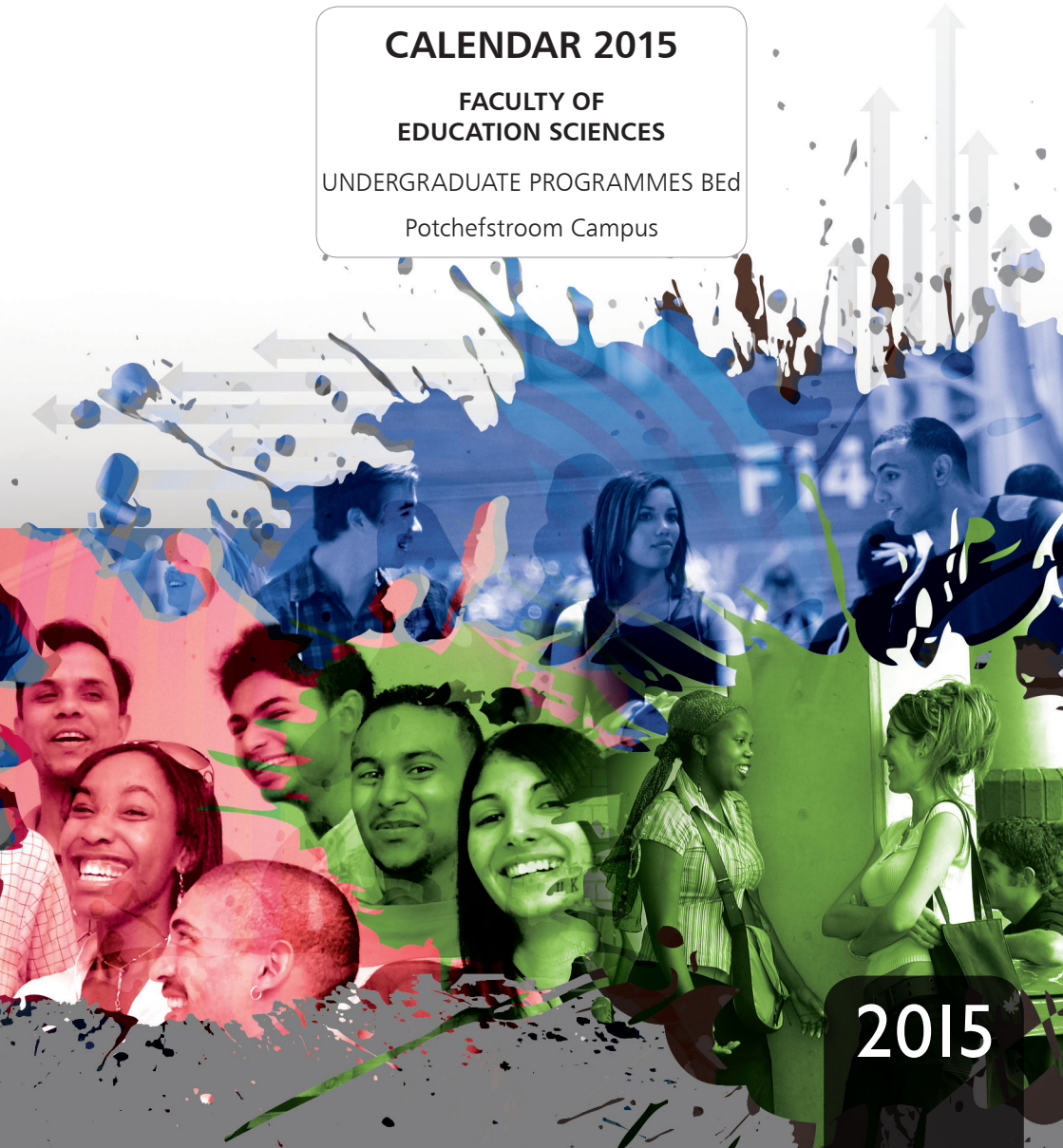
NORTH-WEST UNIVERSITY ®
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

# CALENDAR 2015

## FACULTY OF EDUCATION SCIENCES

UNDERGRADUATE PROGRAMMES BEd

Potchefstroom Campus



2015

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Potchefstroom Campus
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2520

Tel: (018)299-1111/2222
Fax: (018)299-2799
Internet: http://www.nwu.ac.za

**PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.**

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

**Please note:** Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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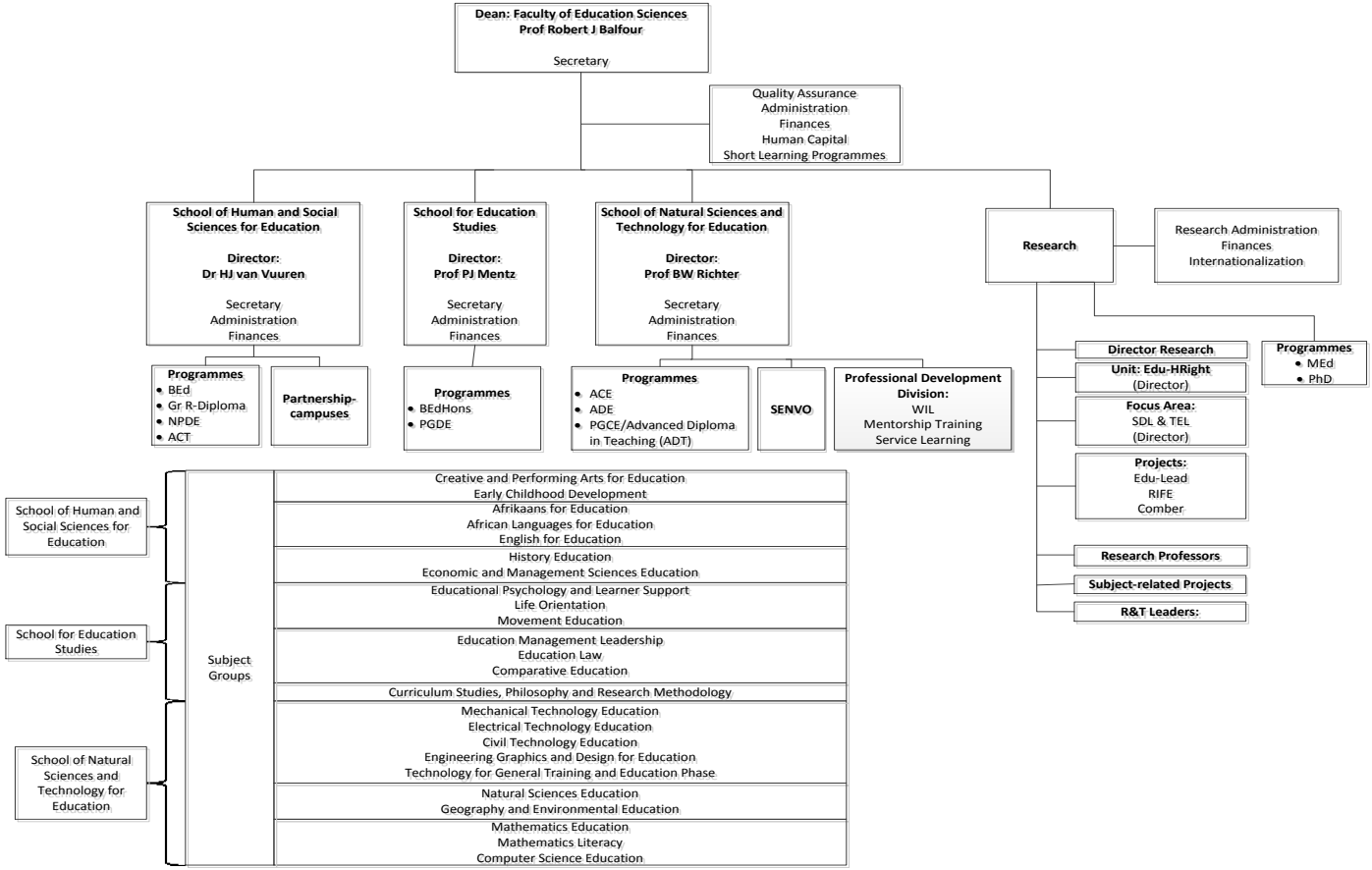
Dean: Faculty of Education Sciences
Prof Robert J Balfour
Secretary
Quality Assurance
Administration
Finances
Human Capital
Short Learning Programmes
School of Human and Social Sciences for Education
Director:
Dr HJ van Vuuren
Secretary
Administration
Finances
School for Education Studies
Director:
Prof PJ Mentz
Secretary
Administration
Finances
School of Natural Sciences and Technology for Education
Director:
Prof BW Richter
Secretary
Administration
Finances
Research
Research Administration
Finances
Internationalization
Programmes
BEd
Gr R-Diploma
NPDE
ACT
Partnership-campuses
Programmes
BEdHons
PGDE
Programmes
ACE
ADE
PGCE/Advanced Diploma in Teaching (ADT)
SENVO
Professional Development Division:
WIL
Mentorship Training
Service Learning
Director Research
Unit: Edu-HRight
(Director)
Focus Area:
SDL & TEL
(Director)
Projects:
Edu-Lead
RIFE
Comber
Programmes
MEd
PhD
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Subject-related Projects
R&T Leaders:
School of Human and Social Sciences for Education
School for Education Studies
School of Natural Sciences and Technology for Education
Subject Groups
Creative and Performing Arts for Education
Early Childhood Development
Afrikaans for Education
African Languages for Education
English for Education
History Education
Economic and Management Sciences Education
Educational Psychology and Learner Support
Life Orientation
Movement Education
Education Management Leadership
Education Law
Comparative Education
Curriculum Studies, Philosophy and Research Methodology
Mechanical Technology Education
Electrical Technology Education
Civil Technology Education
Engineering Graphics and Design for Education
Technology for General Training and Education Phase
Natural Sciences Education
Geography and Environmental Education
Mathematics Education
Mathematics Literacy
Computer Science Education

**FACULTY OF EDUCATION SCIENCES: OFFICE BEARERS**

**Executive Dean**

Prof RJ Balfour (BA, BAHons, HDE (PGCE), MA, PhD)

**Directors of Schools and Research Entities**

**School for Natural Science and Technology for Education**

Prof BW Richter (BA, BAHons, MA, PhD, UED)

**School of Education Studies**

Prof PJ Mentz (BA, HED (Postgraduate), BEd, MEd, DEd, DTE)

**School of Human and Social Science for Education**

Dr HJ van Vuuren (BA, HED (Postgraduate), BAHons, BEd, MEd, PhD)

**Faculty Research Administration (FERA)**

Prof CD Roux (BA, BAHons, SED, MA, DPhil)

**Research Unit: Edu- HRight**

Prof JP Rossouw (POD (*Onderwys diploma*), BEd, MEd, DEd)

**Research Focus Area: SDL&TEL**

Prof E Mentz (BA, HOD (Nagraads), BSc(Hons), MSc, PhD)

**Administrative Manager: Under- and Postgraduate Programmes and Research**

Mr JJ Liebenberg

**Administrative Manager: Meeting Administration, Management Information and Programme Development**

Ms AMC Cloete

**Head of Quality**

Ms V Claassen

**Financial Officer**

Ms JM van Heerden

**Management Committee of the Faculty**

Prof RJ Balfour *(Chairperson*)

Prof BW Richter

Prof PJ Mentz

Dr HJ Van Vuuren

Prof CD Roux (Faculty of Education Research Administration)

Prof JP Rossouw (Research Unit: Edu-HRight)

Prof E Mentz (Research Focus Area: SDL&TEL)

Prof WJ van Vollenhoven (UODL – staff)

Mr JJ Liebenberg (Under- and Postgraduate Programmes and Research)

Ms AMC Cloete (Meeting Administration, Management Information and Programme Development)

Ms V Claassen (Head of Quality)

Ms JM van Heerden (Financial Officer)

**Faculty Board**

Executive Dean *(Chairperson)*

Directors of the schools

Directors of the Research Administration, Research Unit and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the schools and Focus Area

Programme leaders:

- MEd and PhD
- BEdHons
- Postgraduate Diploma in Education (PGDE)
- Postgraduate Certificate in Education (PGCE) / Advanced Diploma in Teaching (ADT)
- BEd
  - Foundation Phase
  - Intermediate and Senior Phase
  - Senior and Further Education and Training Phase
  - Senior and Further Education and Training Phase (Technology)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- Diploma in Grade R Teaching
- Advanced Certificate in Teaching (ACT)

- Short learning programmes

Subject group chairpersons

Chairpersons of Faculty Board committees

Academic Manager: Open Distance Learning

Manager: Division of Professional Development

Administrative Manager: Under- en Postgraduate Programmes and Research

Administrative Manager: Meeting Administration, Management Information and Programme Development

Head of Quality

Student representatives

Representative of the Faculty of Natural Sciences

**CONTACT DETAILS FOR THE FACULTY**

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E-mail address: Edu-EnquiryPotch@nwu.ac.za

Website: http://www.nwu.ac.za/p-fes/index.html

# OP.1 FACULTY RULES

## OP.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES

Programme-specific requirements, procedures and structures are detailed in the respective programme documents and included in the annual calendars of the Faculty. Where applicable, reference is made to the Faculty Rules as detailed in the document.

The faculty rules applicable to the different qualifications, programmes and curricula offered by the Faculty and contained in this faculty calendar are subject to the General Academic Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Academic Rules.

Each programme's structure, method of delivery and presentation are included in the respective programme documents, which are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the NWU and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Quality Committee (HEQC), the Department of Higher Education and Training (DoHET) and the South African Qualifications Authority (SAQA).

## OP.1.2 FACULTY SPECIFIC RULES AND REGULATIONS

The **teaching policy** of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University.

Procedures regarding quality assurance in the Faculty (Teaching-Learning Policy and Assessment and Moderation Policy) are available on our webpage at:

http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-TL_e.pdf

http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-8.1.7-assessment_e.pdf

The **research policy** of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally.

The webpage for the Research Focus Area of the Faculty of Education Sciences:

http://www.nwu.ac.za/p-retlo/welc.html.

### OP.1.2.1 Admission requirements

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council (http://www.nwu.ac.za/webfm_send/24749).

### OP.1.2.2 Calculation of participation marks

a) The participation mark for a module is calculated from marks obtained in tests, assignments, practical and/or research assignments. Calculation of participation marks is programme-, module- and mode of delivery-specific.

b) The ratio between theory and practical work for calculation of the participation mark for a module is as explained in the relevant study guide.

**OP.1.2.3 Admission to examinations**

c) Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module). (General Academic Rules A2.4.2, undergraduate degree; A3.4.2, honours degree; A4.4.2, MEd; and A5.4.2, PhD.)

d) A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant subject group chairperson/programme leader. The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this calendar.

**OP.1.2.4 Subminimum for examination**

The subminimum for examinations in all modules is 40% except where a higher subminimum is provided for in faculty rules.

**OP.1.2.5 Examination opportunities**

The examination opportunities and the relevant rules are determined in accordance with General Academic Rules A2.4.4 (undergraduate degree), A3.4.4 (honours degree), A4.4.6 (MEd) and A5.4.6 (PhD).

