em as formulated in RESF411	by means of an applicable				
research design and method;							
 the unlocking and collecting of inf limited econor; 	ormation, the organizing a	and critical analysis of informat	ion to write a research report of				
 the final assessment of this module 	le consiste of the assess	nent of the research report and	hot the writing of a theoretical				
examination.	10 001131313 01 110 2336331	nent of the research report and	That the writing of a theoretical				
Method of Delivery: Full-time							
Assessment Mode: Continuous asses	Assessment Mode: Continuous assessment 50 % 1x2 hour written examination 50 %						
Module Code: RSTO421	Semester 2	8 Credits	NQF-Level: 6				
Title: Religion Studies: Introduction to	world religions						
After completion of this module, studen	t should:						
 demonstrate a well-rounded and 	systematic knowledge of t	he national policy and curricul	um Religion Studies;				
 Identify themes relevant for the up in a diverse religious assists in St 	iderstanding of a variety of	of religions, reflect critically and	constructively on topical issues				
 research religion as a social pher 	nomenon	magnis,					
Method of Delivery: Full-time							
Assessment Mode: Continuous asses	sment 50 %						
1x2 hour written e	1x2 hour written examination 50 %						

Module Code: SECF122	Semesetara 2	8 Credits	Tekanyo Ya NQF: 5				
Title: Setswana (M) Tlhaeletsana ya Se Morago ga go fetsa mojulu o, baithuti ba	tswana a tshwanetse go:						
 supa motheo wa kitso ya melao ya mopeleto mo Setswaneng jaaka puo; 							
 supa bokgoni jwa go tihama ditiraga: supa motheo wa kitso ya teori ya da 	so tse di nonotisang bokgon Roman Jakobson le do e dir	i jwa puo jwa baitnuti t isa mo tihaeletsanong	oa kwa sekolong; va letsatsi le letsatsi le mo sekolong:				
 supa motheo wa kitso sa Batswana 	mo setšhabeng sa setsontsi;	Isa mo imaciolognog	ya letsatai le letsatai le me serteletig,				
 supa bokgoni jwa go dirisa teori ya b 	okgoni jwa go reetsa le go b	ua.					
MOKGWA WA GO KUTA: Fu MEKGWA YA GO TLHATLHOBA: Th	il-time natlhobo e e tswelelang 50 %	Diura tsa tlhat	dhobo e e kwadiwang 1x2 ke 50 %				
Module Code: SECF123	Semester 2	8 Credits	NQF-Level: 5				
Title: Setswana (NM) Communication							
After completion of this module, student	should:		111 is a laster attractions and should				
 demonstrate knowledge of various as 	vocabulary, functions, gram peets of Batswana culture:	imar and Setswaria s	kills in selected situations and should				
 be able to apply basic vocabulary 	, functions, grammar and skil	lls in order to form com	nmands, requests and basic dialogues;				
demonstrate basic reading, listenii	ng, writing and speaking skill	s in Setswana within th	ne school situation; and				
 understand Batswana language a and act in an ethically correct fash 	nd culture in order to unders	stand and handle the with the necessary ser	multicultural situation in schools better				
Method of Delivery: Full-time	of in the touching offeason .	with the neededday ee.	isitivity towards outland anoronose.				
Assessment Mode: Continuous assess	ament 50 % 1x2	hour written examinati	on 50 %				
Module Code: SECF412	Semesetara 1	8 Credits	Tekanyo Ya NQF: 6				
Title: Setswana (M) Tinaeletsana ya Se Morago ga go fetsa mojulu o, baithuti ba	tswana a tshwanetse go:						
 supetsa bokgoni jwa go tlhaeletsa 	ina ka matsetseleko mo mab	akeng a a farologanen	ıg;				
 supa kitso e e lotaganeng ya teori 	ya thekesonomi ya ga Bloor	n le go e dirisa mo dith	nutong tsa sekolo tse farologaneng.				
 supa kitso e e lotaganeng ya sets MOKGWA WA GO BUTA: Ful 	o sa Batswana mo togamaan	iong ya setšhaba se s	etsontsi.				
MEKGWA YA GO TLHATLHOBA: Tha	atlhobo e e tswelelang 50 %	Diura tsa tlhatlhot	oo e e kwadiwang 1x2 ke 50 %				
Module Code: SECF413	Semester 1	8 Credits	NQF-Level: 6				
Title: Setswana (NM) Communication							
After completion of this module, student	should:	turner functions and s	1915 of Cotemana and must build up				
 demonstrate more auvanced know knowledge about different aspects 	s of the Batswana Culture an	d must be able to com	Kills of Setswana and must build up municate in Setswana at school;				
 master more advanced vocabular 	y, functions and skills to be a	ble to utilize them to fo	orm interrogatives and requests and				
basic dialogues in the school envi	ronment;	Cotowono within the					
 nave competent reading, instering grasp the Batswana language and 	1 culture to be able to unders	trand and handle the m	school environment; nulti-cultural situation at schools and to				
act ethically correct in the education	onal situation with the necess	sary sensitivity for cult	ural differences.				
Method of Delivery: Full-time		hour writton oxominati	on E0 %				
Module Code: SEMD211	Somecetara 1	Cradite					
Title: Setswana (M) Didaktiki va Setswa	Jellieselala i	0 GIEURS	Tekanyo ra nor. Jo				
Morago ga go fetsa mojulu o, baithuti ba	a tshwanetse go:						
 supetsa kitso e e tletseng ya teori 	ya OBE mo phaposiborutelo	ong;					
supetsa mekgwa ya go ruta le go	ithuta puo ya SeAforika mo p	haposiborutelong;					
 rulaganya le go ulragaisa materia supetsa oo tihaloganya dikarolo ts)gelo a thuto filo mophatong	o o rileng.					
 tlhama ditiragatso tsa go ithutela g 	go nonofisa bokgoni jo bo far	ologaneng jwa puo; le					
supetsa pharologanyo magareng	a puo ya gae, puo ya bobedi	le ya boraro.					
