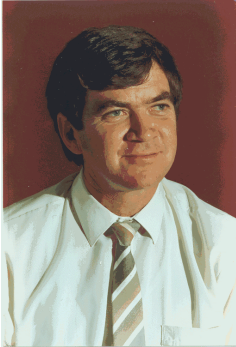


# YEARBOOK 2002

**Faculty of Education Sciences  
School for Educational Training and Development**



**DEAN: Prof H J Steyn**

Faculty of Education Sciences



**Director:  
Prof P J Mentz**

School for Educational Training and  
Development



**Director:  
Prof E J Spamer**

Teachers' Centre

**Potchefstroom University  
for Christian Higher Education**

This Calendar is published in Afrikaans because Afrikaans is the medium of instruction at the University. Correspondence however, may be conducted in either of the official languages of the Republic.

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**YOUR LEARNER NUMBER MUST BE SUPPLIED IN ALL CORRESPONDENCE.**

Note: Although the information included in this *Yearbook* has been compiled as accurately as possible, inaccuracies that might occur are in no way whatever the responsibility of the council or the senate of the university.

The general academic rules (A rules) of the university are available on the Internet at:  
<http://www.puk.ac.za/jaarboek/reels.html>

***Remark***

Before learners finally decide on the selection of modules, they must make certain of the class timetable. If a clash occurs in the planned selection of a learner, the relevant subject combination is not permitted. Such instances must please be discussed with the relevant persons at the faculty administration.

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## Officials

DEAN

Prof H J Steyn, B.A., D.Ed., U.E.D. (PU for CHE)

DIRECTORS

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Prof. P C van der Westhuizen, B.A.Hons., D.Ed. (PU for CHE), D.Ed. (Unisa) THED (PCE)

Potchefstroom College of Education

Prof. B W Richter, B.A., B.A.Hons., M.A., Ph.D., UED (PU for CHE)

School for Educational Training and Development

Prof. P J. Mentz, B.A., B.Ed. (UP), M.Ed. (RAU), D.Ed., DTO (PU for CHE), HED (UP)

Teachers' Centre

Prof. E J Spamer, B.A., B.A.Hons., M.A., Ph.D., HED (S) (US)

## Faculty Council

The composition of the faculty council may change.

**Chairperson:** Prof. H J Steyn

**Secretary:** Mrs. J M van Heerden

De Villiers, S U (Dr)

Els, P (Mr)

Haasbroek, A (Dr)

Jacobs, H J (Mr)

Jacobsz, J M (Mr)

Keating, J B (Mrs)

Kirsten, G J C (Dr)

Mentz, E (Dr)

Mentz, P J (Prof)

Monteith, J L deK (Prof)

Nieuwoudt, H D (Dr)

Oosthuizen, I J (Prof)

Pienaar, J F (Mr)

Rabe, A (Mr)

Rens, J A (Mrs)

Richter, B W (Dr)

Riekert, M (Mrs)

Smit, J J A (Prof)

Spamer, E J (Prof)

Steyn, E S (Dr)

Steyn, H J (Prof)

Uys, A H C (Mrs)

Van den Berg, M (Dr)

Van der Westhuizen, E S (Dr)

Van der Westhuizen, P C (Prof)

Van Rensburg, J M J (Mrs)

Van Zijl, J C (Dr)

Vermeulen, L M (Dr)

Vreken, N J (Prof)

External representatives:

- Cedar College
- Kimberley College
- Open Learning Group

Student representatives:

- Undergraduate students
- Post-graduate students



# **1 TEACHING POLICY**

## **1.1 FOUNDING PRINCIPLES**

The teaching policy of the Faculty of Education Sciences is based on the founding principles of the Potchefstroom University for Christian Higher Education as stated in the mission statement of the university. According to this statement teaching is based on the foundation of and obedience to the Bible as the Word of God, which contains guidelines for the entire life.

## **1.2 AIM OF TEACHING POLICY**

The aim of this teaching policy is to give effect to the mission of the university in teaching in the Faculty of Education Sciences. The uniqueness and the circumstances of the faculty are taken into consideration in this matter. This education policy must also be a guideline regarding every course in the different schools.

## **1.3 EDUCATION OBJECTIVES**

In accordance with the mission of the university the following teaching objectives are striven after in the faculty:

- 1.3.1 Developing a professional attitude. This includes professional values and norms.
- 1.3.2 Delivering high level manpower for relevant occupational communities. This implies that the learner must develop the ability and expertise to apply the knowledge, insight and perspectives gained in objectives 1.3.1, 1.3.2 and 1.3.3 to current and relevant situations in our country and times.
- 1.3.3 Developing an attitude in the learner of being continually trained to be able to take the lead and to adapt to changing circumstances.

# **2 RESEARCH POLICY**

The post-graduate activities in the Graduate School of Education (GSE) are in accordance with both the mission of the PU for CHE and the strategic management plan of the Research Focus Area. The objectives of research done in the GSE are:

- a) exploiting new knowledge in the education areas that are the focus of research in the GSE;
- b) interpreting, systematising and utilising in practice existing knowledge in view of the education task;
- c) investigating teaching methods typical of a subject;
- d) evaluating existing theories and methods, developing new theories and developing new methods;
- e) exploiting existing and new sources of knowledge in order to be of service to the community;
- f) investigating all those activities enabling more effective education, such as activities concerning education administration, law and systems.

### 3 RESEARCH FOCUS AREA

The research focus area of the faculty, which is the area in which the faculty conducts research, is known as Teaching-learning Organisations. The research programme in the focus area focuses on the advancement of the well-being of teaching-learning organisations in accordance with the unique teaching needs in South Africa. This research programme currently consists of five projects, each with a number of sub-projects. All M.Ed. and Ph.D. learners join one of these projects.

All available research funding is canalised to the focus area in order to ensure a greater impact with regard to effective research, research results and disseminating results. More details are available from the research focus area director or the envisaged study leader or promoter.

### 4 SCHOOLS AND FOCUS AREA IN THE FACULTY

The Faculty of Education Sciences consists of three schools and a teachers' centre, namely:

- a) the **Graduate School of Education (GSE)** under the leadership of a director, who is responsible for providing post-graduate teaching by means of the B.Ed.Hons., Post-graduate Diploma in Education (PGDE), M.Ed. and Ph.D.; the research focus area, **Teaching-learning Organisations**, is also found in the post-graduate school and the director of the GSE is also the director of the research focus area;
- b) the **Potchefstroom College of Education (PCE)** under the leadership of a director, who is responsible for providing pre-service training (teachers) by means of the Education Diploma (ED), B.Ed. and Post-graduate Certificate in Education (PGCE);
- c) the **School for Educational Training and Development (SETD)** under the leadership of a director, who is responsible for providing pre-service training and further (continuing) training **of trainers** by means of the Certificate in Education (CE), Education Diploma (ED), B.Ed.(**Training**), as well as for the retraining of teachers by means of the Advanced Certificate in Education (ACE) in different specialisation directions;
- d) the **Teachers' Centre** under the leadership of a director, who is responsible for upgrading the National Professional Diploma in Education (NPDE) and further (continuing) training of teachers by means of the Professional Advanced Certificate in Education (ACE); the organisation of all the off-campus programmes of the faculty is also managed in the Teachers' Centre.

### 5 QUALIFICATIONS, DIRECTIONS AND PROGRAMMES

In the Faculty of Education Sciences different qualifications can be obtained. A certain qualification is presented in one or more schools and in every school there is one or more programmes, of which each has a fixed curriculum. A potential learner must therefore initially decide which qualification he or she wishes to obtain. After a learner 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.

Information on and the rules for the different qualifications, directions of study and programmes are explained in this yearbook.

## 6 QUALIFICATIONS AWARDED IN THE FACULTY OF EDUCATION SCIENCES

The university is authorised to award the following degrees, certificates and diplomas that are presented in the Faculty of Education Sciences:

| Qualification and abbreviation          | Qualification code                                 | Direction/Programme   | Programme code |
|---|--|---|----------------|
| <b>Baccalaureus Educationis (B.Ed.)</b> | <b>Potchefstroom</b><br>422 100 (V)<br>422 103 (D) | • Foundation Phase (Grades 1-3)                                 | See OP.2.4.1   |
|   | 422 101 (V)<br>422 104 (D)                         | • Intermediate and Senior Phase (Grades 4-9)                    | See OP.2.5.1   |
|   | 422 102 (V)<br>422 105 (D)                         | • Senior and Further Education and Training Phase (Grades 7-12) | See OP.2.6.1.1 |
|   | 422 112 (V)<br>422 113 (D)                         | • Senior and Further Education and Training Phase (Technica)    | See OP.2.6.2.1 |
|   | <b>Cedar College</b><br>422 106 (V)                | • Foundation Phase (Grades 1-3)                                 | See OP.2.4.1   |
|   | 422 107 (V)  | • Intermediate and Senior Phase (Grades 4-9)                    | See OP.2.5.1   |
|   | 422 108 (V)  | • Senior and Further Education and Training Phase (Grades 7-12) | See OP.2.6.1.1 |
|   | <b>Kimberley</b><br>422 109 (V)                    | • Foundation Phase (Grades 1-3)                                 | See OP.2.4.1   |
|   | 422 110 (V)  | • Intermediate and Senior Phase (Grades 4-9)                    | See OP.2.5.1   |
|   | 422 111 (V)  | • Senior and Further Education and Training Phase (Grades 7-12) | See OP.2.6.1.1 |
|   | <b>Upington</b><br>422 114 (V)                     | • Foundation Phase (Grades 1-3)                                 | See OP.2.4.1   |
|   | 422 115 (V)  | • Intermediate and Senior Phase (Grades 4-9)                    | See OP.2.5.1   |
|   | 422 116 (V)  | • Senior and Further Education and Training Phase (Grades 7-12) | See OP.2.6.1.1 |

|  |                                  |  |           |
|--|----------------------------------|--|-----------|
| <b>Baccalaureus Educationis Honours (B.Ed.Hons.)</b> | 464 100 (V)                      | <b>Direction: Teaching and Learning</b> <ul style="list-style-type: none"> <li>• General Teaching and Learning</li> <li>• Biology Education</li> <li>• Natural Sciences Education</li> <li>• Educational Training and Development</li> <li>• Consumer Sciences Education</li> <li>• Traffic Safety Education</li> <li>• Mathematics Education</li> </ul> <b>Direction: Education Management, Law and Systems</b> <ul style="list-style-type: none"> <li>• Education Management, Law and Systems</li> </ul> <b>Direction: Educational Psychology</b> <ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Learner Support*</li> </ul> | O601P/C/N |
|  | 464 101 (D)                      |  | O602P     |
|  | 464 102 (VSM)                    |  | O603P     |
|  | 464 103 (OLA)                    |  | O604P     |
|  | 464 104 (NAM)                    |  | O605P     |
|  | 464 105 (F)                      |  | O606P     |
|  | 464 106                          |  | O607P     |
|  | Kimberley<br>464 107<br>Upington |  | O608P/C/N |
|  |                                  |  | O609P     |
|  |                                  |  | O610P/C/N |
| <b>Magister Educationis (M.Ed.)</b>                  | 403 102 (V)                      | <ul style="list-style-type: none"> <li>• Learning and Teaching</li> <li>• Natural Sciences Education</li> <li>• Education Management</li> <li>• Education Law</li> <li>• Educational Psychology</li> <li>• Comparative Education</li> <li>• Mathematics Education</li> <li>• Learner support*</li> <li>• School Counselling and Guidance*</li> </ul>   | O801P     |
|  | 403 103 (D)                      |  | O802P     |
|  |                                  |  | O803P     |
|  |                                  |  | O804P     |
|  |                                  |  | O805P     |
|  |                                  |  | O806P     |
|  |                                  |  | O807P     |
|  |                                  |  | O808P     |
|  | O809P                            |  |           |

\* Presentation in 2002 subject to approval.

|                                    |             |                                    |       |
|------------------------------------|-------------|------------------------------------|-------|
| <b>Philosophiae Doctor (Ph.D.)</b> | 404 102 (V) | • Learning and Teaching            | O901P |
|                                    | 404 103 (D) | • Natural Sciences Education       | O902P |
|                                    |             | • Education Management             | O903P |
|                                    |             | • Education Law                    | O904P |
|                                    |             | • Educational Psychology           | O905P |
|                                    |             | • Comparative Education            | O906P |
|                                    |             | • Mathematics Education            | O907P |
|                                    |             | • Learner Support*                 | O908P |
|                                    |             | • School Counselling and Guidance* | O909P |

\* Presentation in 2002 subject to approval.

## 6.2 CERTIFICATES

The university is authorised to award the following certificates in the Faculty of Education Sciences:

| Qualification and abbreviation                       | Qualification Code | Direction/Programmes  | Programme code |
|--|--------------------|---|----------------|
| <b>Post-graduate Certificate in Education (PGCE)</b> | 424 105 (V)        | • Intermediate and Senior Phase (Grades 4-9)                    | See OP.3.5     |
|  | 424 106 (D)        |   |                |
|  | 424 107 (V)        | • Senior and Further Education and Training Phase (Grades 7-12) | See OP.3.1     |
|  | 424 108 (D)        |   |                |
|  | 424 109 (OLA)      |   |                |
|  | 424 110 (F)        | • With Specialisation in School Guidance                        | See OP.3.6.5   |
| 424 102 (V)  |                    |   |                |
| 424 103 (D)  |                    |   |                |

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\* Presentation in 2002 subject to approval.

|  |   |   |             |
|--|---|---|-------------|
| <b>Advanced Certificate in Education (ACE)</b> | 423 100 (D)   | • Afrikaans Education   | O401P/F/C/N |
|  | 423 101 (F <sup>1</sup> )   | • Movement Science Education  | O402P/F     |
|  | Open Learning (OLA JHB)<br>423 102  | • English Education   | O403P/F/C/N |
|  | Open Learning (OLG NAM)<br>423 103  | • Geography Education <sup>2</sup>  | O404P/F     |
|  | Cedar College<br>423 104 (F)  | • History Education   | O405P/F/C/N |
|  | Kimberley<br>423 105 (F)  | • <b>Direction:</b> Natural Sciences Education  |             |
|  | Upington<br>423 106 (F)   | ➤ Natural Sciences Education  | O406P       |
|  |   | ➤ Natural Sciences Education (General Education and Training Band)                                | O407P       |
|  |   | • Education Management  | O408C/N     |
|  |   | • Education Law   | O409P/F     |
|  |   | • Educational Training and Development <sup>3</sup>   | O410P       |
|  |   | • <b>Direction:</b> Professional Educational Development  |             |
|  |   | ➤ Professional Educational Development A (only for students with 480 previous credits) (see OO.3) | O411P/F     |
|  | ➤ Professional Educational Development B (only for students with 360 previous credits) (see OO.3) | O412P/F   |             |
|  | ➤ Professional Educational Development (Foundation Phase) (see OO.4)                              | O413C/N/F   |             |

<sup>1</sup> Indicates a flexi-teaching programme.

<sup>2</sup> Programme will only be presented in 2003.

<sup>3</sup> Programme will only be presented in 2003.

|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>➤ Professional Educational Development (Intermediate and Secondary Phase ) (see OO.4)</li> <li>➤ Professional Educational Development (Computer Science) (see OO.3)</li> <li>• Remedial Education</li> <li>• Setswana Education</li> <li>• Traffic Safety Education</li> <li>• Adult Basic Education</li> <li>• <b>Direction:</b> Mathematics Education</li> <li>➤ Mathematics Education</li> <li>➤ Mathematics Education (General Education and Training Band)</li> </ul> | <p>O414C/N/F</p> <p>O415F</p> <p>O416P/F/C/N</p> <p>O417P/F</p> <p>O418P/F</p> <p>O419P/F</p> <p>O420P/C/N</p> <p>O421P</p> |
|--|--|---|---|

### 6.3 DIPLOMAS

The university is authorised to award the following diplomas in the Faculty of Education Sciences:

| Qualification and abbreviation | Qualification Code         | Direction/Programmes  | Programme Code |
|--------------------------------|----------------------------|---|----------------|
| <b>Undergraduate diplomas</b>  |                            |   |                |
| <b>Education Diploma (ED)</b>  | <b>Potchefstroom</b>       |   |                |
|                                | 421 100 (V)<br>421 109 (D) | • Foundation Phase (Grades 1-3)                                 | See OP.2.4.1   |
|                                | 421 101 (V)<br>421 110 (D) | • Intermediate and Senior Phase (Grades 4-9)                    | See OP.2.5.1   |
|                                | 421 102 (V)<br>421 111 (D) | • Senior and Further Education and Training Phase (Grades 7-12) | See OP.2.6.1.1 |
|                                | 421 112 (V)<br>421 113 (D) | • Senior and Further Education and Training Phase (Technica)    | See OP.2.6.2.1 |

|   |   |   |   |
|---|---|---|---|
|   | <p><b>Cedar College</b></p> <p>421 103 (V)</p> <p>421 104 (V)</p> <p>421 105 (V)</p> <p><b>Kimberley</b></p> <p>421 106 (V)</p> <p>421 107 (V)</p> <p>421 108 (V)</p> <p><b>Upington</b></p> <p>421 114 (V)</p> <p>421 115 (V)</p> <p>421 116 (V)</p> | <ul style="list-style-type: none"> <li>• Foundation Phase (Grades 1-3)</li> <li>• Intermediate and Senior Phase (Grades 4 to 9)</li> <li>• Senior and Further Education and Training Phase (Grades 7-12)</li> <li>• Foundation Phase (Grades 1-3)</li> <li>• Intermediate and Senior Phase (Grades 4-9)</li> <li>• Senior and Further Education and Training Phase (Grades 7-12)</li> <li>• Foundation Phase (Grades 1-3)</li> <li>• Intermediate and Senior Phase (Grades 4-9)</li> <li>• Senior and Further Education and Training Phase (Grades 7-12)</li> </ul> | <p>See OP.2.4.1</p> <p>See OP.2.5.1</p> <p>See OP.2.6.1.1</p> <p>See OP.2.4.1</p> <p>See OP.2.5.1</p> <p>See OP.2.6.1.1</p> <p>See OP.2.4.1</p> <p>See OP.2.5.1</p> <p>See OP.2.6.1.1</p> |
| <p><b>National Professional Diploma in Education (NPDE)</b></p> | <p><b>Potchefstroom</b></p> <p>466 100 (F)</p> <p>466 101 (OLA)</p> <p>466 102 (F)</p> <p>466 103 (OLA)</p> <p>466 104 (F)</p> <p>466 105 (OLA)</p> <p><b>Cedar College</b></p> <p>466 106 (F)</p> <p>406 107 (F)</p> <p>406 108 (F)</p>              | <ul style="list-style-type: none"> <li>• Foundation Phase (Grades 1-3)</li> <li>• Intermediate and Senior Phase (Grades 4-9)</li> <li>• Senior and Further Education and Training Phase (Grades 7-12)</li> <li>• Foundation Phase (Grades 1-3)</li> <li>• Intermediate and Senior Phase (Grades 4-9)</li> <li>• Senior and Further Education and Training Phase (Grades 7-12)</li> </ul>  | <p>See OO2.8</p> <p>See OO2.9</p> <p>See OO2.10</p> <p>See OO2.8</p> <p>See OO2.9</p> <p>See OO2.10</p>   |



|  |  |  |   |
|--|--|--|---|
|  | <p><b>Kimberley</b></p> <p>466 109 (F)</p> <p>466 110 (F)</p> <p>466 111 (F)</p> <p><b>Upington</b></p> <p>466 112 (F)</p> <p>466 113 (F)</p> <p>466 114 (F)</p> | <ul style="list-style-type: none"> <li>• Foundation Phase (Grades 1-3)</li> <li>• Intermediate and Senior Phase (Grades 4-9)</li> <li>• Senior and Further Education and Training Phase (Grades 7-12)</li> </ul> <ul style="list-style-type: none"> <li>• Foundation Phase (Grades 1-3)</li> <li>• Intermediate and Senior Phase (Grades 4-9)</li> <li>• Senior and Further Education and Training Phase (Grades 7-12)</li> </ul>  | <p>See OO2.8</p> <p>See OO2.9</p> <p>See OO2.10</p> <p>See OO2.8</p> <p>See OO2.9</p> <p>See OO2.10</p> |
| <b>Post-graduate Diplomas</b>                    |  |  |   |
| <b>Post-graduate Diploma in Education (PGDE)</b> | <p>465 100 (V)</p> <p>465 101 (D)</p>  | <p><b>Direction:</b> Learning and Teaching</p> <ul style="list-style-type: none"> <li>• Learning and Teaching</li> <li>• Natural Sciences Education</li> <li>• Mathematics Education</li> </ul> <p><b>Direction:</b> Education Management, Law and Systems</p> <ul style="list-style-type: none"> <li>• Education Management</li> <li>• Education Law</li> <li>• Comparative Education</li> </ul> <p><b>Direction:</b> Educational Psychology</p> <ul style="list-style-type: none"> <li>• Educational Psychology</li> </ul> | <p>O701P</p> <p>O702P</p> <p>O703P</p> <p>O704P</p> <p>O705P</p> <p>O706P</p> <p>O707P</p>              |

## 7 MODULES AND CREDITS

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

## 8 RELATION BETWEEN CREDITS AND TEACHING PERIODS

In the GSE each module of eight credits is entitled to six and each module of sixteen credits to twelve contact periods of 50 minutes each.

## **9 RECOGNITION OF PRIOR LEARNING**

- 9.1 The PU for CHE 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.
- 9.2 The recognition of prior learning concerns the provable knowledge and learning that an applicant has 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, or 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.
- 9.3 The PU for CHE accepts that recognition of prior learning must take place within the normal existing policy on the admission of potential and existing learners – whether from this or another institution – with regard to awarding credits in a valid, trustworthy and fair way.
- 9.4 For processing an application for recognition of prior learning a non-refundable administrative fee determined by the university from time to time is payable.

## **10 REGISTRATION**

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

An admitted learner 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 that the prescribed registration fee be paid, the registration form completed and the necessary signatures put on it.

The learner hands in the registration form at the registration section, whereupon a proof of registration is issued.

## 11 RULES FOR THE DIFFERENT QUALIFICATIONS

### OO.1 ADVANCED CERTIFICATE IN EDUCATION (ACE) NQF LEVEL 6

423 100 (Part-time) (P)

423 101 (Flexi) (F)

423 102 (Open learning – OLA) (C)

423 103 (Open learning – Namibia) (N)

This qualification has NQF level 6 status and can be obtained in one of the programmes in OO.1.10.

#### OO.1.1 Nature and objectives of the ACE

The nature and objectives of the certificate are:

- a) equipping learners with an advanced and specialised competency in a specific school subject/learning area/discipline or school phase;
- b) providing retraining for educators in a different school subject or specialising in a different educational role (e.g. the role of manager of education);
- c) providing an advanced educational qualification as a finishing touch to initial training or a general educational qualification; and
- d) equipping learners for further studies at NQF level 7.

#### OO.1.2 Duration of studies

OO1.2.1 The minimum duration of the studies is one (1) year, unless stated otherwise, or the time required to acquire 128 credits. The maximum duration of the studies is a period of two years.

OO1.2.2 The studies can be taken either on the basis of flexi-teaching (see OO.3) or by means of open learning (OLA) (see OO.4).

#### OO.1.3 Admission requirements

To be admitted to the Advanced Certificate in Education the student must be in possession of at least an approved after school qualification of three years, evaluated at REQV 13 (M +3) level.

#### OO.1.4 Directions/Programmes in the ACE

Afrikaans Education (O401P/F/C/N)

Movement Science Education (O402P/F)

English Education (O403P/F/C/N)

Geography Education (O404P/F) (only from 2003)

History Education (O405P/F/C/N)

Direction: Physics and Chemistry Education

- Physics and Chemistry Education (O406F)
- Physics and Chemistry Education (General Education and Training Band) (O407F)

Education Management (O408C/N)

Education Law (O409P/F) (only from 2003)

Educational Training and Development (O410F) (only from 2003)

Direction: Professional Educator Development

- Professional Educator Development A (only for learners with 480 previous credits) (O411P/F) (see OO.3)
- Professional Educator Development B (only for learners with 360 previous credits) (O412P/F) (see OO.3)
- Professional Educator Development (Foundation Phase) (O413C/N/F) (see OO.4)
- Professional Educator Development (Intermediate and Senior Phase) (O414C/N/F) (see OO.4)
- Professional Educator Development (Computer Science Education) (O415F)

Remedial Education (O416P/F/C/N)

Setswana Education (O417P/F)

Traffic Safety Education (O418P/F)

Adult Basic Education (O419P/F)

Direction: Mathematics Education

- Mathematics Education (O420F/C/N)
- Mathematics Education (General Education and Training Band) (O421F)

*Remark:* If less than ten learners register for a direction, that specific direction will not necessarily be presented.