According to Academic Rule A.2.4.2, any student who has obtained the required proof of participation and/or participation mark as prescribed will be admitted to the examination in the module concerned.

All BEd modules allow for a second examination opportunity.

**OP.1.2.6 Access to marked examination work**

A student may apply to the school director to view the answer paper and the memorandum in the presence of the lecturer and the subject chairperson concerned (refer to Academic Rule A.2.4.9).

Application to view answer papers must be made within a maximum period of five working days after the marks have been made available.

**OP.1.2.7 Pass requirements**

a) The stipulations in Academic Rules A.2.4.3.1, A.2.4.3.2, A.2.4.3.3 and A.2.4.3.4, and all the subparagraphs apply.

b) The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant calendar.

c) The module mark required for a pass in a module in which examinations are written is 50%.

d) The subminimum for all modules in which examinations are written is 40% (Academic Rule A.2.4.3.3), unless stated otherwise in the rules of specific programmes and curricula.

*e)* Adjustment of the module mark for a first-semester module in which an examination was written but not passed may be considered according to the stipulations of Academic Rule A.2.4.3.4.

f) Academic Rule A.2.5.2 stipulates the requirements for passing a module/curriculum/qualification with distinction.

g) In order to qualify with distinction, the average obtained for the core modules (specialisation subjects) and Education modules over the course of the qualification from the second year is taken into account.

h) A pass is obtained for a curriculum once all the modules of the programme have been passed individually (Academic Rule A.2.5.1).

**OP.1.2.8 Modules and credits**

a) Subjects are presented according to modules, to which a certain number of credits are allocated.

b) Each module has a code and a descriptive name, e.g. ACCE 121 – Accounting for Education.

c) Each module has a certain weight, known as a credit.

d) Each module is to be passed individually.

e) Programme-specific rules (apply according to the relevant calendar).

f) Mode of delivery-specific rules (apply according to the relevant calendar).

**OP.1.2.9 Repetition of modules**

Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with Faculty Rule 3.3.2.4

All modules in the programme allow for a student to utilise two examination opportunities in accordance with Academic Rules A.2.4.4.1, A.2.4.4.2 and A.2.4.4.3.

According to Academic Rule A.2.4.4.5, a student who requires one more module in order to complete a qualification may apply to the dean in writing to grant a final assessment opportunity on condition that the student has registered for and been admitted to the module.

**OP.1.2.10 Termination of studies**

A student's studies may be terminated in accordance with the stipulations of General Academic Rule A.2.4.8 (undergraduate), A.3.4.6 (honours degree), A.4.4.10 (MEd) and A.5.4.10 (PhD).

**OP.1.2.11 Other rules**

**Language competency**

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

**Compulsory certificates**

a) Obtaining an accredited first aid certificate is compulsory for the following module: EDCC322.

b) A certificate related to a sport (e.g. athletics official, rugby coach, etc.) as well as a certificate related to culture (e.g. Voortrekkers, choir training, etc.) must be obtained.

c) Movement Science students MUST obtain at least two (2) sport coaching certificates before the end of their fourth year of study.

**Choice of communication module**

Only mother tongue speakers can choose AFKF122/412 or SECF122/412 or any other approved mother tongue as communication module. Only non-mother tongue speakers can choose AFKF123/412 or SECF123/413 as communication module.

**Work integrated learning**

All students (first year to fourth year) must do yearly six weeks of work integrated learning at an approved school. Third year students must do 2 additional weeks of observation at a school of their choice relevant to their applied phase at the beginning of their third year.

Work integrated learning involves Additional Financial costs that must be borne by the students. These costs are not included in the tuition fees.

## OP.1.3 EVALUATION OF ACADEMIC LITERACY

In order to evaluate their ability to function in an academic environment, all undergraduate students who register at the University for the first time must report for a compulsory skills test in academic literacy, at a time and place determined by the University. The purpose of this test is to identify students who, due to inadequate academic skills, may fail to complete their study programme within the stipulated period.

Students have the option of writing the compulsory skills test in English or in Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students, who are regarded as borderline cases, will be granted a second opportunity to write the test. It is the student's responsibility to establish his/her results within 14 days of writing the test and to register for the correct module and in the correct semester.

Students who are regarded as at-risk cases must register for the module AGLA111 [Afrikaans] or AGLE111 [English] depending upon the language in which the compulsory skills test was written. These modules are not calculated in terms of curriculum credits, but the credits earned in this way are regarded as additional credits.

Admission to the examination for AGLA111 / AGLE111 requires a participation mark of 35%. Students who are not admitted to the examination for AGLA111 / AGLE111 or who fail the relevant examination as well as two or more other modules will have to be re-evaluated by the Evaluation Committee if they want to continue their studies in the following semester. In order to avoid the termination of studies, AGLA111/AGLE111 must be completed at the end of the student's second historic year, at the very latest.

Admission to the module AGLA121 / AGLE121, which is compulsory for all students who register at the University for the first time, requires that a student should first complete AGLA111 / AGLE111 and must obtain a mark of at least 40% for AGLA111 / AGLE111. The modules AGLA121 / AGLE121 constitute a value of 12 credits that form part of the curriculum for which the student has registered, and must be taken in the language in which the compulsory skills test and AGLA111 / AGLE111 were taken.

AGLA/E121 consists of three papers, viz. Academic Literacy, Computer and Information Skills and Reading Skills. There is a subminimum in each of the three components. The student must pass each of the three components in the same semester in which he/she has registered for the module in order to pass the module.

Students who failed the module AGLA111 / AGLE111, but were allowed to continue with AGLA121 / AGLE121 and who passed the examination in this module, may have the result of AGLA111 / AGLE111 condoned by the relevant School Director to allow for a pass mark in the module.

Students who have already successfully completed a module [s] / course[s] equivalent to AGLA111, 121 / AGLE111, 121 at another institution and can provide proof of this qualification, may apply in writing to the Head of the Centre for Academic and Professional Language Practice for formal recognition.

### OP.1.4 WARNING AGAINST PLAGIARISM

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

http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html

### OP.1.5 CAPACITY STIPULATION

Please take note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum admission requirements may not necessarily be admitted to the course for which they applied.

### OP.1.6 RECOGNITION OF PRIOR LEARNING

Recognition of prior learning is done in accordance with Academic Rule A.2.3.2 (A.2.3.2 – A.2.3.2.4). Any student who fails a module must repeat the module in order to obtain a new participation mark. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

### OP.1.7 PROGRESS REQUIREMENTS

Students in their final year who have not passed all the prescribed modules of the curriculum thus far may register for the outstanding modules provided these do not exceed 32 credits per semester. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

### OP.1.8 ADDITIONAL MODULES

A student may register for additional modules (32 credits per semester) on condition that he/she has thus far passed the prescribed modules of the curriculum. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

Students who have not passed all the prescribed modules of the curriculum may enrol for 16 additional credits per semester. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

### OP.1.9 INTERPRETING IN THE FACULTY (PROGRAMME SPECIFIC)

The Language Policy of the NWU is available at the following web address:

http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/2p-2.5-Language_e.pdf

Programme specific: The full-time undergraduate programme BEd is offered in Afrikaans. However, simultaneous interpreting from Afrikaans to English and Setswana, respectively, is offered in specific modules.

## OP.1.10 SCHOOLS OF THE FACULTY

| School | Subject group |
|---|---|
| School of Human and Social Science for Education | o African Languages for Education<br>o Afrikaans for Education<br>o Creative and Performing Arts for Education<br>o Early Childhood Development<br>o Economic and Management Sciences Education and History Education<br>o English for Education |
| School of Natural Science and Technology for Education | o Computer Science Education<br>o Geography Education and Environmental Education<br>o Mathematics Education<br>o Mathematics Literacy<br>o Natural Sciences Education<br>o Technology for Education |
| School of Education | o Comparative Education<br>o Curriculum Studies, Philosophy and Research Methodology<br>o Education Law<br>o Education Management Leadership<br>o Educational Psychology and Learner Support<br>o Life Orientation<br>o Movement Education |

## OP.1.11 QUALIFICATIONS, PROGRAMMES AND CURRICULA

The University has the authority to confer the following degrees, certificates and diplomas offered by the Faculty of Education Sciences:

- *Doctor of Philosophy (PhD)*
- *Master of Education (MEd)*
- *Bachelor of Education Honours (BEdHons)*
- Postgraduate Certificate in Education (PGCE)
- *Bachelor of Education (BEd)*
- Diploma in Grade R Teaching
- National Professional Diploma in Education (NPDE)
- Advanced Certificate in Education (ACE)

| FIRST BACCALAUREUS DEGREE | | | | |
|---|---|---|---|---|
| **Qualification** | **Programme and code** | **Curriculum and code** | **Method of delivery** | **NQF level** |
| **Baccalaureus Educationis (BEd)** | Foundation phase<br>422 100 | Foundation phase<br>O300P | Full-time<br>MoA CEDAR College<br>MoA NIHE | 6 |
| | Intermediate & Senior phase<br>422 101 | Learning Area Natural Sciences<br>O172P | Full-time | 6 |
| | | Learning Area Technology<br>O173P | Full-time | 6 |
| | | Learning Area Languages<br>O174P | Full-time | 6 |
| | | Learning Area Social Sciences<br>O175P | Full-time | 6 |
| | | Learning Area Life Orientation<br>O177P | Full-time | 6 |
| | | Learning Area Arts and Culture<br>O178P | Full-time | 6 |
| | | Learning Area Mathematics<br>O179P | Full-time | 6 |
| | Senior and Further Education and Training phase<br>422 102 | Onderwysafrikaans<br>O180P | Full-time<br>MoA NIHE | 6 |
| | | Educational Life Sciences<br>O181P | Full-time<br>MoA CEDAR College<br>MoA NIHE | 6 |
| | | Information Technology for Education<br>O182P | Full-time<br>MoA CEDAR College | 6 |
| | | English for Education<br>O183P | Full-time<br>MoA CEDAR College<br>MoA NIHE | 6 |
| | | Economics for Education<br>O184P | Full-time<br>MoA CEDAR College<br>MoA NIHE | 6 |
| | | History for Education<br>O185P | Full-time<br>MoA CEDAR College | 6 |
| | | Geography for Education<br>O186P | Full-time<br>MoA CEDAR College | 6 |
| | | Life Orientation<br>O187P | Full-time<br>MoA CEDAR College | 6 |
| | | Art for Education<br>O188P | Full-time | 6 |
| | | Movement Science for Education<br>O189P | Full-time | 6 |

| | | | | |
|---|---|---|---|---|
| | | Physical Sciences for Education<br>O190P | Full-time<br>MoA CEDAR College<br>MoA NIHE | 6 |
| | | Business Studies for Education<br>O191P | Full-time<br>MoA CEDAR College<br>MoA NIHE | 6 |
| | | Accounting for Education<br>O192P | Full-time<br>MoA NIHE | 6 |
| | | Computer Applications Technology for Education<br>O193P | Full-time<br>MoA CEDAR College | 6 |
| | | Mathematics for Education<br>O194P | Full-time<br>MoA CEDAR College<br>MoA NIHE | 6 |
| | | Setswana for Education (M)<br>O196P | Full-time<br>MoA NIHE | 6 |
| | | Setswana for Education (NM)<br>O197P | Full-time | 6 |
| | | Engineering Graphics and Design<br>O198P | Full-time | 6 |
| | Senior and Further Education and Training phase<br>(FET Technology)<br>422 112 | Mechanical Technology<br>O199P | Full-time | 6 |
| | | Civil Technology<br>O200P | Full-time | 6 |
| | | Electrical Technology<br>O201P | Full-time | 6 |

## OP.1.12 RULES FOR THE DEGREE BACHELOR OF EDUCATION

### PURPOSE AND RATIONALE OF THE QUALIFICATION

The BEd degree is an initial 522 credits education qualification for candidates who wish to register as qualified professional teachers.

The qualification is intended for candidates who wish to obtain a focused Education degree with a well-grounded basis of subject knowledge and knowledge regarding professional practice.

### OP.1.12.1 Duration of study

The minimum duration of study for this degree is four years and the maximum duration is six years.

### OP.1.12.2 Admission requirements for the qualification

**General admission requirements**

a) APS-score: The results obtained in four Designated Subjects and two NSC subjects are used in the computation of the APS-score. The results obtained in Life Orientation are excluded. The APS-score is 21. Students may be required to write an admission exam.

b) Language requirement: A pass at level 4 (50-59 %) in the language of instruction on either the Home or First Additional Language level.

**Calculating the APS-score**

1. The results of 6 subjects are used to determine the APS-score.
2. The achievement obtained in Life Orientation (LO) will not be rated in computing the APS-score. An achievement level of 5 or higher in LO will be regarded as a recommendation for admission in boundary cases and admission to certain programmes.
3. A student who achieves one APS scale points less than required for a specific study course, may at the discretion of the Senate be admitted conditionally to a particular field of study. Such a student must prove by successful completion of a Senate-approved admission examination, registered with the Matriculation Board that he/she has the ability to be admitted to university studies.
4. A student who obtains Discretionary Exemption may be admitted to certain study programmes on certain conditions.