MOKGWA WA GO RUTA: Full-time MEKGWA YA GO TI HATI HOBA: Tihatihobo e e tswelelang 50 % Diura tsa tihatihobo e e kwadiwang 1y2 ke 50 %							
Module Code: SEMD321	Semesetara 2	8 Credits	Tekanyo Ya NQF: 6				
Title: Setswana (M) Didaktiki ya Setswa	ina						
Morago ga go fetsa mojulu o, baithuti ba	a tshwanetse go:						
Go supetsa kitso e e tletseng e e	rulaganeng ya mekgwa le dit	sela tse di farologaner	ng tsa tekanyetso;				
 Go supersa go imoganya imoo le Supersa bekaoni iwa ao tibama le 	Siraaataa ya maama a takany	istas mo phanosiborut	alana iwa thuta ya pula:				
	tiragatso ya maemo a tekany oo tshola direkoto tsa tsothe	etso mo phaposiborut	elong jwa thuto ya puo;				
 Go supetsa bokgoni jwa go tinama le Go supetsa bokgoni jwa rulaganya 	tiragatso ya maemo a tekany go tshola direkoto tsa tsotlhi a le go tlhama ditiragatso tse	vetso mo phaposiborut e tsa tekanyetso; di nonofisang bokgon	elong jwa thuto ya puo; i jwa go akanya le go neela mabaka; le				
 Go supetsa bokgoni jwa go tinana le Go supetsa bokgoni jwa rulagany. Go supetsa bokgoni jwa go tihaele 	tiragatso ya maemo a tekany go tshola direkoto tsa tsoth a le go tlhama ditiragatso tse stsana ka Setswana se se sia	vetso mo phaposiborut e tsa tekanyetso; di nonofisang bokgon ameng.	elong jwa thuto ya puo; i jwa go akanya le go neela mabaka; le				

Module Code: SEMD411	Semesetara 1	16 Credi	ts	Tekanyo Ya NQF: 6
Title: Setswana (M) Didaktiki ya Setswa	ana			
Morago ga go fetsa mojulu o, baithuti ba	a tshwanetse go:			
 go supetsa kitso e e tletseng ya d 	itheo tsa OBE mo phapo	osiborutelong;		
 go supetsa mekgwa ya go ruta le 	go ithuta puo ya Seator	ika mo phaposibor	rutelong;	
go rulaganya le go diragatsa mait	emogelo a thuto mo mo	phatong o o rileng	;	
 go supa go unaloganya unalojo u no tihama ditiragatso tsa go ithuta 	se supa isa morutabana ang nonofisa boknoni iw	u; /e nuo mo dikaator	na tse di f	arologaneng
go supa pharologanyo magareng	a puo va dae, puo va bo	obedi le va boraro:		alologaneng
 go supetsa kitso e e lotaganeng e 	e rulaganeng ya mekgy	wa le ditsle atse di	, farologar	neng tsa tekanyetso;
 go supa go tlhaloganya tiro le tiris 	o ya maemo a tekanyet	so mo phaposibor	utelong jv	va puo;
 go supa bokgoni jwa go tlhama le 	go tshola direkoto tsa te	ekanyetso;		
 go supa nokgoni jwa go rulaganya 	a le tlhama ditiragatso ts	e di nonofisang bo	okgoni jwa	a go akanya le go neela mabaka; le
 supa bokgoni jwa go tihaeletsana 	ka Setswana.			
MEKGWA YA GO TI HATI HOBA' Tiba	atlhobo e e tswelelang 5	0 % Diura tsa tlha	atlhobo e	e kwadiwang 1x3 ke 50 %
Module Code: SEMD421	Semesetara 2	16 Crec	dits	Tekanyo Ya NQF: 6
Title: Setswana (M) Didaktiki ya Setswa	ana			
Morago ga go fetsa mojulu o, baithuti ba	a tshwanetse go:			
 supetsa kitso e e lotaganeng e e 	rulaganeng ya lenaaneth	nuto le sejulu ya tir	ro ya thut	o ya puo ya Setswana;
 supetsa kitso e e lotaganeng e e l rilangi 	rulaganeng ya diteori tsa	a go ruta thutapuo	ka tiriso y	/a mekgwa ya OBE mo mophatong o o
 rileng; supetsa bokgoni iwa go fedisa bo 	thete mo rulaganya mai	temorelo a thuto le	e ao diris:	a didiriswa tse di maleba:
 supetsa le go tihatihoba mekgwa 	va no ruta thutapuo ka t	iriso va ditlhangwa	e yo umo. 1:	a diumswa ise ui maleba,
 supa bokgoni jwa go tshola thuto 	ya Setswana le go dir	isa maemo a teka	invetso a	a siameng go lekanyetsa thutapuo ya
thutapuo ya Setswana le go dirisa	a mekgwa le ditsela tsa t	tekanyetso tse di n	naleba;	
 supa bokgoni jwa go ruta thutapu 	o ka tiriso ya ditlhangwa	ι;		
 supetsa nonofo ya bokgoni jwa pu 	lo mo tirosong ya tihaele	etsano;		
 supetsa bokgoni jwa go rulaganya 	a maitemogelo a thuto a	thutaitlhangwa le	go a leka	nyetsa; le
 Supersa go neka go isweletsa por MOKGWA WA GO BUTA: 	Eull-time	ruteng ditinangwa	d.	
MEKGWA YA GO TLHATLHOBA:	Tlhatlhobo e e tswel	elang 50 %		
	Diura tsa tlhatlhobo	e e kwadiwang 1x3	3 ke 50 %	
Module Code: SEME111	Semesetara 1	16 Credits		Tekanyo Ya NQF: 5a
Title: Setswana for Education (M)		-		
Morago ga go fetsa mojulu o, baithuti ba	a tshwanetse go:			
 Supetsa motheo wa kitso ya mele 	bo ya ditlhangwa le go e	e tlhalosa;		
 Supa melebo ya ditihangwa e e m le bokgoni iwa go e tibatiboba: le 	ialeba mo tsnekatsneko	ng ya setihangwa	se se rile	ng le go supetsa motheo wa bokgoni
 Supetsa le go tihatihoba kgodiso i 	va nonofo va history va	Setswana		
MOKGWA WA GO RUTA:	Full-time	oolonana		
MEKGWA YA GO TLHATLHOBA:	Tlhatlhobo e e tswele	elang 50 %		
	Diura tsa tlhatlhobo e	e e kwadiwang 1x3	3 ke 50 %	•
Module Code: SEME121	Semesetara 2	16 Credits		Tekanyo Ya NQF: 5a
Title: Setswana for Education (M)				
Morago ga go tetsa mojulu o, baithuti ba	a tshwanetse go:			
 supa kitso e e bonalang ya metuta bujwang le tsa segompieno); 	a e e tarologaneng ya di	kanelo tsa ditinang	gwa isa s	etswana le ditema tsa tsona (tse di
 supa ditema tse di maleba go sets 	so sa Batswana mo setš	shabeng se se sets	sontsi le g	jo di sekaseka ka go dirisa melebo e e
maleba; le		•		-
 supetsa motheo wa kitso ya dipha 	arologanyo magareng a	kanelo e e buiwan	ig le ya se	egompieno mo teng ga lemorago la
setsontsi.	Full time			
	Full-time Tibatibaba a a tawak	olana 50 %		
INCRUMENTA GO TENATENODA.	Diura tea thathaba	o o kwadiwana 1v2	3 ko 50 %	

Module Code: SEME211	Semesetara 1	16 Credits	Tekanyo Ya NQF: 5b
Title: Setswana for Education (M)			
Morago ga go fetsa mojulu o, baithuti	ba tshwanetse go:		ala da Ostadara la dilamata.