**OO.1.5 Modules and credits**

| <b>Module code</b> | <b>DESCRIPTIVE NAME OF MODULE</b>                                   | <b>Credit value</b> |
|--------------------|---|---------------------|
| AFRG 522           | Applied Subject Didactics of Afrikaans: Senior- and FET Phases      | 16                  |
| AGSK 511           | African History (1945-1975)   | 16                  |
| ASDK 521           | Applied Subject Didactics of English: Intermediate and Senior Phase | 16                  |
| ATEK 511           | Advanced Thematic Studies for English in Education                  | 16                  |
| AVHK 511           | Labour Relations in Education                                       | 16                  |
| BOAK 511           | Managing Educational Environment                                    | 16                  |
| BOBK 521           | Managing Training Environment                                       | 16                  |
| BOPK 511           | Presentation of Movement Education in Schools                       | 16                  |
| BRVK 521           | Basic Rights and Adult Basic Education                              | 16                  |
| CDEK 511           | Construction and Deconstruction in English Education                | 16                  |
| DLBK 511           | Diagnosis and Identification of Learning Needs                      | 16                  |
| EBVK 521           | Entrepreneurship and Adult Basic Education                          | 16                  |
| ENRG 521           | Applied Subject Didactics of English: Senior- en FET Phases         | 16                  |
| FROA 571           | Contemporary Education Issues                                       | 32                  |
| FROB 571           | Introduction to Adult Basic Education and Training                  | 32                  |
| FROC 571           | Application of Adult Basic Education and Training                   | 32                  |
| FROD 571           | The Entrepreneur Teacher  | 32                  |
| FROE 571           | Computers in Education  | 32                  |
| FROF 571           | Foundation Phase OBE: Introduction                                  | 32                  |
| FROG 571           | Foundation Phase OBE: Application                                   | 32                  |
| FROH 571           | School Guidance   | 32                  |
| FROI 571           | Learners with Behaviour Problems                                    | 32                  |
| FROJ 571           | Talent Identification in School Sports                              | 32                  |
| FROK 571           | Education Law   | 32                  |
| FROL 571           | Foundation Phase Technology   | 32                  |
| FROM 571           | Intermediate Technology for Education                               | 32                  |
| FRON 571           | Mathematics Education and OBE                                       | 32                  |
| FROO 571           | Introduction to OBE   | 32                  |
| FROP 571           | OBE and the Language Classroom                                      | 32                  |
| FROQ 571           | Education Management  | 32                  |
| FROR 571           | OBE: Human and Social Sciences                                      | 32                  |
| FSRK 511           | Facilitating Learning   | 16                  |
| GBGK 511           | Population Geography and Urban Geography                            | 16                  |
| GGGK 521           | Subject Didactics of Geography B                                    | 16                  |

|          |  |    |
|----------|--|----|
| GKLG 521 | Climatology and Geomorphology                      | 16 |
| GSGK 511 | Subject Didactics of Geography A                   | 16 |
| GSTK 511 | Foundation Studies in Education and Teaching       | 8  |
| GSTK 521 | Applied Foundation Studies: Specialisation         | 8  |
| GTOK 521 | Literary Theoretical Text Analysis for Educators   | 16 |
| KBAK 521 | Contextual Understanding: Occupationally Directed  | 8  |
| KBBK 521 | Adult Basic Education for Trainers                 | 8  |
| KBCK 521 | Higher Education and Training for Trainers         | 8  |
| KPOK 521 | Supplementary Teaching for Scholastic Deficiencies | 16 |
| KVBK 521 | Communication and Adult Basic Education            | 16 |
| LMOK 521 | Design and Development of Learning Material        | 8  |
| LRTK 521 | Life Orientation and Traffic Safety Education      | 16 |
| LRVK 521 | Learner Rights and Obligations                     | 16 |
| NCHK 511 | Matter and Stoichiometry for Science Education     | 16 |
| NCHK 521 | Reactions and Elements for Science                 | 16 |
| NDNK 521 | Didactics of Natural Science                       | 16 |
| NDSK 521 | Didactics of Natural Science Intermediate          | 16 |
| NDWK 521 | Didactics of Mathematics                           | 16 |
| NDWK 522 | Didactics of Mathematics (GET Band)                | 16 |
| NEBK 511 | The Earth and Beyond for Science                   | 16 |
| NECK 521 | Energy and Change for Science                      | 16 |
| NFSK 511 | Mechanics for Science Education                    | 16 |
| NFSK 521 | Electricity for Science Education                  | 16 |
| NLLK 511 | Life and Conduct of Life for Science               | 16 |
| NMMK 521 | Matter and Materials for Science                   | 16 |
| NWPK 511 | Numeric Development                                | 16 |
| NWPK 512 | Foundations of Algebra                             | 16 |
| NWPK 521 | Geometry Developmen                                | 16 |
| NWPK 522 | Graphs and Data Processing                         | 16 |
| NWSK 511 | Foundations of Mathematics                         | 16 |
| NWSK 512 | Problem Solving in Mathematics                     | 16 |
| NWSK 521 | Cone Generated and Periodic Functions              | 16 |
| NWSK 522 | Optimisation and Statistics                        | 16 |
| OBAK 521 | Education Management Areas                         | 16 |
| OBRK 521 | Education Management Law                           | 16 |
| OBTK 511 | Education Management Tasks                         | 16 |
| ORAK 511 | Education Law, Systems and Management A            | 8  |
| ORAK 521 | Education Law, Systems and Management B            | 8  |

|          |  |    |
|----------|--|----|
| ORGK 521 | Education Law (Advanced)                         | 16 |
| ORLK 511 | Teaching and Learning A                          | 8  |
| ORLK 521 | Teaching and Learning B                          | 8  |
| ORPK 511 | Correcting the Problematic Education Situation   | 16 |
| ORTK 511 | Correcting the Disharmonious Teaching Situation  | 16 |
| OSRK 511 | Educational Organisations                        | 16 |
| RGBK 521 | Recreation and Health: Adult Basic Education     | 16 |
| RIDO 511 | Computer Technology in Education                 | 8  |
| RIDO 512 | The Computer in School Management                | 8  |
| RIDO 513 | Computer Networks and Internet for Education     | 8  |
| RIDO 524 | Computer Architecture in Education               | 8  |
| RIDO 525 | Computer Principles in Education                 | 8  |
| RMPK 521 | Practical Corrective Aid for Learning Problems   | 16 |
| RWOP 511 | Computer Principles                              | 32 |
| RWOP 512 | School Directed Computer Programming             | 32 |
| RWOP 521 | Data Communication and Data Bases                | 32 |
| RWOP 522 | Teaching of Computer Studies                     | 32 |
| SAFK 511 | Linguistics and Sociolinguistics for Teachers    | 16 |
| SANK 521 | Acquiring a Coaching and First Aid Qualification | 16 |
| SDEK 521 | Subject Didactical Aspects of English Teaching   | 16 |
| SPKK 511 | A Multidisciplinary Perspective on Sports        | 16 |
| SPRK 521 | General Sports and Recreation Principles         | 16 |
| SSGK 521 | South African History (1910-1999)                | 16 |
| SVDK 521 | Subject Didactical Aspects of Setswana Education | 16 |
| SVDK 522 | Applied Subject Didactics of Setswana Education  | 16 |
| SWHK 511 | Phonetics and Phonology in Setswana/             | 16 |
| SWHK 512 | Advanced Setswana Literature                     | 16 |
| VATK 511 | Subject Didactical Aspects of Language Teaching  | 16 |
| VATK 522 | Applied Subject Didactics of Language Teaching   | 16 |
| VBSK 511 | Traffic Management Systems                       | 16 |
| VGAK 511 | Subject Didactics of History A                   | 16 |
| VGBK 521 | Subject Didactics of History B                   | 16 |
| VODK 521 | Accounting and Literacy for ABET                 | 16 |
| VONK 511 | Adult Basic Education and Training               | 16 |
| VOVK 521 | Adult Education and Traffic Safety               | 16 |
| VVVK 511 | Human Beings as Road Users                       | 16 |
| WGOK 511 | Law in Education                                 | 16 |

## OO.1.6 RELATION BETWEEN CREDITS AND TEACHING PERIODS

The following general rule is valid with regard to the credits of a module and the maximum number of periods. Each module of which the credits are 8 is entitled to a maximum of one period of 50 minutes per week. Each module of which the credits are sixteen is entitled to a maximum of two periods per week.

## OO.1.7 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION 423 100 (PART-TIME)

*Remark: The Advanced Certificate in Education (ACE) will not be presented on a part-time basis in 2002.*

### OO.1.7.1 Programme: O401P/F/C/N Afrikaans Education

#### OO.1.7.1.1 Programme outcomes

After completing the Advanced Certificate in Education in Afrikaans Education the learner will:

- possess scientific knowledge of and insight into Afrikaans education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- strive after values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Afrikaans Education.

#### OO.1.7.1.2 Programme structure

| Semester 1                           | Cr        | Semester 2                            | Cr        |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| SAFK 511                             | 16        | GTOK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| VATK 511                             | 16        | <b>plus ONE of</b>                    |           |
| RIDO 511                             | 8         | VATK 522                              | 16        |
|                                      |           | AFRG 522                              | 16        |
|                                      |           | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

### OO.1.7.2 Programme: O402P/F/C/N Movement Science Education

#### OO.1.7.2.1 Programme outcomes

After completing the Advanced Certificate in Education in Movement Science Education the learner will:

- possess scientific knowledge of and insight into movement science education;



- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in movement science education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in movement science education.

**OO.1.7.2.2 Programme structure**

| <b>Semester 1</b>                        | <b>Cr</b> | <b>Semester 2</b>                         | <b>Cr</b> |
|--|-----------|---|-----------|
| ORAK 511                                 | 8         | ORAK 521                                  | 8         |
| GSTK 511                                 | 8         | GSTK 521                                  | 8         |
| SPKK 511                                 | 16        | SPRK 521                                  | 16        |
| ORLK 511                                 | 8         | ORLK 521                                  | 8         |
| BOPK 511                                 | 16        | SANK 521                                  | 16        |
| RIDO 511                                 | 8         | <b>plus ONE of</b>                        |           |
|  |           | RIDO 524                                  | 8         |
|  |           | RIDO 525                                  | 8         |
| <i>Total credits for first semester:</i> | <i>64</i> | <i>Total credits for second semester:</i> | <i>64</i> |

**OO.1.7.3 Programme: O403P/F/C/N English Education**

**OO.1.7.3.1 Programme outcomes**

After completing the Advanced Certificate in Education in English Education the learner will:

- a) possess scientific knowledge of and insight into English education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in English education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in English education.

**OO.1.7.3.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| ATEK 511                             | 16        | SDEK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| CDEK 511                             | 16        | <b>plus ONE of</b>                    |           |
| RIDO 511                             | 8         | ASDK 521                              | 16        |
|                                      |           | ENRG 521                              | 16        |
|                                      |           | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.7.4 Programme: O404P/F Geography Education (to be presented from 2003 only)**

**OO.1.7.4.1 Programme outcomes**

After completing the Advanced Certificate in Education in Geography Education the learner will:

- a) possess scientific knowledge of and insight into geography education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in geography education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in geography education.

**OO.1.7.4.2 Programme structure**

| Semester 1                              | Cr | Semester 2                               | Cr |
|---|----|--|----|
| ORAK 511                                | 8  | ORAK 521                                 | 8  |
| GSTK 511                                | 8  | GSTK 521                                 | 8  |
| GBGK 511                                | 16 | GKLG 521                                 | 16 |
| ORLK 511                                | 8  | ORLK 521                                 | 8  |
| GSGK 511                                | 16 | GGGK 521                                 | 16 |
| RIDO 511                                | 8  | <b>plus ONE of</b>                       |    |
|   |    | RIDO 524                                 | 8  |
|   |    | RIDO 525                                 | 8  |
| <i>Total credits first semester: 64</i> |    | <i>Total credits second semester: 64</i> |    |

**OO.1.7.5 Programme: O405P/F/C/N History Education**

**OO.1.7.5.1 Programme outcomes**

After completing the Advanced Certificate in Education in History Education the learner will:

- a) possess scientific knowledge of and insight into history education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

**• OO.1.7.5.2 Programme structure**

| Semester 1                              | Cr | Semester 2                               | Cr |
|---|----|--|----|
| ORAK 511                                | 8  | ORAK 521                                 | 8  |
| GSTK 511                                | 8  | GSTK 521                                 | 8  |
| AGSK 511                                | 16 | SSGK 521                                 | 16 |
| ORLK 511                                | 8  | ORLK 521                                 | 8  |
| VGAK 511                                | 16 | VGBK 521                                 | 16 |
| RIDO 511                                | 8  | <b>plus ONE of</b>                       |    |
|   |    | RIDO 524                                 | 8  |
|   |    | RIDO 525                                 | 8  |
| <i>Total credits first semester: 64</i> |    | <i>Total credits second semester: 64</i> |    |

**OO.1.7.6 Programme: O409P/F Education Law (to be presented from 2003 only)**

**OO.1.7.6.1 Programme outcomes**

After completing the Advanced Certificate in Education in Education Law the learner will:

- a) possess scientific knowledge of and insight into education law;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education law;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education law.

**OO.1.7.6.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| WGOK 511                             | 16        | LRVK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| AVHK 511                             | 16        | OBRK 522                              | 16        |
| RIDO 511                             | 8         | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.7.7 Programme: O411P/F Professional Educator Development A (only for learners that have already acquired 480 prior credits or gained four years of experience after matric)**

This programme is presented by means of flexi-learning. Learners attend contact sessions for a certain time.

**OO.1.7.7.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development A the learner will:

- a) possess scientific knowledge of and insight into professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in professional educator development.

**OO.1.7.7.2 Programme structure**

| <b>Select any FOUR (4) modules</b> |           |          |           |
|------------------------------------|-----------|----------|-----------|
|                                    | <b>Cr</b> |          | <b>Cr</b> |
| FROA 571                           | 32        | FROI 571 | 32        |
| FROB 571                           | 32        | FROJ 571 | 32        |
| FROC 571                           | 32        | FROK 571 | 32        |
| FROD 571                           | 32        | FROL 571 | 32        |
| FROE 571                           | 32        | FROM 571 | 32        |
| FROF 571                           | 32        | FRON 571 | 32        |
| FROG 571                           | 32        | FROO 571 | 32        |
| FROH 571                           | 32        | FROP 571 | 32        |
| FROQ 571                           | 32        | FROR 571 | 32        |
| <i>Total credits: 128</i>          |           |          |           |

**OO.1.7.8 Programme: O412P/F Professional Educator Development B (only for learners that have already acquired 360 previous credits or gained three years of experience after matric)**

This programme is presented by means of flexi-learning. Learners attend contact sessions for a certain time.

**OO.1.7.8.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development B the learner will:

- possess scientific knowledge of and insight into professional educator development;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in professional educator development.

**OO.1.7.8.2 Programme structure**

| <b>Compulsory modules</b> | <b>Cr</b> | <b>Select any THREE of the following</b> |           |           |           |           |           |
|---------------------------|-----------|--|-----------|-----------|-----------|-----------|-----------|
|                           |           | <b>Cr</b>                                | <b>Cr</b> | <b>Cr</b> | <b>Cr</b> | <b>Cr</b> | <b>Cr</b> |
| ORAK 511                  | 8         | FROA 571                                 | 32        | FROG 571  | 32        | FROM 571  | 32        |
| ORLK 511                  | 8         | FROB 571                                 | 32        | FROH 571  | 32        | FRON 571  | 32        |
| GSTK 511                  | 8         | FROC 571                                 | 32        | FROI 571  | 32        | FROO 571  | 32        |
| RIDO 511                  | 8         | FROD 571                                 | 32        | FROJ 571  | 32        | FROP 571  | 32        |
|                           |           | FROE 571                                 | 32        | FROK 571  | 32        | FROQ 571  | 32        |
|                           |           | FROF 571                                 | 32        | FROL 571  | 32        | FROR 571  | 32        |
| <i>Total credits: 128</i> |           |  |           |           |           |           |           |

**OO.1.7.9 Programme: O416P/F/C/N Remedial Education****OO.1.7.9.1 Programme outcomes**

After completing the Advanced Certificate in Education in Remedial Education the learner will:

- possess scientific knowledge of and insight into remedial education;

- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in remedial education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in remedial education.

**OO.1.7.9.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | KPOK 521                              | 16        |
| ORPK 511                             | 16        | RMPK 521                              | 16        |
| ORTK 511                             | 16        | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.7.10 Programme: O417P/F Setswana Education**

**OO.1.7.10.1 Programme outcomes**

After completing the Advanced Certificate in Education the learner will:

- a) possess scientific knowledge of and insight into Setswana education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in Afrikaans education.

**OO.1.7.10.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | SVDK 521                              | 16        |
| SWHK 511                             | 16        | SVDK 522                              | 16        |
| SWHK 512                             | 16        | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.7.11 Programme: O418P/F Traffic Safety Education**

**Remark:** The programme in traffic safety education is not recognised as a qualification in the training of educators.

**OO.1.7.11.1 Programme outcomes**

After completing the Advanced Certificate Education in Traffic Safety Education the learner will:

- a) possess scientific knowledge of and insight into traffic safety education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in traffic safety education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in traffic safety education.

**OO.1.7.11.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | VOVK 521                              | 16        |
| VBSK 511                             | 16        | LRTK 521                              | 16        |
| VVVK 511                             | 16        | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.7.12 Programme: O419P/F Adult Basic Education**

**OO.1.7.12.1 Programme outcomes**

After completing the Advanced Certificate Education in Adult Basic Education the learner will:

- a) possess scientific knowledge of and insight into adult basic education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in adult basic education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies adult basic education.

**OO.1.7.12.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | <b>plus ONE of</b>                    |           |
| VONK 511                             | 16        | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
|                                      |           | <b>plus THREE of</b>                  |           |
|                                      |           | VODK 521                              | 16        |
|                                      |           | EBVK 521*                             | 16        |
|                                      |           | BRVK 521                              | 16        |
|                                      |           | KVBK 521                              | 16        |
|                                      |           | RGBK 521*                             | 16        |
| <i>Total credits first semester:</i> |           | <i>Total credits second semester:</i> |           |
|                                      | <b>48</b> |                                       | <b>80</b> |

\* Not presented in 2002.

**OO.1.8 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION 423 101 (FLEXI-LEARNING)**

**OO.1.8.1 Programme: O401F Afrikaans Education**

**OO.1.8.1.1 Programme outcomes**

After completing the Advanced Certificate in Education in Afrikaans Education the learner will:

- a) possess scientific knowledge of and insight into Afrikaans education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in Afrikaans Education.

**OO.1.8.1.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| SAFK 511                             | 16        | GTOK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| VATK 511                             | 16        | <b>plus ONE of</b>                    |           |
| RIDO 511                             | 8         | VATK 522                              | 16        |
|                                      |           | AFRG 522                              | 16        |
|                                      |           | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> |           | <i>Total credits second semester:</i> |           |
|                                      | <b>64</b> |                                       | <b>64</b> |

**OO.1.8.2 Programme: O402F Movement Science Education****OO.1.8.2.1 Programme outcomes**

After completing the Advanced Certificate in Education in Movement Science Education the learner will:

- possess scientific knowledge of and insight into movement science education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in movement science education;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in movement science education.

**OO.1.8.2.2 Programme structure**

| Semester 1                           | Cr        | Semester 2                            | Cr        |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| SPKK 511                             | 16        | SPRK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| BOPK 511                             | 16        | SANK 521                              | 16        |
| RIDO 511                             | 8         | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.8.3 Programme: O403F English Education****OO.1.8.3.1 Programme outcomes**

After completing the Advanced Certificate in Education in Movement Science Education the learner will:

- possess scientific knowledge of and insight into movement science education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in movement science education;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in movement science education.

**OO.1.8.3.2 Programme structure**

| Semester 1                              | Cr | Semester 2                               | Cr |
|---|----|--|----|
| ORAK 511                                | 8  | ORAK 521                                 | 8  |
| GSTK 511                                | 8  | GSTK 521                                 | 8  |
| ATEK 511                                | 16 | SDEK 521                                 | 16 |
| ORLK 511                                | 8  | ORLK 521                                 | 8  |
|   |    | <b>plus ONE of</b>                       |    |
|   |    | ASDK 521                                 | 16 |
| CDEK 511                                | 16 | ENRG 521                                 | 16 |
| RIDO 511                                | 8  | <b>plus ONE of</b>                       |    |
|   |    | RIDO 524                                 | 8  |
|   |    | RIDO 525                                 | 8  |
| <i>Total credits first semester: 64</i> |    | <i>Total credits second semester: 64</i> |    |



**OO.1.8.4 Programme: O404F Geography Education (to be presented from 2003 only)**

**OO.1.8.4.1 Programme outcomes**

After completing the Advanced Certificate in Education in Geography Education the learner will:

- a) possess scientific knowledge of and insight into geography education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in geography education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in geography education.

**OO.1.8.4.2 Programme structure**

| <b>Semester 1</b>                       | <b>Cr</b> | <b>Semester 2</b>                        | <b>Cr</b> |
|---|-----------|--|-----------|
| ORAK 511                                | 8         | ORAK 521                                 | 8         |
| GSTK 511                                | 8         | GSTK 521                                 | 8         |
| GBGK 511                                | 16        | GKLK 521                                 | 16        |
| ORLK 511                                | 8         | ORLK 521                                 | 8         |
| GSGK 511                                | 16        | GGGK 521                                 | 16        |
| RIDO 511                                | 8         | <b>plus ONE of</b>                       |           |
|   |           | RIDO 524                                 | 8         |
|   |           | RIDO 525                                 | 8         |
| <i>Total credits first semester: 64</i> |           | <i>Total credits second semester: 64</i> |           |

**OO.1.8.5 Programme: O405F History Education**

**OO.1.8.5.1 Programme outcomes**

After completing the Advanced Certificate in Education in History Education the learner will:

- a) possess scientific knowledge of and insight into history education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

**OO.1.8.5.2 Programme structure**

| <b>Semester 1</b>                       | <b>Cr</b> | <b>Semester 2</b>                        | <b>Cr</b> |
|---|-----------|--|-----------|
| ORAK 511                                | 8         | ORAK 521                                 | 8         |
| GSTK 511                                | 8         | GSTK 521                                 | 8         |
| AGSK 511                                | 16        | SSGK 521                                 | 16        |
| ORLK 511                                | 8         | ORLK 521                                 | 8         |
| VGAK 511                                | 16        | VGBK 521                                 | 16        |
| RIDO 511                                | 8         | <b>plus ONE of</b>                       |           |
|   |           | RIDO 524                                 | 8         |
|   |           | RIDO 525                                 | 8         |
| <i>Total credits first semester: 64</i> |           | <i>Total credits second semester: 64</i> |           |

**OO.1.8.6 Programme: O406F Natural Sciences Education**

**OO.1.8.6.1 Programme outcomes**

After completing the Advanced Certificate in Education in Natural Sciences Education the learner will:

- a) possess scientific knowledge of and insight into natural sciences education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in natural sciences education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in natural sciences education.

**OO.1.8.6.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| GSTK 511                             | 8         | ORAK 521                              | 8         |
| NFSK 511                             | 16        | GSTK 521                              | 8         |
| ORLK 511                             | 8         | NFSK 521                              | 16        |
| NCHK 511                             | 16        | ORLK 521                              | 8         |
| RIDO 511                             | 8         | NCHK 521                              | 16        |
|                                      |           | NDNK 521                              | 16        |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>56</i> | <i>Total credits second semester:</i> | <i>72</i> |

**OO.1.8.7 Programme: O407F Natural Sciences Education (General Education and Training Band)**

**OO.1.8.7.1 Admission requirements**

To be admitted to this programme the learner must comply with at least one of the following requirements.

**OO.1.8.7.1.1 General admission requirement**

Possessing a recognised **three-year education diploma** for primary school education.

**OO.1.8.7.1.2 Particular admission requirements**

- a) Admission to certain modules is subject to the evaluation of similar modules in the diploma/certificate the learner has already acquired.
- b) The learner is subject to a process of selection in order to be admitted to the programme.
- c) The learner must have at least two years of educating experience in the applicable direction of specialisation.

**OO.1.8.7.1.3 Minimum duration**

This diploma is presented according to a vacation school model on a part-time basis over a period of two years.

**OO.1.8.7.1.4 Programme outcomes**

After completing the Advanced Certificate in Education in Natural Sciences Education (General Education and Training Band) the learner will:

- possess scientific knowledge of and insight into natural sciences education (general education and training band);
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in natural sciences education (general education and training band);
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in natural sciences education (general education and training band).

**OO.1.8.7.1.5 Programme structure**

| Semester 1                           | Cr | Semester 2                            | Cr |
|--------------------------------------|----|---------------------------------------|----|
| GSTK 511                             | 8  | GSTK 521                              | 8  |
| NEBK 511                             | 16 | NMMK 521                              | 16 |
| ORLK 511                             | 8  | ORLK 521                              | 8  |
| NLLK 511                             | 16 | NECK 521                              | 16 |
| RIDO 511                             | 8  | NDSK 521                              | 16 |
|                                      |    | RIDO 525                              | 8  |
| <i>Total credits first semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                      | 56 |                                       | 64 |

**OO.1.8.8 Programme: O408F Education Management (presented in English only)****OO.1.8.8.1 Programme outcomes**

After completing the Advanced Certificate in Education in Education Management the learner will:

- possess scientific knowledge of and insight into education management;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education management;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education management.

**OO.1.8.8.2 Programme structure**

| Semester 1                              | Cr | Semester 2                               | Cr |
|---|----|--|----|
| ORAK 511                                | 8  | ORAK 521                                 | 8  |
| GSTK 511                                | 8  | GSTK 521                                 | 8  |
| OBTK 511                                | 16 | OBAK 521                                 | 16 |
| ORLK 511                                | 8  | ORLK 521                                 | 8  |
| OSRK 511                                | 16 | ORGK 521                                 | 16 |
| RIDO 511                                | 8  | <b><i>plus ONE of</i></b>                |    |
|   |    | RIDO 524                                 | 8  |
|   |    | RIDO 525                                 | 8  |
| <i>Total credits first semester: 64</i> |    | <i>Total credits second semester: 64</i> |    |

**Remark:** This programme is presented in English only.

**OO.1.8.9 Programme: O409F Education Law (to be presented from 2003 only)**

**OO.1.8.9.1 Programme outcomes**

After completing the Advanced Certificate in Education in Education Law the learner will:

- a) possess scientific knowledge of and insight into education law;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education law;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education law.

**OO.1.8.9.2 Programme structure**

| Semester 1                           | Cr        | Semester 2                            | Cr        |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| WGOK 511                             | 16        | LRVK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| AVHK 511                             | 16        | OBRK 522                              | 16        |
| RIDO 511                             | 8         | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.8.10 Programme: O410F Educational Training and Development (to be presented from 2003 only)**

**Remark:** The programme in Educational Training and Development is not recognised as a qualification in training of educators.

**OO.1.8.10.1 Programme outcomes**

After completing the Advanced Certificate in Education in Educational Training and Development the learner will:

- a) possess scientific knowledge of and insight into educational training and development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in educational training and development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in educational training and development.

**OO.1.8.10.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| BOAK 511                             | 16        | GSTK 521                              | 8         |
| GSTK 511                             | 8         | BOBK 521                              | 8         |
| FSRK 511                             | 16        | ORLK 521                              | 8         |
| ORLK 511                             | 8         | LMOK 521                              | 8         |
| DLBK 511                             | 16        | <b>plus ONE of</b>                    |           |
| RIDO 511                             | 8         | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
|                                      |           | <b>plus ONE of</b>                    |           |
|                                      |           | KBAK 521                              | 8         |
|                                      |           | KBBK 521                              | 8         |
|                                      |           | KBCK 521                              | 8         |
| <i>Total credits first semester:</i> | <i>72</i> | <i>Total credits second semester:</i> | <i>56</i> |

**OO.1.8.11 Programme: O411F Professional Educator Development A (only for learners that have already acquired 480 prior credits or gained four years of experience after matric)**

This programme is presented by means of flexi-learning. Learners attend contact sessions for a certain time.

**OO.1.8.11.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development A the learner will:

- a) possess scientific knowledge of and insight into professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in professional educator development.

**OO.1.8.11.2 Programme structure**

| <b>Select any FOUR (4) modules</b> |           |          |           |
|------------------------------------|-----------|----------|-----------|
|                                    | <b>Cr</b> |          | <b>Cr</b> |
| FROA 571                           | 32        | FROI 571 | 32        |
| FROB 571                           | 32        | FROJ 571 | 32        |
| FROC 571                           | 32        | FROK 571 | 32        |
| FROD 571                           | 32        | FROL 571 | 32        |
| FROE 571                           | 32        | FROM 571 | 32        |
| FROF 571                           | 32        | FRON 571 | 32        |
| FROG 571                           | 32        | FROO 571 | 32        |
| FROH 571                           | 32        | FROP 571 | 32        |
| FROQ 571                           | 32        | FROR 571 | 32        |
| <i>Total credits: 128</i>          |           |          |           |

**OO.1.8.12 Programme: O412F Professional Educator Development B (only for learners that have already acquired 360 previous credits or gained three years of experience after matric)**

This programme is presented by means of flexi-learning. Learners attend contact sessions for a certain time.