**#Screening model: Determining of the APS**

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

**OP.1.12.3 List of modules**

| Module code | Descriptive name | Prerequisites | Credits |
|---|---|---|---|
| ACCD321 | Accounting Methodology: FET phase | | 8 |
| ACCD411 | Accounting Methodology: FET phase | | 16 |
| ACCE111 | Accounting for Education | Gr 12 Accounting (50%) | 16 |
| ACCE121 | Accounting for Education | Gr 12 Accounting (50%) | 16 |
| ACCE211 | Accounting for Education | | 16 |
| ACCE221 | Accounting for Education | | 16 |
| ACCE311 | Accounting for Education | | 16 |
| ACCE321 | Accounting for Education | | 16 |
| ADSD211 | Additional Subject methodology | | 8 |
| ADSD421 | Additional Subject methodology | | 16 |
| AFKF122 | Afrikaans Kommunikasie (M) | | 8 |

| | | | |
|---|---|---|---|
| AFKF123 | Afrikaans Kommunikasie (NM) | | 8 |
| AFKF412 | Afrikaans Kommunikasie (M) | | 8 |
| AFKF413 | Afrikaans Kommunikasie (NM) | | 8 |
| AFRD212 | Afrikaansmetodiek: Int-fase | | 8 |
| AFRD322 | Afrikaansmetodiek: Snr-fase | | 8 |
| AFRD416 | Afrikaansmetodiek: Int en Snr-fase | | 16 |
| AFRD417 | Afrikaansmetodiek: Snr & VOO-fase | | 16 |
| AFRD426 | Afrikaansmetodiek: Int en Snr-fase | | 16 |
| AFRD427 | Afrikaansmetodiek: Snr & VOO-fase | | 16 |
| AFRE111 | Onderwysafrikaans | Gr 12 Afrikaans Moedertaal (50%) | 16 |
| AFRE121 | Onderwysafrikaans | Gr 12 Afrikaans Moedertaal (50%) | 16 |
| AFRE211 | Onderwysafrikaans | | 16 |
| AFRE221 | Onderwysafrikaans | | 16 |
| AFRE311 | Onderwysafrikaans | | 16 |
| AFRE321 | Onderwysafrikaans | | 16 |
| AFTB521 | Afrikaanstaalbevoegdheid | | 1 |
| AGLA111 | Inleiding tot Akademiese Geletterdheid | | 12 |
| AGLE111 | Introduction to Academic Literacy | | 12 |
| AGLA121 | Akademiese Geletterdheid | | 12 |
| AGLE121 | Academic Literacy | | 12 |
| ARTD321 | Art Methodology: FET phase | | 8 |
| ARTD411 | Art Methodology: FET phase | | 16 |
| ARTE111 | Art for Education | | 16 |
| ARTE121 | Art for Education | | 16 |
| ARTE211 | Art for Education | | 16 |
| ARTE221 | Art for Education | | 16 |
| ARTE311 | Art for Education | | 16 |
| ARTE321 | Art for Education | | 16 |
| BSTD321 | Business Studies Methodology: FET phase | | 8 |
| BSTD411 | Business Studies Methodology: FET phase | | 16 |
| BSTE111 | Business Studies for Education | | 16 |
| BSTE121 | Business Studies for Education | | 16 |
| BSTE211 | Business Studies for Education | | 16 |
| BSTE221 | Business Studies for Education | | 16 |
| BSTE311 | Business Studies for Education | | 16 |
| BSTE321 | Business Studies for Education | | 16 |
| CATD321 | Computer Applications Technology Methodology: FET phase | CATE111 & CATE121 | 8 |
| CATD411 | Computer Applications Technology Methodology: FET phase | CATE211 & CATE221 | 16 |
| CATE111 | Computer Applications Technology for Education | | 16 |
| CATE121 | Computer Applications Technology for Education | | 16 |
| CATE211 | Computer Applications Technology for Education | CATE121 (PM 40 %) | 16 |
| CATE221 | Computer Applications Technology for Education | | 16 |
| CATE311 | Computer Applications Technology for Education | | 16 |
| CATE321 | Computer Applications Technology for Education | | 16 |
| CMPF111 | Computer Literacy for Education | | 8 |
| COMF411 | Computers in Education | | 8 |
| CTED211 | Civil Technology Methodology | Pass EGDE122 | 8 |

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|---|---|---|---|
| CTED321 | Civil Technology Methodology | | 8 |
| CTED421 | Civil Technology Methodology | | 8 |
| CTEE211 | Civil Technology for Education | Pass EGDE122 | 16 |
| CTEE221 | Civil Technology for Education | CTEE211 (PM 40%) | 16 |
| CTEE311 | Civil Technology for Education | CTEE221 (PM 40%) | 16 |
| CTEE321 | Civil Technology for Education | CTEE311 (PM 40%) | 16 |
| CTEE411 | Civil Technology for Education | CTEE321 (PM 40%) | 16 |
| CTEE421 | Civil Technology for Education | CTEE411 (PM 40%) | 16 |
| ECOD321 | Economics Methodology: FET phase | | 8 |
| ECOD411 | Economics Methodology: FET phase | | 16 |
| ECOE111 | Economics for Education | Gr 12 Economics (50%) | 16 |
| ECOE121 | Economics for Education | Gr 12 Economics (50%) | 16 |
| ECOE211 | Economics for Education | | 16 |
| ECOE221 | Economics for Education | | 16 |
| ECOE311 | Economics for Education | | 16 |
| ECOE321 | Economics for Education | | 16 |
| EDCC112 | Professional Studies | | 8 |
| EDCC113 | Basic introduction to Education | | 8 |
| EDCC123 | Curriculum development for Educators | | 8 |
| *EDCC124 | Professional Studies: Work integrated learning | | 1 |
| EDCC212 | Professional Studies | | 8 |
| EDCC213 | Educational Psychology | | 8 |
| EDCC222 | Educational Psychology | | 8 |
| *EDCC223 | Professional Studies: Work integrated learning | | 1 |
| EDCC312 | Professional Studies | | 8 |
| EDCC313 | Inclusive education | | 8 |
| EDCC321 | Education management | | 8 |
| *EDCC322 | Professional Studies: Work integrated learning | | 1 |
| EDCC411 | Education law | | 8 |
| EDCC412 | Professional Studies | | 8 |
| EDCC421 | Educational Systems | | 8 |
| *EDCC422 | Professional Studies: Work integrated learning | | 1 |
| EDTM321 | Environmental Education | | 8 |
| EGDD211 | Engineering Graphics and Design Methodology: Snr phase | | 8 |
| EGDD321 | Engineering Graphics and Design Methodology: FET phase | | 8 |
| EGDD411 | Engineering Graphics and Design Methodology: FET phase | | 16 |
| EGDD421 | Engineering Graphics and Design Methodology: Snr phase | | 16 |
| EGDE111 | Engineering Graphics and Design (Fitting and turning) | | 8 |
| EGDE112 | Engineering Graphics and Design (Vehicle) | | 8 |
| EGDE121 | Engineering Graphics and Design (Electrical) | | 8 |
| EGDE122 | Engineering Graphics and Design (Woodwork) | | 8 |
| EGDE211 | Engineering Graphics and Design | | 16 |
| EGDE221 | Engineering Graphics and Design | | 16 |
| EGDE311 | Engineering Graphics and Design | | 16 |
| EGDE321 | Engineering Graphics and Design | | 16 |

| | | | |
|---|---|---|---|
| ENGD212 | English methodology: Int and Snr phase | | 8 |
| ENGD322 | English methodology: Snr and FET phase | | 8 |
| ENGD416 | English methodology: Int and Snr phase | ENGD212 & ENGD322 | 16 |
| ENGD417 | English methodology: Snr and FET phase | ENGD212 & ENGD322 | 16 |
| ENGD426 | English methodology: Int and Snr phase | ENGD212 & ENGD322 | 16 |
| ENGD427 | English methodology: Snr and FET phase | ENGD212 & ENGD322 | 16 |
| ENGE111 | English for Education | English M (50%) **or** English NM (60%) | 16 |
| ENGE122 | English for Education | ENGE111 | 16 |
| ENGE212 | English for Education | | 16 |
| ENGE221 | English for Education | ENGE122 | 16 |
| ENGE311 | English for Education | ENGE111 (PM 40%); ENGE122 (PM 40%); ENGE212 (PM 40%) & ENGE221 (PM 40%) | 16 |
| ENGE321 | English for Education | ENGE111 (PM 40%); ENGE122 (PM 40%); ENGE212 (PM 40%); ENGE221 (PM 40%) & ENGE311 (PM 40%) | 16 |
| ENGF121 | English medium of Instruction | | 8 |
| ENGF211 | English medium of Instruction | | 8 |
| ENTB521 | English Language Proficiency | | 1 |
| ETED211 | Electrical Technology Methodology | EGDE 121 | 8 |
| ETED321 | Electrical Technology Methodology | | 8 |
| ETED421 | Electrical Technology Methodology | | 8 |
| ETEE212 | Electrical Technology for Education | EGDE 121 | 16 |
| ETEE221 | Electrical Technology for Education | | 16 |
| ETEE311 | Electrical Technology for Education | | 16 |
| ETEE321 | Electrical Technology for Education | | 16 |
| ETEE411 | Electrical Technology for Education | | 16 |
| ETEE422 | Electrical Technology for Education | | 16 |
| GEOD321 | Geography Methodology: FET phase | | 8 |
| GEOD411 | Geography Methodology: FET phase | | 16 |
| GEOE111 | Geography for Education | | 16 |
| GEOE121 | Geography for Education | | 16 |
| GEOE211 | Geography for Education | | 16 |
| GEOE221 | Geography for Education | | 16 |
| GEOE311 | Geography for Education | | 16 |
| GEOE321 | Geography for Education | | 16 |
| HISD321 | History Methodology: FET phase | | 8 |
| HISD411 | History Methodology: FET phase | | 16 |
| HISE111 | History for Education | | 16 |
| HISE121 | History for Education | | 16 |
| HISE211 | History for Education | | 16 |
| HISE221 | History for Education | | 16 |
| HISE311 | History for Education | | 16 |
| HISE321 | History for Education | | 16 |
| INTD321 | Information Technology Methodology: FET phase | INTE111 (PM 40%) & INTE121 (PM 40%) | 8 |
| INTD411 | Information Technology Methodology: FET phase | INTE211 (PM 40%) & INTE221 (PM 40%) | 16 |
| INTE111 | Information Technology for Education | | 16 |
| INTE121 | Information Technology for Education | | 16 |
| INTE211 | Information Technology for Education | | 16 |

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|---|---|---|---|
| INTE221 | Information Technology for Education | | 16 |
| INTE311 | Information Technology for Education | INTE221 (PM 40%) | 16 |
| INTE321 | Information Technology for Education | INTE311 (PM 40%) | 16 |
| ITEE211 | Engineering Technology for Education | EGDE111 & EGDE112 | 8 |
| ITEE221 | Engineering Technology for Education | ITEE221 | 8 |
| ITEE311 | Engineering Technology for Education | ITEE221 | 8 |
| ITEE322 | Engineering Technology for Education | ITEE311 (PM 40%) | 8 |
| ITEE412 | Engineering Technology for Education | ITEE322 (PM 40%) | 8 |
| ITEE422 | Engineering Technology for Education | ITEE412 (PM 40%) | 8 |
| LAAC121 | Introduction to the Learning Area Arts and Culture | | 8 |
| LAAD211 | Learning Area Arts and Culture Methodology: Snr phase | | 8 |
| LAAD321 | Learning Area Arts and Culture Methodology: Int phase | | 8 |
| LAAD411 | Learning Area Arts and Culture Methodology: Int phase | | 16 |
| LAAD421 | Learning Area Arts and Culture Methodology: Snr phase | | 16 |
| LAAE111 | Learning Area Arts and Culture | | 16 |
| LAAE121 | Learning Area Arts and Culture | | 16 |
| LAAE211 | Learning Area Arts and Culture | | 16 |
| LAAE221 | Learning Area Arts and Culture | | 16 |
| LABD211 | Learning Area Economic and Management Science Methodology: Snr phase | | 8 |
| LABD321 | Learning Area Economic and Management Science Methodology: Int phase | | 8 |
| LABD411 | Learning Area Economic and Management Science: Int phase | | 16 |
| LABD421 | Learning Area Economic and Management Science: Snr phase | | 16 |
| LAND211 | Learning Area Natural Science Methodology: Snr phase | | 8 |
| LAND321 | Learning Area Natural Science Methodology: Int phase | | 8 |
| LAND411 | Learning Area Natural Science Methodology: Int phase | | 16 |
| LAND421 | Learning Area Natural Science Methodology: Snr phase | | 16 |
| LANE211 | Learning Area Natural Sciences | | 16 |
| LANE221 | Learning Area Natural Sciences | | 16 |
| LANE311 | Learning Area Natural Sciences | | 16 |
| LANE321 | Learning Area Natural Sciences | | 16 |
| LASD211 | Learning Area Social Science Methodology: Snr phase | | 8 |
| LASD321 | Learning Area Social Science Methodology: Int phase | | 8 |
| LASD411 | Learning Area Social Science Methodology: Int phase | | 16 |
| LASD421 | Learning Area Social Science Methodology: Snr phase | | 16 |
| LIFD321 | Life Sciences Methodology: FET phase | LIFE111; LIFE121 & LAND211 | 8 |
| LIFD411 | Life Sciences Methodology: FET phase | LIFD321 | 16 |
| LIFE111 | Life Sciences for Education | Gr 12 Life Sciences (50%) | 16 |

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|---|---|---|---|
| LIFE121 | Life Sciences for Education | Gr 12 Life Sciences (50%) | 16 |
| LIFE211 | Life Sciences for Education | | 16 |
| LIFE221 | Life Sciences for Education | | 16 |
| LIFE311 | Life Sciences for Education | | 16 |
| LIFE321 | Life Sciences for Education | | 16 |
| LIFF121 | Life Skills: Fundamental | | 8 |
| LITA122 | Literacy: 1st Additional Language: Afrikaans | | 8 |
| LITA123 | Literacy: 1st Additional Language: English | | 8 |
| LITA222 | Literacy: 1st Additional Language: Afrikaans | | 8 |
| LITA223 | Literacy: 1st Additional Language: English | | 8 |
| LITA312 | Literacy: 1st Additional Language: Afrikaans | | 8 |
| LITA313 | Literacy: 1st Additional Language: English | | 8 |
| LITG211 | Literacy: Visual Arts | | 8 |
| LITG322 | Literacy : Academic Afrikaans Home Language | | 16 |
| LITG323 | Literacy Academic English Foundation Phase | | 16 |
| LITG324 | Literacy: Academic Setswana Home Language | | 16 |
| LITG413 | Academic English: Foundation phase | | 16 |
| LITH112 | Literacy Home Language: Afrikaans | | 16 |
| LITH113 | Literacy Home Language: English | | 16 |
| LITH114 | Literacy Home Language: Setswana | | 16 |
| LITH222 | Literacy Home Language: Afrikaans | | 8 |
| LITH223 | Literacy Home Language: English | | 8 |
| LITH224 | Literacy Home Language: Setswana | | 8 |
| LITH312 | Literacy Home Language: Afrikaans | | 8 |
| LITH313 | Literacy Home Language: English | | 8 |
| LITH314 | Literacy Home Language: Setswana | | 8 |
| LITH422 | Literacy Home Language: Afrikaans | | 8 |
| LITH423 | Literacy Home Language: English | | 8 |
| LITH424 | Literacy Home Language: Setswana | | 8 |
| LLOD211 | Learning Area Life Orientation Methodology: Snr phase | LORE111 & LORE121 **or** MOVE111 & MOVE121 | 8 |
| LLOD321 | Learning Area Life Orientation Methodology: Int phase | | 8 |
| LLOD411 | Learning Area Life Orientation Methodology: Int phase | | 16 |
| LLOD421 | Learning Area Life Orientation Methodology: Snr phase | | 16 |
| LORD321 | Learning Area Life Orientation Methodology: FET phase | | 8 |
| LORD411 | Learning Area Life Orientation Methodology: FET phase | | 16 |
| LORE111 | Life Orientation | Gr 12 Life Orientation (50%) | 16 |
| LORE121 | Life Orientation | Gr 12 Life Orientation (50%) | 16 |
| LORE211 | Life Orientation | LORE111 & LORE121 | 16 |
| LORE221 | Life Orientation | | 16 |
| LORE311 | Life Orientation | | 16 |
| LORE321 | Life Orientation | | 16 |
| LSFP112 | Learning Support: Foundation phase | | 8 |
| LSFP122 | Learning Support: Foundation phase | | 8 |
| LSFP212 | Learning Support: Foundation phase | | 8 |