 go supa kitso e e tletseng ya kgi go supa kitso e e tletseng ya dir 	olo ya poko ya Setswana otiba tsa teori tsa poko le	a le go tarologanya ma	agareng a poko ya Setswana le dikaneio;
 go supa kilso e e ileisong ya dii go supa bokgoni iwa go sekasel 	ka le go tihatihoba poko	va Setswana ka tsene	elelo ka oo dirisa melebo ya ditlhangwa e e
maleba; le	tu lo go tillatilood perio	yu 0000114114 14 12211	
 go supa kitso e e tletseng ya mo rileng. 	ofoloji, semantiki le popa	polelo ya Setswana le	bokgoni jwa di ruta mo mophatong o o
MOKGWA WA GO RUTA:	Full-time		
MEKGWA YA GO TLHATLHOBA:	Tlhatlhobo e e tswe	lelang 50 %	(a E0.9/
Module Code: SEME221	Semesetara 2	16 Credits	Tekanyo Ya NOE: 5b
Title: Setswana for Education (M)	OchieSetara E	it oreans	
Morago ga go fetsa mojulu o. baithuti	ba tshwanetse go:		
 go supa kitso e e tletseng ya dir 	ntlha tsa teori ya fonetiki	le fonoloji ya Setswar	ia;
 go bapisa le go farologanya mat 	loko a Setswana le dipud	o tse dingwe tsa Seso	tho ka sefonetiki le sefonoloji;
 supetsa bokgoni jwa go dumisa 	le go kwala mafoko a Se	etswana ka nepo le go	a ruta mo phaposiborutelong mo mophatong
O O TILENG.	Full-time		
MEKGWA YA GO TLHATLHOBA:	Tlhatlhobo e e tswe	lelang 50 %	
	Diura tsa tlhatlhobo	e e kwadiwang 1x3 k	e 50 %
Module Code: SEME311	Semesetara 1	16 Credits	Tekanyo Ya NQF: 6
Title: Setswana for Education (M)			
Morago ga go fetsa mojulu o, baithuti	ba tshwanetse go:		
 go supa kitso e e tletseng e e rulaç 	jantshweng ya kgolo ya	nonofo ya terama ya S	Setswana le ditema tse farologaneng tsa
dikgato tse di tarologaneng tsa nor	10fo ya terama;	a taari tarama:	
 go supersa bokgoni iwa go rarabol 	janisniweng ya umina isi ola bothata ka go rarabo	a leon lerama, Iola koothang e e th:	agelelang mo setihangweng sa terama: le
 go supetsa bokgoni jo bo tsenelets 	sena mo go diriseng mele	ebo va ditlhangwa mo	tshekatshekong ya ka tsenelelo ya diterama
tsa Setswana.		e e e e e e e e e e e e e e e e e e e	
MOKGWA WA GO RUTA:	Full-time		
MEKGWA YA GU ILHAILIIUDA:	Diura tsa tlhatlhobo	lelang 50 % e e kwadiwang 1x3 k	re 50 %
Module Code: SEME321	Semesetara 2	16 Credits	s Tekanyo Ya NQF: 6
Title: Setswana for Education (M)			
Morago ga go fetsa mojulu o, baithuti	ba tshwanetse go:		
 go supetsa kitso e e tletseng e e 	e rulagantshweng ya mos	sola wa puo mo phapo	osiborutelong le mo setšhabeng,
bogolosegolo Setswana jaaka p	uo ya gae;		- I-h - O-t-wene
 go supetsa kuso e e tietseny e e co supetsa le do tibatiboba seb; 	Illagantsnweng ya umi oko oo Setswana jaaka r	Iha isa puoloayo ka y	o leba Serswana;
 go supersa le go inatinosa seba no dirisa dintlha tsa teori va mel 	ebo va ditlhangwa mo gr	ngwe ya upuo isa An	e di khuthswane, terama kootsa maboko a
tema e e rileng.			
MOKGWA WA GO RUTA: Fu	ull-time		
MEKGWA YA GO TLHATLHOBA: 11	hatlhobo e e tswelelang	50 % Diura tsa tina	atlhobo e e kwadiwang 1x3 ke 50 %
Module Code: SMLO421	Semester 2	8 Credits	NQF-Level: 6
Title: School Media Librarianship			
After completion of this module, stude	nt should:		
 demonstrate knowledge of the field 	1, concepts, elements, ro	les and requirements	of the school library within OBE;
 Identity and explain the educational identity and explain the educational 	I purposes of the school	library with the tocus	on its integration within the OBE curriculum;
 use appropriate techniques in the a design and evaluate a school libra; 	ry policy by using certain	criteria	a school library;
Method of Delivery: Full-time	y policy by doing contain	ontona.	
Assessment Mode: Continuous asse	ssment 50 %		
1x2 hour written	examination 50 %		

Module Code: TFPF321	Semester 2	8 Credits	NQF-Level: 6			
Title: Technology Literacy for Foundation Phase						
Inter rechnology Literacy for Foundation Phase After completion of this module, student should: demonstrate a solid knowledge of problem-solving skills by applying the design process to technological problems and needs; demonstrate a fundamental understanding of knowledge areas such as structure, processes and systems and control; demonstrate solid knowledge, understanding and values regarding the interrelationship between technology, society, economy and the environment; and demonstrate competence regarding appropriate use of information and communication technologies. Method of Delivery: Full-time 						
1x2 hour write	en examination 50 %					
Module Code: WVOS221	Semester 2	12 Credits	NQF-Level: 5b			
On completion of this module, student have a fundamental knowledge to understanding through an ability to these world views and ideologies; have the ability to understand the i vantage point, analyse and evalu- constant change, human rights, HI be able to articulate their personal solutions to core issues and proble Method of Delivery: Full-time Assessment Mode: Continuous asses 1x2 hour written	s should base of a selection of wo b compare the nature ar interrelatedness of pheno ate real life problems or or V-AIDS, power abuse, co world view and use it as ms of our time in a typica ssment 60 % examination 40%	rld views and ideologies and function, as well as diffurmena such as occurs in assestudies based on coorruption, racism, xenoph a point of departure for a a cademic manner.	and demonstrate their critical ferent contemporary manifestations o natural and social systems, and from re issues of our time, such as poverty iobia, etc.; irguing and communicating feasible	of this y, e		
Module Code: WVOS311	Semester 1	12 Credits	NQF-Level: 6			
Title: Main currents in the philosophy	of Education					
 On completion of this module, students should have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues alient to the field of study; demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format 						
Assessment Mode: Continuous asse 1x2 hour written	ssment 60 % examination 40%					

M.6.2 PGCE MODULE OUTCOMES

ACCD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6			
ACCOUNTING METHODOLOGY						
Accounting METHODOLOGY After completion of this module, the student should be able to: • have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the methodologies of Accounting; • have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting; • bae be to gather, organize, make a critical analysis and interpret information, to communicate information coherently and reliably, both individually or as part of a group; • be able to select information and develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP). MODE OF DELIVERY: Full-time						
ASSESSMENT MODE:		1x3 hour written examination 50%				
AFRD511	SEMESTER: 1	KREDIETE: 12	NKR-VLAK: 6			
AFRIKAANSMETODIEK						
leermateriaal en gein in die bereiking van g gepaste assessering assesseringstandaar verworwe kennis oor te stel; en om die voorskrifte val portefeulje-opdragte e METODE VAN AFLEWER	leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huistaal- en addisioneletaal leerders te begelei in die bereiking van gestelde leeruitkomste; gepaste assesseringsvorme, deur middel waarvan leerders in graad 7-12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word, te kan implementeer; verworwe kennis oor die interpretasie en implementering van die NKV te kan gebruik om geïntegreerde lesse saam te stel; en om die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans. METODE VAN AFLEWERING: Voltyds					
ASSESSESSERINGMETODES: Deurlopende assessering 50% 1x3-uur geskrewe eksamenvraestel 50%						
		1x3-uur geskrewe eksamenvraeste	1 50%			
ARTD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6			
ARTD511 ART METHODOLOGY	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6			