**OO.1.8.12.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development B the learner will:

- d) possess scientific knowledge of and insight into professional educator development;
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;
- f) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in professional educator development.

**OO.1.8.12.2 Programme structure**

| Compulsory modules Cr     |   | Select any THREE of the following |    |          |    |          |    |
|---------------------------|---|-----------------------------------|----|----------|----|----------|----|
|                           |   | Cr                                |    | Cr       |    | Cr       |    |
| ORAK 511                  | 8 | FROA 571                          | 32 | FROG 571 | 32 | FROM 571 | 32 |
| ORLK 511                  | 8 | FROB 571                          | 32 | FROH 571 | 32 | FRON 571 | 32 |
| GSTK 511                  | 8 | FROC 571                          | 32 | FROI 571 | 32 | FROO 571 | 32 |
| RIDO 511                  | 8 | FROD 571                          | 32 | FROJ 571 | 32 | FROP 571 | 32 |
|                           |   | FROE 571                          | 32 | FROK 571 | 32 | FROQ 571 | 32 |
|                           |   | FROF 571                          | 32 | FROL 571 | 32 | FROR 571 | 32 |
| <i>Total credits: 128</i> |   |                                   |    |          |    |          |    |

**OO.1.8.13 Programme: O413F Professional Educator Development: Foundation Phase**

This programme is presented by means of flexi-learning. Learners attend contact sessions for certain periods of time.

**OO.1.8.13.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development: Foundation Phase the learner will:

- d) possess scientific knowledge of and insight into the foundation phase of professional educator development;
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the foundation phase of professional educator development;
- f) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the foundation phase of professional educator development.

**OO.1.8.13.2 Programme structure**

| <b>Compulsory modules</b> | <b>Cr</b>  |
|---------------------------|------------|
| ORAK 511                  | 8          |
| ORLK 511                  | 8          |
| GSTK 511                  | 8          |
| RIDO 511                  | 8          |
| FROF 571                  | 32         |
| FROG 571                  | 32         |
| FROL 571                  | 32         |
| <i>Total credits:</i>     | <i>128</i> |

**OO.1.8.14 Programme: O414F Professional Educator Development: Intermediate and Senior Phase**

This programme is presented by means of flexi-learning. Learners attend contact sessions for certain periods of time.

**OO.1.8.14.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development: Intermediate and Senior Phase the learner will:

- a) possess scientific knowledge of and insight into the intermediate and senior phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the intermediate and senior phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the intermediate and senior phase of professional educator development.

**OO.1.8.14.2 Programme structure**

| <b>Compulsory modules</b> | <b>Cr</b>  |
|---------------------------|------------|
| ORAK 511                  | 8          |
| ORLK 511                  | 8          |
| GSTK 511                  | 8          |
| RIDO 511                  | 8          |
| FROO 571                  | 32         |
| FROP 571                  | 32         |
| FROM 571                  | 32         |
| <i>Total credits:</i>     | <i>128</i> |

**OO.1.8.15 Programme: O415F Professional Educator Development (Computer Science Education) (only for learners that have already acquired 480 prior credits or gained four years of experience after matric)**

This programme is presented by means of flexi-learning. Learners attend contact sessions for certain periods of time.

**OO.1.8.15.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development (Computer Science) the learner will:

- possess scientific knowledge of and insight into professional educator development with regard to computer science;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development with regard to computer science;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the intermediate and senior phase of professional educator development with regard to computer science.

**OO.1.8.15.2 Programme structure**

| Compulsory modules    | Cr         |
|-----------------------|------------|
| RWOP 511              | 32         |
| RWOP 512              | 32         |
| RWOP 521              | 32         |
| RWOP 522              | 32         |
| <i>Total credits:</i> | <i>128</i> |

**OO.1.8.16 Programme: O416F Remedial Education****OO.1.8.16.1 Programme outcomes**

After completing the Advanced Certificate in Education Remedial Education the learner will:

- possess scientific knowledge of and insight into remedial education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in remedial education;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in remedial education.

**OO.1.8.16.2 Programme structure**

| Semester 1                           | Cr        | Semester 2                            | Cr        |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | KPOK 521                              | 16        |
| ORPK 511                             | 16        | RMPK 521                              | 16        |
| ORTK 511                             | 16        | <b>plus <u>ONE</u> of</b>             |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |



**OO.1.8.17 Programme: O417F Setswana Education**

**OO.1.8.17.1 Programme outcomes**

After completing the Advanced Certificate in Education in Setswana Education the learner will:

- a) possess scientific knowledge of and insight into Setswana education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Setswana education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her Setswana education.

**OO.1.8.17.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | SVDK 521                              | 16        |
| SWHK 511                             | 16        | SVDK 522                              | 16        |
| SWHK 512                             | 16        | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.8.18 Programme: O418F Traffic Safety Education**

**Remark:** The programme in traffic safety education is not recognised as a qualification in the training of educators.

**OO.1.8.18.1 Programme outcomes**

After completing the Advanced Certificate Education in Traffic Safety Education the learner will:

- c) possess scientific knowledge of and insight into traffic safety education;
- d) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in traffic safety education;
- e) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in traffic safety education.

**OO.1.8.18.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | VOVK 521                              | 16        |
| VBSK 511                             | 16        | LRTK 521                              | 16        |
| VVVK 511                             | 16        | <b>plus ONE of</b>                    |           |
|                                      |           | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.8.19 Programme: O419F Adult Basic Education**

**OO.1.8.19.1 Programme outcomes**

After completing the Advanced Certificate Education in Adult Basic Education the learner will:

- d) possess scientific knowledge of and insight into adult basic education;
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in adult basic education;
- f) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies adult basic education.

**OO.1.8.19.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | <b>plus ONE of</b>                    |           |
| VONK 511                             | 16        | RIDO 524                              | 8         |
|                                      |           | RIDO 525                              | 8         |
|                                      |           | <b>plus THREE of</b>                  |           |
|                                      |           | VODK 521                              | 16        |
|                                      |           | *EBVK 521                             | 16        |
|                                      |           | BRVK 521                              | 16        |
|                                      |           | *KVBK 521                             | 16        |
|                                      |           | RGBK 521                              | 16        |
| <i>Total credits first semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>80</i> |

\* Not presented in 2002.

**OO.1.8.20 Programme: O420F/C/N Mathematics Education**

**OO.1.8.20.1 Programme outcomes**

After completing the Advanced Certificate Education in Mathematics Education the learner will:

- a) possess scientific knowledge of and insight into mathematics education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in mathematics education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies mathematics education.

**OO.1.8.20.2 Programme structure**

| <b>Year 1</b>                        | <b>Cr</b> | <b>Year 2</b>                         | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | RIDO 525                              | 8         |
| NWSK 511                             | 16        | NWSK 521                              | 16        |
| NWSK 512                             | 16        | NWSK 522                              | 16        |
|                                      |           | NDWK 521                              | 16        |
| <i>Total credits first semester:</i> |           | <i>Total credits second semester:</i> |           |
|                                      | 56        |                                       | 72        |

**OO.1.8.21 Programme: O421F Mathematics Education (General Education and Training Band)**

**OO.1.8.21.1 Admission requirements**

To be admitted to this programme the learner must comply with at least one of the following requirements.

**OO.1.8.21.1 General admission requirements**

Possessing a recognised **three-year education diploma** for primary school education.

**OO.1.8.21.2 Particular admission requirements**

- d) Admission to certain modules is subject to the evaluation of similar modules in the diploma/certificate the learner has already acquired.
- e) The learner is subject to a process of selection in order to be admitted to the programme.
- f) The learner must have at least two years of educating experience in the applicable direction of specialisation.

**OO.1.8.21.3 Minimum duration**

This diploma is presented according to a vacation school model on a part-time basis over a period of two years.

**OO.1.8.21.4 Programme outcomes**

After completing the Advanced Certificate in Mathematics Education (General Education and Training Band) the learner will:

- d) possess scientific knowledge of and insight into mathematics education (general education and training band);
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in mathematics education (general education and training band);
- f) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in mathematics education (general education and training band).

**OO.1.8.21.5 Programme structure**

| <b>Year 1</b>                        | <b>Cr</b> | <b>Year 2</b>                         | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | RIDO 525                              | 8         |
| NWPK 511                             | 16        | NWPK 521                              | 16        |
| NWPK 512                             | 16        | NWPK 522                              | 16        |
|                                      |           | NDWK 522                              | 16        |
| <i>Total credits first semester:</i> |           | <i>Total credits second semester:</i> |           |
|                                      | 56        |                                       | 72        |

**OO.1.9 ADVANCED CERTIFICATE IN EDUCATION**  
**423 102 OPEN LEARNING ACADEMY (OLA)**  
**423 103 OLG (NAMIBIA)**

The following programmes are presented by the Open Learning Academy (OLA) / OLG (Namibia) in terms of the existing agreement between the PU for CHE and OLA (C) and OLG (Namibia) (N).

**OO.1.9.1 Programme: O401C/N Afrikaans Education****OO.1.9.1.1 Programme outcomes**

After completing the Advanced Certificate in Education in Afrikaans Education the learner will:

- d) possess scientific knowledge of and insight into Afrikaans education;
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- f) strive after values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Afrikaans Education.

**OO.1.9.1.2 Programme structure**

| Semester 1                           | Cr | Semester 2                            | Cr |
|--------------------------------------|----|---------------------------------------|----|
| ORAK 511                             | 8  | ORAK 521                              | 8  |
| GSTK 511                             | 8  | GSTK 521                              | 8  |
| SAFK 511                             | 16 | GTOK 521                              | 16 |
| ORLK 511                             | 8  | ORLK 521                              | 8  |
| VATK 511                             | 16 | RIDO 525                              | 8  |
| RIDO 511                             | 8  | <b>plus ONE of</b>                    |    |
|                                      |    | VATK 522                              | 16 |
|                                      |    | AFRG 522                              | 16 |
| <i>Total credits first semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                      | 64 |                                       | 64 |

**OO.1.9.2 Programme: O403C/N English Education****OO.1.9.2.1 Programme outcomes**

After completing the Advanced Certificate in Education in English Education the learner will:

- d) possess scientific knowledge of and insight into English education;
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in English education;
- f) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in English education.

**OO.1.9.2.2 Programme structure**

| Semester 1                           | Cr | Semester 2                            | Cr |
|--------------------------------------|----|---------------------------------------|----|
| ORAK 511                             | 8  | ORAK 521                              | 8  |
| GSTK 511                             | 8  | GSTK 521                              | 8  |
| ATEK 511                             | 16 | SDEK 521                              | 16 |
| ORLK 511                             | 8  | ORLK 521                              | 8  |
| CDEK 511                             | 16 | RIDO 525                              | 8  |
| RIDO 511                             | 8  | <b>plus ONE of</b>                    |    |
|                                      |    | ASDK 521                              | 16 |
|                                      |    | ENRG 521                              | 16 |
| <i>Total credits first semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                      | 64 |                                       | 64 |

**OO.1.9.3 Programme: O405C/N History Education****OO.1.9.3.1 Programme outcomes**

After completing the Advanced Certificate in Education in History Education the learner will:

- d) possess scientific knowledge of and insight into history education;
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;

- f) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

**OO.1.9.3.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| AGSK 511                             | 16        | SSGK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| VGAK 511                             | 16        | VGBK 521                              | 16        |
| RIDO 511                             | 8         | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.9.4 Programme: O408C/N Education Management (only presented in English)**

**OO.1.9.4.1 Programme outcomes**

After completing the Advanced Certificate in Education in Education Management the learner will:

- d) possess scientific knowledge of and insight into education management;
- e) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education management;
- f) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education management.

**OO.1.9.4.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| OBTK 511                             | 16        | OBAK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| OSRK 511                             | 16        | ORGK 521                              | 16        |
| RIDO 511                             | 8         | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**Remark:** This programme is presented in English only.

**OO.1.9.5 Programme: O413C/N O413F Professional Educator Development: Foundation Phase**

This programme is presented by means of flexi-learning. Learners attend contact sessions for certain periods of time.

**OO.1.9.5.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development: Foundation Phase the learner will:

- a) possess scientific knowledge of and insight into the foundation phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the foundation phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the foundation phase of professional educator development.

**OO.1.9.5.2 Programme structure**

| <b>Compulsory modules</b> | <b>Cr</b>  |
|---------------------------|------------|
| ORAK 511                  | 8          |
| ORLK 511                  | 8          |
| GSTK 511                  | 8          |
| RIDO 511                  | 8          |
| FROF 571                  | 32         |
| FROG 571                  | 32         |
| FROL 571                  | 32         |
| <i>Total credits:</i>     | <i>128</i> |

**OO.1.9.6 Programme: O414C/N Programme: O414F Professional Educator Development: Intermediate and Senior Phase**

This programme is presented by means of flexi-learning. Learners attend contact sessions for certain periods of time.

**OO.1.9.6.1 Programme outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development: Intermediate and Senior Phase the learner will:

- a) possess scientific knowledge of and insight into the intermediate and senior phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the intermediate and senior phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the intermediate and senior phase of professional educator development.

**OO.1.9.6.2 Programme structure**

| <b>Compulsory modules</b> | <b>Cr</b>  |
|---------------------------|------------|
| ORAK 511                  | 8          |
| ORLK 511                  | 8          |
| GSTK 511                  | 8          |
| RIDO 511                  | 8          |
| FROO 571                  | 32         |
| FROP 571                  | 32         |
| FROM 571                  | 32         |
| <i>Total credits:</i>     | <i>128</i> |

**OO.1.9.7 Programme: O416C/N Remedial Education****OO.1.9.7.1 Programme outcomes**

After completing the Advanced Certificate in Education Remedial Education the learner will:

- a) possess scientific knowledge of and insight into remedial education;;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in remedial education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in remedial education.

**OO.1.9.7.2 Programme structure**

| <b>Semester 1</b>                    | <b>Cr</b> | <b>Semester 2</b>                     | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORAK 511                             | 8         | ORAK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| ORPK 511                             | 16        | KPOK 521                              | 16        |
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| ORTK 511                             | 16        | RMPK 521                              | 16        |
| RIDO 511                             | 8         | RIDO 525                              | 8         |
| <i>Total credits first semester:</i> | <i>64</i> | <i>Total credits second semester:</i> | <i>64</i> |

**OO.1.9.8 Programme: O420C/N Mathematics Education****OO.1.9.8.1 Programme outcomes**

After completing the Advanced Certificate Education in Mathematics Education the learner will:

- a) possess scientific knowledge of and insight into mathematics education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in mathematics education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies mathematics education.



**OO.1.9.8.2 Programme structure**

| <b>Year 1</b>                        | <b>Cr</b> | <b>Year 2</b>                         | <b>Cr</b> |
|--------------------------------------|-----------|---------------------------------------|-----------|
| ORLK 511                             | 8         | ORLK 521                              | 8         |
| GSTK 511                             | 8         | GSTK 521                              | 8         |
| RIDO 511                             | 8         | RIDO 525                              | 8         |
| NWSK 511                             | 16        | NWSK 521                              | 16        |
| NWSK 512                             | 16        | NWSK 522                              | 16        |
|                                      |           | NDWK 521                              | 16        |
| <i>Total credits first semester:</i> |           | <i>Total credits second semester:</i> |           |
| 56                                   |           | 72                                    |           |

**OO.1.10 EXAMINATIONS****OO.1.10.1 Participation marks**

For every teaching-learning instruction (class tests, assignments, exercises, etc.) executed marks are allocated by means of formative assessment in a module. A learner's participation marks are the average of these marks and can be compiled of marks assigned for theoretical work and for practical work if applicable.

**OO.1.10.2 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 learner has given proof that the teaching-learning instructions have been executed according to the programme prescriptions.

**OO.1.10.3 Module mark**

The module mark is calculated according to the prescriptions of A.1.34 and A.8.8 regarding the relation between the participation marks and the examination marks as indicated by the module outcomes.

**OO.1.10.4 Pass requirements of a programme**

With the exception of a few programmes, the following are valid:

- a) The subminimum for all modules in which examinations are taken is 40% (A.8.9).
- b) The requirement for passing a module in which examinations are taken is a module mark of 50% (A.8.7).
- c) Passing all the separate modules, of which the programme is compiled, as indicated in A.8.5, passes a programme.

**OO.1.10.5 Repetition of modules**

According to A.10.3 the following rules are valid:

- (a) Within the maximum study period of two (2) years a learner may once repeat modules not exceeding 25% of the total programme.
- (b) A learner repeating modules must register again for these modules and obtain participation marks or fulfil other requirements as determined by the school director in order to be granted admission to examinations in these modules.

- (c) If a learner that repeats modules does not pass those specific modules in the next examination period, the learner must again put in an application to the faculty council concerned.

**OO.1.10.6 Terminations of studies**

The studies of a learner can be terminated in terms of A.9 if the learner exceeds the maximum duration of the study period.

## OO.2 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

| QUALIFICATION CODE                                    |  |
|---|--|
| Foundation Phase                                      | 466 100 (F) <sup>4</sup><br>466 101 (C) <sup>5</sup> |
| Intermediate and Senior phase                         | 466 102 (F) <sup>4</sup><br>466 103 (C) <sup>5</sup> |
| Senior and Further Education and Training (FET) phase | 466 104 (F) <sup>4</sup><br>466 105 (C) <sup>5</sup> |

This diploma is presented only as a flexi-programme (i.e. an enriched programme with limited contact periods) at study centres during vacation schools at the Potchefstroom campus, as well as through the Open Learning Academy (OLA).

### OO.2.1 AIM AND NATURE OF THE QUALIFICATION

#### OO.2.1.1 Nature and general aim

The nature of this diploma benefits **practising teachers**. It addresses current needs and issues through practice-based content and activities.

The general aim of this diploma is to allow practising teachers to upgrade their qualifications.

### OO.2.2 MINIMUM AND MAXIMUM DURATION OF PROGRAMME

Depending on the level of entry, the minimum duration for this qualification is either two or three years and the maximum duration is either three or four years.

### OO.2.3 ADMISSION REQUIREMENTS

OO.2.3.1 A Matriculation Certificate (Gr. 12) plus one year tertiary training, for example the Primary Teachers' Certificate (PTC) or similar qualification for entry at the second year.

OO.2.3.2 Practising teachers who have only a Matriculation Certificate may enter for the first year which is then viewed as a bridging course to continue to years two and three.

### OO.2.4 RECOGNITION OF PRIOR LEARNING (RPL)

RPL as recognised by the faculty council.

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F<sup>4</sup> is applicable for learners following the flexi-programme.

C<sup>5</sup> is applicable for OLA learners.

## OO.2.5 QUALIFICATION OUTCOMES

### OO.2.5.1 Generic outcomes

After completion of the programme, the learners will demonstrate knowledge, skills and values regarding:

- problem identification, problem solving and the application of critical attitudes and thinking regarding all education matters;
- co-operation in education groupings, with the community and the Department of Education regarding practice teaching; the organisation and management of themselves and their activities;
- the acquisition, analysis, organisation and critical evaluation of information in their field of specialisation as well as information focused on generic education;
- communication via various mediums and in various contexts;
- the effective application of technological and scientific information to demonstrate respect for the environment and the health of others;
- the holistic nature of the world as integrated systems that implies that problem solving does not occur in isolation;
- the roles of the educator, viz. facilitator, mediator of learning, life-long learner, curriculum designer, leader, administrator and manager, assessor, specialist regarding the preferred subject/learning area/field/phase, as well as member of the smaller and broader community;
- the specialised nature of education, learning and development in the Foundation, Intermediate, Senior and FET phases.

### OO.2.5.2 Specific outcomes

After completion of the programme the learners will be able to implement fundamental knowledge, skills and values regarding the following roles of the educator:

The role of **facilitator of learning**, which implies that the learners will be able to:

- facilitate learning in such a way that the different needs of learners, including those with learning disabilities and problems, as well as emotional and behavioural problems, are taken into account within the framework of inclusive education;
- create and maintain a learning environment that is conducive to effective learning;
- promote and apply classroom communication in such a way that the differences between learners are recognised and respected;
- demonstrate thorough knowledge regarding their subject, teaching principles, strategies, methods, skills and teaching-learning resources as applicable in the South African context;
- demonstrate competence in reading, writing and speaking the language(s) of instruction in ways that facilitate their own academic learning and ability to facilitate learning in the classroom;
- demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate their own academic learning and ability to administer teaching, learning and assessment.

The role of **interpreter and designer of learning programmes and teaching- learning resources**, which implies that the learners will be able to:

- interpret existing learning programmes and critically evaluate them;
- design new learning programmes, taking into regard the ordering principles and varying learning tempos of learners;
- determine the requirements for certain learning contexts;
- select and/or create suitable written and audio-visual learning resources in such a way that they suit the specific learning requirements of learners;
- demonstrate competence in their own area(s) of specialisation regarding the planning and reflecting on appropriate programmes for learners and their learning context.

The role of **leader, administrator and manager**, which implies that the learners will be able to:

- demonstrate basic knowledge and perspective regarding the South African education system, especially with regard to further education and training;
- act professionally as required by existing legal principles of education;
- demonstrate a respect for and commitment to the education profession;
- participate in a responsible and democratic manner in decision-making processes of the institution in which training is provided.

The role of **community member, citizen and pastor**, which implies that the learners will be able to:

- be a live example of a critical, dedicated and ethical person who shows regard for the demands that education, the school and other stakeholders (viz. the government, church, parents and learners) make on them, in such a way that learning contexts that promote health are created;
- demonstrate and promote respect and responsibility;
- promote the Constitution and democratic values and practices;
- promote learners' knowledge and understanding of the Bible;
- assist learners in study- and occupational choices.

The role of **learner, researcher and life-long learner**, which implies that the learners will be able to keep developing through study and research on personal, academic, professional and occupational level.

The role of **assessor**, which implies that the learners will be able to monitor and evaluate learners' progress in a just and reasonable manner.

The role of **subject specialist**, which implies that the learners will be able to:

- apply thorough knowledge, insight and perspective regarding the contents, skills, values and methods of their particular learning areas, subjects, disciplines and phases during the implementation of learning programmes;
- apply their knowledge, insight and perspective of teaching and learning strategies, methods and skills during the design and implementation of learning programmes for their particular learners.

## OO.2.6 CHANGE OF PROGRAMME

Learners may only change the programme for which they have registered or bring about changes in the programme for which they have registered with the written permission of the school director.

## OO.2.7 ARTICULATION AND EXIT LEVELS

### OO.2.7.1 Articulation

The NPDE provides access to an Advanced Certificate in Education.

### OO.2.7.2 Exit Levels

A learner who have completed the course after entering with a Grade 12 qualification receives the NPDE (384 credits) at SAQA level 5.

## OO.2.8 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) FOUNDATION PHASE

**466 100 (F)**

**466 101 (C)**

### OO.2.8.1 List of programme modules

#### OO.2.8.1.1 Compulsory modules

| Module code | Module name   | Credits |
|-------------|---|---------|
| AGDN 221    | Foundation Phase Literacy, Numeracy and Life Skills | 16      |
| AGDN 321    | Foundation Phase Literacy, Numeracy and Life Skills | 16      |
| AKPN 117    | Afrikaans Moedertaalkommunikasie                    | 8       |
| AKPN 127    | Afrikaans Moedertaalkommunikasie                    | 8       |
| AKPN 217    | Afrikaans Moedertaalkommunikasie                    | 8       |
| AKPN 227    | Afrikaans Moedertaalkommunikasie                    | 8       |
| AKPN 317    | Afrikaans Moedertaalkommunikasie                    | 8       |
| AKPN 327    | Afrikaans Moedertaalkommunikasie                    | 8       |
| AKPN 118    | Afrikaans Niemoedertaalkommunikasie                 | 8       |
| AKPN 128    | Afrikaans Niemoedertaalkommunikasie                 | 8       |
| AKPN 218    | Afrikaans Niemoedertaalkommunikasie                 | 8       |
| AKPN 228    | Afrikaans Niemoedertaalkommunikasie                 | 8       |
| AKPN 318    | Afrikaans Niemoedertaalkommunikasie                 | 8       |
| AKPN 328    | Afrikaans Niemoedertaalkommunikasie                 | 8       |
| EDMN 319    | Educational Management Development                  | 8       |
| EDVN 221    | Anti-racism and Education Laws and Values           | 8       |
| ESPN 119    | English Communication                               | 8       |
| ESPN 129    | English Communication                               | 8       |
| ESPN 219    | English Communication                               | 8       |

|          |  |    |
|----------|--|----|
| ESPN 229 | English Communication                                    | 8  |
| ESPN 319 | English Communication                                    | 8  |
| ESPN 329 | English Communication                                    | 8  |
| GDSN 116 | Religious Studies  | 8  |
| GDSN 126 | Religious Studies  | 8  |
| GSUN 219 | Health Education   | 8  |
| GSUN 319 | Health Education (AIDS Prevention and Motor Development) | 8  |
| JPUN 116 | Junior Primary Studies                                   | 16 |
| JPUN 126 | Junior Primary Studies                                   | 16 |
| JPUN 216 | Junior Primary Studies                                   | 8  |
| JPUN 226 | Junior Primary Studies                                   | 8  |
| JPUN 316 | Junior Primary Studies                                   | 8  |
| JPUN 326 | Junior Primary Studies                                   | 8  |
| NAUN 111 | Natural Sciences Didactics                               | 8  |
| OPAN 119 | Teaching Studies   | 8  |
| OPAN 129 | Teaching Studies   | 8  |
| OPAN 219 | Teaching Studies   | 8  |
| OPAN 319 | Teaching studies   | 8  |
| PRSN 319 | Professional Studies                                     | 8  |
| RGLN 111 | Computer Literacy  | 8  |
| TSCN 128 | Setswana Communication (m)                               | 8  |
| TSCN 218 | Setswana Communication (m)                               | 8  |
| TSCN 228 | Setswana Communication (m)                               | 8  |
| TSCN 318 | Setswana Communication (m)                               | 8  |
| TSCN 328 | Setswana Communication (m)                               | 8  |
| TSNN 118 | Setswana Communication (nm)                              | 8  |
| TSNN 128 | Setswana Communication (nm)                              | 8  |
| TSNN 218 | Setswana Communication (nm)                              | 8  |
| TSNN 228 | Setswana Communication (nm)                              | 8  |
| TSNN 318 | Setswana Communication (nm)                              | 8  |
| TSNN 328 | Setswana Communication (nm)                              | 8  |
| WAPN 111 | General Mathematics                                      | 8  |
| WAPN 121 | General Mathematics                                      | 8  |
| WAPN 221 | General Mathematics                                      | 8  |
| WAPN 321 | General Mathematics                                      | 8  |
| WLRN 311 | Philosophy of Education                                  | 8  |

**OO.2 8.1.2 Core modules**

| <b>Module code</b> | <b>Module name</b>     | <b>Credits</b> |
|--------------------|------------------------|----------------|
| ABAN 116           | ABET                   | 16             |
| ABAN 126           | ABET                   | 16             |
| ABAN 216           | ABET                   | 8              |
| ABAN 226           | ABET                   | 8              |
| ABAN 316           | ABET                   | 8              |
| ABAN 326           | ABET                   | 8              |
| ABXN 226           | ABET Didactics         | 16             |
| ABXN 326           | ABET Didactics         | 16             |
| AFDN 221           | Vakdidaktiek Afrikaans | 16             |
| AFDN 321           | Vakdidaktiek Afrikaans | 16             |
| AFRN 119           | Afrikaans              | 16             |
| AFRN 129           | Afrikaans              | 16             |
| AFRN 219           | Afrikaans              | 8              |
| AFRN 229           | Afrikaans              | 8              |
| AFRN 319           | Afrikaans              | 8              |
| AFRN 329           | Afrikaans              | 8              |
| EDSN 229           | English Didactics      | 16             |
| EDSN 329           | English Didactics      | 16             |
| EGPN 119           | English                | 16             |
| EGPN 129           | English                | 16             |
| EGPN 219           | English                | 8              |
| EGPN 229           | English                | 8              |
| EGPN 319           | English                | 8              |
| EGPN 329           | English                | 8              |
| GFPN 116           | Geography              | 16             |
| GFPN 126           | Geography              | 16             |
| GFPN 216           | Geography              | 8              |
| GFPN 226           | Geography              | 8              |
| GFPN 316           | Geography              | 8              |
| GFPN 326           | Geography              | 8              |
| GFXN 221           | Geography Didactics    | 16             |
| GFXN 321           | Geography Didactics    | 16             |
| GSAN 116           | History                | 16             |
| GSAN 126           | History                | 16             |
| GSAN 216           | History                | 8              |
| GSAN 226           | History                | 8              |



|          |   |    |
|----------|---|----|
| GSAN 316 | History                                       | 8  |
| GSAN 326 | History                                       | 8  |
| GSXN 221 | History Didactics                             | 16 |
| GSXN 321 | History Didactics                             | 16 |
| LSGN 111 | Learner Support and School Guidance           | 16 |
| LSGN 121 | Learner Support and School Guidance           | 16 |
| LSGN 211 | Learner Support and School Guidance           | 8  |
| LSGN 221 | Learner Support and School Guidance           | 8  |
| LSGN 311 | Learner Support and School Guidance           | 8  |
| LSGN 321 | Learner Support and School Guidance           | 8  |
| LGVN 221 | Learner Support and School Guidance Didactics | 16 |
| LGVN 321 | Learner Support and School Guidance Didactics | 16 |
| TSMN 119 | Setswana                                      | 16 |
| TSMN 129 | Setswana                                      | 16 |
| TSMN 219 | Setswana                                      | 8  |
| TSMN 229 | Setswana                                      | 8  |
| TSMN 319 | Setswana                                      | 8  |
| TSMN 329 | Setswana                                      | 8  |
| TVXN 221 | Setswana Didactics                            | 16 |
| TVXN 321 | Setswana Didactics                            | 16 |
| WIPN 111 | Mathematics                                   | 16 |
| WIPN 121 | Mathematics                                   | 16 |
| WIPN 211 | Mathematics                                   | 8  |
| WIPN 221 | Mathematics                                   | 8  |
| WIPN 311 | Mathematics                                   | 8  |
| WIPN 321 | Mathematics                                   | 8  |
| WSXN 221 | Mathematics Didactics                         | 16 |
| WSXN 321 | Mathematics Didactics                         | 16 |

**OO.2.8.2 Programme composition**

OO.2.8.2.1 A programme is composed from the compulsory modules in OO.2.8.3 and by choosing ONE of the core modules in OO.2.8.4.