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|---|---|---|---|
| LSFP222 | Learning Support: Foundation phase | | 16 |
| LSFP312 | Learning Support: Foundation phase | | 8 |
| LSFP321 | Learning Support Foundation phase | | 12 |
| LSKA311 | Life Skills: Art | | 8 |
| LSKE321 | Life Skills: Environmental Studies | | 12 |
| LSKH221 | Life Skills: Health Education | | 8 |
| LSKM121 | Foundation phase: Music | | 8 |
| LSKM211 | Foundation phase: Music | | 8 |
| LSKN312 | Life Skills: Nutrition | | 8 |
| LSKP311 | Life Skills: Physical Education | | 8 |
| MALA211 | Learning Area Mathematics | Gr 12 Mathematics (50%) | 16 |
| MALA221 | Learning Area Mathematics | Gr 12 Mathematics (50%) | 16 |
| MALA311 | Learning Area Mathematics | | 16 |
| MALA321 | Learning Area Mathematics | | 16 |
| MATD211 | Mathematics Methodology: Snr phase | | 8 |
| MATD312 | Mathematics Methodology: Int phase | | 8 |
| MATD321 | Mathematics Methodology: FET phase | | 8 |
| MATD411 | Mathematics Methodology: FET phase | | 16 |
| MATD413 | Mathematics Methodology: Int phase | | 16 |
| MATD421 | Mathematics Methodology: Snr phase | | 16 |
| MATE111 | Mathematics for Education | Gr 12 Mathematics (60%) | 16 |
| MATE121 | Mathematics for Education | Gr 12 Mathematics (60%) | 16 |
| MATE211 | Mathematics for Education | | 16 |
| MATE221 | Mathematics for Education | | 16 |
| MATE311 | Mathematics for Education | MATE111 | 16 |
| MATE321 | Mathematics for Education | MATE221 | 16 |
| MATF221 | Mathematics in Practice | | 8 |
| MATF311 | Mathematics in Practice | | 8 |
| MFPD211 | Mathematics for Foundation phase: Methodology | | 8 |
| MFPD221 | Mathematics for Foundation phase: Methodology | | 8 |
| MFPD411 | Mathematics for Foundation phase: Methodology | | 8 |
| MFPD421 | Mathematics for Foundation phase: Methodology | | 12 |
| MFPF111 | Mathematics for Foundation phase | | 8 |
| MFPF121 | Mathematics for Foundation phase | | 8 |
| MFPF311 | Mathematics for Foundation phase | | 8 |
| MFPF321 | Mathematics for Foundation phase | | 8 |
| MOVD321 | Movement Science: Methodology: FET phase | Obtain a recognised school sport qualification in at least one recognised summer and one recognised winter sport. | 8 |
| MOVD411 | Movement Science Technology: FET phase | | 16 |
| MOVE111 | Movement Science for Education | | 16 |
| MOVE121 | Movement Science for Education | | 16 |
| MOVE211 | Movement Science for Education | | 16 |
| MOVE221 | Movement Science for Education | | 16 |
| MOVE311 | Movement Science for Education | | 16 |
| MOVE321 | Movement Science for Education | | 16 |
| MTED211 | Mechanical Technology Methodology | EGDE111 & EGDE112 | 8 |
| MTED311 | Mechanical Technology Methodology | | 8 |
| MTED422 | Mechanical Technology Methodology | | 8 |
| PHSD321 | Physical Sciences Methodology: FET phase | LAND211, PHSE111 & PHSE121 | 8 |

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|---|---|---|---|
| PHSD411 | Physical Sciences Methodology: FET phase | PHSE321 | 16 |
| PHSE111 | Physical Sciences for Education | Gr 12 Physical Sciences (50%) & Gr 12 Mathematics (50%) | 16 |
| PHSE121 | Physical Sciences for Education | Gr 12 Physical Sciences (50%) & Gr 12 Mathematics (50%) | 16 |
| PHSE211 | Physical Sciences for Education | PHSE121 | 16 |
| PHSE221 | Physical Sciences for Education | PHSE111 | 16 |
| PHSE311 | Physical Sciences for Education | PHSE111 | 16 |
| PHSE321 | Physical Sciences for Education | PHSE121 | 16 |
| PPSE211 | Pre-primary School Education | | 8 |
| PPSE221 | Pre-primary School Education | | 8 |
| PPSE411 | Pre-primary School Education | | 8 |
| PPSE422 | Pre-primary School Education | | 12 |
| RESF411 | Research in Education | | 8 |
| RESF421 | Research Project | | 8 |
| RSTO421 | Religion Studies: Introduction to World Religions | | 8 |
| SECF122 | Setswana Tlhaeletsano ya Setswana (M) | | 8 |
| SECF123 | Setswana communication (NM) | | 8 |
| SECF412 | Setswana Tlhaeletsano ya Setswana (M) | | 8 |
| SECF413 | Setswana communication (NM) | | 8 |
| SEMD211 | Setswana Didaktiki ya Setswana (M) | | 8 |
| SEMD321 | Setswana Didaktiki ya Setswana (M) | | 8 |
| SEMD411 | Setswana Didaktiki ya Setswana (M) | | 16 |
| SEMD421 | Setswana Didaktiki ya Setswana (M) | | 16 |
| SEME111 | Setswana for Education (M) | | 16 |
| SEME121 | Setswana for Education (M) | | 16 |
| SEME211 | Setswana for Education (M) | SEME111 & SEME121 | 16 |
| SEME221 | Setswana for Education (M) | | 16 |
| SEME311 | Setswana for Education (M) | | 16 |
| SEME321 | Setswana for Education (M) | | 16 |
| SEND211 | Setswana Methodology (NM) | | 8 |
| SEND321 | Setswana Methodology (NM) | | 8 |
| SEND411 | Setswana Methodology (NM) | | 16 |
| SEND421 | Setswana Methodology (NM) | | 16 |
| SENE111 | Setswana for Education (NM) | | 16 |
| SENE121 | Setswana for Education (NM) | | 16 |
| SENE211 | Setswana for Education (NM) | | 16 |
| SENE221 | Setswana for Education (NM) | | 16 |
| SENE311 | Setswana for Education (NM) | | 16 |
| SENE321 | Setswana for Education (NM) | | 16 |
| SESE121 | Introduction to Learning Area Economic Management Sciences | | 8 |
| SLOE111 | Introduction to Learning Area Life Orientation | | 8 |
| SMLO421 | School Media Librarianship | | 8 |
| SNSE111 | Introduction to Learning Area Natural Sciences | | 8 |
| SSSE111 | Introduction to Learning Area Social Sciences | | 8 |
| STEE121 | Introduction to Learning Area Technology | | 8 |
| TECD211 | Learning Area Technology Methodology: Snr phase | | 8 |

| | | | |
|---|---|---|---|
| TECD321 | Learning Area Technology Methodology: Int phase | TECD211 | 8 |
| TECD411 | Learning Area Technology Methodology: Int phase | TECD321 | 16 |
| TECD421 | Learning Area Technology Methodology: Snr phase | TECD411 *(Only for Programme 422101)* | 16 |
| TECE211 | Learning Area Technology | | 16 |
| TECE221 | Learning Area Technology | | 16 |
| TECE311 | Learning Area Technology | | 16 |
| TECE321 | Learning Area Technology | | 16 |
| TEWE111 | Welding Technology | | 8 |
| TTED111 | Technical Technology Methodology | | 8 |
| TWTB521 | Setswana Language Proficiency | | 1 |
| VRTB521 | Foreign Language Proficiency | | 1 |
| VRKF124 | Foreign Languages (M) | CEDAR College | 8 |
| VRKF414 | Foreign Languages (M) | CEDAR College | 8 |
| VTEE212 | Vehicle Technology for Education | EGDE112 & EGDE121 | 8 |
| VTEE222 | Vehicle Technology for Education | VTEE212 (PM 40%) | 8 |
| VTEE312 | Vehicle Technology for Education | VTEE222 (PM 40%) | 8 |
| VTEE322 | Vehicle Technology for Education | VTEE312 (PM 40%) | 8 |
| VTEE412 | Vehicle Technology for Education | VTEE322 (PM 40%) | 8 |
| VTEE422 | Vehicle Technology for Education | VTEE412 (PM 40%) | 8 |
| WSKT121 | Mathematics for FET Technology | | 8 |
| WSKT212 | Mathematics for FET Technology | WSKT121 (PM 40%) | 8 |
| WSKT222 | Mathematics for FET Technology | WSKT 212 (PM 40%) | 8 |
| WVOS221 | Understanding the Educational World | | 12 |
| WVOS311 | Main currents in the Philosophy of Education | | 12 |
| ZOTB521 | Zulu Language Proficiency | | 1 |
| ZUCF122 | Zulu Communication (M) | CEDAR College | 8 |
| ZUCF412 | Zulu Communication (M) | CEDAR College | 8 |

* The balance of the credits is included in EDCC112, EDCC212, EDCC312 en EDCC412.

**OP.1.12.4 Programme outcomes**

The learners of the BEd degree are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

**OP.1.12.5 Articulation possibilities and exit level marks**

The BEd grants admission to BEd Honours. It also gives admission to the honours degree in school subject programmes included in the specific curriculum after certain additional studies and instructions have been completed.

## OP.1.13 COMPILATION OF CURRICULUM: BED FOUNDATION PHASE 422 100

This qualification is directed at training educators from Grade R to Grade 3.

### OP.1.13.1 Programme outcomes

The learners of the Foundation Phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

### OP.1.13.2 Presentation of the curriculum's

Curriculum's following below will only be presented in a specific year if a minimum of ten learners register for the specific curriculum.

**In the Foundation the language of instruction is Afrikaans, but all modules are educationally interpreted in English. Mathematics modules are interpreted from Afrikaans to Setswana.**

### OP.1.13.3 Curriculum structure

The curriculum is structured from modules in Curriculum O300P. These modules are spread over four years.

**IMPORTANT INFORMATION:**

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|---|---|
| * | The balance of the credits is included in EDCC112, EDCC212, EDCC312 and EDCC412. |
| ** | Potchefstroom campus, CEDAR College and NIHE: Students whose home language is not Afrikaans. ZUCF and VRKF are only for CEDAR College. |
| *** | Although the module has a first semester code, it is presented in the second semester. |
| # | Only Mafikeng campus |

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Fundamental modules Compulsory** | | | **Fundamental modules Compulsory** | | | **Fundamental modules Compulsory** | | | **Fundamental modules Compulsory** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | | | | | | | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | WVOS311 | 12 | X | RESF411 | 8 | X |
| | | | | | | | | | AFKF412 (M) **or** AFKF413 (NM) **or** SECF412 (M) **or** SECF413 (NM) **or** VRKF414 (M)** **or** ZUCF412 (M)** | 8 | X |
| **Specialisation Subjects** | | | **Specialisation Subjects** | | | **Specialisation Subjects** | | | **Specialisation Subjects** | | |
| | | | LITG211 | 8 | H | | | | LITG413 | 16 | H |
| LSFP112 | 8 | H | LSFP212 | 8 | H | LSFP312 | 8 | H | | | |
| | | | LSKM211 | 8 | H | LSKA311 | 8 | H | | | |
| | | | | | | LSKN312 | 8 | H | | | |
| | | | | | | LSKP311 | 8 | H | | | |
| | | | MFPD 211 | 8 | H | | | | MFPD411 | 8 | H |
| MFPF 111 | 8 | H | | | | MFPF311 | 16 | H | | | |
| | | | PPSE211 | 8 | H | | | | PPSE411 | 8 | H |
| | | | | | | Choose **ONE** LITA312 (A) **or** LITA313 (E) **or** #LITA314 (T) | 8 | H | | | |
| Choose **ONE** LITH112 (A) **or** LITH113 (E)** **or** LITH114 (T) | 16 | H | | | | Choose **ONE** LITH312 (A) **or** LITH313 (E)** **or** LITH314 (T) | 8 | H | | | |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **56** | **Total 1st semester** | | **84** | **Total 1st semester** | | **64** |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Fundamental modules Compulsory** | | | **Fundamental modules Compulsory** | | | **Fundamental modules Compulsory** | | | **Fundamental modules Compulsory** | | |
| EDCC123 | 8 | H | | | | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | WVOS221 | 12 | X | | | | RESF421 | 8 | X |
| LIFF121 | 8 | X | | | | | | | | | |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | | | |
| **Specialisation Subjects** | | | **Specialisation Subjects** | | | **Specialisation Subjects** | | | **Specialisation Subjects** | | |
| LSFP122 | 8 | H | LSFP222 | 16 | H | LSFP321 | 12 | H | | | |
| LSKM121 | 8 | H | LSKH221 | 8 | H | LSKE321 | 12 | H | | | |
| | | | MFPD221 | 8 | H | | | | MFPD421 | 12 | H |
| MFPF121 | 8 | H | | | | MFPF321 | 8 | H | | | |
| | | | PPSE221 | 8 | H | | | | PPSE422 | 12 | H |
| | | | | | | | | | RSTO421 | 8 | H |
| Choose **ONE** LITA122 (A) **or** LITA123 (E) **or** #LITA124 (T) | 8 | H | Choose **ONE** LITA222 (A) **or** LITA223 (E) **or** #LITA224 (T) | 8 | H | Choose **ONE** LITG322 (A) **or** LITG323 (E) **or** LITG324 (T) | 16 | H | | | |
| | | | Choose **ONE** LITH222 (A) **or** LITH223 (E)**or** LITH224 (T) | 8 | H | | | | Choose **ONE** LITH422 (A) **or** LITH423 (E)** **or** LITH424 (T) | 8 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **69** | **Total 2nd semester** | | **57** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **125** | **Total Year level 3** | | **141** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

## OP.1.14 COMPILATION OF CURRICULUM: BED INTERMEDIATE AND SENIOR PHASE 422 101

This qualification is directed at training educators from Grade 4 up to Grade 9.

### OP.1.14.1 Programme outcomes

The learners of the Intermediate and Senior phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

### OP.1.14.2 Presentation of the curriculum's

Curriculum's following below will only be presented in a specific year if a minimum of ten learners register for the specific curriculum.