ARTD511 ART METHODOLOGY After completion of this mo • prove that he/she has subject during the co • apply this knowledge critical, sensible and • critically evaluate and independent way in o presentations and pra • prove that he/she has can apply this knowle that he/she can plan the context of a teact • show an ability to app plan and use integrat the NCS (Class prese • evaluate art works, th sensitivity of certain of choose subject conter learning area Arts am • prove that he/she has an inclusive and integration of the the sensitivity of certain of choose subject conter and integrate and the sensitivity of certain of choose subject conter the context of a teact of the sensitivity of certain of choose subject conter the context of the sensitivity of certain of the sensitivity o	SEMESTER: 1 dule, the student should a reached a broad and sig mpletion of his/her degree and insight to all areas o integrated way, in both th a analyse different model rder to contribute to the o catical teaching); a reached an advanced le dage to the advantage of and manage such tasks s ing/learning situation in t bly the specific didactical ed and relevant compone entations, assignments, e leories and models of art components of art, culture, components of art, culture, a a well-established outlo grated method of art teac ical teaching, class prese	CREDITS: 12 be able to: gnificant knowledge of and insight into e; f art history and theory, in a teaching the Senior Phase/FET and the learning s of art education, and apply these mo- comprehension and enjoyment of the avel of technical and practical skills ar the practical assignments and produce within a realistic time span, using avail he Senior Phase; details of Art (Senior Phase) in a less ents of Art (Senior Phase) in a less ents of Art (Senior Phase) in a less ents of Art in the FET/Senior Phase and xams, micro-lessons and practical te- analysis, according to a sound value al differences and actualities; proving ethical and responsible behaviour, in ok on life and on the world that will be intagions, exams, research and assign	NQF-LEVEL: 6 NQF-LEVEL: 6 or art-theoretical aspects and and learning environment in a area Arts and Culture. odels in a competent and subject (Micro lessons, class and knowledge, and that he/she ts of learners, and also prove ilable space and materials within son, and to prove an ability to and to use it within the context of aching). system, taking into account the a capacity and competency to Senior Phase/FET as well as a reflected in their ability to apply ly diverse education system mments).			
ARTD511 ART METHODOLOGY After completion of this mo • prove that he/she has subject during the con • apply this knowledge critical, sensible and i • critically evaluate and independent way in o presentations and pra • prove that he/she has can apply this knowled that he/she can plan the context of a teact • show an ability to app plan and use integrat the NCS (Class prese • evaluate art works, th sensitivity of certain of choose subject contel learning area Arts am • prove that he/she has an inclusive and integrat (micro-lessons, practi	SEMESTER: 1 dule, the student should reached a broad and sig mpletion of his/her degree and insight to all areas o integrated way, in both th a analyse different model rder to contribute to the o actical teaching); reached an advanced le dage to the advantage of and manage such tasks s ing/learning situation in t bly the specific didactical ed and relevant compone entations, assignments, e reorips and models of art components of art, culture, a well-established outlo grated method of art teac ical teaching, class prese	CREDITS: 12 be able to: gnificant knowledge of and insight into e; f art history and theory, in a teaching the Senior Phase/FET and the learning s of art education, and apply these mo- comprehension and enjoyment of the avel of technical and practical skills ar the practical assignments and produce within a realistic time span, using availant he Senior Phase; details of Art (Senior Phase) in a less ents of Art in the FET/Senior Phase and xams, micro-lessons and practical te- analysis, according to a sound value al differences and actualities; proving thical and responsible behaviour, in ok on life and on the world that will be hing within a culturally and linguistical intations, exams, research and assign Full-time Continuous assessment 50%	NQF-LEVEL: 6 NQF-LEVEL: 6 or art-theoretical aspects and and learning environment in a area Arts and Culture. odels in a competent and subject (Micro lessons, class and knowledge, and that he/she ts of learners, and also prove ilable space and materials within son, and to prove an ability to and to use it within the context of aching). system, taking into account the a capacity and competency to Senior Phase/FET as well as a reflected in their ability to apply ly diverse education system imments).			

BSTD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6		
BUSINESS STUDIES METHODOLOGY					
After completion of this module, the student should be able to: • demonstrate a comprehensive and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment; • identify themes relevant to the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment; • identify themes relevant to the National Curriculum Statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; • use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organize, critically analyse and to interpret; • demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organize, critically analyse and to interpret, giving evidence of theoretical underpinning; and • effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods MODE OF DELIVERY: Full-time					
ASSESSMENT MODE:		1x3-hour written examination 50%			
CATD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6		
COMPUTER APPLICATIO	ON TECHNOLOGY MET	HODOLOGY			
After completion of this mo edemonstrate comprei Technology in the FE demonstrate profound CAT lessons; demonstrate the abili and demonstrate and eva	 After completion of this module, the student should be able to: demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Application Technology in the FET phase; demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons; demonstrate the ability to facilitate teaching and learning OBE Computer Application Technology in the FET phase; and demonstrate and and under the other end of different learning material for CAT. 				
MODE OF DELIVERY:		Full-time			
ASSESSMENT MODE:		Continuous assessment 50% 1x3-hour written examination 50%			
COMF511	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6		
COMPUTERS IN EDUCAT	ΓΙΟΝ				
Upon completion of this mo demonstrate a sound demonstrate knowled demonstrate profound demonstrate and eva	odule, the student should knowledge of e-Educati lge and practical skills of d problem-solving abilitie luate ethical and moral a	d be able to: on and the Policy on e-Education; i ICT integration in schools; se to plan computer-integrated lessons aspects regarding the use of computer	s; and 's in education.		
MODE OF DELIVERY:		Full-time			
ASSESSMENT MODE:		1x2-hour written examination 50%			
ECOD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6		
ECONOMICS METHODO	LOGY				
 Upon completion of this module the learner should be able to: illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the Economics classroom in the context of postgraduate education; execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom organisation and record-keeping; effectively present academically professional information with regard to assessment of Economics teaching, as well as plan and prepare Economics lessons using his/her IT-skills and communicate coherently and creditably as an individual or as part of a group; and use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-based Education approach and implement norms and values prescribed by the Education Department. 					