OO.2.8.2.2. Learners specialising in the Foundation Phase acquire

- 64 credits from modules in the compulsory section (see OO.2.8.3) and
- 64 credits from core modules (see OO.2.8.4).

OO.2.8.2.3 Junior Primary studies are compulsory for the Foundation Phase.

OO.2.8.2.4 The language of communication selected in the first semester is automatically the language of communication for the subsequent first semester(s). Another language of communication is selected for the second semester and is automatically the language of communication for the subsequent second semester(s).

**OO.2.8.3 Compulsory modules**

| YEAR LEVEL 1                         |           | YEAR LEVEL 2                         |           | YEAR LEVEL 3                         |           |
|--------------------------------------|-----------|--------------------------------------|-----------|--------------------------------------|-----------|
| First Semester                       | Cr        | First Semester                       | Cr        | First Semester                       | Cr        |
| <b>One of the following:</b>         |           | <b>One of the following:</b>         |           | <b>One of the following:</b>         |           |
| TSCN 118                             | 8         | TSCN 218                             | 8         | TSCN 318                             | 8         |
| TSNN 118                             | 8         | TSNN 218                             | 8         | TSNN 318                             | 8         |
| AKPN 117                             | 8         | AKPN 217                             | 8         | AKPN 317                             | 8         |
| AKPN 118                             | 8         | AKPN 218                             | 8         | AKPN 318                             | 8         |
| ESPN 119                             | 8         | ESPN 219                             | 8         | ESPN 319                             | 8         |
| <b>plus</b>                          |           | <b>plus</b>                          |           | <b>plus</b>                          |           |
| WAPN 111                             | 8         | NAUN 111                             | 8         | EDMN 319                             | 8         |
| OPAN 119                             | 8         | OPAN 219                             | 8         | OPAN 319                             | 8         |
| GDSN 116                             | 8         | GSUN 219                             | 8         | GSUN 319                             | 8         |
| JPUN 116                             | 16        | RGLN 111                             | 8         | WLRN 311                             | 8         |
|                                      |           | EDVN 221                             | 8         | PRSN 319                             | 8         |
|                                      |           | JPUN 216                             | 8         | JPUN 316                             | 16        |
| <i>Total credits first semester:</i> | <i>48</i> | <i>Total credits first semester:</i> | <i>56</i> | <i>Total credits first semester:</i> | <i>56</i> |

| Second Semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| <b>One of the following:</b>          |           | <b>One of the following:</b>          |           | <b>One of the following:</b>          |           |
| TSCN 128                              | 8         | TSCN 228                              | 8         | TSCN 328                              | 8         |
| TSNN 128                              | 8         | TSNN 228                              | 8         | TSNN 328                              | 8         |
| AKPN 127                              | 8         | AKPN 227                              | 8         | AKPN 327                              | 8         |
| AKPN 128                              | 8         | AKPN 228                              | 8         | AKPN 328                              | 8         |
| ESPN 129                              | 8         | ESPN 229                              | 8         | ESPN 329                              | 8         |
| <b>plus</b>                           |           | <b>plus</b>                           |           | <b>plus</b>                           |           |
| WAPN 121                              | 8         | WAPN 221                              | 8         | WAPN 321                              | 8         |
| OPAN 129                              | 8         | JPUN 226                              | 8         | JPUN 321                              | 8         |
| GDSN 126                              | 8         | AGDN 221                              | 16        | AGDN 321                              | 16        |
| JPUN 126                              | 16        |                                       |           |                                       |           |
| <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>40</i> | <i>Total credits second semester:</i> | <i>40</i> |

OO.2.8.4 Core modules

OO.101F/C Afrikaans

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First Semester                        | Cr | First Semester                        | Cr      | First Semester                        | Cr      |
| AFRN 119                              | 16 | AFRN 219                              | 8       | AFRN 319                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 8       |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| AFRN 129                              | 16 | AFRN 229<br>AFDN 221                  | 8<br>16 | AFRN 329<br>AFDN 321                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

OO.102F/C English

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First semester                        | Cr | First semester                        | Cr      | First semester                        | Cr      |
| EGPN 119                              | 16 | EGPN 219                              | 8       | EGPN 319                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 8       |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| EGPN 129                              | 16 | EGPN 229<br>EDSN 229                  | 8<br>16 | EGPN 329<br>EDSN 329                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

OO.103F/C Setswana

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First semester                        | Cr | First semester                        | Cr      | First semester                        | Cr      |
| TSMN 119                              | 16 | TSMN 219                              | 8       | TSMN 319                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 8       |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| TSMN 129                              | 16 | TSMN 229<br>TVXN 221                  | 8<br>16 | TSMN 329<br>TVXN 321                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

**OO.104F/C Mathematics**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First semester                        | Cr | First semester                        | Cr      | First semester                        | Cr      |
| WIPN 111                              | 16 | WIPN 211                              | 8       | WIPN 311                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 8       |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| WIPN 121                              | 16 | WIPN 221<br>WSXN 221                  | 8<br>16 | WIPN 321<br>WSXN 321                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

**OO.105F/C History**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First semester                        | Cr | First semester                        | Cr      | First semester                        | Cr      |
| GSAN 116                              | 16 | GSAN 216                              | 8       | GSAN 316                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 8       |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| GSAN 126                              | 16 | GSAN 226<br>GSXN 221                  | 8<br>16 | GSAN 326<br>GSXN 321                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

**OO.106F/C Geography**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First semester                        | Cr | First semester                        | Cr      | First semester                        | Cr      |
| GFPN 116                              | 16 | GFPN 216                              | 8       | GFPN 316                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 8       |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| GFPN 126                              | 16 | GFPN 226<br>GFXN 221                  | 8<br>16 | GFPN 326<br>GFXN 321                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

**OO.108F/C ABET (Adult Basic Education and Training)**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First semester                        | Cr | First semester                        | Cr      | First semester                        | Cr      |
| ABAN 116                              | 16 | ABAN 216                              | 8       | ABAN 316                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 8       |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| ABAN 126                              | 16 | ABAN 226<br>ABXN 226                  | 8<br>16 | ABAN 326<br>ABXN 326                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

**OO.109F/C Learner Support and School Guidance**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |         | YEAR LEVEL 3                          |         |
|---------------------------------------|----|---------------------------------------|---------|---------------------------------------|---------|
| First semester                        | Cr | First semester                        | Cr      | First semester                        | Cr      |
| LSGN 111                              | 16 | LSGN 211                              | 8       | LSGN 311                              | 8       |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 8       | <i>Total credits first semester:</i>  | 88      |
| Second semester                       | Cr | Second semester                       | Cr      | Second semester                       | Cr      |
| LSGN 121                              | 16 | LSGN 221<br>LGVN 221                  | 8<br>16 | LSGN 321<br>LGVN 321                  | 8<br>16 |
| <i>Total credits second semester:</i> | 16 | <i>Total credits second semester:</i> | 24      | <i>Total credits second semester:</i> | 24      |

**OO.2.9 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) INTERMEDIATE AND SENIOR PHASE**

466 102 (F)  
466 103 (C)

**OO.2.9.1 LIST OF PROGRAMME MODULES**

**OO.2.9.1.1 Compulsory modules**

| Credit code | Module name                         | Credits |
|-------------|-------------------------------------|---------|
| AKPN 117    | Afrikaans Moedertaalkommunikasie    | 8       |
| AKPN 127    | Afrikaans Moedertaalkommunikasie    | 8       |
| AKPN 217    | Afrikaans Moedertaalkommunikasie    | 8       |
| AKPN 227    | Afrikaans Moedertaalkommunikasie    | 8       |
| AKPN 317    | Afrikaans Moedertaalkommunikasie    | 8       |
| AKPN 327    | Afrikaans Moedertaalkommunikasie    | 8       |
| AKPN 118    | Afrikaans Niemoedertaalkommunikasie | 8       |

|          |  |   |
|----------|--|---|
| AKPN 128 | Afrikaans Niemoedertaalkommunikasie                      | 8 |
| AKPN 218 | Afrikaans Niemoedertaalkommunikasie                      | 8 |
| AKPN 228 | Afrikaans Niemoedertaalkommunikasie                      | 8 |
| AKPN 318 | Afrikaans Niemoedertaalkommunikasie                      | 8 |
| AKPN 328 | Afrikaans Niemoedertaalkommunikasie                      | 8 |
| EDMN 319 | Educational Management Development                       | 8 |
| EDVN 221 | Anti-racism and Education Laws and Values                | 8 |
| ESPN 119 | English Communication                                    | 8 |
| ESPN 129 | English Communication                                    | 8 |
| ESPN 219 | English Communication                                    | 8 |
| ESPN 229 | English Communication                                    | 8 |
| ESPN 319 | English Communication                                    | 8 |
| ESPN 329 | English Communication                                    | 8 |
| GDSN 116 | Religious Studies  | 8 |
| GDSN 126 | Religious Studies  | 8 |
| GSUN 219 | Health Education   | 8 |
| GSUN 319 | Health Education (AIDS Prevention and Motor Development) | 8 |
| NAUN 111 | Natural Sciences Didactics                               | 8 |
| OPAN 119 | Teaching Studies   | 8 |
| OPAN 129 | Teaching Studies   | 8 |
| OPAN 219 | Teaching Studies   | 8 |
| OPAN 319 | Teaching Studies   | 8 |
| PRSN 319 | Professional Studies                                     | 8 |
| RGLN 111 | Computer Literacy  | 8 |
| TSCN 118 | Setswana Communication (m)                               | 8 |
| TSCN 128 | Setswana Communication (m)                               | 8 |
| TSCN 218 | Setswana Communication (m)                               | 8 |
| TSCN 228 | Setswana Communication (m)                               | 8 |
| TSCN 318 | Setswana Communication (m)                               | 8 |
| TSCN 328 | Setswana Communication (m)                               | 8 |
| TSNN 118 | Setswana Communication (nm)                              | 8 |
| TSNN 128 | Setswana Communication (nm)                              | 8 |
| TSNN 218 | Setswana Communication (nm)                              | 8 |
| TSNN 228 | Setswana Communication (nm)                              | 8 |
| TSNN 318 | Setswana Communication (nm)                              | 8 |
| TSNN 328 | Setswana Communication (nm)                              | 8 |
| WAPN 111 | General Mathematics                                      | 8 |
| WAPN 121 | General Mathematics                                      | 8 |

|          |                         |   |
|----------|-------------------------|---|
| WAPN 221 | General Mathematics     | 8 |
| WAPN 321 | General Mathematics     | 8 |
| WLRN 311 | Philosophy of Education | 8 |

**OO.2 9.2 Core modules**

| <b>Module code</b> | <b>Module name</b>     | <b>Credits</b> |
|--------------------|------------------------|----------------|
| ABAN 116           | ABET                   | 16             |
| ABAN 126           | ABET                   | 16             |
| ABAN 216           | ABET                   | 8              |
| ABAN 226           | ABET                   | 8              |
| ABAN 316           | ABET                   | 8              |
| ABAN 326           | ABET                   | 8              |
| ABXN 226           | ABET Didactics         | 16             |
| ABXN 326           | ABET Didactics         | 16             |
| AFDN 221           | Vakdidaktiek Afrikaans | 16             |
| AFDN 321           | Vakdidaktiek Afrikaans | 16             |
| AFRN 119           | Afrikaans              | 16             |
| AFRN 129           | Afrikaans              | 16             |
| AFRN 219           | Afrikaans              | 8              |
| AFRN 229           | Afrikaans              | 8              |
| AFRN 319           | Afrikaans              | 8              |
| AFRN 329           | Afrikaans              | 8              |
| EDSN 229           | English Didactics      | 16             |
| EDSN 329           | English Didactics      | 16             |
| EGPN 119           | English                | 16             |
| EGPN 129           | English                | 16             |
| EGPN 219           | English                | 8              |
| EGPN 229           | English                | 8              |
| EGPN 319           | English                | 8              |
| EGPN 329           | English                | 8              |
| GFPN 116           | Geography              | 16             |
| GFPN 126           | Geography              | 16             |
| GFPN 216           | Geography              | 8              |
| GFPN 226           | Geography              | 8              |
| GFPN 316           | Geography              | 8              |
| GFPN 326           | Geography              | 8              |
| GFXN 221           | Geography Didactics    | 16             |
| GFXN 321           | Geography Didactics    | 16             |

|          |   |    |
|----------|---|----|
| GSAN 116 | History                                       | 16 |
| GSAN 126 | History                                       | 16 |
| GSAN 216 | History                                       | 8  |
| GSAN 226 | History                                       | 8  |
| GSAN 316 | History                                       | 8  |
| GSAN 326 | History                                       | 8  |
| GSXN 221 | History Didactics                             | 16 |
| GSXN 321 | History Didactics                             | 16 |
| LSGN 111 | Learner Support and School Guidance           | 16 |
| LSGN 121 | Learner Support and School Guidance           | 16 |
| LSGN 211 | Learner Support and School Guidance           | 8  |
| LSGN 221 | Learner Support and School Guidance           | 8  |
| LSGN 311 | Learner Support and School Guidance           | 8  |
| LSGN 321 | Learner Support and School Guidance           | 8  |
| LGVN 221 | Learner Support and School Guidance Didactics | 16 |
| LGVN 321 | Learner Support and School Guidance Didactics | 16 |
| TSMN 119 | Setswana                                      | 16 |
| TSMN 129 | Setswana                                      | 16 |
| TSMN 219 | Setswana                                      | 8  |
| TSMN 229 | Setswana                                      | 8  |
| TSMN 319 | Setswana                                      | 8  |
| TSMN 329 | Setswana                                      | 8  |
| TVXN 221 | Setswana Didactics                            | 16 |
| TVXN 321 | Setswana Didactics                            | 16 |
| WIPN 111 | Mathematics                                   | 16 |
| WIPN 121 | Mathematics                                   | 16 |
| WIPN 211 | Mathematics                                   | 8  |
| WIPN 221 | Mathematics                                   | 8  |
| WIPN 311 | Mathematics                                   | 8  |
| WIPN 321 | Mathematics                                   | 8  |
| WSXN 221 | Mathematics Didactics                         | 16 |
| WSXN 321 | Mathematics Didactics                         | 16 |

### **OO.2.9.3 Programme composition**

- OO.2.9.3.1 A programme is composed from the compulsory modules in OO.2.9.4 and by choosing ONE of the core modules in OO.2.9.5.
- OO.2.9.3.2 Learners specialising in the Intermediate and Senior Phase acquire



- 64 credits from modules in the compulsory section (see OO.2.9.4) and
- 64 credits from core modules (see OO.2.9.5).

OO.2.9.3.3

The language of communication selected in the first semester is automatically the language of communication for the subsequent first semester(s). Another language of communication is selected for the second semester and is automatically the language of communication for the subsequent second semester(s).

**OO.2.9.4 Compulsory modules**

| YEAR LEVEL 1                         |           | YEAR LEVEL 2                         |           | YEAR LEVEL 3                         |           |
|--------------------------------------|-----------|--------------------------------------|-----------|--------------------------------------|-----------|
| First Semester                       | Cr        | First Semester                       | Cr        | First Semester                       | Cr        |
| <b>One of the following:</b>         |           | <b>One of the following:</b>         |           | <b>One of the following:</b>         |           |
| TSCN 118                             | 8         | TSCN 218                             | 8         | TSCN 318                             | 8         |
| TSNN 118                             | 8         | TSNN 218                             | 8         | TSNN 318                             | 8         |
| AKPN 117                             | 8         | AKPN 217                             | 8         | AKPN 317                             | 8         |
| AKPN 118                             | 8         | AKPN 218                             | 8         | AKPN 318                             | 8         |
| ESPN 119                             | 8         | ESPN 219                             | 8         | ESPN 319                             | 8         |
| <b>plus</b>                          |           | <b>plus</b>                          |           | <b>plus</b>                          |           |
| WAPN 111                             | 8         | NAUN 111                             | 8         | EDMN 319                             | 8         |
| OPAN 119                             | 8         | OPAN 219                             | 8         | OPAN 319                             | 8         |
| GDSN 116                             | 8         | GSUN 219                             | 8         | GSUN 319                             | 8         |
|                                      |           | RGLN 111                             | 8         | WLRN 311                             | 8         |
|                                      |           | EDVN 221                             | 8         | PRSN 319                             | 8         |
| <i>Total credits first semester:</i> | <i>32</i> | <i>Total credits first semester:</i> | <i>48</i> | <i>Total credits first semester:</i> | <i>48</i> |
| <b>Second Semester</b>               |           | <b>Second Semester</b>               |           | <b>Second Semester</b>               |           |
| <b>Cr</b>                            | <b>Cr</b> | <b>Cr</b>                            | <b>Cr</b> | <b>Cr</b>                            | <b>Cr</b> |
| <b>One of the following:</b>         |           | <b>One of the following:</b>         |           | <b>One of the following:</b>         |           |
| TSCN 128                             | 8         | TSCN 228                             | 8         | TSCN 328                             | 8         |
| TSNN 128                             | 8         | TSNN 228                             | 8         | TSNN 328                             | 8         |
| AKPN 127                             | 8         | AKPN 227                             | 8         | AKPN 327                             | 8         |
| AKPN 128                             | 8         | AKPN 228                             | 8         | AKPN 328                             | 8         |
| ESPN 129                             | 8         | ESPN 229                             | 8         | ESPN 329                             | 8         |
| <b>plus</b>                          |           | <b>plus</b>                          |           | <b>plus</b>                          |           |
| WAPN 121                             | 8         | WAPN 221                             | 8         | WAPN 321                             | 8         |
| OPAN 129                             | 8         |                                      |           |                                      |           |
| GDSN 126                             | 8         |                                      |           |                                      |           |
| <i>Total credits first semester:</i> | <i>32</i> | <i>Total credits first semester:</i> | <i>16</i> | <i>Total credits first semester:</i> | <i>16</i> |

OO.2.9.5 Core modules

OO.113C/F Afrikaans and English

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| AFRN 119                              | 16 | AFRN 219                              | 8  | AFRN 319                              | 8  |
| EGPN 119                              | 16 | EGPN 219                              | 8  | EGPN 319                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| AFRN 129                              | 16 | AFRN 229                              | 8  | AFRN 329                              | 8  |
| EGPN 129                              | 16 | EGPN 229                              | 8  | EGPN 329                              | 8  |
|                                       |    | AFDN 221                              | 16 | AFDN 321                              | 16 |
|                                       |    | EDSN 229                              | 16 | EDSN 329                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

OO.114F/C Afrikaans and Setswana

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| GFPN 116                              | 16 | GFPN 216                              | 8  | GFPN 316                              | 8  |
| TSMN 119                              | 16 | TSMN 219                              | 8  | TSMN 319                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| AFRN 129                              | 16 | AFRN 229                              | 8  | AFRN 329                              | 8  |
| TSMN 129                              | 16 | TSMN 229                              | 8  | TSMN 329                              | 8  |
|                                       |    | AFDN 221                              | 16 | AFDN 321                              | 16 |
|                                       |    | TVXN 221                              | 16 | TVXN 321                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

OO.115F/C Afrikaans and Mathematics

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| AFRN 119                              | 16 | AFRN 219                              | 8  | AFRN 319                              | 8  |
| WIPN 111                              | 16 | WIPN 211                              | 8  | WIPN 311                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| AFRN 129                              | 16 | AFRN 229                              | 8  | AFRN 329                              | 8  |
| WIPN 121                              | 16 | WIPN 221                              | 8  | WIPN 321                              | 8  |
|                                       |    | AFDN 221                              | 16 | AFDN 321                              | 16 |
|                                       |    | WSXN 221                              | 16 | WSXN 321                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