**In the Intermediate and Senior phase the language of instruction is Afrikaans, but certain curriculums and specialisation subjects are educationally interpreted in English.**

### OP.1.14.3 Curriculum structure

The curriculum is structured from modules in Curriculum O172P – Curriculum O179P. These modules are spread over four years.

| IMPORTANT INFORMATION: | |
|---|---|
| * | The balance of the credits is included in EDCC112, EDCC212, EDCC312 and EDCC412. |
| ** | Only for CEDAR College. |
| *** | Although the module has a first semester code, it is presented in the second semester. |

# CURRICULUM O172P: LEARNING AREA NATURAL SCIENCES

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| SLOE111 | 8 | X | **LANE211** | **16** | **H** | **LANE311** | **16** | **H** | | | |
| SSSE111 | 8 | X | **LAND211** | **8** | **H** | | | | **LAND411** | **16** | **H** |
| | | | | | | | | | AFKF412 (M) **or**<br>AFKF413 (NM) **or**<br>SECF412 (M) **or**<br>SECF413 (NM) **or**<br>VRKF414 (M)** **or**<br>ZUCF412 (M)** | 8 | X |
| **CHOOSE ONE**<br>**Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject's methodology** | | |
| CATE111 | 16 | H | CATE211 | 16 | H | CATE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | TECD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD416 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | LASD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | TECD411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD413 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| SESE121 | 8 | X | **LANE221** | **16** | **H** | **LANE321** | **16** | **H** | | | |
| STEE121 | 8 | X | | | | **LAND321** | **8** | **H** | **LAND421** | **16** | **H** |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | COMF411*** **or** RSTO421 **or** SMLO421 | 8 | X |
| **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject's methodology** | | |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321 | 16 | H | | | |
| | | | | | | TECD321 | 8 | H | TECD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321 | 16 | H | | | |
| | | | | | | ENGD322 | 8 | H | ENGD426 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321 | 16 | H | | | |
| | | | | | | LASD321 | 8 | H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321 | 16 | H | | | |
| | | | | | | TECD321 | 8 | H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321 | 16 | H | | | |
| | | | | | | MATD312*** | 8 | H | MATD421 | 16 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **133** | **Total Year level 3** | | **133** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O173P: LEARNING AREA TECHNOLOGY

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| SNSE111 | 8 | X | **TECE211** | **16** | **H** | **TECE311** | **16** | **H** | | | |
| SSSE111 | 8 | X | **TECD211** | **8** | **H** | | | | **TECD411** | **16** | **H** |
| | | | | | | | | | AFKF412 (M) **or**<br>AFKF413 (NM) **or**<br>SECF412 (M) **or**<br>SECF413 (NM) **or**<br>VRKF414 (M)** **or**<br>ZUCF412 (M)** | 8 | X |
| **CHOOSE ONE Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject's methodology** | | |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | LAAD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD416 | 16 | H |
| GEOE111 | 16 | H | GEOE211<br>LASD211 | 16<br>8 | H<br>H | GEOE311 | 16 | H | LASD411 | 16 | H |
| HISE111 | 16 | H | HISE211<br>LASD211 | 16<br>8 | H<br>H | HISE311 | 16 | H | LASD411 | 16 | H |
| MATE111 | 16 | H | MATE211<br>MATD211 | 16<br>8 | H<br>H | MATE311 | 16 | H | MATD413 | 16 | H |
| PHSE111 | 16 | H | PHSE211<br>LAND211 | 16<br>8 | H<br>H | PHSE311 | 16 | H | LAND411 | 16 | H |
| SEME111 | 16 | H | SEME211<br>SEMD211 | 16<br>8 | H<br>H | SEME311 | 16 | H | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211<br>SEND211 | 16<br>8 | H<br>H | SENE311 | 16 | H | SEND411 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| LAAC121 | 8 | X | **TECE221** | **16** | **H** | **TECE321** | **16** | **H** | | | |
| SESE121 | 8 | X | | | | **TECD321** | **8** | **H** | **TECD421** | **16** | **H** |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | COMF411*** **or** RSTO421 **or** SMLO421 | 8 | X |
| **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject's methodology** | | |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD426 | 16 | H |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>LAAD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>LASD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>LASD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD312*** | 16<br>8 | H<br>H | MATD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>LAND321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **133** | **Total Year level 3** | | **133** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O174P: LEARNING AREA LANGUAGES

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS3111 | 12 | X | | | |
| SLOE111 | 8 | X | **AFRE111**<br>**AFRD212** OR | **16**<br>**8** | **H**<br>**H** | **AFRE211** OR | **16** | **H** | **AFRD416** OR | **16** | **H** |
| SSSE111 | 8 | X | **ENGE111**<br>**ENGD212** OR | **16**<br>**8** | **H**<br>**H** | **ENGE212** OR | **16** | **H** | **ENGD416** OR | **16** | **H** |
| | | | **SEME111**<br>**SEMD211** | **16**<br>**8** | **H**<br>**H** | **SEME211** | **16** | **H** | **SEMD411** | **16** | **H** |
| | | | | | | | | | AFKF412 (M) **or**<br>AFKF413 (NM) **or**<br>SECF412 (M) **or**<br>SECF413 (NM) **or**<br>VRKF414 (M)** **or**<br>ZUCF412 (M)** | 8 | X |
| **CHOOSE ONE Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE111 (Not for Learning area Afrikaans) | 16 | H | AFRE211<br>AFRD212 | 16<br>8 | H<br>H | AFRE311 | 16 | H | AFRD416 | 16 | H |
| ENGE111 (Not for Learning area English) | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD416 | 16 | H |
| INTE111 | 16 | H | INTE211<br>TECD211 | 16<br>8 | H<br>H | INTE311 | 16 | H | TECD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211<br>LAND211 | 16<br>8 | H<br>H | LIFE311 | 16 | H | LAND411 | 16 | H |
| LORE111 | 16 | H | LORE211<br>LLOD211 | 16<br>8 | H<br>H | LORE311 | 16 | H | LLOD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211<br>LLOD211 | 16<br>8 | H<br>H | MOVE311 | 16 | H | LLOD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211<br>LAND211 | 16<br>8 | H<br>H | PHSE311 | 16 | H | LAND411 | 16 | H |
| SEME111 (Not for Learning area Setswana) | 16 | H | SEME211<br>SEMD211 | 16<br>8 | H<br>H | SEME311 | 16 | H | SEMD411 | 16 | H |
| SENE111 (Not for Learning area Setswana) | 16 | H | SENE211<br>SEND211 | 16<br>8 | H<br>H | SENE311 | 16 | H | SEND411 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| LAAC121 | 8 | X | **AFRE121** OR | **16** | **H** | **AFRE221** **AFRD322** OR | **16** **8** | **H** **H** | **AFRD426** OR | **16** | **H** |
| | | | **ENGE122** OR | **16** | **H** | **ENGE221** **ENGD322** OR | **16** **8** | **H** **H** | **ENGD426** OR | **16** | **H** |
| SESE121 | 8 | X | **SEME121** | **16** | **H** | **SEME221** **SEMD321** | **16** **8** | **H** **H** | **SEMD426** | **16** | **H** |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | COMF411*** **or** RSTO421 **or** SMLO421 | 8 | X |
| **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE121 (Not for Learning area Afrikaans) | 16 | H | AFRE221 | 16 | H | AFRE321 AFRD322 | 16 8 | H H | AFRD426 | 16 | H |
| ENGE122 (Not for Learning area English) | 16 | H | ENGE221 | 16 | H | ENGE321 ENGD322 | 16 8 | H H | ENGD426 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321 TECD321 | 16 8 | H H | TECD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321 LAND321 | 16 8 | H H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321 LLOD321 | 16 8 | H H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321 LLOD321 | 16 8 | H H | LLOD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321 LAND321 | 16 8 | H H | LAND421 | 16 | H |
| SEME121 (Not for Learning area Setswana) | 16 | H | SEME221 | 16 | H | SEME321 SEMD321 | 16 8 | H H | SEMD421 | 16 | H |
| SENE121 (Not for Learning area Setswana) | 16 | H | SENE221 | 16 | H | SENE321 SEND321 | 16 8 | H H | SEND421 | 16 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **133** | **Total Year level 3** | | **133** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O175P: LEARNING AREA SOCIAL SCIENCES

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| SLOE111 | 8 | X | **GEOE111** | **16** | **H** | **GEOE211** | **16** | **H** | | | |
| SNSE111 | 8 | X | **LASD211** | **8** | **H** | | | | **LASD411** | **16** | **H** |
| | | | | | | | | | AFKF412 (M) **or**<br>AFKF413 (NM) **or**<br>SECF412 (M) **or**<br>SECF413 (NM) **or**<br>VRKF414 (M)** **or**<br>ZUCF412 (M)** | 8 | X |
| **CHOOSE ONE**<br>**Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject's methodology** | | |
| CATE111 | 16 | H | CATE211 | 16 | H | CATE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | TECD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD416 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | TECD411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD413 | 16 | H |
| PHSE111 | 16 | H | PHSE211 | 16 | H | PHSE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LAND411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211 | 16 | H | SENE311 | 16 | H | | | |
| | | | SEND211 | 8 | H | | | | SEND411 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| LAAC121 | 8 | X | **HISE121** | **16** | **H** | **HISE221** | **16** | **H** | | | |
| SESE121 | 8 | X | | | | **LASD321** | | **H** | **LASD421** | **16** | **H** |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | COMF411*** **or** RSTO421 **or** SMLO421 | 8 | X |
| **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject's methodology** | | |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321 | 16 | H | | | |
| | | | | | | TECD321 | 8 | H | TECD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321 | 16 | H | | | |
| | | | | | | ENGD322 | 8 | H | ENGD426 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321 | 16 | H | | | |
| | | | | | | TECD321 | 8 | H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321 | 16 | H | | | |
| | | | | | | MATD312*** | 8 | H | MATD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321 | 16 | H | | | |
| | | | | | | LAND321 | 8 | H | LAND421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321 | 16 | H | | | |
| | | | | | | SEMD321 | 8 | H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321 | 16 | H | | | |
| | | | | | | SEND321 | 8 | H | SEND421 | 16 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **133** | **Total Year level 3** | | **133** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O177P: LEARNING AREA LIFE ORIENTATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| SNSE111 | 8 | X | **LORE111** | **16** | **H** | **LORE211** | **16** | **H** | | | |
| SSSE111 | 8 | X | **LLOD211** | **8** | **H** | | | | **LLOD411** | **16** | **H** |
| | | | | | | | | | AFKF412 (M) **or** AFKF413 (NM) **or** SECF412 (M) **or** SECF413 (NM) **or** VRKF414 (M)** **or** ZUCF412 (M)** | 8 | X |
| **CHOOSE ONE Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD416 | 16 | H |
| ARTE111 | 16 | H | ARTE211 | 16 | H | ARTE311 | 16 | H | | | |
| | | | LAAD211 | 8 | H | | | | LAAD411 | 16 | H |
| CATE111 | 16 | H | CATE211 | 16 | H | CATE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | TECD411 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | LASD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LAND411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD413 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| **Second semester** | | | **Second semester** | | | **Second semester** | | | **Second semester** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| LAAC121 | 8 | X | **LORE121** | **16** | **H** | **LORE221** | **16** | **H** | | | |
| STEE121 | 8 | X | | | | **LLOD321** | **8** | **H** | **LLOD421** | **16** | **H** |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | COMF411*** **or** RSTO421 **or** SMLO421 | 8 | X |
| **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321 | 16 | H | | | |
| | | | | | | AFRD322 | 8 | H | AFRD426 | 16 | H |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321 | 16 | H | | | |
| | | | | | | LAAD321 | 8 | H | LAAD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321 | 16 | H | | | |
| | | | | | | TECD321 | 8 | H | TECD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321 | 16 | H | | | |
| | | | | | | LASD321 | 8 | H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321 | 16 | H | | | |
| | | | | | | LAND321 | 8 | H | LAND421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321 | 16 | H | | | |
| | | | | | | MATD312*** | 8 | H | MATD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321 | 16 | H | | | |
| | | | | | | SEMD312 | 8 | H | SEMD421 | 16 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **133** | **Total Year level 3** | | **133** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O178P: LEARNING AREA ARTS AND CULTURE

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| SLOE111 | 8 | X | **LAAE111** | **16** | **H** | **LAAE211** | **16** | **H** | | | |
| SSSE111 | 8 | X | **LAAD211** | **8** | **H** | | | | **LAAD411** | **16** | **H** |
| | | | | | | | | | AFKF412 (M) **or** AFKF413 (NM) **or** SECF412 (M) **or** SECF413 (NM) **or** VRKF414 (M)** **or** ZUCF412 (M)** | 8 | X |
| **CHOOSE ONE Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD416 | 16 | H |
| CATE111 | 16 | H | CATE211 | 16 | H | CATE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | TECD411 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | LASD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LAND411 | 16 | H |
| LORE111 | 16 | H | LORE211 | 16 | H | LORE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LLOD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211 | 16 | H | MOVE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LLOD411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| **Second semester** | | | **Second semester** | | | **Second semester** | | | **Second semester** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| SESE121 | 8 | X | **LAAE121** | **16** | **H** | **LAAE221** | **16** | **H** | | | |
| STEE121 | 8 | X | | | | **LAAD321** | **8** | **H** | **LAAD421** | **16** | **H** |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | COMF411*** **or** RSTO421 **or** SMLO421 | 8 | X |
| **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321 | 16 | H | | | |
| | | | | | | AFRD322 | 8 | H | AFRD426 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321 | 16 | H | | | |
| | | | | | | TECD321 | 8 | H | TECD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321 | 16 | H | | | |
| | | | | | | LASD321 | 8 | H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321 | 16 | H | | | |
| | | | | | | LAND321 | 8 | H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321 | 16 | H | | | |
| | | | | | | LLOD321 | 8 | H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321 | 16 | H | | | |
| | | | | | | LLOD321 | 8 | H | LLOD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321 | 16 | H | | | |
| | | | | | | SEMD321 | 8 | H | SEMD421 | 16 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **133** | **Total Year level 3** | | **133** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O179P: LEARNING AREA MATHEMATICS

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| SLOE111 | 8 | X | **MALA211** | **16** | **H** | **MALA311** | **16** | **H** | | | |
| SSSE111 | 8 | X | **MATD211** | **8** | **H** | | | | **MATD413** | **16** | **H** |
| | | | | | | | | | AFKF412 (M) **or**<br>AFKF413 (NM) **or**<br>SECF412 (M) **or**<br>SECF413 (NM) **or**<br>VRKF414 (M)** **or**<br>ZUCF412 (M)** | 8 | X |
| **CHOOSE ONE Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE111 | 16 | H | AFRE211<br>AFRD212 | 16<br>8 | H<br>H | AFRE311 | 16 | H | AFRD416 | 16 | H |
| ENGE111 | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD416 | 16 | H |
| GEOE111 | 16 | H | GEOE211<br>LASD211 | 16<br>8 | H<br>H | GEOE311 | 16 | H | LASD411 | 16 | H |
| INTE111 | 16 | H | INTE211<br>TECD211 | 16<br>8 | H<br>H | INTE311 | 16 | H | TECD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211<br>LAND211 | 16<br>8 | H<br>H | LIFE311 | 16 | H | LAND411 | 16 | H |
| LORE111 | 16 | H | LORE211<br>LLOD211 | 16<br>8 | H<br>H | LORE311 | 16 | H | LLOD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211<br>LLOD211 | 16<br>8 | H<br>H | MOVE311 | 16 | H | LLOD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211<br>LAND211 | 16<br>8 | H<br>H | PHSE311 | 16 | H | LAND411 | 16 | H |
| SENE111 | 16 | H | SENE211<br>SEND211 | 16<br>8 | H<br>H | SENE311 | 16 | H | SEND411 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| **Second semester** | | | **Second semester** | | | **Second semester** | | | **Second semester** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| SESE121 | 8 | X | **MALA221** | **16** | **H** | **MALA321** | **16** | **H** | | | |
| STEE121 | 8 | X | | | | **MATD312*** ** | **8** | **H** | **MATD421** | **16** | **H** |
| AFKF122 (M) **or** AFKF123 (NM) **or** SECF122 (M) **or** SECF123 (NM) **or** VRKF124 (M)** **or** ZUCF122 (M)** | 8 | X | | | | | | | Choose **TWO** AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 **or** AGLE121 | 12 | X | | | | | | | COMF411*** **or** RSTO421 **or** SMLO421 | 8 | X |
| **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject** | | | **Continuation of elective Specialisation subject and methodology** | | | **Continuation of elective Specialisation subject's methodology** | | |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321 | 16 | H | | | |
| | | | | | | AFRD322 | 8 | H | AFRD426 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321 | 16 | H | | | |
| | | | | | | ENGD322 | 8 | H | ENGD426 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321 | 16 | H | | | |
| | | | | | | LASD321 | 8 | H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321 | 16 | H | | | |
| | | | | | | TECD321 | 8 | H | TECD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321 | 16 | H | | | |
| | | | | | | LAND321 | 8 | H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321 | 16 | H | | | |
| | | | | | | LLOD321 | 8 | H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321 | 16 | H | | | |
| | | | | | | LLOD321 | 8 | H | LLOD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321 | 16 | H | | | |
| | | | | | | LAND321 | 8 | H | LAND421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321 | 16 | H | | | |
| | | | | | | SEND321 | 8 | H | SEND421 | 16 | H |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **133** | **Total Year level 3** | | **133** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

## OP.1.15 COMPILATION OF CURRICULUM: BED SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 422 102

This qualification is directed at training educators from Grade 7 to Grade 12.