MODE OF DELIVERY:		Full-time			
ASSESSMENT MODE:		Continuous assessment 50%			

EDCC511	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6				
EDUCATION THEORY	EDUCATION THEORY						
 After completion of this module the student should be able to: develop a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape; develop a basic level of competence to apply the major education theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, developmental organizations and government); 							
 develop an ability to a their theoretical inside 	apply theoretical unders	standing to the conduct of basic researc	in the ducation and to extend				
MODE OF DELIVERY:		Full-time					
ASSESSMENT MODE:		Continuous assessment 50% 1x2-hour written examination 50%					
EDCC512	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6				
ASSESSMENT							
After completion of this mo demonstrate an unde demonstrate understa demonstrate understa demonstrate abilit demonstrate the abilit demonstrate the abilit	dule the student should rstanding of outcomes- anding and application anding of inclusively ma y to plan for teaching, le ty to conduct outcomes rstanding and applicati ty to review assessment	be able to: based assessment theoretical underpir of integrated assessment; instream curriculum and the ordinary c earning and assessment within an OBE -based assessment; on of recording, recordkeeping and rep t	nning; lassroom environment; ⊊approach; orting within an OBE approach;				
MODE OF DELIVERY:	ly to review assessmen	Full-time					
ASSESSMENT MODE:		Continuous assessment 50% Portfolio assessment 50%					
EDCC513	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6				
PROFESSIONAL STUDIE	S						
After completion of this mo • demonstrate fundame curriculum; • identify and explain th • interpret the outcome • design a learning pro • demonstrate fundame teaching strategies au • develop his/her own s • develop and manage • apply appropriate kno	dule, the student shoul ental knowledge regard e components of an ou s-based National Curri gramme, work schedul antal knowledge and sk nd related instructional strategic teaching-learn professional portfolios, wuledge, skills and attit	d be able to: ing the theoretical underpinnings and p utcomes-based curriculum cycle; culum Statement and other related polit and lesson plan using OBE principles ills in the selection, planning and imple skills and teaching methods; ing approach; udes in teaching practice.	rinciples of an outcomes-based cies; ; mentation of direct and indirect				
MODE OF DELIVERY:		Full-time					
ASSESSMENT MODE:		Continuous assessment 50% 1x2-hour written examination 50%					
EDCC521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6				
EDUCATIONAL PSYCHO	LOGY						
 Alter completion of this module, the student should be able to: demonstrate fundamental knowledge of the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective; act as an agent of change by integrating the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective in their education practice; demonstrate well-rounded (fundamental and in-depth) knowledge of health promotion in diverse educational settings; demonstrate fundamental knowledge of Inclusive Education and integrate this knowledge to create environments that value all learners; understand the learner as a developing person from the ecosystemic perspective; critically reflect on interpersonal dynamics in educational settings 							
MODE OF DELIVERY:		Full-time					
ASSESSMENT MODE:		Continuous assessment 50% 1x3-hour written examination 50%					

EDCC522	SEMEST	TER: 2	CREDITS: 12	NQF-LEVEL: 6		
EDUCATION LAW, SYSTEMS AND ADMINISTRATION						
 EDUCATION LAW, SYSTEMS AND ADMINISTRATION After completion of this module, the student should be able to: contribute to quality education in a diverse community; have a deep knowledge and understanding of the nature and aims of the South African education system; function within this education system to the advantage of the South African community and to contribute to the solution of challenges; have the ability to integrate education management theory and practice to develop professional classroom management skills in a diverse and changing national and international context; demonstrate knowledge and understanding of education law principles, and the ability to interpret and apply legislation and policy correctly in order to become responsible, independent and a contributing member of the professional education community; have the ability to assess external influences on the educational and societal context by assessing external influences on the education system and the classroom. 						
ASSESSMENT MODE:		Continuous as	sessment 50%			
EDCC523	SEMESTER:	1x3-hour writte	en examination 50% CREDITS: 8	NQF-LEVEL: 6		
PROFESSIONAL STUD	IES					
Apply theoretical k demonstrate knowl demonstrate knowl identify, make, inte MODE OF DELIVERY: ASSESSMENT MODE:	After completion of this module, the student should be able to: • Apply theoretical knowledge, practical skills and the required attitudes in teaching practice; • demonstrate knowledge and understanding of the complexity of classroom discipline; and • identify, make, integrate and evaluate media in the teaching-learning situation. MODE OF DELIVERY: Participation mark 30 % ASSESSMENT MODE: Participation mark 30 %					
ENGD511	SEMESTER:	I heoretical ex	CREDITS: 12			
	1					
ENGLISH METHODOLOGY After completion of this module, the student should be able to: apply OBE principles (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase; demonstrate systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the NCS; demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases; demonstrate refined and cultivated values regarding the English language teaching profession and showing						
responsibility towards learners and the community.						
MODE OF DELIVERY:		ne community.	Full-time	ng profession, and snowing		
MODE OF DELIVERY: ASSESSMENT MODE:		ne community.	Full-time Continuous assessment 50% 1x3-hour written examination 50	ng profession, and showing		
MODE OF DELIVERY: ASSESSMENT MODE: ENGD521	SEMES	rer: 2	Full-time Continuous assessment 50% 1x3-hour written examination 50 CREDITS: 12	NQF-LEVEL: 6		
MODE OF DELIVERY: ASSESSMENT MODE: ENGD521 ENGLISH METHODOLC After completion of this i • demonstrate comp Additional Languag • demonstrate syshe programmes; integ assessment stand • demonstrate soph teaching strategies • demonstrate refine responsibility towal	SEMEST OGY module, the stude rehensive knowle je for Senior and matic and compre isticated compete for Senior and FI d and cultivated v rds learners and t	TER: 2 It should be able dge of principles FET Phases; ehensive skills in ubjects; interpre in the Senior ar ence as educate ET Phases; ralues regarding he community	Full-time Continuous assessment 50% 1x3-hour written examination 51 CREDITS: 12 e to: s regarding the planning of lesson n the planning and execution of fl tation of the NCS with regard to d FET Phases; or and in the selection of appro- the English language teaching pro-	NQF-LEVEL: 6 NQF-LEVEL: 6 s for teaching of English First English lessons and learning to the learning outcomes and opriate learning material and ofession and show		
MODE OF DELIVERY: ASSESSMENT MODE: ENGD521 ENGLISH METHODOLC After completion of this 1 • demonstrate comp Additional Languag • demonstrate syste programmes; integ assessment standa • demonstrate standa • demonstrate refine responsibility towar MODE OF DELIVERY:	SEMES DGY module, the stude rehensive knowle ge for Senior and matic and compret ration of other si urds set per grade isticated compete for Senior and FI d and cultivated v rds learners and t	TER: 2 nt should be abl dge of principles FET Phases; ehensive skills i ubjects; interpre in the Senior ar ence as educate ET Phases; alues regarding he community	Full-time Continuous assessment 50% 1x3-hour written examination 50 CREDITS: 12 e to: s regarding the planning of lesson in the planning and execution of fl tation of the NCS with regard to ad FET Phases; or and in the selection of appro- the English language teaching pro- Full-time Continuous assessment 50%	ng profession, and showing NQF-LEVEL: 6 S for teaching of English First English lessons and learning to the learning outcomes and opriate learning material and ofession and show		

GEOD511	D511 SEMESTER: 1			NQF-LEVEL: 6	
GEOGRAPHY METHODOLOGY					
After completion of this module, the student should be able to:					
 have thorough and systematic knowledge to apply integrated, specific skills to design and effectively implement Geography learning experiences; 					
 integrate theory and practical 	al comp	onents with regard to curric	ulum development and act	as a curriculum planner;	
 distinguish between the difference 	erent tea	aching and learning approa	ches, styles, strategies, me	thods and techniques and	
implementing these in a creat	are sp ative, lo	dical and systematic mann	e learning content in Geol	graphy, and subsequently	
 demonstrate a thorough ar 	nd syste	ematic knowledge in app	lying integrated critical ski	lls to ensure that correct	
summative and formative	continue	ous assessment methods	, techniques, testing and	examining of Geography	
 analyse and implement the 	effecti	e management and orga	nization of a Geography of	lassroom as well as the	
management and evaluation	1 of the	Geography department and	d personnel.		