**OO.116F/C Afrikaans and History**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| AFRN 119                              | 16        | AFRN 219                              | 8         | AFRN 319                              | 8         |
| GSAN 116                              | 16        | GSAN 216                              | 8         | GSAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| AFRN 229                              | 16        | AFRN129                               | 16        | AFRN 329                              | 8         |
| GSAN 226                              | 16        | GSAN 126                              | 16        | GSAN 326                              | 8         |
|                                       |           | AFDN 221                              | 16        | AFDN 321                              | 16        |
|                                       |           | GSXN 221                              | 16        | GSXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.117F/C Afrikaans and Geography**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| AFRN 119                              | 16        | AFRN 219                              | 8         | AFRN 319                              | 8         |
| GFPN 116                              | 16        | GFPN 216                              | 8         | GFPN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| AFPN 129                              | 16        | AFRN 229                              | 8         | AFRN 329                              | 8         |
| GFPN 126                              | 16        | GFXN 221                              | 8         | GFPN 326                              | 8         |
|                                       |           | AFDN 221                              | 16        | AFDN 321                              | 16        |
|                                       |           | GFPN 226                              | 16        | GFXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.118F/C Afrikaans and ABET**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| AFRN 119                              | 16        | AFRN 219                              | 8         | GFPN 316                              | 8         |
| ABAN 116                              | 16        | ABAN 216                              | 8         | ABAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| AFRN 129                              | 16        | AFRN 229                              | 8         | AFRN 329                              | 8         |
| ABAN 126                              | 16        | ABAN 226                              | 8         | ABAN 326                              | 8         |
|                                       |           | AFDN 221                              | 16        | AFDN 321                              | 16        |
|                                       |           | ABXN 226                              | 16        | ABXN 326                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.119F/C Afrikaans and Learner Support and School Guidance**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| AFRN 119                              | 16        | AFRN 219                              | 8         | AFRN 319                              | 8         |
| LSGN 111                              | 16        | LSGN 211                              | 8         | LSGN 311                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| AFRN 129                              | 16        | AFRN 229                              | 8         | AFRN 329                              | 8         |
| LSGN 121                              | 16        | LSGN 221                              | 8         | LSGN 321                              | 8         |
|                                       |           | AFDN 221                              | 16        | AFDN 321                              | 16        |
|                                       |           | LGVN 221                              | 16        | LGVN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.120F/C English and Setswana**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| EGPN 119                              | 16        | EGPN 219                              | 8         | EGPN 319                              | 8         |
| TSMN 119                              | 16        | TSMN 219                              | 8         | TSMN 319                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| EGPN 129                              | 16        | EGPN 229                              | 8         | EGPN 329                              | 8         |
| TSMN 129                              | 16        | TSMN 229                              | 8         | TSMN 329                              | 8         |
|                                       |           | EDSN 229                              | 16        | EDSN 329                              | 16        |
|                                       |           | TVXN 221                              | 16        | TVXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.121F/C English and Mathematics**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| EGPN 119                              | 16        | EGPN 219                              | 8         | EGPN 319                              | 8         |
| WIPN 111                              | 16        | WIPN 211                              | 8         | WIPN 311                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| EGPN 129                              | 16        | EGPN 229                              | 8         | EGPN 329                              | 8         |
| WIPN 121                              | 16        | WIPN 221                              | 8         | WIPN 321                              | 8         |
|                                       |           | EDSN 229                              | 16        | EDSN 329                              | 16        |
|                                       |           | WSXN 221                              | 16        | WSXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.122F/C English and History**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| EGPN 119                              | 16        | EGPN 219                              | 8         | EGPN 319                              | 8         |
| GSAN 116                              | 16        | GSAN 216                              | 8         | GSAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| EGPN 129                              | 16        | EGPN 229                              | 8         | EGPN 329                              | 8         |
| GSAN 126                              | 16        | GSAN 226                              | 8         | GSAN 326                              | 8         |
|                                       |           | EDSN 229                              | 16        | EDSN 329                              | 16        |
|                                       |           | GSXN 221                              | 16        | GSXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.123F/C English and Geography**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| EGPN 119                              | 16        | EGPN 219                              | 8         | EGPN 319                              | 8         |
| GFPN 116                              | 16        | GFPN 216                              | 8         | GFPN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| EGPN 129                              | 16        | EGPN 229                              | 8         | EGPN 329                              | 8         |
| GFPN 126                              | 16        | GFPN 226                              | 8         | GFPN 326                              | 8         |
|                                       |           | EDSN 229                              | 16        | EDSN 329                              | 16        |
|                                       |           | GFXN 221                              | 16        | GFXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.124F/C English and ABET**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| EGPN 119                              | 16        | EGPN 219                              | 8         | EGPN 319                              | 8         |
| ABAN 116                              | 16        | ABAN 216                              | 8         | ABAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| EGPN 129                              | 16        | EGPN 229                              | 8         | EGPN 329                              | 8         |
| ABAN 126                              | 16        | ABAN 226                              | 8         | ABAN 326                              | 8         |
|                                       |           | EDSN 229                              | 16        | EDSN 329                              | 16        |
|                                       |           | ABXN 226                              | 16        | ABXN 326                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.125F/C English and Learner Support and School Guidance**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| EGPN 119                              | 16        | EGPN 219                              | 8         | EGPN 319                              | 8         |
| LSGN 111                              | 16        | LSGN 211                              | 8         | LSGN 311                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| EGPN 129                              | 16        | EGPN 229                              | 8         | EGPN 329                              | 8         |
| LSGN 129                              | 16        | LSGN 221                              | 8         | LSGN 321                              | 8         |
|                                       |           | EDSN 229                              | 16        | EDSN 329                              | 16        |
|                                       |           | LGVN 221                              | 16        | LGVN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.126F/C Setswana and Mathematics**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| TSMN 119                              | 16        | TSMN 219                              | 8         | TSMN 319                              | 8         |
| WIPN 111                              | 16        | WIPN 211                              | 8         | WIPN 311                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| TSMN 129                              | 16        | TSMN 229                              | 8         | TSMN 329                              | 8         |
| WIPN 121                              | 16        | WIPN 221                              | 8         | WIPN 321                              | 8         |
|                                       |           | TVXN 221                              | 16        | TVXN 321                              | 16        |
|                                       |           | WSXN 221                              | 16        | WSXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.127F/C Setswana and History**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| TSMN 119                              | 16        | TSMN 219                              | 8         | TSMN 319                              | 8         |
| GSAN 116                              | 16        | GSAN 216                              | 8         | GSAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| TSMN 129                              | 16        | TSMN 229                              | 8         | TSMN 329                              | 8         |
| GSAN 126                              | 16        | GSAN 226                              | 8         | GSAN 326                              | 8         |
|                                       |           | TVXN 221                              | 16        | TVXN 321                              | 16        |
|                                       |           | GSXN 221                              | 16        | GSXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.128F/C Setswana and Geography**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| TSMN 119                              | 16        | TSMN 219                              | 8         | TSMN 319                              | 8         |
| GFPN 116                              | 16        | GFPN 216                              | 8         | GFPN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| TSMN 129                              | 16        | TSMN 229                              | 8         | TSMN 329                              | 8         |
| GFPN 126                              | 16        | GFPN 226                              | 8         | GFPN 326                              | 8         |
|                                       |           | TVXN 221                              | 16        | TVXN 321                              | 16        |
|                                       |           | GFXN 221                              | 16        | GFXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.129F/C Setswana and ABET**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| TSMN 119                              | 16        | TSMN 219                              | 8         | TSMN 319                              | 8         |
| ABAN 116                              | 16        | ABAN 216                              | 8         | ABAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| TSMN 129                              | 16        | TSMN 229                              | 8         | TSMN 329                              | 8         |
| ABAN 126                              | 16        | ABAN 226                              | 8         | ABAN 326                              | 8         |
|                                       |           | TVXN 221                              | 16        | TVXN 321                              | 16        |
|                                       |           | ABXN 226                              | 16        | ABXN 326                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.130F/C Setswana and Learner Support and School Guidance**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| TSMN 119                              | 16        | TSMN 219                              | 8         | TSMN 319                              | 8         |
| LSGN 111                              | 16        | LSGN 211                              | 8         | LSGN 311                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| TSMN 129                              | 16        | TSMN 229                              | 8         | TSMN 329                              | 8         |
| LSGN 121                              | 16        | LSGN 221                              | 8         | LSGN 321                              | 8         |
|                                       |           | TVXN 221                              | 16        | TVXN 321                              | 16        |
|                                       |           | LGVN 221                              | 16        | LGVN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.131F/C Mathematics and History**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| WIPN 111                              | 16        | WIPN 211                              | 8         | WIPN 311                              | 8         |
| GSAN 116                              | 16        | GSAN 216                              | 8         | GSAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| WIPN 121                              | 16        | WIPN 221                              | 8         | WIPN 321                              | 8         |
| GSAN 126                              | 16        | GSAN 226                              | 8         | GSAN 326                              | 8         |
|                                       |           | WSXN 221                              | 16        | WSXN 321                              | 16        |
|                                       |           | GSXN 221                              | 16        | GSXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.132F/C Mathematics and Geography**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| WIPN 111                              | 16        | WIPN 211                              | 8         | WIPN 311                              | 8         |
| GFPN 116                              | 16        | GFPN 216                              | 8         | GFPN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| WIPN 121                              | 16        | WIPN 221                              | 8         | WIPN 321                              | 8         |
| GFPN 126                              | 16        | GFPN 226                              | 8         | GFPN 326                              | 8         |
|                                       |           | WSXN 221                              | 16        | WSXN 321                              | 16        |
|                                       |           | GFXN 221                              | 16        | GFXN 321                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |

**OO.133F/C Mathematics and ABET**

| YEAR LEVEL 1                          |           | YEAR LEVEL 2                          |           | YEAR LEVEL 3                          |           |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| First semester                        | Cr        | First semester                        | Cr        | First semester                        | Cr        |
| WIPN 111                              | 16        | WIPN 211                              | 8         | WIPN 311                              | 8         |
| ABAN 116                              | 16        | ABAN 216                              | 8         | ABAN 316                              | 8         |
| <i>Total credits first semester:</i>  | <i>32</i> | <i>Total credits first semester:</i>  | <i>16</i> | <i>Total credits first semester:</i>  | <i>16</i> |
| Second semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
| WIPN 121                              | 16        | WIPN 221                              | 8         | WIPN 321                              | 8         |
| ABAN 126                              | 16        | ABAN 226                              | 8         | ABAN 326                              | 8         |
|                                       |           | WSXN 221                              | 16        | WSXN 321                              | 16        |
|                                       |           | ABXN 226                              | 16        | ABXN 326                              | 16        |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>48</i> | <i>Total credits second semester:</i> | <i>48</i> |



**OO.134F/C Mathematics and Learner Support and School Guidance**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        |    | First semester                        | Cr | First semester                        | Cr |
| WIPN 111                              | 16 | WIPN 211                              | 8  | WIPN 311                              | 8  |
| LSGN 111                              | 16 | LSGN 211                              | 8  | LSGN 311                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| WIPN 121                              | 16 | WIPN 221                              | 8  | WIPN 321                              | 8  |
| LSGN 121                              | 16 | LSGN 221                              | 8  | LSGN 321                              | 8  |
|                                       |    | WSXN 221                              | 16 | WSXN 321                              | 16 |
|                                       |    | LGVN 221                              | 16 | LGVN 321                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

**OO.135F/C History and Geography**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| GSAN 116                              | 16 | GSAN 216                              | 8  | GSAN 316                              | 8  |
| GFPN 116                              | 16 | GFPN 216                              | 8  | GFPN 316                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| GSAN 126                              | 16 | GSAN 226                              | 8  | GSAN 326                              | 8  |
| GFPN 126                              | 16 | GFPN 226                              | 8  | GFPN 326                              | 8  |
|                                       |    | GSXN 221                              | 16 | GSXN 321                              | 16 |
|                                       |    | GFXN 221                              | 16 | GFXN 321                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

**OO.136F/C History and ABET**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| GSAN 116                              | 16 | GSAN 216                              | 8  | GSAN 316                              | 8  |
| ABAN 116                              | 16 | ABAN 216                              | 8  | ABAN 316                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| GSAN 126                              | 16 | GSAN 226                              | 8  | GSAN 326                              | 8  |
| ABAN 126                              | 16 | ABAN 226                              | 8  | ABAN 326                              | 8  |
|                                       |    | GSXN 221                              | 16 | GSXN 321                              | 16 |
|                                       |    | ABXN 226                              | 16 | ABXN 326                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

**OO.137F/C History and Learner Support and School Guidance**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| GSAN 116                              | 16 | GSAN 216                              | 8  | GSAN 316                              | 8  |
| LSGN 111                              | 16 | LSGN 211                              | 8  | LSGN 311                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| GSAN 126                              | 16 | GSAN 226                              | 8  | GSAN 326                              | 8  |
| LSGN 121                              | 16 | LSGN 221                              | 8  | LSGN 321                              | 8  |
|                                       |    | GSXN 221                              | 16 | GSXN 321                              | 16 |
|                                       |    | LGVN 221                              | 16 | LGVN 321                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

**OO.138F/C Geography and ABET**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| GFPN 116                              | 16 | GFPN 216                              | 8  | GFPN 316                              | 8  |
| ABAN 116                              | 16 | ABAN 216                              | 8  | ABAN 316                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| GFPN 126                              | 16 | GFPN 226                              | 8  | GFPN 326                              | 8  |
| ABAN 126                              | 16 | ABAN 226                              | 8  | ABAN 326                              | 8  |
|                                       |    | GFXN 221                              | 16 | GFXN 321                              | 16 |
|                                       |    | ABXN 226                              | 16 | ABXN 326                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

**OO.139F/C Geography and Learner Support and School Guidance**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| GFPN 116                              | 16 | GFPN 216                              | 8  | GFPN 316                              | 8  |
| LSGN 111                              | 16 | LSGN 211                              | 8  | LSGN 311                              | 8  |
| <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    | <i>Total credits first semester:</i>  |    |
|                                       | 32 |                                       | 16 |                                       | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| GFPN 126                              | 16 | GFPN 226                              | 8  | GFPN 326                              | 8  |
| LSGN 121                              | 16 | LSGN 221                              | 8  | LSGN 321                              | 8  |
|                                       |    | GFXN 221                              | 16 | GFXN 321                              | 16 |
|                                       |    | LGVN 221                              | 16 | LGVN 321                              | 16 |
| <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    | <i>Total credits second semester:</i> |    |
|                                       | 32 |                                       | 48 |                                       | 48 |

**OO.140F/C ABET and Learner Support and School Guidance**

| YEAR LEVEL 1                          |    | YEAR LEVEL 2                          |    | YEAR LEVEL 3                          |    |
|---------------------------------------|----|---------------------------------------|----|---------------------------------------|----|
| First semester                        | Cr | First semester                        | Cr | First semester                        | Cr |
| ABAN 116                              | 16 | ABAN 216                              | 8  | ABAN 316                              | 8  |
| LSGN 111                              | 16 | LSGN 211                              | 8  | LSGN 311                              | 8  |
| <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 16 | <i>Total credits first semester:</i>  | 16 |
| Second semester                       | Cr | Second semester                       | Cr | Second semester                       | Cr |
| ABAN 126                              | 16 | ABAN 226                              | 8  | ABAN 326                              | 8  |
| LSGN 121                              | 16 | LSGN 221                              | 8  | LSGN 321                              | 8  |
|                                       |    | ABXN 226                              | 16 | ABXN 326                              | 16 |
|                                       |    | LGVN 221                              | 16 | LGVN 321                              | 16 |
| <i>Total credits second semester:</i> | 32 | <i>Total credits second semester:</i> | 48 | <i>Total credits second semester:</i> | 48 |

**OO.2.10 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)  
SENIOR AND FURTHER EDUCATION AND TRAINING (FET) PHASE**

**466 104 (F)**

**466 105 (C)**

**OO.2.10.1 List of programme modules**

**OO.2.10.1.1 Compulsory modules**

| Module code | Module name                               | Credits |
|-------------|---|---------|
| AKPN 117    | Afrikaans Moedertaalkommunikasie          | 8       |
| AKPN 127    | Afrikaans Moedertaalkommunikasie          | 8       |
| AKPN 217    | Afrikaans Moedertaalkommunikasie          | 8       |
| AKPN 227    | Afrikaans Moedertaalkommunikasie          | 8       |
| AKPN 317    | Afrikaans Moedertaalkommunikasie          | 8       |
| AKPN 327    | Afrikaans Moedertaalkommunikasie          | 8       |
| AKPN 118    | Afrikaans Niemoedertaalkommunikasie       | 8       |
| AKPN 128    | Afrikaans Niemoedertaalkommunikasie       | 8       |
| AKPN 218    | Afrikaans Niemoedertaalkommunikasie       | 8       |
| AKPN 228    | Afrikaans Niemoedertaalkommunikasie       | 8       |
| AKPN 318    | Afrikaans Niemoedertaalkommunikasie       | 8       |
| AKPN 328    | Afrikaans Niemoedertaalkommunikasie       | 8       |
| EDVN 221    | Anti-racism and Education Laws and Values | 8       |
| ENTN 319    | Entrepreneurship for Educators            | 8       |
| ESPN 119    | English Communication                     | 8       |
| ESPN 129    | English Communication                     | 8       |
| ESPN 219    | English Communication                     | 8       |

|          |  |   |
|----------|--|---|
| ESPN 229 | English Communication                                    | 8 |
| ESPN 319 | English Communication                                    | 8 |
| ESPN 329 | English Communication                                    | 8 |
| GDSN 116 | Religious Studies  | 8 |
| GDSN 126 | Religious Studies  | 8 |
| GSUN 219 | Health Education   | 8 |
| GSUN 319 | Health Education (AIDS Prevention and Motor Development) | 8 |
| NAUN 111 | Natural Sciences Didactics                               | 8 |
| OPAN 119 | Teaching Studies   | 8 |
| OPAN 129 | Teaching Studies   | 8 |
| OPAN 219 | Teaching Studies   | 8 |
| OPAN 319 | Teaching Studies   | 8 |
| PRSN 319 | Professional Studies                                     | 8 |
| RGLN 111 | Computer Literacy  | 8 |
| TSCN 118 | Setswana Communication (m)                               | 8 |
| TSCN 128 | Setswana Communication (m)                               | 8 |
| TSCN 218 | Setswana Communication (m)                               | 8 |
| TSCN 228 | Setswana Communication (m)                               | 8 |
| TSCN 318 | Setswana Communication (m)                               | 8 |
| TSCN 328 | Setswana Communication (m)                               | 8 |
| TSNN 118 | Setswana Communication (nm)                              | 8 |
| TSNN 128 | Setswana Communication (nm)                              | 8 |
| TSNN 218 | Setswana Communication (nm)                              | 8 |
| TSNN 228 | Setswana Communication (nm)                              | 8 |
| TSNN 318 | Setswana Communication (nm)                              | 8 |
| TSNN 328 | Setswana Communication (nm)                              | 8 |
| WAPN 111 | General Mathematics                                      | 8 |
| WAPN 121 | General Mathematics                                      | 8 |
| WAPN 221 | General Mathematics                                      | 8 |
| WAPN 321 | General Mathematics                                      | 8 |
| WLRN 311 | Philosophy of Education                                  | 8 |

**OO.2 10.1.2 Core modules**

See OO.2.9.2

**OO.2.10.2 Programme composition**

OO.2.10.2.1 A programme is composed from the compulsory modules in OO.2.10.1.1 and by choosing ONE of the core modules in OO.2.10.4.

- OO.2.10.2.2. Learners specialising in the Senior and FET Phase acquire
- 64 credits from modules in the compulsory section (see OO.2.10.3) and
  - 64 credits from core modules (see OO.2.10.4).
- OO.2.10.2.3 The language of communication selected in the first semester is automatically the language of communication for the subsequent first semester(s). Another language of communication is selected for the second semester and is automatically the language of communication for the subsequent second semester(s).

**OO.2.10.3 Compulsory modules**

| YEAR LEVEL 1                         |           | YEAR LEVEL 2                         |          | YEAR LEVEL 3                         |           |
|--------------------------------------|-----------|--------------------------------------|----------|--------------------------------------|-----------|
| First Semester                       | CR        | First Semester                       | Cr       | First Semester                       | Cr        |
| <b>One of the following:</b>         |           | <b>One of the following:</b>         |          | <b>One of the following:</b>         |           |
| TSCN 118                             | 8         | TSCN 218                             | 8        | TSCN 318                             | 8         |
| TSNN 118                             | 8         | TSNN 218                             | 8        | TSNN 318                             | 8         |
| AKPN 117                             | 8         | AKPN 217                             | 8        | AKPN 317                             | 8         |
| AKPN 118                             | 8         | AKPN 218                             | 8        | AKPN 318                             | 8         |
| ESPN 119                             | 8         | ESPN 219                             | 8        | ESPN 319                             | 8         |
| <b>plus</b>                          |           | <b>plus</b>                          |          | <b>plus</b>                          |           |
| WAPN 111                             | 8         | NAUN 111                             | 8        | ENTN 319                             | 8         |
| OPAN 119                             | 8         | OPAN 219                             | 8        | OPAN 319                             | 8         |
| GDSN 116                             | 8         | GSUN 219                             | 8        | GSUN 319                             | 8         |
|                                      |           | RGLN 111                             | 8        | WLRN 311                             | 8         |
|                                      |           | EDVN 221                             | 8        | PRSN 319                             | 8         |
| <i>Total credits first semester:</i> | <i>32</i> | <i>Total credits first semester:</i> | <i>8</i> | <i>Total credits first semester:</i> | <i>48</i> |

| Second Semester                       | Cr        | Second semester                       | Cr        | Second semester                       | Cr        |
|---------------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| <b>One of the following:</b>          |           | <b>One of the following:</b>          |           | <b>One of the following:</b>          |           |
| TSCN 128                              | 8         | TSCN 228                              | 8         | TSCN 328                              | 8         |
| TSNN 128                              | 8         | TSNN 228                              | 8         | TSNN 328                              | 8         |
| AKPN 127                              | 8         | AKPN 227                              | 8         | AKPN 327                              | 8         |
| AKPN 128                              | 8         | AKPN 228                              | 8         | AKPN 328                              | 8         |
| ESPN 129                              | 8         | ESPN 229                              | 8         | ESPN 329                              | 8         |
| <b>plus</b>                           |           | <b>plus</b>                           |           | <b>plus</b>                           |           |
| WAPN 121                              | 8         | WAPN 221                              | 8         | WAPN 321                              | 8         |
| OPAN 129                              | 8         |                                       |           |                                       |           |
| GDSN 126                              | 8         |                                       |           |                                       |           |
| <i>Total credits second semester:</i> | <i>32</i> | <i>Total credits second semester:</i> | <i>16</i> | <i>Total credits second semester:</i> | <i>16</i> |

**OO.2.10.4 Core modules**

- O141F OPI: N Afrikaans and English [See OO2.9.5]  
 O142F OPI: N Afrikaans and Setswana [See OO2.9.5]  
 O143F OPI: N Afrikaans and Mathematics [See OO2.9.5]

|       |        |   |
|-------|--------|---|
| O144F | OPI: N | Afrikaans and History [See OO2.9.5]                               |
| O145F | OPI: N | Afrikaans and Geography [See OO2.9.5]                             |
| O146F | OPI: N | Afrikaans and ABET [See OO2.9.5]                                  |
| O147F | OPI: N | Afrikaans and Learner Support and School Guidance [See OO2.9.5]   |
| O148F | OPI: N | English and Setswana [See OO2.9.5]                                |
| O149F | OPI: N | English and Mathematics [See OO2.9.5]                             |
| O140F | OPI: N | English and History [See OO2.9.5]                                 |
| O151F | OPI: N | English and Geography [See OO2.9.5]                               |
| O152F | OPI: N | English and ABET [See OO2.9.5]                                    |
| O153F | OPI: N | English and Learner Support and School Guidance [See OO2.9.5]     |
| O154F | OPI: N | Setswana and Mathematics [See OO2.9.5]                            |
| O155F | OPI: N | Setswana and History [See OO2.9.5]                                |
| O156F | OPI: N | Setswana and Geography [See OO2.9.5]                              |
| O157F | OPI: N | Setswana and ABET [See OO2.9.5]                                   |
| O158F | OPI: N | Setswana and Learner Support and School Guidance [See OO2.9.5]    |
| O159F | OPI: N | Mathematics and History [See OO2.9.5]                             |
| O160F | OPI: N | Mathematics and Geography [See OO2.9.5]                           |
| O161F | OPI: N | Mathematics and ABET [See OO2.9.5]                                |
| O162F | OPI: N | Mathematics and Learner Support and School Guidance [See OO2.9.5] |
| O163F | OPI: N | History and Geography [See OO2.9.5]                               |
| O164F | OPI: N | History and ABET [See OO2.9.5]                                    |
| O165F | OPI: N | History and Learner Support and School Guidance [See OO2.9.5]     |
| O166F | OPI: N | Geography and ABET [See OO2.9.5]                                  |
| O167F | OPI: N | Geography and Learner Support and School Guidance [See OO2.9.5]   |
| O168F | OPI: N | ABET and Learner Support and School Guidance [See OO2.9.5]        |

## **OO.2.11 EXAMINATION**

### **OO.2.11.1 Proof of participation**

OO.2.11.1.1 A learner has to prove participation in the programme by submitting a portfolio consisting of specific outcomes using the compilation of a portfolio in which (a) observation, (b) micro-teaching, (c) assignments, (d) interviews, (e) projects, (f) self- and peer assessment may be collected.

OO.2.11.1.2 All the components that constitute the portfolio must be submitted to qualify as proof of participation.

### **OO.2.11.2 Examination admission**

Admission to the examination in any module in which an examination is written is gained by acquiring a **proof of participation** issued by the

director of the school indicating that a learner has executed the teaching-learning activities according to the programme prescriptions.

**OO.2.11.3 Module mark**

In calculating the module mark the participation mark carries a weight of 40% and the examination a weight of 60%.

**OO.2.11.4 Promotion requirements for the programme**

OO.2.11.4.1 A module mark of 50% is required to pass in all modules in which examinations are written. This mark is constituted from the examination mark and participation mark according to the ratio as indicated in the module outcomes.

OO.2.11.4.2 The qualification is acquired if all compulsory and core modules are passed.

OO.2.11.4.3 The qualification is acquired if all compulsory and core modules are passed.

**OO.2.11.5 Repetition of modules**

In accordance with A.10.3 the following rule is applicable:

Any learner who repeats modules must re-register for them and must qualify anew by submitting assignments for the participation mark. (OO.2.11.1).

**OO.2.11.6 Termination of studies**

OO.2.11.6.1 The studies of any learner may be terminated (according to A.9) if the maximum duration of the study is exceeded;

OO.2.11.6.2 if the learner does not succeed in passing at least half of the required credits for the programme in two consecutive years.

## MODULE OUTCOMES

### OO.3.1 ADVANCED CERTIFICATE IN EDUCATION (ACE)

#### **AFRG 522 SUBJECT DIDACTICS OF AFRIKAANS: SENIOR AND FET PHASES (16 credits)**

3 hours 40:60

After completing this module the learner ought to be able to work out the implications of outcomes-based education, as explained in the current education policy, in facilitating Afrikaans in secondary schools; to approach in an integrated way and across curricula the overall critical outcomes, additional outcomes and specific outcomes in the learning area language, literacy and communication in secondary schools in facilitating learning of Afrikaans in the senior phase (grades 7 to 9); to demonstrate knowledge and skills with regard to compiling, selecting, ordering and facilitating information in different areas of Afrikaans education in the FET phase (grades 10-12), namely the science of language usage, interpersonal oral communication, reading, literature (prose, poetry, drama, film) and composition; to demonstrate knowledge and skills in facilitating the four main language skills of Afrikaans (listening, speaking, reading and writing) by continuously helping learners to develop knowledge, insight, critical thinking, attitudes and values.

#### **AGSK 511 AFRICAN HISTORY (1945-1975) (16 credits)**

3 hours 40:60

After completing this module the learner ought to be able to evaluate the historical processes of decolonisation and post-colonial development in Africa, to develop a critical attitude with regard to the different historical interpretations and to acquire basic skills in processing and communicating historical information.

#### **ASDK 521 APPLIED SUBJECT DIDACTICS OF ENGLISH (16 credits)**

3 hours 40:60

After completing this module learners will be able to apply acquired knowledge, skills and values to planning and presenting lessons. These include the following: lessons in listening, speaking, reading and writing, as well as planning and presenting various types of lessons, amongst others in poetry, dialogue, singing and literature.

#### **ATEK 511 ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION (16 credits)**

3 hours 40:60

Learners demonstrate advanced knowledge, skills and values acquired with regard to the different genres of the novel, poetry and drama in a variety of Eurocentric and Afrocentric texts and their applicability to education. Learners identify, demonstrate and interpret the advanced themes in a literary genre.



**AVHK 511 LABOUR RELATIONS IN EDUCATION (16 credits)**

3 hours 40:60

After completing this learning unit the learner must be able to demonstrate the meaning of labour rights and professional behaviour of the educator, which implies an understanding also of unprofessional aspects like incompetence and misbehaviour of educators.

**BOAK 511 MANAGING EDUCATIONAL ENVIRONMENT (16 credits)**

3 hours 40:60

The learner will give proof of foundational competence by demonstrating an understanding of the future intent of the institution, organisation or programme; current thinking in relation to organisational structures, management, performance and planning; current and probable future orientation of labour law; organisational performance and the changing roles of practitioners; appropriate information and educational management systems; communications systems of learning institutions.

The learner will further give proof of reflexive competence by demonstrating the ability to reflect on and utilise the strengths of individuals in the organisation; justify a range of management decisions; apply different management principles to different problems.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about: the vision and mission of the organisation, institution or unit; managing people as valuable; creative trustworthy and participatory members of an organisation; optimising staff levels; minimum competence profiles required for a transformed ETD field and current ETD demands and ways of developing competencies; managing and measuring the performance of practitioners; recruitment, selection and retention of practitioners; effective internal quality assurance; devising, implementing and negotiating appropriate grievance and disciplinary procedures; type and range of partnership needed with other learning organisations; ways to communicate information effectively.

**BOBK 521 MANAGING TRAINING ENVIRONMENT (16 credits)**

3 hours 40:60

The learner will give proof of foundational competence by demonstrating an understanding of transformational vision of his own organisation; direction and intent of policy initiatives; social imperatives and aspirations of local communities.