### OP.1.15.1 Programme outcomes

The learners of the Senior and Further education and training phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

### OP.1.15.2 Presentation of the curriculum's

Curriculum's following below will only be presented in a specific year if a minimum of ten learners register for the specific curriculum.

**In the Senior and Further Education and Training phase the language of instruction is Afrikaans, but certain curriculums and specialisation subjects are educationally interpreted in English.**

### OP.1.15.3 Curriculum structure

The curriculum is structured from modules in Curriculum O180P – Curriculum O198P. These modules are spread over four years.

**IMPORTANT INFORMATION:**

* The balance of the credits is included in EDCC112, EDCC212, EDCC312 and EDCC412.

** Only for CEDAR College.

*** Although the module has a first semester code, it is presented in the second semester.

# CURRICULUM O180P: ONDERWYSAFRIKAANS

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) **or** AFKF413 (NM) **or** SECF412 (M) **or** SECF413 (NM) **or** VRKF414 (M)** **or** ZUCF412 (M)** | 8 | X |
| **Specialisation subject 1** | | | **Continuation of Specialisation subject 1 and methodology** | | | **Continuation of Specialisation subject 1** | | | **Continuation of methodology of Specialisation subject 1** | | |
| **AFRE111** | **16** | **H** | **AFRE211**<br>**AFRD212** | **16**<br>**8** | **H**<br>**H** | **AFRE311** | **16** | **H** | **AFRD417** | **16** | **H** |
| **Specialisation subject 2 CHOOSE ONE** | | | **Continuation of elective Specialisation subject 2 and methodology** | | | **Continuation of elective Specialisation subject 2** | | | **Continuation of methodology of elective Specialisation subject 2** | | |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211<br>LABD211 | 16<br>8 | H<br>H | BSTE311 | 16 | H | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211<br>TECD211 | 16<br>8 | H<br>H | CATE311 | 16 | H | CATD411 | 16 | H |
| ECOE111 | 16 | H | ECOE211<br>LABD211 | 16<br>8 | H<br>H | ECOE311 | 16 | H | ECOD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211<br>LASD211 | 16<br>8 | H<br>H | GEOE311 | 16 | H | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211<br>TECD211 | 16<br>8 | H<br>H | INTE311 | 16 | H | INTD411 | 16 | H |
| MATE111 | 16 | H | MATE211<br>MATD211 | 16<br>8 | H<br>H | MATE311 | 16 | H | MATD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211<br>LAND211 | 16<br>8 | H<br>H | PHSE311 | 16 | H | PHSD411 | 16 | H |
| SEME111 | 16 | H | SEME211<br>SEMD211 | 16<br>8 | H<br>H | SEME311 | 16 | H | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211<br>SEND211 | 16<br>8 | H<br>H | SENE311 | 16 | H | SEND411 | 16 | H |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **72** | **Total 1st semester** | | **68** | **Total 1st semester** | | **64** |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>PHSD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O181P: LIFE SCIENCES FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| LIFE111 | 16 | H | LIFE211<br>LAND211 | 16<br>8 | H<br>H | LIFE311 | 16 | H | LIFD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211<br>LABD211 | 16<br>8 | H<br>H | BSTE311 | 16 | H | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211<br>TECD211 | 16<br>8 | H<br>H | CATE311 | 16 | H | CATD411 | 16 | H |
| ECOE111 | 16 | H | ECOE211<br>LABD211 | 16<br>8 | H<br>H | ECOE311 | 16 | H | ECOD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211<br>LASD211 | 16<br>8 | H<br>H | GEOE311 | 16 | H | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211<br>TECD211 | 16<br>8 | H<br>H | INTE311 | 16 | H | INTD411 | 16 | H |
| MATE111 | 16 | H | MATE211<br>MATD211 | 16<br>8 | H<br>H | MATE311 | 16 | H | MATD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211<br>ADSD211 | 16<br>8 | H<br>H | PHSE311 | 16 | H | PHSD411 | 16 | H |
| SEME111 | 16 | H | SEME211<br>SEMD211 | 16<br>8 | H<br>H | SEME311 | 16 | H | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211<br>SEND211 | 16<br>8 | H<br>H | SENE311 | 16 | H | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>PHSD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O182P: INFORMATION TECHNOLOGY FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211 | 16 | H | ACCE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD417 | 16 | H |
| ARTE111 | 16 | H | ARTE211 | 16 | H | ARTE311 | 16 | H | | | |
| | | | LAAD211 | 8 | H | | | | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211 | 16 | H | BSTE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | BSTD411 | 16 | H |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | HISD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LIFD411 | 16 | H |
| LORE111 | 16 | H | LORE211 | 16 | H | LORE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LORD411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211 | 16 | H | MOVE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | MOVD411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321<br>LORD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321<br>MOVD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O183P: ENGLISH FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| ENGE111 | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD417 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211<br>LABD211 | 16<br>8 | H<br>H | ACCE311 | 16 | H | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211<br>AFRD212 | 16<br>8 | H<br>H | AFRE311 | 16 | H | AFRD417 | 16 | H |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211<br>LABD211 | 16<br>8 | H<br>H | BSTE311 | 16 | H | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211<br>TECD211 | 16<br>8 | H<br>H | CATE311 | 16 | H | CATD411 | 16 | H |
| EGDE111<br>EGDE112 | 8<br>8 | H<br>H | EGDE211<br>EGDD211 | 16<br>8 | H<br>H | EGDE311 | 16 | H | EGDD411 | 16 | H |
| HISE111 | 16 | H | HISE211<br>LASD211 | 16<br>8 | H<br>H | HISE311 | 16 | H | HISD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211<br>LAND211 | 16<br>8 | H<br>H | LIFE311 | 16 | H | LIFD411 | 16 | H |
| LORE111 | 16 | H | LORE211<br>LLOD211 | 16<br>8 | H<br>H | LORE311 | 16 | H | LORD411 | 16 | H |
| MATE111 | 16 | H | MATE211<br>MATD211 | 16<br>8 | H<br>H | MATE311 | 16 | H | MATD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211<br>LLOD211 | 16<br>8 | H<br>H | MOVE311 | 16 | H | MOVD411 | 16 | H |
| SEME111 | 16 | H | SEME211<br>SEMD211 | 16<br>8 | H<br>H | SEME311 | 16 | H | SEMD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or<br>AFKF123 (NM) or<br>SECF122 (M) or<br>SECF123 (NM) or<br>VRKF124 (M)** or<br>ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO<br>AFTB521<br>ENTB521<br>TWTB521<br>ZOTB521** | 2 | X |
| AGLA121 or<br>AGLE121 | 12 | X | | | | | | | COMF411*** or<br>RSTO421 or<br>SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| ENGE121 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321<br>LORD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321<br>MOVD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O184P: ECONOMICS FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| ECOE111 | 16 | H | ECOE211<br>LABD211 | 16<br>8 | H<br>H | ECOE311 | 16 | H | ECOD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211<br>ADSD211 | 16<br>8 | H<br>H | ACCE311 | 16 | H | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211<br>AFRD212 | 16<br>8 | H<br>H | AFRE311 | 16 | H | AFRD417 | 16 | H |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211<br>ADSD211 | 16<br>8 | H<br>H | BSTE311 | 16 | H | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211<br>TECD211 | 16<br>8 | H<br>H | CATE311 | 16 | H | CATD411 | 16 | H |
| EGDE111<br>EGDE112 | 8<br>8 | H<br>H | EGDE211<br>EGDD211 | 16<br>8 | H<br>H | EGDE311 | 16 | H | EGDD411 | 16 | H |
| HISE111 | 16 | H | HISE211<br>LASD211 | 16<br>8 | H<br>H | HISE311 | 16 | H | HISD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211<br>LAND211 | 16<br>8 | H<br>H | LIFE311 | 16 | H | LIFD411 | 16 | H |
| LORE111 | 16 | H | LORE211<br>LLOD211 | 16<br>8 | H<br>H | LORE311 | 16 | H | LORD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211<br>LLOD211 | 16<br>8 | H<br>H | MOVE311 | 16 | H | MOVD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321<br>LORD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321<br>MOVD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O185P: HISTORY FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | HISD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ECOE111 | 16 | H | ECOE211 | 16 | H | ECOE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ECOD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | ADSD211 | 8 | H | | | | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| LORE111 | 16 | H | LORE211 | 16 | H | LORE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LORD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211 | 16 | H | MOVE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | MOVD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211 | 16 | H | PHSE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | PHSD411 | 16 | H |
| SENE111 | 16 | H | SENE211 | 16 | H | SENE311 | 16 | H | | | |
| | | | SEND211 | 8 | H | | | | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or<br>AFKF123 (NM) or<br>SECF122 (M) or<br>SECF123 (NM) or<br>VRKF124 (M)** or<br>ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO<br>AFTB521<br>ENTB521<br>TWTB521<br>ZOTB521** | 2 | X |
| AGLA121 or<br>AGLE121 | 12 | X | | | | | | | COMF411*** or<br>RSTO421 or<br>SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321<br>LORD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321<br>MOVD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>PHSD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O186P: GEOGRAPHY FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| GEOE111 | 16 | H | GEOE212<br>LASD211 | 16<br>8 | H<br>H | GEOE311 | 16 | H | GEOD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211<br>LABD211 | 16<br>8 | H<br>H | ACCE311 | 16 | H | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211<br>AFRD212 | 16<br>8 | H<br>H | AFRE311 | 16 | H | AFRD417 | 16 | H |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211<br>LABD211 | 16<br>8 | H<br>H | BSTE311 | 16 | H | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211<br>TECD211 | 16<br>8 | H<br>H | CATE311 | 16 | H | CATD411 | 16 | H |
| EGDE111<br>EGDE112 | 8<br>8 | H<br>H | EGDE211<br>EGDD211 | 16<br>8 | H<br>H | EGDE311 | 16 | H | EGDD411 | 16 | H |
| HISE111 | 16 | H | HISE211<br>ADSD211 | 16<br>8 | H<br>H | HISE311 | 16 | H | HISD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211<br>LAND211 | 16<br>8 | H<br>H | LIFE311 | 16 | H | LIFD411 | 16 | H |
| LORE111 | 16 | H | LORE211<br>LLOD211 | 16<br>8 | H<br>H | LORE311 | 16 | H | LORD411 | 16 | H |
| MATE111 | 16 | H | MATE211<br>MATD211 | 16<br>8 | H<br>H | MATE311 | 16 | H | MATD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211<br>LLOD211 | 16<br>8 | H<br>H | MOVE311 | 16 | H | MOVD411 | 16 | H |
| SEME111 | 16 | H | SEME211<br>SEMD211 | 16<br>8 | H<br>H | SEME311 | 16 | H | SEMD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321<br>LORD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321<br>MOVD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O187P: LIFE ORIENTATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| LORE111 | 16 | H | LORE211 | 16 | H | LORE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LORD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ECOE111 | 16 | H | ECOE211 | 16 | H | ECOE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ECOD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | GEOD411 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | HISD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211 | 16 | H | SENE311 | 16 | H | | | |
| | | | SEND211 | 8 | H | | | | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or<br>AFKF123 (NM) or<br>SECF122 (M) or<br>SECF123 (NM) or<br>VRKF124 (M)** or<br>ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO<br>AFTB521<br>ENTB521<br>TWTB521<br>ZOTB521** | 2 | X |
| AGLA121 or<br>AGLE121 | 12 | X | | | | | | | COMF411*** or<br>RSTO421 or<br>SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321<br>LORD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O188P: ART FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | ARTD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211<br>LABD211 | 16<br>8 | H<br>H | ACCE311 | 16 | H | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211<br>AFRD212 | 16<br>8 | H<br>H | AFRE311 | 16 | H | AFRD417 | 16 | H |
| ECOE111 | 16 | H | ECOE211<br>LABD211 | 16<br>8 | H<br>H | ECOE311 | 16 | H | ECOD411 | 16 | H |
| EGDE111<br>EGDE112 | 8<br>8 | H<br>H | EGDE211<br>EGDD211 | 16<br>8 | H<br>H | EGDE311 | 16 | H | EGDD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211<br>LASD211 | 16<br>8 | H<br>H | GEOE311 | 16 | H | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211<br>TECD211 | 16<br>8 | H<br>H | INTE311 | 16 | H | INTD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211<br>LAND211 | 16<br>8 | H<br>H | LIFE311 | 16 | H | LIFD411 | 16 | H |
| SENE111 | 16 | H | SENE211<br>SEND211 | 16<br>8 | H<br>H | SENE311 | 16 | H | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or<br>AFKF123 (NM) or<br>SECF122 (M) or<br>SECF123 (NM) or<br>VRKF124 (M)** or<br>ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO<br>AFTB521<br>ENTB521<br>TWTB521<br>ZOTB521** | 2 | X |
| AGLA121 or<br>AGLE121 | 12 | X | | | | | | | COMF411*** or<br>RSTO421 or<br>SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | <br>LAAD421 | <br>16 | <br>H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | <br>LABD421 | <br>16 | <br>H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | <br>AFRD427 | <br>16 | <br>H |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | <br>LABD421 | <br>16 | <br>H |
| EGDE121<br>EGDE122 | 16 | H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | <br>EGDD421 | <br>16 | <br>H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | <br>ENGD427 | <br>16 | <br>H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | <br>LASD421 | <br>16 | <br>H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | <br>TECD421 | <br>16 | <br>H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | <br>LAND421 | <br>16 | <br>H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | <br>SEND421 | <br>16 | <br>H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O189P: MOVEMENT SCIENCE FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| MOVE111 | 16 | H | MOVE211 | 16 | H | MOVE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | MOVD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ECOE111 | 16 | H | ECOE211 | 16 | H | ECOE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ECOD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | GEOD411 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | HISD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211 | 16 | H | SENE311 | 16 | H | | | |
| | | | SEND211 | 8 | H | | | | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321<br>MOVD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O190P: PHYSICAL SCIENCES FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| PHSE111 | 16 | H | PHSE211 | 16 | H | PHSE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | PHSD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211 | 16 | H | ACCE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD417 | 16 | H |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | HISD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | ADSD211 | 8 | H | | | | LIFD411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or<br>AFKF123 (NM) or<br>SECF122 (M) or<br>SECF123 (NM) or<br>VRKF124 (M)** or<br>ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO<br>AFTB521<br>ENTB521<br>TWTB521<br>ZOTB521** | 2 | X |
| AGLA121 or<br>AGLE121 | 12 | X | | | | | | | COMF411*** or<br>RSTO421 or<br>SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>PHSD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321<br>HISD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O191P: BUSINESS STUDIES FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| BSTE111 | 16 | H | BSTE211 | 16 | H | BSTE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | BSTD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211 | 16 | H | ACCE311 | 16 | H | | | |
| | | | ADSD211 | 8 | H | | | | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD417 | 16 | H |
| ECOE111 | 16 | H | ECOE211 | 16 | H | ECOE311 | 16 | H | | | |
| | | | ADSD211 | 8 | H | | | | ECOD411 | 16 | H |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LIFD411 | 16 | H |
| SENE111 | 16 | H | SENE211 | 16 | H | SENE311 | 16 | H | | | |
| | | | SEND211 | 8 | H | | | | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or<br>AFKF123 (NM) or<br>SECF122 (M) or<br>SECF123 (NM) or<br>VRKF124 (M)** or<br>ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO<br>AFTB521<br>ENTB521<br>TWTB521<br>ZOTB521** | 2 | X |
| AGLA121 or<br>AGLE121 | 12 | X | | | | | | | COMF411*** or<br>RSTO421 or<br>SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| EGDE121<br>EGDE122 | 16<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O192P: ACCOUNTING FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| ACCE111 | 16 | H | ACCE211<br>LABD211 | 16<br>8 | H<br>H | ACCE311 | 16 | H | ACCD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ARTE111 | 16 | H | ARTE211<br>LAAD211 | 16<br>8 | H<br>H | ARTE311 | 16 | H | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211<br>ADSD211 | 16<br>8 | H<br>H | BSTE311 | 16 | H | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211<br>TECD211 | 16<br>8 | H<br>H | CATE311 | 16 | H | CATD411 | 16 | H |
| ECOE111 | 16 | H | ECOE211<br>ADSD211 | 16<br>8 | H<br>H | ECOE311 | 16 | H | ECOD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212<br>ENGD212 | 16<br>8 | H<br>H | ENGE311 | 16 | H | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211<br>LASD211 | 16<br>8 | H<br>H | GEOE311 | 16 | H | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211<br>TECD211 | 16<br>8 | H<br>H | INTE311 | 16 | H | INTD411 | 16 | H |
| MATE111 | 16 | H | MATE211<br>MATD211 | 16<br>8 | H<br>H | MATE311 | 16 | H | MATD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211<br>LAND211 | 16<br>8 | H<br>H | PHSE311 | 16 | H | PHSD411 | 16 | H |
| SEME111 | 16 | H | SEME211<br>SEMD211 | 16<br>8 | H<br>H | SEME311 | 16 | H | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211<br>SEND211 | 16<br>8 | H<br>H | SENE311 | 16 | H | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>PHSD321 | 16<br>8 | H<br>H | ADSD421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O193P: COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| CATE111 | 16 | H | CATE211 | 16 | H | CATE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | CATD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211 | 16 | H | ACCE311 | 16 | H | | | |
| | | | ADSD211 | 8 | H | | | | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD417 | 16 | H |
| ECOE111 | 16 | H | ECOE211 | 16 | H | ECOE311 | 16 | H | | | |
| | | | ADSD211 | 8 | H | | | | ECOD411 | 16 | H |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | GEOD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LIFD411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or<br>AFKF123 (NM) or<br>SECF122 (M) or<br>SECF123 (NM) or<br>VRKF124 (M)** or<br>ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO<br>AFTB521<br>ENTB521<br>TWTB521<br>ZOTB521** | 2 | X |
| AGLA121 or<br>AGLE121 | 12 | X | | | | | | | COMF411*** or<br>RSTO421 or<br>SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O194P: MATHEMATICS FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211 | 16 | H | ACCE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD417 | 16 | H |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LIFD411 | 16 | H |
| LORE111 | 16 | H | LORE211 | 16 | H | LORE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LORD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211 | 16 | H | MOVE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | MOVD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211 | 16 | H | PHSE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | PHSD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321<br>ACCD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321<br>AFRD322 | 16<br>8 | H<br>H | AFRD427 | 16 | H |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321<br>LIFD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321<br>LORD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321<br>MOVD321 | 16<br>8 | H<br>H | LLOD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>PHSD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O196P: SETSWANA FOR EDUCATION (M)