MODE OF DELIVERY:		Full-time			
ASSESSMENT MODE:		Continuous assessment 5	0%; 1x3-hour written examin	nation 50%	
HISD511 SEMESTER	₹: 1	CREDI	TS: 12	NQF-LEVEL: 6	
HISTORY METHODOLOGY					
After completion of this module, the	ne stude	ent should be able to:		tion of Ocumination	
 demonstrate exterioeu & sys Statement: 	stemauc	knowledge of metriodolog	y of History in context of the	tional Curriculum	
 demonstrate extended skills 	in the a	analysis and synthesis of so	ources, the planning, design	and implementation of	
various assessment strategi	es, the	design of tests, examinatio	n papers and memoranda, a	as well as year planning	
 (learning programmes and w demonstrate competence in 	vorking	schedules);	oc and the ability to plan pra	etically to design and	
implement various assessme	ent stra	tegies. to set tests, examin	ation papers and memorand	a as well as to conduct	
year planning (learner progra	ammes	and working schedules); a	nd		
demonstrate values of an e	ethically	professional nature with	regard to the interpretation	of historical facts, which	
Should always be true and o	ontexiu	al, in accordance with the r	Aanitesto on values, ⊏uuca	tion and Democracy.	
MODE OF DELIVERY: Full-time					
ASSESSMENT MODE:	1	Continuous assessment	50%: 1x3-hour written exam	nination 50%	
ASSESSMENT MODE: INTD511 SEMESTER	R: 1	Continuous assessment	50%; 1x3-hour written exan	NQF-LEVEL: 6	
ASSESSMENT MODE: INTD511 SEMESTER INFORMATION TECHNOLOGY	R: 1 METHC	Continuous assessment CRED DOLOGY	50%; 1x3-hour written exan	NQF-LEVEL: 6	
ASSESSMENT MODE: INTD511 SEMESTER INFORMATION TECHNOLOGY After completion of this module, the second sec	R: 1 METHO	Continuous assessment CRED DOLOGY ent should be able to:	50%; 1x3-hour written exan	NQF-LEVEL: 6	
ASSESSMENT MODE: INTD511 SEMESTEI INFORMATION TECHNOLOGY After completion of this module, the odemonstrate comprehensive	R: 1 METHO he stude	Continuous assessment CRED DOLOGY ant should be able to: edge of departmental polici	50%; 1x3-hour written exan ITS: 12 y documents on Informatic	NQF-LEVEL: 6	
ASSESSMENT MODE: INTD511 SEMESTEI INFORMATION TECHNOLOGY After completion of this module, th • demonstrate comprehensive phase, learning programm trophicing methods and	R: 1 METHO he stude e knowl es and	Continuous assessment CRED DOLOGY ant should be able to: edge of departmental polic work schedules in appl tate asplicable to leform	50%; 1x3-hour written exan NTS: 12 by documents on Informatic icable learning contexts,	NQF-LEVEL: 6 NOF-LEVEL: 6	
ASSESSMENT MODE: INTD511 SEMESTEI INFORMATION TECHNOLOGY After completion of this module, th • demonstrate comprehensive phase, learning programm techniques, methods and Information Technology and	R: 1 METHO he stude e knowl es and instrum the org	Continuous assessment CREC DOLOGY ant should be able to: edge of departmental polic work schedules in appl ents applicable to Inform anisation and administratic	50%; 1x3-hour written exan NTS: 12 cy documents on Informatic icable learning contexts, ation Technology, as well n of a computer centre:	NQF-LEVEL: 6 NOF-LEVEL: 6 ON Technology in the FET a variety of assessment as learning material for	
ASSESSMENT MODE: INTD511 SEMESTEI INFORMATION TECHNOLOGY After completion of this module, th • demonstrate comprehensive phase, learning programm techniques, methods and Information Technology and • demonstrate profound skills	R: 1 METHO he stude e knowl ies and instrum the org in ana	Continuous assessment CREE DOLOGY ent should be able to: edge of departmental polic work schedules in appl ents applicable to Inform lanisation and administratio lysing, interpreting and ap	50%; 1x3-hour written exan ITS: 12 y documents on Informatic icable learning contexts, ation Technology, as well n of a computer centre; plying departmental policy	NQF-LEVEL: 6 NGF-LEVEL: 6 on Technology in the FET a variety of assessment as learning material for documents to Information	
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LABD521	SEMESTER: 2		CRED	ITS: 12	NQF-LEVEL: 6
LEARNING AREA ECONOMIC AND MANAGEMENT SCIENCES METHODOLOGY					
 LEARNING AREA ECONOMIC AND MANAGEMENT SCIENCES METHODOLOGY After completion of this module, the student should be able to: demonstrate in-depth knowledge and understanding of the National Curriculum Statement applicable to the learning area Economic and Management Science in the Senior Phase with regards to key terms, rules, concepts, principles and theories in this regard; identify themes, plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use known and abstract information by using graphs and theory driven arguments, and effectively use IT skills to collect, organize, critically analyse and to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to EMS; effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods; 					
 to plan, prepa National Curri 	re and present a lesso iculum statement for th	on accord ne senior	ling to the learning phase.	outcomes and assessment	standards included in the
MODE OF DELIVE	RY:		Full-time		
ASSESSMENT MC	DDE:		Continuous ass	essment 50% 1x3-hour writt	en examination 50%
LAND521	SEMESTER	R: 2		CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA	NATURAL SCIENCE	S METH	ODOLOGY		
 demonstrate a comprehensive and systematic knowledge of the learning area Natural Science in the context of OBE concerning the following: facilitation in the Intermediate Phase, didactic principles of Natural Science education and the learning area Natural Sciences laboratory; identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes; act in a problem-solving manner, in the planning and presentation of lessons and practical sessions within the context of the abovementioned theoretical themes by using applicable technological resources; and demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the abovementioned content as well as demonstrate an ethical professional attitude and behaviour 					
MODE OF DELIVE	RY:	100.		Full-time	
ASSESSMENT MC	DDE:			Continuous assessment 5 1x2-hour written examina	0% tion 50%
LASD521	SEN	IESTER:	: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA SOCIAL SCIENCES METHODOLOGY					
 After completion of this module, the student should be able to: understand the place of Social Sciences; within OBE, and explain the place of History and Geography respectively within the Social Sciences; creatively apply a source-based approach in the learning area of Social Sciences; demonstrate knowledge and skills to implement a learning experience in Geography and History as sub-disciplines of Social Sciences and prove that they are skilled to use different teaching techniques, including information and communications technology in Social Sciences; demonstrate general teaching approaches in learning experiences of Social Sciences; explain the role of environmental value education in the school curriculum and indicate how this can contribute towards the moral development of individual learners and the community as well as the implementation of this in learning experiences; creatively design suitable learning experiences, work sheets, assessment rubrics, tests/exams and memoranda regarding synoptic weather maps, topographic maps and aerial maps according to OBE and geographical didactical principles, as well as efficiently integrating other learning areas GEOD 511 en HISD 511. have the necessary knowledge and skills to construct and use graphs and diagrams in Social Sciences and integrate these in suitable themes in Social Sciences. 					