The learner will further give proof of reflexive competence by demonstrating the ability to strategize institutional performance by aligning with current policy initiatives; reflect on and build a valued status for the institution in the community; devise ways of continually increasing access and success ratios; reflect on and influence national policy towards institutional needs.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about: the forms and nature of partnerships with other providers to build institutional capacity; relevant policy developments for different ETD contexts; relationships between policy and institutional performance; types of access arrangements for learners and ETD practitioners that could be made.

**BOPK 511 PRESENTATION OF MOVEMENT EDUCATION IN SCHOOLS (16 credits)**

3 hours 40:60

By means of acquired practical skills the learner will be able to apply general and specific methodologies of movement development in presenting movement education in different schools.

**CDEK 511 CONSTRUCTION AND DECONSTRUCTION IN ENGLISH TEACHING (16 credits)**

3 hours 40:60

After completing this module learners ought to be able to demonstrate the relevant knowledge, skills and understanding in English education regarding construction and deconstruction as an educational instrument in literary and grammatical texts.

**DLBK 511 DIAGNOSIS AND IDENTIFICATION OF LEARNING NEEDS (16 credits)**

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding regarding the theoretical foundation of identifying children with emotional and behaviour problems, helping and interviewing these children, as applicable to children with emotional and behaviour problems.

**ENRG 521 APPLIED SUBJECT DIDACTICS OF ENGLISH: SENIOR AND FET PHASES (16 credits)**

3 hours 40:60

After completing this module learners will be able to demonstrate the necessary knowledge, skills and values in planning and presenting lessons in the senior and FET phases, in being familiar with both the teaching methods of literature (all genres) and outcomes-based assessment techniques and methods.

**FROA 571 CONTEMPORARY EDUCATION ISSUES (32 credits)**

3 hours 40:60

After studying the few problem areas in the contemporary didactical situation learners must be able to make and execute plans on a more scientific basis and more effectively in handling problem situations.

After completing the module learners ought to demonstrate that they have an insight into and understanding of not only the reality of education, which is a determinant for positive personality formation, but also of contemporary education issues and problem areas in which both education and community factors mutually exert an influence on forming personality and identity in the problem situation of the child.

**FROB 571 INTRODUCTION TO ADULT BASIC EDUCATION AND TRAINING  
(32 credits)**

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and values regarding the illiterate disadvantaged adult and the structures that underlie ABET, as well as the OBE principles that are applied in practice during facilitating education of disadvantaged adults. The learner will further demonstrate in practice how life skills and the specific methodologies (literacy and numeracy) are integrated and applied in adult basic education.

**FROC 571 APPLICATION OF ADULT BASIC EDUCATION AND TRAINING (32 credits)**

3 hours 40:60

After completing this module the learner must be able to plan and organise the learning experience of the disadvantaged adult learner, to create an atmosphere conducive to learning, to provide teaching materials and aids for ABET (literacy and numeracy) – levels 1, 2 and 3 – and conduct assessments on his/her own.

**FROD 571 THE ENTREPRENEUR TEACHER (32 credits)**

3 hours 40:60

After completing this module the learner will be able to apply basic knowledge of entrepreneurial skills in practice: applying creativity and innovation in developing school projects, conducting viable studies of a project and performing basic managerial tasks.

**FROE 571 COMPUTERS IN EDUCATION (32 credits)**

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding of the functioning of computers; components of which computers are made up; architectural requirements and the effect of these requirements on apparatus; basic trouble shooting and solving; critically evaluating the use of computers in education; evaluating appropriate computer programmes and apparatus; implications in purchasing apparatus and programmes; and of computer-assisted teaching and testing.

After completing this module the learner must further demonstrate the necessary knowledge, practical skills, values and understanding of using computers effectively in school administration and management; designing a school timetable with the aid of a computer; managing database programmes; financial planning with the aid of a computer; computer networks and meaningful implementation of computer networks in education, Internet and electronic mail.

**FROF 571 FOUNDATION PHASE OBE: INTRODUCTION (32 credits)**

3 hours 40:60

Learners demonstrate knowledge, skills and an attitude of dedication with regard to implementing and supervising OBE and Curriculum 2005.

**FROG 571 FOUNDATION PHASE OBE: APPLICATION (32 credits)**

3 hours 40:60

After completing the module the learners will be able to implement and supervise OBE and Curriculum 2005.

**FROH 571 SCHOOL GUIDANCE (32 credits)**

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding with regard to designing questionnaires; analyses of subject selections, schools, study directions and occupations; problem solving, decision-making and management and entrepreneurship.

**FROI 571 LEARNERS WITH BEHAVIOUR PROBLEMS (32 credits)**

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding regarding theoretical foundations of identifying children with emotional and behaviour problems, helping and interviewing these children as applicable in cases of children with emotional and behaviour problems.

**FROJ 571 TALENT IDENTIFICATION IN SCHOOL SPORTS (32 credits)**

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding regarding the theoretical foundations of talent identification; models for identification, identifying achievement determinants and using the models for talent identification in different school sports and age groups as applicable to schools.

**FROK 571 EDUCATION LAW (32 credits)**

3 hours 40:60

After completing the module Education Law as a subject discipline in Education the learner will be able to demonstrate a thorough knowledge, skills and insight into those aspects of the subject Education Law that will be of value in the everyday management of a school or other educational institution, e.g. national and international education law matters, relevant court cases, human rights, common law, labour law and other legislation concerning a variety of education interests.

**FROL 571 FOUNDATION PHASE TECHNOLOGY (32 credits)**

3 hours 40:60

After completing this module learners ought to be able to demonstrate a thorough knowledge regarding technology: using knowledge, skills and resources to satisfy the needs and wishes of human beings. Learners will also demonstrate skills relevant to problem identification, and investigate, describe, develop and evaluate problem solving by means of products, processes and systems for the *foundation* school phase.

**FROM 571 INTERMEDIATE TECHNOLOGY FOR EDUCATION (32 credits)**

3 hours 40:60

After completing this module learners ought to be able to demonstrate a sound knowledge regarding technology: using knowledge, skills and resources to satisfy the needs and wishes of human beings. Learners will also demonstrate skills relevant to problem identification, and investigate, describe, develop and evaluate problem solving by means of products, processes and systems for the *intermediate* school phase.

**FRON 571 MATHEMATICS EDUCATION AND OBE (32 credits)**

3 hours 40:60

Learners will have to demonstrate the aim, nature, functioning and evaluation of outcomes-based mathematics education, as well as individual and co-operative solving of fundamental problems in this regard. Further the learner must also demonstrate knowledge, skills and values with regard to designing, implementing and evaluating outcomes-based programmes for learning mathematics; creating powerful and meaningful learning opportunities and contexts in mathematics classes; identifying and using appropriate and valid summative, formative and continuous methods of assessing the learning of mathematics.

**FROO 571 INTRODUCTION TO OBE (32 credits)**

3 hours 40:60

Learners ought to demonstrate knowledge, skills and values concerned with the historical development, terminology, process of developing curricula and the South African context of OBE.

**FROP 571 OBE AND THE LANGUAGE CLASSROOM (32 credits)**

3 hours 40:60

Module FROO is a prerequisite for FROP. Learners ought to demonstrate knowledge, skills and dedicated attitudes in implementing OBE in the language classroom. They must also be able to implement the process of developing curricula, identify themes and include language functions, notions and structures (as well as implementing them) in planning a lesson on the basis of OBE principles.

**FROQ 571 EDUCATION MANAGEMENT (32 credits)**

3 hours

After completing the module Education Management as a subject discipline in Education the learner will be able to demonstrate a sound knowledge, skills and insights with regard to those aspects of the subject Education Management that will be of practical value in the everyday management of a school or other institution, e.g. strategic planning of the school, creating a teaching-learning culture, managing conflict, human resources, finances, managing schools by him-/herself and managing change.

**FROR 571 OBE: HUMAN AND SOCIAL SCIENCES (32 credits)**

3 hours 40:60

In context of the learning area human beings and social sciences the module above enables the learner to describe the background and types of outcomes-based education, compose learning experiences, apply and implement learning activities and types of assessment, as well as to do macro- and micro-planning of a learning programme, all of these activities in the *intermediate and secondary phases* of the school.

**FSRK 571 FACILITATING LEARNING (32 credits)**

3 hours 40:60

The learner will give proof of foundational competence by demonstrating a range of learner styles, preferences and motivations and their relationships to learning; group dynamics and how these are managed to enhance learning; strategies for facilitating groups and individual learning. The learner will further give proof of reflexive competence by demonstrating the ability to reflect on the learning process and the extent to which the stated learning objectives have been achieved in ways that are time and cost effective; reflect on the applicability and value of the learning experience; analyse the learning situation and decide on adaptations where requested; reflect with learners on the success of teaching learning strategies.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about: learning styles and preferences and ways of accommodating diversity in learners or groups of learners; how to approach learners as able and creative individuals; learners' frames of reference and entry level assumptions; ways of handling conflict, disagreement and diverse needs and interests in learner groups; a range of appropriate ways of giving feedback to learners; using questioning for different learning purposes; providing opportunities for learners to experiment, apply their learning and receive feedback in a supportive environment while on the job and in simulated conditions.

**GBGK 511 ADVANCED POPULATION GEOGRAPHY AND URBAN GEOGRAPHY (16 credits)**

3 hours 40:60

After completing this module learners of education ought to be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to be able to discuss demographic transition and assimilation, demographic distribution, data and projections in population geography. In urban geography learners must be able to explain and discuss urban diversity, urban problems and the deterioration of central places. *Practical work*: Learners must be able to demonstrate they can apply quantitative map techniques.

**GGGK 521 SUBJECT DIDACTICS OF GEOGRAPHY B (16 credits)**

3 hours 40:60

After completing this module learners of education ought to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to describe and apply environment education, as well as methods of problem solving, concept forming and teaching-learning techniques in geography.

**GKLK 521 ADVANCED CLIMATOLOGY AND GEOMORPHOLOGY (16 credits)**

3 hours 40:60

After completing this module learners of education ought to be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to discuss weather turbulence, local weather phenomena, urban climate and climatic classification in climatology. In geomorphology learners must be able to describe internal and external forces changing the earth, as well as the formation of soils, soils profiles and physical characteristics of soils.

*Practical work:* Learners must be able to demonstrate their ability to apply quantitative calculations.

**GSGK 511 SUBJECT DIDACTICS OF GEOGRAPHY A (16 credits)**

3 hours 40:60

After completing this module learners of education ought to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values enabling them to apply the outcomes-based approach in geography; also to discuss the use of atlases, aids, excursions and working maps/charts in geography.

**GSTK 511 FOUNDATION STUDIES IN EDUCATION AND TEACHING (8 credits)**

1½ hours 40:60

At the end of the module the learner must be able to: write a historical review of the development of education in South Africa; formulate well-grounded (from a Biblical perspective) answers to fundamental questions on education and teaching; describe/discuss the human being in education and teaching from a Biblical perspective; describe the role that different community relations play in education and teaching; to evaluate the current practice of education and teaching and to formulate proposals for improvement.

**GSTK 521 APPLIED FOUNDATION STUDIES: SPECIALISATION (8 credits)**

1½ hours 40:60

At the end of this module the learner ought to be able to apply the founding principles of education and teaching (as studied in GST411) in the specific specialisation directions in order to formulate subject philosophical viewpoints.

**GTOK 521 LITERARY THEORETICAL TEXT ANALYSIS FOR EDUCATORS (16 credits)**

3 hours 40:60

The learner ought to be able to analyse selected (especially school programme related) Afrikaans texts of different genres (including youth literature) as literary texts in order to be able to lead learners in the school situation to understand and appreciate such texts; give proof of knowledge and appreciation of Afrikaans texts from and across different subcultures in the Afrikaans language community; and to have the skills to exploit similar texts as learning material within the school programme.

**KPOK 521 SUPPLEMENTARY TEACHING FOR SCHOLASTIC DEFICIENCIES (16 credits)**

3 hours 40:60

After completing this module the learner ought to demonstrate knowledge, skills and value-judgements in the area of a variety of procedures, programmes and projects for the environmentally handicapped with the aim of bringing about compensation. The learner must also be able to take compensating measures and make adaptations in a multi-cultural situation. Skills in accommodation methods are demonstrated.

**KVBK 521 COMMUNICATION AND ADULT BASIC EDUCATION (16 credits)**

3 hours 40:60

Learners ought to be equipped to demonstrate their knowledge, skills and values with regard to basic communication principles, oral communication, such as interviews and presentations, correspondence, e.g. business letters, a *curriculum vitae*, reports, meetings and meeting procedures, as well as mass media and advertisements.

**LMOK 521 DESIGN AND DEVELOPMENT OF LEARNING MATERIAL (8 credits)**

1½ hours 40:60

The learner will give proof of foundational competence by demonstrating an understanding of facilitating and learning principles underpinning learning materials; the use of language as a medium of learning; principles of materials design and development related to copyright and acknowledgement of sources; ways of integrating required learning outcomes with needs, knowledge and experience of target learners.

The learner will further give proof of reflexive competence by demonstrating the ability to critically evaluate the suitability of existing materials and adapt where appropriate; evaluate materials in terms of meeting required learning outcomes and appropriateness to a target group of learners; evaluate materials on an ongoing basis.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about sequencing learning activities starting from learners' contextual knowledge and moving to less familiar areas; selection of appropriate learning media for specific target groups of learners; designing materials to be accessible as well as gender and culture sensitive; learner and facilitator support needed to use the materials; developing a course or learning programme for specific learning outcomes.

**LRTK 521 LIFE ORIENTATION AND TRAFFIC SAFETY EDUCATION (16 credits)**

3 hours 40:60

After completing this module the learner will possess knowledge, skills and insight to accomplish achievements in the area, in life orientation and social-pedagogical aspects related to traffic safety: characteristics of the community, family and training instances, life skills, lifelong learning, education and training, education in life skills, methods and presentations on life orientation.



**LRVK 521 LEARNER RIGHTS AND OBLIGATIONS (16 credits)**

3 hours 40:60

On completing this learning unit the student must demonstrate what the rights of the learner are; the obligations of the learner; and the liability of the educator with regard to the safety of the learner.

**NCHK 511 MATTER AND STOICHIOMETRY FOR SCIENCE EDUCATION (16 credits)**

3 hours 40:60

After completing this module, which includes basic principles of chemistry, atomic and molecular structures, chemical reactions and the states of matter, the learner ought to be able to facilitate constructive learning in basic chemistry, demonstrate contents relevant to practice and present school directed applications of the contents in practice.

**NCHK 521 REACTIONS AND ELEMENTS FOR SCIENCE EDUCATION (16 credits)**

3 hours 40:60

After completing this module treating principles of reactivity, amongst others equilibrium, acid-based, precipitation and electrochemical reactions on the one hand, and comprising introductory studies on the chemistry of the main group of elements and their compounds, as well as organic chemistry, on the other hand, the target group ought to be able to handle problem solving and convey it meaningfully to their learners. Further the target group ought to be able to analyse, critically evaluate and integrate scientific information on the basis of contents and convey these skills to their learners in practice.

**NDNK 521 DIDACTICS OF NATURAL SCIENCES (16 credits)**

3 hours 40:60

After completing this module comprising the teaching of didactics of natural sciences the educator ought to be able to convey the principles of entrepreneurship (creativity) to learners. The educator will be able to draw up and execute proper lesson plans, evaluations and work schedules. The educator will be informed on alternative viewpoints and modern theories on physical and chemical sciences, constructivism, psychological foundations and mapping and assessing ideas in outcomes-based education. The educator will also be able to apply good laboratory organisation and management. The educator will be informed on teaching methods in physical and chemical sciences, peer group learning/group learning, pre- and misconceptions, developing curricula and solid scientific communication.

**NDSK 521 DIDACTICS OF NATURAL SCIENCES INTERMEDIATE (16 credits)**

3 hours 40:60

After completing this module the learner ought to be able to demonstrate his knowledge, skills and values with regard to essential aspects of teaching, learning and aids used in natural sciences at intermediate and senior levels. The learner will also be able to apply his acquired knowledge and skills as regards aids and strategies in teaching natural sciences to the GET band.

**NDWK 521 DIDACTICS OF MATHEMATICS (16 credits)**

3 hours 40:60

After completing this module the learner ought to be able to demonstrate his knowledge, skills and values with regard to teaching and learning strategies, as well as technological and learning aids in learning mathematics. The learner also ought to convey to his learners an insight into methods of solving mathematics problems in real life situations and inspire his learners by his methods to become enthusiastic problem solvers themselves.

**NDWK 522 DIDACTICS OF MATHEMATICS (GET Band) (16 credits)**

3 hours 40:60

After completing this module the learner ought to demonstrate his knowledge, skills and values with regard to teaching and learning strategies, as well as using technological and learning aids for learning mathematics at intermediate and senior levels. The learner will also be able to apply his acquired knowledge and skills as regards aids and strategies in teaching mathematics in the GET band.

**NEBK 511 THE EARTH AND BEYOND FOR SCIENCE (16 credits)**

3 hours 40:60

After completing this module the learner will be equipped to facilitate in the GET band the development of themes on all essential aspects of geography and geology related to life and living.

**NECK 521 ENERGY AND CHANGE FOR SCIENCE (16 credits)**

3 hours 40:60

After completing this module the learner will be able to facilitate the development of themes concerned with energy and change, the necessary aspects of physics and related learning experiences in the GET band.

**NFSK 511 PHYSICS: MECHANICS FOR SCIENCE EDUCATION (16 credits)**

3 hours 40:60

After completing this module that includes the basic concepts of the mechanics of Newton, laws of motion, force, momentum, energy, power, kinetic equations, heat, fluidity mechanics, wave mechanics, atomic and nuclear physics, the educator ought to be able to facilitate constructive learning of the different facets of mechanics and practical applications in everyday life.

**NFSK 521 ELECTRICITY FOR SCIENCE EDUCATION (16 credits)**

3 hours 40:60

After completing this module treating the principles of electrostatics, electrodynamics and electromagnetic induction the educator ought to be able to convey these principles to his learners and to empower them to solve scientific, social and industry related problems.

**NLLK 521 LIFE AND CONDUCT OF LIFE FOR SCIENCE (GET band) (16 credits)**

3 hours 40:60

After completing this module the learner will be equipped to facilitate the development of themes in all the essential aspects of botany, zoology and physiology that are related to life and living in the GET band.

**NMMK 521 MATTER AND MATERIALS FOR SCIENCE (16 credits)**

3 hours 40:60

After completing this module the learner will be able to facilitate the development of themes in all essential aspects of chemistry as regards matter and material in the GET band.

**NWPK 511 NUMERIC DEVELOPMENT (GET band) (16 credits)**

3 hours 40:60

After completing this module the learner will be able to facilitate a sense for numbers and fractions in his learners, as well as the ability to facilitate the four types of calculations, in the GET band

**NWPK 512 FOUNDATIONS OF ALGEBRA (GET band) (16 credits)**

3 hours 40:60

After completing this module the learners will be able to acquaint his learners with the fundamental principles of algebra by means of facilitating in the GET band.

**NWPK 521 GEOMETRY DEVELOPMENT (GET band) (16 credits)**

3 hours 40:60

After completing this module the learner will be able to acquaint his learners with geometric concepts by means of facilitating in the GET band.

**NWPK 522 GRAPHS AND DATA PROCESSING (GET band) (16 credits)**

3 hours 40:60

After completing this module the learner will be able to facilitate the ability of his learners to acquire problem solving skills as regards the interpretation of graphs and statistical data in the GET band.

**NWSK 511 FOUNDATIONS OF MATHEMATICS (16 credits)**

3 hours 40:60

After completing this module the learner will be able to convey to his learners the fundamental principles of algebra, functional theory, analytical and Euclidian geometry and the application of these principles by means of facilitating in the GET band.

**NWSK 512 PROBLEM SOLVING IN MATHEMATICS (16 credits)**

3 hours 40:60

After completion of this module the teacher should be able to facilitate the development of problem solving skills involving the following equations: the solution of polynomial, exponential and logarithmic equations; and systems of linear equations are discussed, as well as the axiomatic system for plane geometry involving circles and theorems in mathematical and real-life contexts by learners in the FET band.

**NWSK 521 CONE GENERATED AND PERIODIC FUNCTIONS (16 credits)**

3 hours 40:60

After completion of this module the teacher should be able to facilitate the mastering of the different facets of trigonometry and conics and their application to real-life situations by learners in the FET band.

**NWSK 522 OPTIMISATION AND STATISTICS (16 credits)**

3 hours 40:60

Completion of this module should enable the teacher to facilitate the introduction of these powerful mathematical tools (an introduction to calculus and simple probability theory and their application to rate of change, optimisation and statistical problems respectively) to learners in the FET band to empower them to solve scientific, social and commercially related problems.

**OBAK 521 EDUCATION MANAGEMENT AREAS (16 credits)**

3 hours 40:60

Learners will be able to: demonstrate and apply knowledge of human resources management with reference to personnel selection and placement, induction and evaluation for purposes of staff development; demonstrate knowledge of the legal requirements for handling and generating school finances; of applying the budget as a management tool; demonstrate knowledge of the role of statutory and non-statutory bodies in collecting, handling and generation of school finances.

**OBRK 521 EDUCATION MANAGEMENT LAW (16 credits)**

3 hours 40:60

After completing this learning unit the learner must be able to demonstrate what legal aspects should be taken into consideration in managing a school, including meeting procedures, board of control, school finances, discretion.

**OBTK 511 EDUCATION MANAGEMENT TASKS (16 credits)**

3 hours 40:60

Learners will be able to: show knowledge and understanding of the basic role of the educational leader and the management team in implementing education policy and developing school policy with the involvement of stakeholders; demonstrate elementary knowledge and understanding of the educational leader's management tasks with regard to planning, decision-making, co-ordination and controlling in the context of a participative and

democratic school milieu involving stakeholders; demonstrate knowledge and understanding of the communication process and its impact on the school-community relations as well as individuals' relations within the school; demonstrate knowledge and understanding of the external and internal factors impacting on the motivation and demotivation of educators in the light of content motivation theories.

**ORAK 511 EDUCATION LAW, SYSTEMS AND MANAGEMENT A (8 credits)**

1½ hours 40:60

At the end of this module the learner ought to demonstrate knowledge, skills and perspective with regard to the school as organisation and teaching as profession. Further the learner must analyse the relation of the educator to his/her employer, especially by concentrating on the conditions of employment of the educator.

**ORAK 521 EDUCATION LAW, SYSTEMS AND MANAGEMENT B (8 credits)**

1½ hours 40:60

At the end of this module the student must demonstrate knowledge, skills and insight to act as manager in education. The learner must also demonstrate the necessary knowledge of education law to act lawfully as educator at all times with regard to his/her obligations. Further the learner must also be aware of the special demands made upon the novice educator and he/she must be able to implement the necessary strategies to make his/her entrance into the profession as effective as possible.

**ORGK 521 EDUCATION LAW (ADVANCED) (16 credits)**

3 hours 40:60

The learner will be able to: demonstrate elementary knowledge in the use and application of different sources of education law; demonstrate knowledge of the legal basis for the educational authority, caring-supervisory and *in loco parentis* role of the educator, involvement of parents in the school; demonstrate knowledge of the respective rights and responsibilities of the educator and the education department in the work situation

**ORLK 511 TEACHING AND LEARNING A (8 credits)**

1½ hours 40:60

After completing this module learners ought to demonstrate their knowledge, understanding and skills with regard to teaching and learning by describing and comparing to each other the information processing and constructivistic approaches to learning respectively; by describing and analysing the cognitive, metacognitive and motivation variables that contribute to effective learning; by describing, analysing and illustrating the contribution of an interactive teaching approach to effective teaching-learning situations, including co-operative learning models, appropriate teaching-learning methods and media and continuous assessment.

**ORLK 521 TEACHING AND LEARNING B (8 credits)**

1½ hours 40:60

After completing this module learners ought to demonstrate their knowledge, understanding and skills with regard to teaching, learning and the curriculum by: analysing effective learning according to a model of the effective learner; by being able to explain and analyse motivation

according to the attribution theory and self-efficacy viewpoints; describing, analysing and illustrating the contribution of effective development of curricula to effective teaching, as manifested in the curriculum cycle.

**ORPK 511 CORRECTING THE PROBLEMATIC EDUCATION SITUATION (16 credits)**

3 hours 40:60

After completing this module learners ought to be able to demonstrate that they have mastered the necessary knowledge, skills and values to identify and assign a place to children with special educational needs in regard of image and appearance. Methods and purposeful specialised programmes are implemented to bring about corrections/adjustments.

**ORTK 511 CORRECTING THE DISHARMONIOUS TEACHING SITUATION (16 credits)**

3 hours 40:60

Studies of disharmonious teaching moments as manifested in the teaching act, namely learners, educators and teaching contents. After completing this module learners ought to be able to demonstrate the necessary knowledge and values by identifying children with learning problems, while taking into account the achieved and achievable niveau of every child. Skills in corrective programmes are also demonstrated.

**OSRK 511 EDUCATIONAL ORGANISATIONS (16 credits)**

3 hours 40:60

The learners will be able to: demonstrate an elementary ability to analyse and apply selected education management models and approaches with particular reference to the management task-area model; demonstrate knowledge of national and international management practices with regard to education management development of senior personnel in the education system; demonstrate elementary knowledge and understanding of the school as an organisation and its characteristics as an organisation; and to apply different views of the school as an organisation and to evaluate these views from a transcendental-critical viewpoint; demonstrate elementary knowledge and understanding of the school climate and culture, to demonstrate an understanding of establishing and facilitating these aspects, managing change and improving the quality of the work life of educators; to demonstrate a basic theoretical knowledge of the functioning of the components of an education system in the context of influencing determinants in the first and third worlds in order to compare home and other education systems.

**RIDO 511 COMPUTER TECHNOLOGY IN EDUCATION (8 credits)**

1½ hours 40:60

After completing this module the learner ought to possess knowledge of the basic functioning of the computer, skills in using an operational system and a word processing, spread sheet and graphics package, as well as Internet and electronic mail. The learner ought to be able to use all of these in education directed applications.

**RIDO 512 THE COMPUTER IN SCHOOL MANAGEMENT (8 credits)**

1½ hours 40:60

After completing this module the learner ought to be able to design a school timetable with the aid of a computer, to operate a database programme in order to manipulate and manage data and information meaningfully in an education environment and implement the management of a school with the aid of a computer.

**RIDO 513 COMPUTER NETWORKS AND INTERNET FOR EDUCATION (8 credits)**

1½ hours 40:60

After completing this module a learner ought to possess the necessary knowledge, skills, attitude and values to use a computer network meaningfully in education, to apply, manage and use Internet and electronic mail to the benefit of education and the child.

**RIDO 524 COMPUTER ARCHITECTURE IN EDUCATION (8 credits)**

1½ hours 40:60

After completing this module the learner must demonstrate knowledge and insight into the components of the computer, its architectural requirements and what the influence of these are on purchasing apparatus and must be able to execute basic trouble shooting and solving of computers in schools.