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211 | 16 | H | ACCE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD417 | 16 | H |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LIFD411 | 16 | H |
| LORE111 | 16 | H | LORE211 | 16 | H | LORE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LORD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211 | 16 | H | MOVE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | MOVD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211 | 16 | H | PHSE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | PHSD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321 | 16 | H | | | |
| | | | | | | SEMD321 | 8 | H | SEMD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321 | 16 | H | | | |
| | | | | | | ACCD321 | 8 | H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321 | 16 | H | | | |
| | | | | | | AFRD322 | 8 | H | AFRD427 | 16 | H |
| EGDE121 | 8 | H | EGDE221 | 16 | H | EGDE321 | 16 | H | | | |
| EGDE122 | 8 | H | | | | EGDD321 | 8 | H | EGDD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321 | 16 | H | | | |
| | | | | | | ENGD322 | 8 | H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321 | 16 | H | | | |
| | | | | | | GEOD321 | 8 | H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321 | 16 | H | | | |
| | | | | | | INTD321 | 8 | H | TECD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321 | 16 | H | | | |
| | | | | | | LIFD321 | 8 | H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321 | 16 | H | | | |
| | | | | | | LORD321 | 8 | H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321 | 16 | H | | | |
| | | | | | | MOVD321 | 8 | H | LLOD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321 | 16 | H | | | |
| | | | | | | PHSD321 | 8 | H | LAND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O197P: SETSWANA FOR EDUCATION (NM)

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| SENE111 | 16 | H | SENE211 | 16 | H | SENE311 | 16 | H | | | |
| | | | SEND211 | 8 | H | | | | SEND411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE111 | 16 | H | ACCE211 | 16 | H | ACCE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ACCD411 | 16 | H |
| AFRE111 | 16 | H | AFRE211 | 16 | H | AFRE311 | 16 | H | | | |
| | | | AFRD212 | 8 | H | | | | AFRD417 | 16 | H |
| ARTE111 | 16 | H | ARTE211 | 16 | H | ARTE311 | 16 | H | | | |
| | | | LAAD211 | 8 | H | | | | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211 | 16 | H | BSTE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211 | 16 | H | CATE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | CATD411 | 16 | H |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| HISE111 | 16 | H | HISE211 | 16 | H | HISE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | HISD411 | 16 | H |
| LIFE111 | 16 | H | LIFE211 | 16 | H | LIFE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | LIFD411 | 16 | H |
| LORE111 | 16 | H | LORE211 | 16 | H | LORE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | LORD411 | 16 | H |
| MOVE111 | 16 | H | MOVE211 | 16 | H | MOVE311 | 16 | H | | | |
| | | | LLOD211 | 8 | H | | | | MOVD411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321 | 16 | H | | | |
| | | | | | | SEMD321 | 8 | H | SEMD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ACCE121 | 16 | H | ACCE221 | 16 | H | ACCE321 | 16 | H | | | |
| | | | | | | ACCD321 | 8 | H | LABD421 | 16 | H |
| AFRE121 | 16 | H | AFRE221 | 16 | H | AFRE321 | 16 | H | | | |
| | | | | | | AFRD322 | 8 | H | AFRD427 | 16 | H |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321 | 16 | H | | | |
| | | | | | | ARTD321 | 8 | H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE211 | 16 | H | BSTE321 | 16 | H | | | |
| | | | | | | BSTD321 | 8 | H | LABD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321 | 16 | H | | | |
| | | | | | | CATD321 | 8 | H | TECD421 | 16 | H |
| EGDE121 | 8 | H | EGDE221 | 16 | H | EGDE321 | 16 | H | | | |
| EGDE122 | 8 | H | | | | EGDD321 | 8 | H | EGDD421 | 16 | H |
| HISE121 | 16 | H | HISE221 | 16 | H | HISE321 | 16 | H | | | |
| | | | | | | HISD321 | 8 | H | LASD421 | 16 | H |
| LIFE121 | 16 | H | LIFE221 | 16 | H | LIFE321 | 16 | H | | | |
| | | | | | | LIFD321 | 8 | H | LAND421 | 16 | H |
| LORE121 | 16 | H | LORE221 | 16 | H | LORE321 | 16 | H | | | |
| | | | | | | LORD321 | 8 | H | LLOD421 | 16 | H |
| MOVE121 | 16 | H | MOVE221 | 16 | H | MOVE321 | 16 | H | | | |
| | | | | | | MOVD321 | 8 | H | LLOD421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

# CURRICULUM O198P: ENGINEERING GRAPHICS AND DESIGN

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First semester | | | First semester | | | First semester | | | First semester | | |
| Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type | Module code | Cr | Type |
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | MATF311 | 8 | X | RESF411 | 8 | X |
| | | | | | | WVOS311 | 12 | X | | | |
| | | | | | | | | | AFKF412 (M) or AFKF413 (NM) or SECF412 (M) or SECF413 (NM) or VRKF414 (M)** or ZUCF412 (M)** | 8 | X |
| Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of Specialisation subject 1 | | | Continuation of methodology of Specialisation subject 1 | | |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| Specialisation subject 2 CHOOSE ONE | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of elective Specialisation subject 2 | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ARTE111 | 16 | H | ARTE211 | 16 | H | ARTE311 | 16 | H | | | |
| | | | LAAD211 | 8 | H | | | | ARTD411 | 16 | H |
| BSTE111 | 16 | H | BSTE211 | 16 | H | BSTE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | BSTD411 | 16 | H |
| CATE111 | 16 | H | CATE211 | 16 | H | CATE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | CATD411 | 16 | H |
| ECOE111 | 16 | H | ECOE211 | 16 | H | ECOE311 | 16 | H | | | |
| | | | LABD211 | 8 | H | | | | ECOD411 | 16 | H |
| ENGE111 | 16 | H | ENGE212 | 16 | H | ENGE311 | 16 | H | | | |
| | | | ENGD212 | 8 | H | | | | ENGD417 | 16 | H |
| GEOE111 | 16 | H | GEOE211 | 16 | H | GEOE311 | 16 | H | | | |
| | | | LASD211 | 8 | H | | | | GEOD411 | 16 | H |
| INTE111 | 16 | H | INTE211 | 16 | H | INTE311 | 16 | H | | | |
| | | | TECD211 | 8 | H | | | | INTD411 | 16 | H |
| MATE111 | 16 | H | MATE211 | 16 | H | MATE311 | 16 | H | | | |
| | | | MATD211 | 8 | H | | | | MATD411 | 16 | H |
| PHSE111 | 16 | H | PHSE211 | 16 | H | PHSE311 | 16 | H | | | |
| | | | LAND211 | 8 | H | | | | PHSD411 | 16 | H |
| SEME111 | 16 | H | SEME211 | 16 | H | SEME311 | 16 | H | | | |
| | | | SEMD211 | 8 | H | | | | SEMD411 | 16 | H |
| SENE111 | 16 | H | SENE211 | 16 | H | SENE311 | 16 | H | | | |
| | | | SEND211 | 8 | H | | | | SEND411 | 16 | H |
| Total 1st semester | | 56 | Total 1st semester | | 72 | Total 1st semester | | 68 | Total 1st semester | | 64 |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compulsory modules | | | Compulsory modules | | | Compulsory modules | | | Compulsory modules | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | MATF221 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) or AFKF123 (NM) or SECF122 (M) or SECF123 (NM) or VRKF124 (M)** or ZUCF122 (M)** | 8 | X | | | | | | | Choose TWO AFTB521 ENTB521 TWTB521 ZOTB521** | 2 | X |
| AGLA121 or AGLE121 | 12 | X | | | | | | | COMF411*** or RSTO421 or SMLO421 | 8 | X |
| Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 | | | Continuation of Specialisation subject 1 and methodology | | | Continuation of methodology of Specialisation subject 1 | | |
| EGDE121<br>EGDE122 | 8<br>8 | H<br>H | EGDE221 | 16 | H | EGDE321<br>EGDD321 | 16<br>8 | H<br>H | EGDD421 | 16 | H |
| Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 | | | Continuation of elective Specialisation subject 2 and methodology | | | Continuation of methodology of elective Specialisation subject 2 | | |
| ARTE121 | 16 | H | ARTE221 | 16 | H | ARTE321<br>ARTD321 | 16<br>8 | H<br>H | LAAD421 | 16 | H |
| BSTE121 | 16 | H | BSTE221 | 16 | H | BSTE321<br>BSTD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| CATE121 | 16 | H | CATE221 | 16 | H | CATE321<br>CATD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| ECOE121 | 16 | H | ECOE221 | 16 | H | ECOE321<br>ECOD321 | 16<br>8 | H<br>H | LABD421 | 16 | H |
| ENGE122 | 16 | H | ENGE221 | 16 | H | ENGE321<br>ENGD322 | 16<br>8 | H<br>H | ENGD427 | 16 | H |
| GEOE121 | 16 | H | GEOE221 | 16 | H | GEOE321<br>GEOD321 | 16<br>8 | H<br>H | LASD421 | 16 | H |
| INTE121 | 16 | H | INTE221 | 16 | H | INTE321<br>INTD321 | 16<br>8 | H<br>H | TECD421 | 16 | H |
| MATE121 | 16 | H | MATE221 | 16 | H | MATE321<br>MATD321 | 16<br>8 | H<br>H | MATD421 | 16 | H |
| PHSE121 | 16 | H | PHSE221 | 16 | H | PHSE321<br>PHSD321 | 16<br>8 | H<br>H | LAND421 | 16 | H |
| SEME121 | 16 | H | SEME221 | 16 | H | SEME321<br>SEMD321 | 16<br>8 | H<br>H | SEMD421 | 16 | H |
| SENE121 | 16 | H | SENE221 | 16 | H | SENE321<br>SEND321 | 16<br>8 | H<br>H | SEND421 | 16 | H |
| Total 2nd semester | | 77 | Total 2nd semester | | 61 | Total 2nd semester | | 65 | Total 2nd semester | | 59 |
| Total Year level 1 | | 133 | Total Year level 2 | | 133 | Total Year level 3 | | 133 | Total Year level 4 | | 123 |
| TOTAL FOR THE CURRICULUM | | | | | | | | | | | 522 |

## OP.1.16 COMPILATION OF CURRICULUM: BED SENIOR AND FURTHER EDUCATION AND TRAINING PHASE (FET TECHNOLOGY) 422 112

This qualification is directed at training educators from Grade 10 to Grade 12 in the technological programme of study.