MODE OF DELIVE	RY:			Full-time	20/
ASSESSMENT MC	DDE:			Continuous assessment 5 1x2-hour written examina	0% tion 50%

LIFD511	SEMES	STER: 1	CREDITS: 12	NQF-LEVEL: 6	
LIFE SCIENCES METHODOLOGY					
After completion of	this module, the student s	should be able to:			
 design a learn 	ning programme (subject f	ramework, work schedule	and lesson plans) and assess	sment instruments,	
 apply laborato identify and so 	in Life Scie	nces and apply Environme	antal Education in Life Science	es; comprehensive	
understanding	n of ideas, theories and pr	inciples and rules within th	the mes:	Joinprenensive	
 use problem-s 	solving abilities regarding	the planning and presenta	ition of lessons and practical s	sessions within the	
context of the	theoretical themes mentio	oned above by, amongst o	others, the use of suitable tech	nological aids;	
 display an ap 	preciation for the contribution	ution that indigenous know	wledge systems play in phar	macology, bio-ethical	
ISSUES IN the a	above content and the eth	ical accountability towards	s the content of the Living Scie	ences.	
MODE OF DELIVE	RY:	Full-time	500/ 1.0 h		
ASSESSMENT MU	DE:	Continuous assessment	. 50% 1x3-hour written examin	nation 50%	
LLOD511	SEMESTER: 1	CR	EDITS: 12	NQF-LEVEL: 6	
LEARNING AREA	LIFE ORIENTATION ME	THODOLOGY			
After completion of	this module, the student s	should be able to:	testerne milee, eeneente m	t datas theesies	
 Demonstrate a methods and a 	a comprenensive & syster	matic knowledge base of the	erminology, rules, concepts, p	Sopior& EET phase	
Demonstrate	an ability to interpret. cc	invert evaluate and apply	v essential theories, text, me	othods and strategies	
pertaining to the	he presentation of Life Or	ientation in the Senior and	FET phase.	inous and sharegies	
 Demonstrate f 	the ability to attained know	wledge to solve unfamiliar	r, concrete and abstract probl	ems pertaining to the	
planning and	implementation of Life	Orientation learning proc	grammes for the Senior and	d FET Phase, using	
appropriate te	chnological skills and give	ng evidence of theoretical	underpinning;	the second on orolly	
 act ethically re related to the 	end value-unive sponsible and value-unive	of Life Orientation in the	d forms of communication, wr Senior and FET phase.	itten as well as orally,	
MODE OF DELIVE	RY:	Full-time	oonior and i 21 phase.		
ASSESSMENT MC	DDE:	Continuous assessment	50% 1x3-hour written examin	nation 50%	
LLOD521	SEMESTER: 2	CREI	DITS: 12	NQF-LEVEL: 6	
LEADNING AREA	LIEE ODIENTATION ME				
After completion of	this module, the student (should be able to:			
 Apply the outr 	comes for social developr	ment and citizenship in sur	ch a way that it will encourage	e learner-centred and	
activity-based	learning activities and to	identify the critical as we	all as the specific outcomes for	or the grades you are	
being trained f	for and motivate the ration	nale for them;			
 motivate self- 	knowledge and career k	nowledge as the two ma	ajor components of career p	planning, indicate the	
questionnaire	s and self-help instrument	job opportunities and ev	valuate triese aspects in le	amers by means of	
 apply and prairies 	actise health promotion	and personal wellbeing s	so as to promote learner-cer	ntred and associated	
activity in the	classroom situation;	nie he 0			
 evaluate inclusion 	sive teaching on the basis	s of personality traits and p	personal development aspects	3;	
 apply and practice in the 	ctice physical developmer	nt and physical education	so as to encourage learner-ce	entred and associated	
activities in the	e classroom situation.	E-U time			
MODE OF DELIVE	RT:	Full-time	500/ 100 hour writton ovomir		
ASSESSIVIENT NO			50% Tx3-nour written examin		
MATUSTI	SEMESTER: I	UNEL	JITS: 12	NQF-LEVEL: 0	
MATHEMATICS M	ETHODOLOGY	2			
After completion of	this module, the student s	should be able to:			
 demonstrate d the learning 	 demonstrate comprehensive knowledge, insight and skills regarding the learning and teaching of mathematics worldwide 				
 assessment of and for the learning of mathematics. 					
 the effective use of technology in the teaching and learning of school mathematics, 					
 the value of 	the value of mathematics in real life.				
MODE OF DELIVE	MODE OF DELIVERY: Full-time				
ASSESSMENT MO)DE:	Continuous assessme	ent 50% 1x3-hour written exa	mination 50%	
MATD521	SEMESTER: 2	CRE	DITS: 12	NQF-LEVEL: 6	
MATHEMATICS M	ETHODOLOGY				
After completion of	this module, the student s	should be able to:			
 apply concept 	ual and pedagogical know	vledge, insight and skills re	egarding	CCT band	
 the content the implementation 	and structure of the Mathematical	iematics Curriculum applic	able to the Senior Phase and	FEI band;	
 the implementation the effective 	e teaching of mathematics	s in multilingual classroom	subject in the r L r band, is:		
 the value of mathematics in real life. 					

MODE OF DELIVERY:		-ull-time				
ASSESSMENT MODE:		Continuous assessment 50% 1x3-hour written examination 50%				
PHSD511 SEMESTE	R: 1	CREDITS: 12 NQF-LEVEL: 6				
PHYSICAL SCIENCES METHODOLOGY						
After completion of this modu	After completion of this module, the student should be able to:					
 demonstrate the knowle the integration of pad 	 demonstrate the knowledge and skills they have acquired with regard to 					
 Ine integration of ped progression of conter 	agogicai c nt knowled	the and process skills of Physical Science	cience from grade 7	to 12.		