**RIDO 525 COMPUTER PRINCIPLES IN EDUCATION (8 credits)**

1½ hours 40:60

After completing the module the learner ought to possess the necessary knowledge, skills, values and attitudes to make a critical evaluation of appropriate computer programmes and apparatus in education and of the implications in purchasing apparatus and programmes by the school. Knowledge, skills and understanding of the term *computer assisted education* and its meaningful application in education must be demonstrated.

**RMPK 521 PRACTICAL CORRECTIVE AID FOR LEARNING PROBLEMS (16 credits)**

3 hours 40:60

After completing this module learners must demonstrate practical insight into remedial programmes and therapies, while taking into consideration implicit and explicit aims. Skills in interviewing, observation, diagnosis and report writing are demonstrated.

**RWOP 511 COMPUTER PRINCIPLES (32 credits)**

3 hours 40:60

After completing this module the learner ought to be able to demonstrate the necessary knowledge, skills and understanding of the functioning of the computer, the development of computer systems and their impact on the community, computer architecture, numerical systems, data presentation techniques, data flow, principles of logic and operational systems. Further the learner ought to be able to demonstrate the necessary knowledge, skills and understanding of different computer packages that can be used in education. The learner will be able to evaluate these programmes with regard to ethical and functional considerations,

financial considerations, their appropriateness and usefulness of in education. Knowledge, skills and understanding with regard to analysing problems, problem solving skills, designing an algorithm to solve a problem and elementary programming skills in a high level language will have to be demonstrated. The learner must be able to convey these techniques to his learners.

#### **RWOP 512 SCHOOL DIRECTED COMPUTER PROGRAMMING (32 credits)**

3 hours 40:60

After completing this module the learner ought to be able to demonstrate knowledge and understanding of basic programming skills in Turbo Pascal, which include defining vectors, records, procedures and functions, managing files and using units in programming in order to design elementary systems. Further the learner ought to be able to execute visual programme designing with the aid of object orientated programming concepts. This includes the use of loop, selective and repetitive structures, procedure, functions, elementary systems and school directed applications.

#### **RWOP 521 DATA COMMUNICATION AND DATABASES (32 credits)**

3 hours 40:60

After completing this module the learner ought to be able to demonstrate knowledge, understanding and skills in using a computer network and Internet. This comprises using different types of networks, methods and media of data communication, network topologies and data managing within a network. Further the learner ought to show an understanding of the short term and long term implications of Internet for education and be able to demonstrate its meaningful use in education. Subsequently the learner ought to be able to demonstrate knowledge and understanding of designing a relational database, which includes knowledge of data integrity, security and validity, planning the design of a database, normalising data, creating tables and relations and using Microsoft Access as relational database programming for the practical design of a database system with school directed applications.

#### **RWOP 522 TEACHING OF COMPUTER STUDIES (32 credits)**

3 hours 40:60

After completing this module the learner ought to demonstrate skills in order to teach computer studies contents effectively. This includes knowledge, understanding and skills of contemporary developments in the area of teaching, learning and assessing in computer studies in school; knowledge and understanding of school syllabi, programming in schools-prescribed high level language, compiling tests, memoranda, methods of assessment, preparations, lesson planning, class discipline and the practical presentation of a computer studies lesson. Further the learner ought to demonstrate the knowledge, skills and understanding necessary to organise, manage and maintain a computer hall and evaluate, purchase and install computer programmes and apparatus. This includes knowledge, skills and understanding of virus management, trouble shooting, financial management of a computer hall, network management, use of Internet, computer security and crisis management.

#### **SAFK 511 LINGUISTICS AND SOCIOLINGUISTICS FOR TEACHERS (16 credits)**

3 hours 40:60

The learner ought to give proof of expertise with regard to aspects relevant to school programmes in Afrikaans phonetics, morphology, semantics and syntax and ought to be able to



identify, apply and make these aspects accessible and workable to learners in different oral and written texts in the school situation; knowledge, skills and appreciation with regard to socially inspired variations in Afrikaans in order to be able to evaluate the appropriateness of register-specific language use forms in multi-cultural school situations and to give guidance with regard to the contexts in which these are used.

**SANK 521 ACQUIRING A COACHING AND FIRST AID QUALIFICATION  
(16 credits)**

3 hours 40:60

Learners must demonstrate their knowledge, skills and insight by passing a first aid examination.

It is expected from learners following the ACE programme specialising in movement science to acquire an official first aid and coaching qualification, which includes both theoretical and practical examinations. Passing these two qualifications is obligatory for completing the course and learners must note that they incur extra financial implications as the services of accredited experts outside the faculty are made use of.

**SDEK 521 SUBJECT DIDACTICAL ASPECTS OF ENGLISH EDUCATION (16 credits)**

3 hours 40:60

Learners demonstrate knowledge, competencies and values regarding various theoretical and practical aspects of English didactics. These include theories on second language acquisition and the application of the theory in language skills of reading, speaking, writing and listening.

**SPKK 511 A MULTI-DISCIPLINARY PERSPECTIVE ON SPORTS (16 credits)**

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the area of multi-disciplinary studies of sports comprising the following subdisciplines: Introductory Sports Physiology, Sports Philosophy, Sports Psychology, Sports Sociology and Sports Management. On successfully completing the specialisation module the learner must be able to demonstrate subject-specific knowledge, skills and relevant values. A compulsory practical session is presented together with module BPOK 511 during the school vacation.

**SPRK 521 GENERAL SPORTS AND RECREATION PRINCIPLES (16 credits)**

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values first in a sports and second in a recreation unit. The **sports learning unit** comprises knowledge and practical application of the most important coaching principles with regard to basic educational gymnastics. On completion of this unit the learner will possess knowledge of amongst others more general movement patterns, development of skills, the safety of facilities, improvisation or modification of apparatus and the prevention and rehabilitation of general injuries.

The **recreation learning unit** consists of concepts regarding recreation, play and use of leisure time, which the learner must put into practice in programme planning, programme organisation and leadership with regard to the presentation of recreation programmes.

**SSGK 521 SOUTH AFRICAN HISTORY (1910-1999) (16 credits)**

3 hours 40:60

After completing this module the learners must demonstrate his acquired knowledge, skills, insight and values in the following areas: tendencies regarding the following themes from twentieth century South African history: social and economic changes in modern South Africa; political development of whites, 1902-1948; the emergence of African power, 1934-1961, and the consolidation and crisis of white supremacy, 1961-1990; organised politics among blacks, 1912-1990, organised black labour: trade-unionism, 1918-1990.

**SVDK 521 SUBJECT DIDACTICS OF SETSWANA TEACHING (16 credits)**

3 hours 40:60

At the end of this module the student ought to be able to demonstrate knowledge, skills and values regarding outcomes-based teaching of language, methods, activities, techniques and creativity in facilitating language teaching and learning with regard to listening, speaking, reading and writing.

**SVDK 522 APPLIED SUBJECT DIDACTICS OF SETSWANA TEACHING (16 credits)**

3 hours 40:60

The facilitator ought to be able to demonstrate knowledge, skills and values regarding the design and presentation of learning experience (micro teaching), evaluation, assessment, facilitating resources and the organisation of Setswana as a subject.

**SWHK 511 PHONETICS AND PHONOLOGY IN SETSWANA (16 credits)**

3 hours 40:60

At the end of the module the learners ought to be able to demonstrate knowledge, skills and values regarding semantic analysis of words and sentences, show different types of meaning, and analyse words and sentences syntactically and morphologically.

**SWHK 512 ADVANCED SETSWANA LITERATURE (16 credits)**

3 hours 40:60

At the end of the module the student ought to be able to show knowledge, skills and values regarding genres of prose; poetry and drama with specific reference to education.

**VATK 511 SUBJECT DIDACTICAL ASPECTS OF LANGUAGE TEACHING (16 credits)**

3 hours 40:60

The learner ought to be empowered to use the policy document as a point of departure in facilitating learning in the LLC learning area; to acquire an understanding of the meaning of OBE terms, such as *critical outcomes* (CO's), *specific outcomes* (SO's) and *assessment criteria* (AC'S) and to be able to use them meaningfully in the learning area language, literacy and communication to guide learners in mastering language skills, acquiring appropriate assessment skills and being able to plan and structure learning experiences (amongst others in view of practice teaching periods).

**VATK 522      SUBJECT DIDACTICAL ASPECTS OF LANGUAGE TEACHING:  
INTERMEDIATE AND SENIOR PHASE (16 credits)**

3 hours    30:40

The learner ought to be able to apply the knowledge and skills gained in the course of the previous module in the intermediate and senior phase to guiding learners to acquire appropriate language skills in Afrikaans; to planning and facilitating the acquisition of Afrikaans language skills according to phase organisers consistent to the holistic and integrated method of approach of the OBE model

**VBSK 511    TRAFFIC MANAGEMENT SYSTEMS (16 credits)**

3 hours            40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: traffic management systems and law; origin and rationale of the K53 traffic licence system, road signs and traffic rules and regulations, analysis of the tasks of the driver, defensive driving and education and responsibilities of the driver.

**VGAK 511    SUBJECT DIDACTICS OF HISTORY A (16 credits)**

3 hours            40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: teaching and guidance to learners of history in the formative and practice directed focus of history. With the aid of the necessary knowledge, insight and practical experience gained in evaluating published works on history the learner also ought to approach any learning content with a broader insight regarding ways of interpretation and the way in which a critical attitude can be applied towards any learning content in the teaching-learning situation.

**VGAK 521    SUBJECT DIDACTICS HISTORY B (16 credits)**

3 hours            40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: the way in which the teaching-learning process in history teaching could be approached, meaningful planning of learning contents for the year, the forms and ways of applying a variety of skills-directed teaching approaches to historical sources and assessment techniques.

**VODK 521    ACCOUNTING AND LITERACY FOR ABET (16 credits)**

3 hours            40:60

At the end of the module the student ought to be able to show knowledge, skills and values of the basics of bookkeeping and to be able to facilitate these as skills to ABET-learners level 1,2 & 3

**VOVK 521    ADULT EDUCATION AND TRAFFIC SAFETY (16 credits)**

3 hours            40:60

After completing this module the learner must demonstrate his acquired knowledge, skills,

insight and values in the following areas: the concept, demarcation of the area, the adult as learner, variables having an influence on learning, learning styles, implications of adult learning in education and training.

**VVVK 511 HUMAN BEINGS AS ROAD USERS (16 credits)**

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: the different categories of road users; characteristics and limitations of each group of road users; human factors having an influence on safe participation; factors contributing to traffic collisions; and the trauma experienced by traffic victims.

**WGOK 511 LAW IN EDUCATION (16 credits)**

3 hours 40:60

After completing this learning unit the student must be able to demonstrate in what way: the constitution influences the South African educational dispensation; general South African laws influence South African education law; education laws influence South African education.

## MODULE OUTCOMES

### OO.3.2 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

**ABAN 116 ABET: INTRODUCTION TO ADULT BASIC EDUCATION AND TRAINING (16 credits)**

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the disadvantaged adult, the principles and values of ABET, ABET levels and certificates, the medium of instruction, the White Paper on Education, IEB and NQF.

**ABAN 126 ABET: LITERACY FOR ADULT BASIC EDUCATION AND TRAINING (16 credits)**

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding literacy for levels 1 and 2 learners, as well as the unit standards and outcomes-based education.

**ABAN 216 ABET: LITERACY FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding literacy for level 3 learners, as well as the unit standards. They ought to be able to demonstrate that they are able to design and plan learning experiences based on outcomes-based education.

**ABAN 226 ABET: NUMERACY FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding numeracy for levels 1 and 2 learners, as well as the unit standards and outcomes-based education.

**ABAN 316 ABET: NUMERACY FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding numeracy for level 3 learners, as well as the unit standards. They ought to be able to demonstrate that they are able to design and plan learning experiences based on outcomes-based education.

**ABAN 326 ABET: ASSESSMENT FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the assessment of learners in terms of correct placement at levels as well as continuous assessment.

**ABXN 226 ABET DIDACTICS: TEACHING LITERACY TO ADULTS (16 credits)**

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the teaching of reading and writing to illiterate adults.

**ABXN 326 ABET DIDACTICS: TEACHING NUMERACY TO ADULTS (16 credits)**

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the teaching of numeracy to illiterate adults.

**AFDN 221 VAKDIDAKTIEK AFRIKAANS: UGO-GERIGTE ONDERRIG VAN TAALVAARDIGHEDE (16 krediete)**

F/C 2 uur 40:60

Die leerder behoort 'n oorsig oor die UGO-benadering, soos van toepassing op die TGK-leerarea, te kan bekom en geskikte leermateriaal vir UGO-leerervarings binne verskillende kontekste en op verskillende vlakke te kan saamstel.

**AFDN 321 VAKDIDAKTIEK AFRIKAANS: PRAKTYKGERIGTE UGO BINNE DIE TGK-LEERAREA (16 krediete)**

F/C 2 uur 40:60

Die leerder behoort inleidende kennis te bekom van die verskillende taal- en kommunikasievaardighede, leermateriaal te kan identifiseer waardeur die taal- en kommunikasievaardighede in staat gestel kan word om te funksioneer, leerders tot bemeestering van die taal- en kommunikasievaardighede te kan begelei en leerders volgens assesseringskriteria en -standaarde te kan assesseer.

**AFRN 119 AFRIKAANS: DIE ONTSLUITING VAN LITERÊRE TEKSTE: 'N INLEIDING (16 krediete)**

F/C 1½ uur 40:60

Die student behoort kennis oor toepaslike literêre aspekte vir die ontsluiting van gedigte (1904-1930), kortverhale en eenbedrywe te bekom; die vaardigheid te verwerf om voorbeeldgedigte en -kortverhale, sowel as eenbedryftipes (TV-, verhoog- en radiodramas), te kan analiseer, begryp en waardeur; en behoort ook in staat wees om soortgelyke gedigte, kortverhale en eenbedrywe te kan analiseer ten einde dit binne die skoolsituasie vir leerders toeganklik te kan maak.

**AFRN 129      AFRIKAANS: SPELNORME BINNE DIE ONDERWYSPRAKTYK  
(16 krediete)**

F/C 1½ uur      40:60

Die student behoort kennis te bekom van universele en interne taalnorme en in staat te wees om aan die hand van relevante naslaanbronne taalversorging van outentieke leerder- en ander tekste ten opsigte van hoëfrekwensiespellingkwessies en interpunksie te kan doen.

**AFRN 219      AFRIKAANS: SEMANTIESE VERSKEIDENHEID EN ONTSLUITINGS-  
TEGNIEKE (8 krediete)**

F/C 1½ uur      40:60

Die student behoort kennis te bekom oor woordeboektipies en in staat te wees om sodanige naslaanbronne (veral binne die skoolsituasie) te ontgin om volledige begrip van 'n verskeidenheid tekste moontlik te maak; kennis en vaardigheid ten opsigte van skoolprogram-relevante aspekte van die Afrikaanse semantiek te bekom en in staat te wees om sodanige kennis te gebruik om verskillende tekste vir leerders toeganklik te maak; waardering te toon vir die effek van suiwer taalgebruik op effektiewe kommunikasie en op die sosiale aanvaarbaarheid van taalgebruik.

**AFRN 229      AFRIKAANS: LITERÊRE TEKSTE: ONTSLUITINGSVAARDIGHEDE  
(8 krediete)**

F/C 1½ uur      40:60

Die student behoort kennis oor toepaslike literêre aspekte vir die ontsluiting van poësie (1930-1960), kortverhale oor en uit verskillende Suid-Afrikaanse subkulture en moderne eenbedrywe (tragedies, komedies en klugte) te bekom; die vaardigheid te verwerf om voorbeeldtekste uit hierdie genres as literêre kunswerke te kan analiseer en waardeer en om leerders binne die skoolprogram te kan lei om relevante spesifieke uitkomst te kan bereik.

**AFRN 319      AFRIKAANS: DIE ONTSLUITING VAN KONTEMPORÊRE LITERÊRE  
TEKSTE (8 krediete)**

F/C 1½ uur      40:60

Die student behoort in staat te wees om voorbeeldtekste uit die kontemporêre Afrikaanse poëtieskat, roman- en dramakuns as literêre kunswerke te kan ontsluit en waardeer sodat hy/sy leerders binne die skoolsituasie tot insig en waardering van die soort tekste kan lei.

**AFRN 329 :      AFRIKAANS: MONDELINGE EN SKRIFTELIKE STILISTIESE  
VAARDIGHEID (8 krediete)**

F/C 1½ uur      40:60

Die student behoort kennis te bekom van die stilistiese verskeidenheid van Afrikaans en in staat te wees om die gepastheid van verskillende styltipes binne verskillende kontekste te kan beoordeel en ook stilistiese vaardigheid binne 'n verskeidenheid kommunikasiesituasies te kan demonstreer.

**AGDN 221 PREPARATION FOR LITERACY AND NUMERACY (16 credits)**

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding school readiness, perception and handwriting in the foundation phase.

**AGDN 321 ADMINISTRATION AND ORGANISATION FOR LITERACY AND NUMERACY (16 credits)**

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the administration and organisation of the foundation phase classroom as well as essential aspects of health.

**AKPN 117 AFRIKAANS MOEDERTAALKOMMUNIKASIE: HOËFUNKSIETAALGE-  
BRUIK IN VERSKILLENDE (KON)TEKSTE (8 krediete)**

F/C 1½ uur 40:60

Die student behoort hoëfrekwensie- Afrikaanse woorde korrek te kan spel en die spelwyse daarvan ooreenkomstig die Afrikaanse spelreëls te kan verklaar; taalversorging van outentieke leedertekste te kan doen; die waarde van 'korrekte' taalgebruik vir effektiewe kommunikasie te kan begryp ten einde leerders tot sinvolle interaksie te kan bemagtig; verskillende betekenisgebruike van Afrikaanse woorde te begryp en vir leerders toeganklik te maak; uitgebreide kennis oor hoëfrekwensie-woordgebruiksfoute te hê ten einde in staat te wees om die funksies en effektiewe gebruik van Standaardafrikaans aan leerders te kan oordra.

**AKPN 118 AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: LAEFUNKSIEKOMMUNIKASIE IN VERSKILLENDE SITUASIES (8 krediete)**

F/C 1½ uur 40:60

Die leerders (d.i. praktiserende onderwysers wat oor 'n breër agtergrondkennis van Afrikaans beskik as jong matrikulante) behoort na afhandeling van hierdie module in staat te wees om gesproke Afrikaans in verskillende sosiale situasies te verstaan en sinvol daarop te reageer; elementêre Afrikaanse tekste met begrip te kan lees en die woordeboek vir die ontsluiting van meer gevorderde tekste te kan gebruik; in Afrikaans op neutrale en emotiewe kommunikatiewe stimuli te reageer; Afrikaanse sinsboutegnieke in 'n verskeidenheid skryfstukke toe te pas en kultuurspesifieke agtergrondkennis in multikulturele skoolsituasies te benut.

**AKPN 127 AFRIKAANS MOEDERTAALKOMMUNIKASIE: HOËFUNKSIETAALGE-  
BRUIK IN VERSKILLENDE (KON)TEKSTE (8 krediete)**

F/C 1½ uur 40:60

Die student behoort hoëfrekwensie- Afrikaanse woorde korrek te kan spel en die spelwyse daarvan ooreenkomstig die Afrikaanse spelreëls te kan verklaar; taalversorging van outentieke leedertekste te kan doen; die waarde van 'korrekte' taalgebruik vir effektiewe kommunikasie te kan begryp ten einde leerders tot sinvolle interaksie te kan bemagtig; verskillende betekenisgebruike van Afrikaanse woorde te begryp en vir leerders toeganklik te maak; uitgebreide kennis oor hoëfrekwensie-woordgebruiksfoute te hê ten einde in staat te wees om die funksies en effektiewe gebruik van Standaardafrikaans aan leerders te kan oordra.



**AKPN 128      AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: LAEFUNKSIE-KOMMUNIKASIE IN VERSKILLENDE SITUASIES (8 krediete)**

F/C 1½ uur      40:60

Die student behoort na afhandeling van hierdie module in staat te wees om gesproke Afrikaans in verskillende sosiale situasies te verstaan en sinvol daarop te reageer; elementêre Afrikaanse tekste met begrip te kan lees en die woordeboek vir die ontsluiting van meer gevorderde tekste te kan gebruik; in Afrikaans op neutrale en emotiewe kommunikatiewe stimuli te reageer; Afrikaanse sinsboutegnieke in 'n verskeidenheid skryfstukke toe te pas en kultuurspesifieke agtergrondkennis in multikulturele skoolsituasies te benut.

**AKPN 217      AFRIKAANS MOEDERTAALKOMMUNIKASIE: AFRIKAANS IN SKOOL-KONTEKS EN IN GESKREWE VORM (8 krediete)**

F/C 1½ uur      40:60

Die student behoort bewys te kan lewer van kundigheid en vaardigheid t.o.v. die taalgebruik in verskillende vak- en leerareaspesifieke kontekste (registers en style) en binne skoolkommunikasiesituasies (ouer teenoor onderwyser, vergadering- en verslagtaal); oor die verlangde kommunikasievaardighede in Standaardafrikaans beskik om leerders te kan lei om die spesifieke uitkomst van die leerarea taal, geletterdheid en kommunikasie te kan bereik; kennis te dra van gepaste skryfstyl vir verskillende kontekste en in staat te wees om hierdie kennis, sowel as ander verworwe taalkennis, by die uitvoering en beoordeling van leerderskryfopdragte toe te pas.

**AKPN 218      AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: NIEMOEDERTAAL-AFRIKAANS IN SKOOLKONTEKS (8 krediete)**

F/C 1½ uur      40:60

Die student behoort na afhandeling van hierdie module in staat te wees om in 'n klaskamersituasie (en binne ander sosiale situasies) sinvolle dialoë oor 'n verskeidenheid skoolprogramverwante onderwerpe te kan voer; verworwe woordeboekvaardighede en verskillende leestegnieke te kan benut om 'n verskeidenheid Afrikaanse tekste te kan verstaan; kerngedagtes te kan identifiseer en saam te vat; tussen feite en menings en tussen geldige afleidings en veralgemenings te kan onderskei; persoonlike sienings te kan motiveer en hoëfrekwensiespellingkwessies te kan hanteer.

**AKPN 227 :      AFRIKAANS MOEDERTAALKOMMUNIKASIE: AFRIKAANS IN SKOOL-KONTEKS EN IN GESKREWE VORM (8 krediete)**

F/C 1½ uur      40:60

Die student behoort bewys te kan lewer van kundigheid en vaardigheid t.o.v. die taalgebruik in verskillende vak- en leerareaspesifieke kontekste (registers en style) en binne skoolkommunikasiesituasies (ouer teenoor onderwyser, vergadering- en verslagtaal); oor die verlangde kommunikasievaardighede in Standaardafrikaans beskik om leerders te kan lei om die spesifieke uitkomst van die leerarea taal, geletterdheid en kommunikasie te kan bereik; kennis te dra van gepaste skryfstyl vir verskillende kontekste en in staat te wees om hierdie kennis, sowel as ander verworwe taalkennis, by die uitvoering en beoordeling van leerderskryfopdragte toe te pas.

**AKPN 228 : AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE : NIEMOEDERTAAL-  
AFRIKAANS IN SKOOLKONTEKS (8 krediete)**

F/C 1½ uur 40:60

Die leerders (d.i. praktiserende onderwysers wat oor 'n breër agtergrondkennis van Afrikaans beskik as jong matrikulante) behoort na afhandeling van hierdie module in staat te wees om in 'n klaskamersituasie (en binne ander sosiale situasies) sinvolle dialoë oor 'n verskeidenheid skoolprogramverwante onderwerpe te kan voer; verworwe woordeboekvaardighede en verskillende leestegnieke te kan benut om 'n verskeidenheid Afrikaanse tekste te kan verstaan; kerngedagtes te kan identifiseer en saam te vat; tussen feite en menings en tussen geldige afleidings en veralgemenings te kan onderskei; persoonlike sienings te kan motiveer en hoëfrekwensiespellingkwessies te kan hanteer.

**AKPN 317 AFRIKAANS MOEDERTAALKOMMUNIKASIE: EFFEKTIEWE KOMMU-  
NIKASIE IN AKADEMIESE EN LITERÊRE AFRIKAANS (8 krediete)**

F/C 1½ uur 40:60

Die student behoort in staat te wees om verskillende literêre tekste (jeugliteratuur ingesluit) en nieliterêre tekste te kan beoordeel volgens die kommunikatiewe effektiwiteit van die spesifieke variëteit, register en styl wat die skrywer gebruik het; die verskille ten opsigte van literêre en nieliterêre taalgebruik te kan identifiseer en die kommunikatiewe waarde of funksie daarvan te kan begryp; bewys te lewer van grondige kennis van en vaardigheid ten opsigte van die Afrikaanse akademiese register (wetenskaplike formuleringswyse, logiese beredeneringslyn, registreiesoortigheid en bibliografiese styl) wat vir die strukturering van referate of artikels vereis word.

**AKPN 318 AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: HOËFUNKSIE-  
AFRIKAANS VIR NIEMOEDERTAALSPREKERS (8 krediete)**

F/C 1½ uur 40:60

Die student behoort na afhandeling van hierdie module meer abstrakte tekste met selfvertroue te kan ontsluit deur die benutting van verskillende stilleestegnieke en relevante naslaanbronne; in staat te wees om kruiskurrikulêre vraestelpevrae te interpreteer; effektiewe akademiese taalgebruik in relatief eenvoudige tekste met vertroue te hanteer en wetenskaplike formulering van populêre taalgebruik te kan onderskei.

**AKPN 327 AFRIKAANS MOEDERTAALKOMMUNIKASIE: EFFEKTIEWE KOM-  
MUNIKASIE IN AKADEMIESE EN LITERÊRE AFRIKAANS (8 krediete)**

F/C 1½ uur 40:60

Die student behoort in staat te wees om verskillende literêre tekste (jeugliteratuur ingesluit) en nieliterêre tekste te kan beoordeel volgens die kommunikatiewe effektiwiteit van die spesifieke variëteit, register en styl wat die skrywer gebruik het; die verskille ten opsigte van literêre en nieliterêre taalgebruik te kan identifiseer en die kommunikatiewe waarde of funksie daarvan te kan begryp; bewys te lewer van grondige kennis van en vaardigheid ten opsigte van die Afrikaanse akademiese register (wetenskaplike formuleringswyse, logiese beredeneringslyn, registreiesoortigheid en bibliografiese styl) wat vir die strukturering van referate of artikels vereis word.

**AKPN 328      AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: HOËFUNKSIE-  
AFRIKAANS VIR NIEMOEDERTAALSPREKERS (8 krediete)**

F/C 1½ uur      40:60

Die student behoort na afhandeling van hierdie module meer abstrakte tekste met selfvertroue te kan ontsluit deur die benutting van verskillende stilleestegnieke en relevante naslaanbronne; in staat te wees om kruiskurrikulêre vraesteltipevrae te interpreteer; effektiewe akademiese taalgebruik in relatief eenvoudige tekste met vertroue te hanteer en wetenskaplike formulering van populêre taalgebruik te kan onderskei.

**EDMN 319      EDUCATIONAL MANAGEMENT DEVELOPMENT (8 credits)**

F/C 1½ hours      40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding a development planning process within a quality assurance framework that will enable them to successfully complete school development plans; an understanding of how a consultative process of developing a vision and mission statement in schools can build a school community and effectiveness. They will study school development as a whole, indicators to measure and manage change in schools, quality assurance frameworks, school development planning, key values in the community of school stakeholders and the new education paradigm.

**EDSN 229      ENGLISH DIDACTICS: SUBJECT DIDACTICAL ASPECTS OF ENGLISH  
(16 credits)**

F/C 2½ hours      40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various theoretical and practical aspects of English didactics. These include theories of second language acquisition, lesson planning, the curriculum process and outcomes-based education in the language classroom.

**EDSN 329      ENGLISH DIDACTICS: APPLIED SUBJECT DIDACTICAL ASPECTS OF  
ENGLISH (16 credits)**

F/C 2½ hours      40:60

On completion of this module learners demonstrate applied knowledge, skills and values regarding lesson planning and execution. These include listening, speaking, reading and writing lessons, as well as planning and executing various types of lessons, such as poetry, dialogue, singing, literature etc.

**EDVN 221      ANTI-RACISM AND EDUCATIONAL LAWS AND VALUES (8 credits)**

F/C 1½ hours      40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the quest for greater equality and equity to establish a non-racial democratic educational dispensation. The contents of the module focus on increasing public awareness and sound values in education and deal with educational values, ethics, non-racialism and professionalism with guidelines to evaluate the consequences of these aspects on learners, communities and society in general.

**EGPN 119 ENGLISH: AN INTRODUCTION TO ENGLISH NOVELS (16 credits)**

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the genre of the novel with specific emphasis on the relevance of these qualities to education. They ought to be able to identify, trace and interpret different themes in a variety of Eurocentric and Afrocentric novels.

**EGPN 129 ENGLISH: AN INTRODUCTION TO ENGLISH SYNTAX (16 credits)**

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the study of syntax, sentences, the communicative function of sentences, sentence patterns, subjects and predicates, major and minor word classes, types of verbs and nouns.

**EGPN 219 ENGLISH: AN INTRODUCTION TO ENGLISH POETRY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various poetic devices, eras and the critical analysis of different poems.

**EGPN 229 ENGLISH: SYNTAX FOR THE TEACHER OF ENGLISH (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding English verbs. These include a study of verb classes, the English tense system, lexical and auxiliary verbs, dynamic and static verbs, mood and passive voice.

**EGPN 319 ENGLISH: AN INTRODUCTION TO ENGLISH DRAMA (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the structure of drama and an analysis of various dramas and their relevance to education.

**EGPN 329 ENGLISH: PHONOLOGY FOR THE TEACHER (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various aspects of English phonology and their relevance in education. These include studies of the speech organs, the vowel chart, the consonant table and various transcription exercises.

**ENTN 319 ENTREPRENEURSHIP FOR EDUCATORS (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the basic principles of economics in order to contribute to the economic development of our country, to identify business functions (and in particular general management) and to apply these in practice; to demonstrate the important role of the educator in the development of a positive attitude among learners at school.

**ESPN 119 ENGLISH COMMUNICATION: INTRODUCING ENGLISH AS LANGUAGE IN THE CLASSROOM (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding accuracy and appropriateness in their English, with special reference to the use of English in the teaching situation.

**ESPN 129 ENGLISH COMMUNICATION: CLASSROOM ENGLISH (8 credits)**

F/C 1½ hours 40:60

On completion of this module the learners ought to demonstrate knowledge, skills and values regarding accuracy and appropriateness in their English, with special reference to the use of English in the teaching situation. Learners ought to be able to interact with a variety of educational texts to demonstrate knowledge, skills and values regarding register and appropriateness of communication.

**ESPN 219 ENGLISH COMMUNICATION: ADVANCED CLASSROOM ENGLISH (8 credits)**

F/C 1½ hours 40:60

On completion of this module the learners ought to demonstrate advanced knowledge, skills and values regarding accuracy and appropriateness in their English, with special reference to the use of English in the teaching situation. They ought to be able to interact with a variety of advanced educational texts and literature, to demonstrate knowledge, skills and values regarding register and appropriateness of communication. They ought to be able to use listening, reading, speaking and writing skills for academic purposes.

**ESPN 229 ENGLISH COMMUNICATION: ADVANCED CLASSROOM ENGLISH (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the role of fluency and accuracy in advanced classroom communication and classroom management. They ought to be able to interact with a variety of advanced educational texts, interlocutors and the lecturer to demonstrate knowledge, skills and values regarding register and appropriateness of communication. They ought to be able to use listening, reading, speaking and writing skills for academic purposes.

**ESPN 319 THE ROLE OF ENGLISH IN LEARNING (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the role of fluency and accuracy in classroom management. Learners also ought to demonstrate knowledge, skills and values regarding readings from contemporary literature and the use of coherent and cohesive language in communication.

**ESPN 329 THE ROLE OF ENGLISH IN LEARNING (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the use of coherent and cohesive language. They ought to be able to demonstrate the dynamics of using English as medium of instruction (Mol) in their classrooms.

**GDSN 116 RELIGIOUS STUDIES (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding different world religions (monotheistic and polytheistic).

**GDSN 126 RELIGIOUS STUDIES (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values on various issues regarding the origin of God, man, creation, solutions of current problems from the perspective of different religions. These religions are also compared with one another.

**GFPN 116 GEOGRAPHY: PLANETARY GEOGRAPHY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to movements of the earth and moon around the sun, with special emphasis on the origin of seasons, the calculation of time, the influence of the moon on the earth.

*Practical:* Introduction to cartography – various maps, characteristics and use of maps, scale, direction, bearing and distance are discussed and applicable calculations are made.

**GFPN 126 GEOGRAPHY: PHYSICAL AND ECONOMICAL BACKGROUND OF SOUTH AFRICA (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to the influence of location on trade and climate, the relationship between relief and drainage, as well as a discussion of economic activities of South Africa, with special reference to primary activities

*Practical:* Learners must demonstrate the ability to use representation techniques, such as line, bar and circle graphs.

**GFPN 216 GEOGRAPHY: AFRICA AND POPULATION GEOGRAPHY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding the size, location, political divisions, relief, climatic and vegetation regions of Africa, and an introduction to the population and economic background of Africa.

*Practical:* Learners must demonstrate that they can apply aerial photogrammetry.

**GFPN 226 GEOGRAPHY: SETTLEMENT GEOGRAPHY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to the development of rural and urban settlements. The variables that influence the type, location, structure and type of rural settlements and growth measures in cities, urbanisation, different functions and models urban settlements will be described.

*Practical:* Learners must demonstrate the application of quantitative map techniques.

**GFPN 316 GEOGRAPHY: GEOMORPHOLOGY AND ENVIRONMENTAL GEOGRAPHY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding an introduction to the internal structure of the earth, the main types of rocks and internal and external forces that change the earth. In environmental geography learners ought to demonstrate knowledge, skills and values regarding the function of the ecosystems and man's influence on the ecosystems.

*Practical:* Learners must demonstrate the application and calculation of representations of relief characteristics, cross-sections and gradient.

**GFPN 326 GEOGRAPHY: CLIMATOLOGY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to the composition and structure of the atmosphere, the ozone layer, heat balance, inversion conditions, atmospheric pressure, geotropic flow, primary, secondary and local circulation and stable and unstable air conditions in the atmosphere.

*Practical:* Learners must demonstrate the application of quantitative calculations and the interpretation of synoptic weather maps.

**GFXN 221 GEOGRAPHY: DIDACTICS (16 credits)**

F/C 2 hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding the place of geography in OBE, as well as the use of atlases, scales, direction calculation and distances and position on maps, teaching aids, field excursions and worksheets.

**GFXN 321 GEOGRAPHY: DIDACTICS (16 credits)**

F/C 2 hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding the application of OBE, with reference to assessment strategies and methods, co-operative learning, the planning of a learning experience and activities, the real problem solving approach in geography and environmental education.

**GSAN 116 HISTORY: THE ANCIENT CIVILISATIONS AND THEIR CONTRIBUTIONS TO THE DEVELOPMENT OF WESTERN CIVILISATION (16credits)**

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate general knowledge, skills and values regarding the contributions of the earliest civilisations, Mediterranean world, age of invasions, feudal Europe, renaissance, reformation.

**GSAN 126 HISTORY: THE POLICY APPLIED IN THE CAPE BETWEEN 1657 AND 1854 AND HOW THE POLICY INFLUENCED INTERGROUP RELATIONS (16 credits)**

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the factors that influenced intergroup relations between 1657 and 1854 in the Cape.

**GSAN 216 HISTORY: ASPECTS OF THE HISTORY OF EUROPE DURING THE 16TH AND 17TH CENTURIES (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding absolutism in Spain, France, Napoleon and the French Revolution.

**GSAN 226 HISTORY: THE MANAGEMENT OF THE CAPE BETWEEN 1806-1854 AND THE REACTION (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the management of the Cape between 1806-1854 and the reaction.



**GSAN 316 HISTORY ASPECTS OF THE 20<sup>th</sup> CENTURY WORLD HISTORY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding Versailles, international organisations, totalitarian states, Cold War, reaction to the communist threat in Europe.

**GSAN 326 HISTORY: POLITICAL DEVELOPMENT IN SOUTH AFRICA 1910-1992 (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding important political development trends in South Africa 1910-1992.

**GSUN 219 HEALTH EDUCATION: AN INTRODUCTION (8 credits)**

F/C 1½ hours 40:60

This module covers the importance and application of health awareness and safety in the school and home environment. The approach and place of important health themes, like adolescence, sound nutrition, body care and hygiene, obesity, physical activity, drugs and sexually transmitted diseases form essential parts of this module. The learners must demonstrate knowledge, skills and sound educational values in relation to the mentioned module themes.

**GSUN 319 HEALTH EDUCATION (AIDS PREVENTION AND MOTOR DEVELOPMENT) (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various aspects of this module. These include selected terms regarding HIV/AIDS and the impact of the pandemic on the education profession. An introductory view regarding background knowledge, the cause and the nature of the disease as well as its effects on education are studied. Strategies to combat the disease are studied at a general national level as well as in education circles. Guidelines for educators in practice are provided.

**G SXN 221 HISTORY DIDACTICS (16 credits)**

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the question of what history is, aims in history teaching, media, lesson structure according to the outcomes-based education.

**G SXN 321 HISTORY DIDACTICS (16 credits)**

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the value of history, empathy teaching, the relation of history to geography, history in a multicultural society, planning a learning experience, worksheets, assessment.

**JPUN 116 JUNIOR PRIMARY STUDIES: INTRODUCTION TO CHILD DEVELOPMENT  
(16 credits)**

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the developmental characteristics of the pre-school and the foundation phase learner, types of learners as well as learning styles and personalities.

**JPUN 126 JUNIOR PRIMARY STUDIES: INTRODUCTION TO OUTCOMES BASED  
EDUCATION (16 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding outcomes-based education terminology, planning of learning experiences, the facilitator, group work and resources.

**JPUN 216 JUNIOR PRIMARY STUDIES: FOUNDATION PHASE LITERACY (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding various literacy skills (listening, speaking, reading and writing) and approaches used in the foundation phase.

**JPUN 226 JUNIOR PRIMARY STUDIES: FOUNDATION PHASE NUMERACY  
(8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding all aspects of numeracy in the foundation phase including problem solving and the concept of numbers.

**JPUN 316 JUNIOR PRIMARY STUDIES: FOUNDATION PHASE LIFE SKILLS  
(8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding all aspects of life skills in the foundation phase, including multicultural integration and religious viewpoints.

**JPUN 326 JUNIOR PRIMARY STUDIES: ASSESSMENT AND INTEGRATION  
(8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding assessment in the foundation phase as well as the integration of all eight learning areas in learning experiences.

**LGVN 221 LEARNER SUPPORT AND SCHOOL GUIDANCE (16 credits)**

F/C 2 hours 40 :60

Learners ought to be able to demonstrate knowledge, skills and values regarding interviewing, reporting in school guidance, support in school guidance, multicultural or cross-cultural school guidance, problem solving, decision-making and management, measurement and evaluation in school guidance, designing questionnaires in school guidance, personality guidance, educational-academical guidance and career guidance or vocational guidance.

**LGVN 321 LEARNER SUPPORT AND SCHOOL GUIDANCE DIDACTICS (16 credits)**

F/C 2 hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding learners with specific problems and needs. They will conduct assessment and evaluations in all contexts (such as home, school and social environments) and will also assist in multiprofessional liaison and report writing.

**LSGN 111 LEARNER SUPPORT AND SCHOOL GUIDANCE (16 credits)**

F/C 2 hours 40 : 60

Learners ought to be able to demonstrate knowledge, skills and values regarding the aim and function of school guidance, the structure and function of the school guidance system, psychology of education, children with problems, personality and adjustment and the nature and being of the school child with specific reference to individual differences.

**LSGN 121 LEARNER SUPPORT AND SCHOOL GUIDANCE (16 credits)**

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the purpose of Learner Support as subject, the place of learner support in education, basic principles of learner support and practice and learners with special needs.

**LSGN 211 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)**

F/C 1½ hours 40 :60

Learners ought to be able to demonstrate knowledge, skills and values regarding career guidance in South Africa, self-knowledge and occupational or career knowledge, school guidance practice, study methods and career guidance.

**LSGN 221 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)**

F/C 1½ hours 40 :60

Learners ought to be able to demonstrate knowledge, skills and values regarding job analysis and career guidance, occupational expertise and the steps in choosing an occupation, entrepreneurship and career guidance, and family and sexuality education.

**LSGN 311 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding assessment and support strategies in learning, as well as techniques and strategies for language and reading problems.

**LSGN 321 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the assessment of learning problems and support strategies for learning problems.

**NAUN 111 NATURAL SCIENCES DIDACTICS (8 credits)**

F/C 1½ hours 40:60

After completing this course unit, learners will be expected to demonstrate skills in the concept *youth in natural sciences* in applications and problem solving, independently conduct elementary investigations and research and exhibit certain attitudes towards and attach value to the teaching and learning of general science.

**OPAN 119 TEACHING STUDIES: HISTORICAL EDUCATION (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the different roles of the educator (especially as role model) and they ought to be able to guide learners to develop their own life values and life skills. They ought to be able to demonstrate that they can function responsibly as classroom managers and administrators, and assist the learner to familiarise him-/herself with the terminology of modern education.

**OPAN 129 TEACHING STUDIES HISTORICAL EDUCATION (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the different roles of the educator (especially as role model) and they ought to be able to guide learners to develop their own life values and life skills. They ought to be able to demonstrate that they can function responsibly as classroom managers and administrators, and assist the learner to familiarise him-/herself with the terminology of modern education.

**OPAN 129 TEACHING STUDIES: HISTORICAL EDUCATION (8 credits)**

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the different roles of the educator (especially as role model) and they ought to be able to guide learners to develop their own life values and life skills. They ought to be able to demonstrate that they can function responsibly as classroom managers and administrators.

**OPAN 219 TEACHING STUDIES: PHILOSOPHY OF EDUCATION (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the planning, development and management of teaching/learning experiences. They will be empowered to provide learners with the optimum chance of learning and acquiring specific outcomes and assessing achievement of these outcomes.

**OPAN 319 TEACHING STUDIES: SOSIOPEDAGOGICS (8 credits)**

F/C 1½ hours 40:60

Students will acquire knowledge of and insight into the implications of the nature of the school as an organisation and the legal aspects of the teaching profession. They will be empowered to manage their work with learners to the benefit of the learners and the teaching profession.

**PRSN 319 PROFESSIONAL STUDIES (8 credits)**

F/C 1½ hours 0:1

Learners ought to be able to demonstrate knowledge, skills and values regarding the rationale and components of Curriculum 2005. These will serve as bases for the implementation of the following outcomes-based education (OBE) principles: causes for the world-wide and local changes in education perspectives, the National Qualifications Framework as framework for a new perspective in education, the nature and characteristics of OBE, the impact of OBE on the didactical situation, the structure and components of Curriculum 2005 and guidelines for programme development and assessment.

**RGLN 111 COMPUTER LITERACY (8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate basic knowledge, skills and values regarding computer technology as it is used in education, knowledge of the basic operation of a computer, basic skills in the utilisation of an operational system, word processing, spreadsheets and graphics packages, as well as Internet.

**TSCN 118 SETSWANA COMMUNICATION (M) (8 credits)**

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding spoken Setswana. They ought to be able to communicate on various familiar topics and be able to express themselves coherently. They ought to be able to use reading skills and spoken skills (inside and outside the classroom), taking social and cultural aspects into consideration.

**TSCN 128 SETSWANA COMMUNICATION (M): LANGUAGE PROFICIENCY AND ADVANCED LANGUAGE STRUCTURES (8 credits)**

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding basic language proficiency and grammatical applications at more sophisticated levels. They ought to

be able to use all language skills (inside and outside the classroom), taking social and cultural aspects into consideration, at a more sophisticated level.

**TSCN 218 SETSWANA COMMUNICATION (M) (8 credits)**

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding more advanced language structures and ought to be able to use the four language skills fluently and accurately, write short paragraphs, demonstrate knowledge of an appropriate vocabulary and respect and appreciation for the Setswana culture.

**TSCN 228 SETSWANA COMMUNICATION (M) (8 credits)**

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding more advanced language structures and ought to be able to use the four language skills fluently and accurately, write short paragraphs, demonstrate knowledge of an appropriate vocabulary and respect and appreciation for the Setswana culture.

**TSCN 318 SETSWANA COMMUNICATION (M) : ADVANCED COMMUNICATION (8 credits)**

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences.

**TSCN 328 SETSWANA COMMUNICATION (M) : ADVANCED COMMUNICATION (8 credits)**

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences.

**TSMN 119 SETSWANA: LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (16 credits)**

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding language proficiency with insight and appreciation of the cultural aspects and values of Setswana in and outside the classroom.

**TSMN 129 SETSWANA: LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (16 credits)**

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding language proficiency with insight and appreciation of the cultural aspects and values of Setswana in and outside the classroom across a greater variety of contexts.

**TSMN 219     SETSWANA: ADVANCED LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (8 credits)**

F/C 1½ hours    40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding language proficiency with insight and appreciation of the cultural aspects and values of Setswana in and outside the classroom.

**TSMN 229     SETSWANA: ADVANCED LANGUAGE PROFICIENCY, GRAMMATICAL ACCURACY AND LITERARY TEXTS (8 credits)**

F/C 1½ hours    40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding language proficiency with insight and appreciation regarding more advanced grammatical structures and skills as contextualised in literary texts.

**TSMN 319     SETSWANA: PHONETICS, PHONOLOGICAL ANALYSIS, SPELLING AND SEMANTICS (8 credits)**

F/C 1½ hours    40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding Setswana phonetics, phonological analysis, spelling and semantics.

**TSMN 329     SETSWANA: ADVANCED PHONETICS, PHONOLOGICAL ANALYSIS, SPELLING AND SEMANTICS AND LITERATURE (8 credits)**

F/C 1½ hours    40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding Setswana phonetics, phonological analysis, spelling and semantics and literature. They ought to demonstrate knowledge, skills and values regarding compound tenses, the use of the copulatives in different modi, selected Setswana folk tales, idioms and fixed expressions within the cultural and structural system of the language.

**TSNN 118     SETSWANA COMMUNICATION (NM) (8 credits)**

F/C 1 hour        40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences. They ought to be able to build an appropriate vocabulary to facilitate comprehension and effective communication.

**TSNN 128     SETSWANA COMMUNICATION (NM) (8 credits)**

F/C 1 hour        40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wider variety of purposes and audiences. They ought to be able to build an increasingly appropriate vocabulary to facilitate comprehension and effective communication.

**TSNN 218      SETSWANA COMMUNICATION (NM) (8 credits)**

F/C 1 hour      40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wider variety of purposes and audiences. They ought to be able to use the dictionary.

**TSNN 228      SETSWANA COMMUNICATION (NM) (8 credits)**

F/C 1 hour      40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wider variety of purposes and audiences. They ought to be able to use the dictionary.

**TSNN 318      SETSWANA COMMUNICATION (NM) (8 credits)**

F/C 1 hour      40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the identification and utilisation of the Setswana system of word classes, Setswana phonological values and vocabulary in various contexts.

**TSNN 328      SETSWANA COMMUNICATION (NM) (8 credits)**

F/C 1 hour      40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the identification and utilisation of the Setswana system of word classes, Setswana phonological values and vocabulary in various contexts.

**TVXN 221      SETSWANA DIDACTICS (16 credits)**

F/C 2½ hours      40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding various theoretical and practical aspects of Setswana didactics. This includes theories of second language acquisition, lesson planning, the curriculum process and outcomes-based education in the language classroom.

**TVXN 321      SETSWANA DIDACTICS (16 credits)**

F/C 2½ hours      40:60

Learners ought to be able to demonstrate applied knowledge, skills and values regarding lesson planning and execution. These include listening, speaking, reading and writing lessons as well as the planning and execution of various types of lessons such as poetry, dialogue, singing, literature etc.



**WAPN 111 MATHEMATICS GENERAL: INTRODUCTION TO NUMBER SYSTEMS  
(8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant learning theories with respect to the teaching and learning of mathematics, as well as the practical implementation of these theories; to perform individual investigations and elementary research with respect to the historical development of number systems; properties of natural numbers, as well as the four main operations; development of the concept of numbers in young learners; the use of other bases than base 10, and the calculator as teaching-learning aid.

**WAPN 121 MATHEMATICS GENERAL: NUMBER SYSTEMS (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding practical investigations of number patterns in natural numbers; the extension of natural numbers to integers, as well as operations with integers; the extension of integers to rational numbers (ordinary fractions and decimals), together with operations, as well as real life applications where rational numbers and the calculation of percentages are playing a role.

**WAPN 221 MATHEMATICS GENERAL: ELEMENTARY ALGEBRA (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding algebra as a generalisation of arithmetic by using problem solving approaches to investigate and understand mathematical content. Learners have to be able to explain algebraic concepts and use them to solve problems, use the investigative method to analyse, describe and generalise number patterns; organise and use data to construct different kinds of graphs, interpret and make inferences from graphs, and use elementary probability in problem solving.

**WAPN 321 MATHEMATICS GENERAL: GEOMETRY (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding learning theories with respect to the geometrical development of the young learner; and using that knowledge to create meaningful learning situations for developing a learner's spatial understanding and skills. The learners have to reason and communicate in geometric terms, solve problems by applying geometric properties and relationships, explore transformations of geometric figures, and develop appropriate formulae to calculate measurements.

**WIPN 111      MATHEMATICS: ELEMENTARY FUNCTIONS AND TRIGONOMETRY  
(16 credits)**

F/C 3 hours    40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding specific elementary functions, particularly absolute value functions and the trigonometric functions. Learners have to be able to draw graphs, perform basic operations with these functions, determine inverses; calculate limits of functions; deduce and apply conditions for continuity. Furthermore, the learner is expected to solve trigonometric equations using graphs.

**WIPN 121      MATHEMATICS: ALGEBRAIC NUMBER SYSTEMS (16 credits)**

F/C 3 hours    40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding the following number systems: natural numbers, integers, rational numbers, irrational numbers and complex numbers. Learners have to be able to perform operations in a specific number system and motivate the extension of one number system to another. Furthermore, learners have to be able to define permutations and combinations and apply them to real life situations.

**WIPN 211      MATHEMATICS: DIFFERENTIATION (8 credits)**

PC 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by calculating the rate of change of simple events, by determining the derivative in terms of the rate of change and by determining the derivatives of simple and composite functions using the following differentiation rules: the derivative of a constant, the derivative of a sum/difference of functions, the product and quotient rules, the power rule, the chain rule and higher order derivatives.

**WIPN 221      MATHEMATICS: APPLICATION OF DIFFERENTIATION (8 credits)**

F/C 1½ hours    40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by drawing polynomial and rational functions, by solving real life problems using differentiation and by applying antiderivatives.

**WIPN 311      MATHEMATICS: VECTOR ALGEBRA (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding vector algebra by solving geometry problems by means of geometric vectors, by performing various operations with algebraic vectors, by determining linear dependency of vectors, by solving systems of linear equations with respect to real life situations by means of Gaussian elimination and matrices, and by defining algebraic properties of operations with matrices.

**WIPN 321 MATHEMATICS: ANALYTIC GEOMETRY (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding analytic geometry by defining parabolas, ellipses and hyperbolas, deducing standard equations as well as equations of the rotated functions, drawing graphs and identifying the use of the mentioned conic sections in real life, drawing simple graphs of parametric equations and by using polar co-ordinates.

**WLRN 311 PHILOSOPHY OF EDUCATION (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, skills and values regarding reality, man and his relationship with education, as well as a critical evaluation of various life philosophies and their implications for education in general and education based on Christian principles in particular.

**WSXN 221 MATHEMATICS: DIDACTICS (16 credits)**

F/C 3 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding the foundations of teaching and learning of mathematics in the intermediate and senior phases; with regard to the role of assessment as integral part of the teaching-learning situation; and with regard to patterns, functions and algebra in the school curriculum.

**WSXN 321 MATHEMATICS: DIDACTICS (16 credits)**

F/C 3 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to the intermediate and senior phase learners and mathematics curriculum; with specific reference to shape and space (geometry); measurement and the handling of data.

**WIPN 221 MATHEMATICS: APPLICATION OF DIFFERENTIATION (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by drawing polynomial and rational functions, and solving real life problems by using differentiation.

**WIPN 311 MATHEMATICS: VECTOR ALGEBRA (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding linear algebra by solving geometry problems by means of geometric vectors; performing various operations by using algebraic vectors; determining linear dependency of vectors; solving systems of linear equations with respect to real life situations;

defining algebraic properties of operations with matrices, and using these properties in real life examples.

**WIPN 321 MATHEMATICS: ANALYTIC GEOMETRY (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding analytic geometry by defining parabolas, ellipses and hyperbolas, deducing standard equations as well as equations of the rotated functions, drawing graphs and identifying the use of the mentioned conic sections in real life, drawing simple graphs of parametric equations and by using polar co-ordinates.

**WLRN 311 PHILOSOPHY OF EDUCATION (8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, skills and values regarding reality, man and his relationship with education, as well as a critical evaluation of various life philosophies and their implications for education in general and education based on Christian principles in particular.

**WSXN 221 MATHEMATICS: DIDACTICS (16 credits)**

F/C 2 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school algebra and the practical application of these theories; the role of assessment as integral part of the teaching-learning situation, different ways of assessment, and the use of assessment results in mathematics.

**WSXN 321 MATHEMATICS: DIDACTICS (16 credits)**

F/C 2 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school geometry and the practical application of these theories, as well as the use of technology in the mathematics classroom.