 Nature of Science an 	d its relatio	inships to technology, society and	the environment,	,		
 learning theories and 	teaching s	trategies as implemented in Physic	cal Sciences,			
assessment models i	n Physical	sciences, and laboratory managen	nent.			
MODE OF DELIVERT:		-un-ume		tion EOO/		
ASSESSMENT MODE:	D. 1	Continuous assessment 50% 1x3-r	iour written examina			
RSVD511 SEMESTE	K: 1	CREDITS: 12	2	NQF-LEVEL: 6		
RELIGION STUDIES METHO	DOLOGY					
After completion of this modu	le, the stud	tent should be able to:	arious roligions:			
 reflect upon essential q 	uestions c	ritically and constructively for the c	diverse religious com	munity within South Africa		
and the practical implen	nentation t	nereof in the classroom.	· · · · · · · · · · · · · · · · · · ·	.,		
MODE OF DELIVERY:		Full-time				
ASSESSMENT MODE:		Continuous assessment 50% 12	x2-hour written exam	nination 50%		
SEMD511 SEMESET	ARA: 1	CREDITS: 12	Т	EKANYO YA NQF: 6		
SETSWANA METHODOLOG	AY (MOTH	ER TONGUE)				
Kwa bokhutlong jwa mojulu o	, moithuti d	tshwanets go:				
 go tlhama ditiragatso tsa 	a go ithuta	go nonofisa bokgoni jwa puo mo d	ikgatong tse di farolo	oganeng;		
 go supetsa kitso e e lota menhato e e farologane 	iganeng e	e rulaganeng le go bopa lenaanetr	nuto le sejulu ya tiro j	ya thuto ya Setswana ya		
 go supetsa le go tihalos 	a mekgwa	e e farologaneng e e maleba ya te	kanyetso ya thuto ya	a Puo;		
 go tlhama le go tshola d 	irekoto tsa	tekanyetso;		,		
 go go sekaseka le go ar 	naanela dit	okomane tsa Lefapha la thuto tse o	di maleba le thuto ya	Dipuo;		
go supetsa go tihalogan	ya dikarolo	tse supa tsa morutabana, bogolos	segolo yo o rutang D	ipuo.		
MOKGWA WA GO RUTA:		Thethebe e e teweleleng 50%	Niura tao tibatibaba a	a kwadiwana 1y2 ka 50%		
	SEI		CREDITS: 12	TERANTO TA NOF: 0		
SETSWANA METHODOLOG	aY (MOTH	ER TONGUE)				
go thama ditiragatso tsa	, moithuta	ao nonofisa bokaoni iwa puo mo d	ikaatona tse di farolo	oganeng.		
 go supetsa kitso e e lota 	iganeng e	e rulaganeng le go bopa lenaaneth	nuto le sejulu ya tiro j	ya thuto ya Setswana ya		
mephato e e farologane	ng;			_		
 go supetsa le go tihalos go tihama la go tabala di 	a mekgwa irokoto too	e e farologaneng e e maleba ya te	kanyetso ya thuto ya	a Puo;		
 go unama le go tshola o go go sekaseka le go ar 	 go tinama le go tsnola direkoto tsa tekanyetso; go go sekaseka le go anaanala ditokomana tsa Lafanha la thuto tsa di malaha la thuto ya Dinuo; 					
 go go supetsa go tihaloganya dikarolo tes upa tsa morpita tamba tao di mato tao ya mato ya pipuo, go supetsa go tihaloganya dikarolo tes upa tsa morpita tama, bogolosegolo yo o rutang Dipuo. 						
MOKGWA WA GO RUTA: Ka Kopano mo khampaseng						
MEKGWA YA GO TLHATLH	IOBA:	Tlhatlhobo e e tswelelang 50%	Diura tsa tlhatlhobo e	e e kwadiwang 1x2 ke 50%		
TECD521 SEMEST	TECD521 SEMESTER: 2 CREDITS: 12 NQF-LEVEL: 6					
LEARNING AREA TECHNOLOGY METHODOLOGY						
After completion of this module, the student should be able to:						
 demonstrate fundamental knowledge of NCS document with regard to learning area Technology; apply interpretation & designing skills in development & planning of learning programmes, work schedules & lesson planning; 						
 show a comprehensive for the learning area Ter 	understan chnology:	ding of different teaching-learning a	and assessment stra	ategies that are appropriate		
 demonstrate an unders workshop, including safe 	tanding of ety aspects	the nature of organizing and mag relevant to practical technology ta	naging a practical to isks;	echnology class room and		
 apply relevant knowledge 	e and skill	s in the practical teaching of the lea	arning area Technolo	ogy.		
MODE OF DELIVERY:	Full-tim	e				
ASSESSMENT MODE:	Continu	ous assessment 50% 1x3-hour wri	tten examination 50°	%		

SESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%

TGNO511	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6			
TECHNOLOGY	TECHNOLOGY					
 After completion of this module, the student should be able to: demonstrate problem-solving skills, critical and creative thinking during the application of the design process to technological problems and needs in real life; demonstrate a fundamental understanding of, and the ability to apply appropriate technological knowledge, skills and values; demonstrate a critical understanding and appreciation of the interrelationship of technology, society, economy and the environment; demonstrate the application of the attained knowledge and skills and fulfil the role of technology learning mediator. 						
MODE OF DELIVERY:		Full-time				
ASSESSMENT MODE:		1x2-hour written examination 50%				
TGNO521	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6			
TECHNOLOGY		-				
 demonstrate a basic knowledge of the learning area Technology in the South African School system; demonstrate a comprehensive knowledge of all the three outcomes and assessment standards in the Senior Phase, including structures, systems and control and processing; demonstrate the principles of outcomes-based assessment in the learning area Technology for the Senior Phase; apply the problem-solving and creative approach to the learning area Technology and the unique methodology thereof in the Senior Phase. 						
MODE OF DELIVERY:		Full-time				
ASSESSMENT MODE:		1x2-hour written examination 50%				
TRVD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6			
TOURISM METHODOLOGY						
 After completion of this module, the student should be able to: demonstrate knowledge of OBE principles; the content of the NCS Tourism; the interpretation of learning outcomes and assessment standards of Tourism in the FET phase; demonstrate skills in the planning of lessons as part of the learning programme of Tourism, in developing learning and assessment activities; integration with other learning areas; interpretation of the NCS; demonstrate competence in the selection of appropriate learning material and teaching strategies for the FET phase; in designing assessment activities in line with the assessment standards; demonstrate thical values and norms regarding the community, and demonstrate responsibility towards the environment and respect for cultural diversity. 						
		Fuil-time Continuous assessment 50%				
ASSESSMENT MODE:		1x3-hour written examination 50%				