**STUDENTS WISHING TO REGISTER FOR THE FET TECHNOLOGY PROGRAMME ARE REQUIRED TO HAVE PASSED MATHEMATICS IN THE GR 12 EXAMINATION WITH AT LEAST 50% AND PHYSICAL SCIENCES ARE A RECOMMENDATION.**

*Students that do not meet the minimum requirements, who have passed Mathematics in grade 12 with at least 40%, may be allowed entry into this programme on condition that he/she passes the bridging modules MTEC 111 and MTEC 121 during the first two years of study.*

*Students that do not meet the minimum requirements, who did Mathematics up to grade 11 and achieved at least a 70% in Mathematical Literacy in grade 12, may be allowed entry into this programme on condition that he/she passes the bridging modules MTEC 111 and MTEC 121 during the first two years of study.*

### OP.1.16.1 Programme outcomes

The learners of the Senior and Further education and training phase (FET technology) are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

### OP.1.16.2 Presentation of the curriculum's

Curriculum's following below will only be presented in a specific year if a minimum of ten learners register for the specific curriculum.
**In Senior and Further Education and Training phase (FET Technology) the language of instruction is Afrikaans, but all modules are educationally interpreted in English**

### OP.1.16.3 Curriculum structure

The curriculum is structured from modules in Curriculum O199P – Curriculum O201P. These modules are spread over four years.

**IMPORTANT INFORMATION:**

* The balance of the credits is included in EDCC112, EDCC212, EDCC312 and EDCC412.

*** Although the module has a first semester code, it is presented in the second semester.

# CURRICULUM O199P: MECHANICAL TECHNOLOGY FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | WVOS311 | 12 | X | RESF411 | 8 | X |
| | | | WSKT212 | 8 | X | | | | | | |
| | | | | | | | | | AFKF412 (M) **or** AFKF413 (NM) **or** SECF412 (M) **or** SECF413 (NM) | 8 | X |
| **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| | | | **ITEE211** | **8** | **H** | **ITEE311** | **8** | **H** | **ITEE412** | **8** | **H** |
| | | | **MTED211** | **8** | **H** | | | | | | |
| TEWE111 | 8 | H | | | | | | | | | |
| TTED111 | 8 | H | | | | | | | | | |
| | | | **VTEE212** | **8** | **H** | **VTEE312** | **8** | **H** | **VTEE412** | **8** | **H** |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **80** | **Total 1st semester** | | **60** | **Total 1st semester** | | **64** |

| Second semester | | | Second semester | | | Second semester | | | Second semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | WSKT222 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| WSKT121 | 8 | X | | | | | | | | | |
| AFKF122 (M) **or**<br>AFKF123 (NM) **or**<br>SECF122 (M) **or**<br>SECF123 (NM) | 8 | X | | | | | | | Choose **TWO**<br>AFTB521<br>ENTB521<br>TWTB521 | 2 | X |
| AGLA121 **or**<br>AGLE121 | 12 | X | | | | | | | | | |
| **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | |
| EGDE121 | 8 | H | EGDE221 | 16 | H | EGDE321 | 16 | H | | | |
| EGDE122 | 8 | H | | | | EGDD321 | 8 | H | EGDD421 | 16 | H |
| | | | **ITEE221** | **8** | **H** | **ITEE322** | **8** | **H** | **ITEE422** | **8** | **H** |
| | | | | | | **MTED311*** ** | **8** | **H** | **MTED422** | **8** | **H** |
| STEE121 | 8 | H | | | | | | | | | |
| | | | **VTEE222** | **8** | **H** | **VTEE322** | **8** | **H** | **VTEE422** | **8** | **H** |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **141** | **Total Year level 3** | | **125** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O200P: CIVIL TECHNOLOGY FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | WVOS311 | 12 | X | RESF411 | 8 | X |
| | | | WSKT212 | 8 | X | | | | | | |
| | | | | | | | | | AFKF412 (M) **or** AFKF413 (NM) **or** SECF412 (M) **or** SECF413 (NM) | 8 | X |
| **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | |
| | | | **CTEE211** | **16** | **H** | **CTEE311** | **16** | **H** | **CTEE411** | **16** | **H** |
| | | | **CTED211** | **8** | **H** | | | | | | |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| TEWE111 | 8 | H | | | | | | | | | |
| TTED111 | 8 | H | | | | | | | | | |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **80** | **Total 1st semester** | | **60** | **Total 1st semester** | | **64** |

| **Second semester** | | | **Second semester** | | | **Second semester** | | | **Second semester** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | WSKT222 | 8 | X | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| WSKT121 | 8 | X | | | | | | | | | |
| AFKF122 (M) **or**<br>AFKF123 (NM) **or**<br>SECF122 (M) **or**<br>SECF123 (NM) | 8 | X | | | | | | | Choose **TWO**<br>AFTB521<br>ENTB521<br>TWTB521 | 2 | X |
| AGLA121 **or**<br>AGLE121 | 12 | X | | | | | | | | | |
| **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | |
| | | | **CTEE221** | **16** | **H** | **CTEE321** | **16** | **H** | **CTEE421** | **16** | **H** |
| | | | | | | **CTED321** | **8** | **H** | **CTED421** | **8** | **H** |
| EGDE121 | 8 | H | EGDE221 | 16 | H | EGDE321 | 16 | H | | | |
| EGDE122 | 8 | H | | | | EGDD321 | 8 | H | EGDD421 | 16 | H |
| STEE121 | 8 | H | | | | | | | | | |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **141** | **Total Year level 3** | | **125** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# CURRICULUM O201P: ELECTRICAL TECHNOLOGY FOR EDUCATION

| YEAR LEVEL 1 | | | YEAR LEVEL 2 | | | YEAR LEVEL 3 | | | YEAR LEVEL 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **First semester** | | | **First semester** | | | **First semester** | | | **First semester** | | |
| **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** | **Module code** | **Cr** | **Type** |
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| CMPF111 | 8 | X | | | | | | | | | |
| EDCC112 | 8 | H | EDCC212 | 8 | H | EDCC312 | 8 | H | EDCC411 | 8 | H |
| EDCC113 | 8 | H | EDCC213 | 8 | H | EDCC313 | 8 | H | EDCC412 | 8 | H |
| | | | ENGF211 | 8 | X | WVOS311 | 12 | X | RESF411 | 8 | X |
| | | | WSKT212 | 8 | X | | | | | | |
| | | | | | | | | | AFKF412 (M) **or**<br>AFKF413 (NM) **or**<br>SECF412 (M) **or**<br>SECF413 (NM) | 8 | X |
| **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | |
| EGDE111 | 8 | H | EGDE211 | 16 | H | EGDE311 | 16 | H | | | |
| EGDE112 | 8 | H | EGDD211 | 8 | H | | | | EGDD411 | 16 | H |
| | | | **ETEE212** | **16** | **H** | **ETEE311** | **16** | **H** | **ETEE411** | **16** | **H** |
| | | | **ETED211** | **8** | **H** | | | | | | |
| TEWE111 | 8 | H | | | | | | | | | |
| TTED111 | 8 | H | | | | | | | | | |
| **Total 1st semester** | | **56** | **Total 1st semester** | | **80** | **Total 1st semester** | | **60** | **Total 1st semester** | | **64** |

| **Second semester** | | | **Second semester** | | | **Second semester** | | | **Second semester** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | | **Compulsory modules** | | |
| EDCC123 | 8 | H | EDCC222 | 8 | H | EDCC321 | 8 | H | EDCC421 | 8 | H |
| EDCC124* | 1 | H | EDCC223* | 1 | H | EDCC322* | 1 | H | EDCC422* | 1 | H |
| ENGF121 | 8 | X | | | | EDTM321 | 8 | X | RESF421 | 8 | X |
| LIFF121 | 8 | X | WSKT222 | 8 | X | | | | | | |
| WSKT121 | 8 | X | WVOS221 | 12 | X | | | | | | |
| AFKF122 (M) **or**<br>AFKF123 (NM) **or**<br>SECF122 (M) **or**<br>SECF123 (NM) | 8 | X | | | | | | | Choose **TWO**<br>AFTB521<br>ENTB521<br>TWTB521 | 2 | X |
| AGLA121 **or**<br>AGLE121 | 12 | X | | | | | | | | | |
| **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | | **Specialisation subjects** | | |
| EGDE121 | 8 | H | EGDE221 | 16 | H | EGDE321 | 16 | H | | | |
| EGDE122 | 8 | H | | | | EGDD321 | 8 | H | EGDD421 | 16 | H |
| | | | **ETEE221** | **16** | **H** | **ETEE321** | **16** | **H** | **ETEE422** | **16** | **H** |
| | | | | | | **ETED321** | **8** | **H** | **ETED421** | **8** | **H** |
| STEE121 | 8 | H | | | | | | | | | |
| **Total 2nd semester** | | **77** | **Total 2nd semester** | | **61** | **Total 2nd semester** | | **65** | **Total 2nd semester** | | **59** |
| **Total Year level 1** | | **133** | **Total Year level 2** | | **141** | **Total Year level 3** | | **125** | **Total Year level 4** | | **123** |
| **TOTAL FOR THE CURRICULUM** | | | | | | | | | | | **522** |

# OP.2 MODULE OUTCOMES

| Module code: ACCD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Accounting Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Accounting;<br>• have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting with reference to the National Curriculum Statement;<br>• have the ability to utilise unknown and abstract information in theoretical-driven arguments, IT skills to effectively gather, organise, make a critical analysis and interpret information regarding related concepts, and<br>• be able to communicate information coherently and reliably, individually or as part of a group according to general accepted accounting practices (GAAP). | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ACCD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Accounting Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Accounting;<br>• have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting;<br>• be able to gather, organise, make a critical analysis and interpret information, to communicate information coherently and reliably, individually or as part of a group;<br>• be able to select information and develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP). | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ACCE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Accounting for Education: Application of Accounting Systems | | |
| Module outcomes: On completion of this module the student should be able to:<br>• display a fundamental knowledge of the purpose and function of accounting by designing an accounting system as desired by need for a specific application/approach to an accounting practice;<br>• analyse, identify, define and indicate the functions of the linked elements of an accounting system/practice such as the documentation of transactions, various books (journal, ledgers), bill transactions, internal control and reconciliation, wages and salary journals, support ledgers and control accounts as theoretical basis for the use of procedures and processes, conventions and formats in practically related examples/situations;<br>• deal with elementary problems by means of research and information acquisition skills, obtain information and integrate as a whole to form part of a solution and deliver it to both a lay and professional audience by making use of the appropriate technology;<br>• be ethically motivated and value-driven in all operational circumstances and forms of communication, written and verbal. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ACCE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Accounting for Education: Financial Reporting – Sole Proprietor | | |
| Module outcomes: On completion of this module the student should be able to:<br>• display a fundamental knowledge of the purpose and function of display a fundamental knowledge of financial reporting by designing an accounting system as desired by need for a specific application/approach to an accounting practice;<br>• collect, analyse, present, decipher, report and interpret the linked elements of an accounting system/practice such as the trial balances, settlements, final accounts, ten column work sheets, financial statements and ratios in principle with theoretical basis, the use of procedures and processes in practice-related examples/situations;<br>• be able to deal with elementary problems by means of research and information-acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;<br>• behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ACCE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Accounting for Education: Asset Disposal, Partnership and Departments | | |
| Module outcomes: On completion of this module the student should be able to:<br>• display a fundamental knowledge of asset purchasing, partnerships and departments by designing an accounting system as desired by need for a specific application/approach to an accounting practice;<br>• be able to analyse critically, note and interpret the linked elements of an accounting system/practice such as the sale of any property, plant or equipment, daily transactions of a partnership admission, withdrawal of partner and dissolution of a partnership, transactions according to departments and annual financial statements in principle with theoretical basis, the use of procedures and processes in practically related examples/situations;<br>• be able to deal with well-formulated yet unknown problems by means of research and information-acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;<br>• behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ACCE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets | | |
| Module outcomes: On completion of this module the student should be able to:<br>• display a fundamental knowledge of manufacturing, non-profit organizations and budgets by designing an accounting system as desired by need for a specific application/approach to an accounting practice;<br>• be able to analyse critically, evaluate, control, note and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses, financial data for budgets and the tracing and correction of errors with theoretical basis, the use of correct procedures and formats in practically related examples/situations;<br>• be able to deal with well-formulated but unknown problems by means of research and information acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;<br>• behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. | | |
| Method of delivery: Full-time, MoA CEDAR College MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ACCE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Accounting for Education: Close Corporations and Companies | | |
| Module outcomes: On completion of this module the student should be able to:<br>• display basic and systematic knowledge of close corporations and companies by designing an accounting system as desired by need for a specific application/approach to an accounting practice;<br>• analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journal, ledgers) regarding close corporations and companies as business forms, closed accounts and financial year-end statements in principle with theoretical basis, and the use of procedures and processes in practically related examples/situations;<br>• deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution<br>• to deliver it to both a lay and professional audience by making use of the appropriate technology; and<br>• behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ACCE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Accounting for Education: Financial Statement, Branches and Incomplete Records | | |
| Module outcomes: On completion of this module the student should be able to:<br>• display a fundamental and systematic knowledge of the financial statements, branch accounts and conversion of incomplete records by designing an accounting system as desired by need for a specific application/approach to an accounting practice;<br>• analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information and incomplete records, cash flow statement and cash budgeting, account records for head office and branches in principle with theoretical basis, and the use of procedures and processes, conventions and format in practically related examples/situations;<br>• deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to a lay and professional audience by making use of the appropriate technology;<br>• behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ADSD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Additional Subject Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a solid knowledge base of general creativity, creative teachers, creative learners, creative classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories;<br>• identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, analyse critically and to interpret;<br>• demonstrate problem-solving abilities to plan and present lessons, using appropriate technologies, unknown and abstract information, graphs and theory-driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning;<br>• effectively communicate creativity ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ADSD421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Additional Subject Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a comprehensive, in-depth and systematic knowledge base of general creativity, creative teachers, creative learners, creativity classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories;<br>• identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules use unknown and abstract information by using graphs and theory-driven arguments and effectively use IT skills to collect, organise, analyse critically and interpret;<br>• demonstrate problem-solving abilities to plan and present lessons, using appropriate technologies, unknown and abstract information, graphs and theory-driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and<br>• effectively communicate creativity ethically, coherently and reliably to learners in the classroom situation when using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Modulekode: AFKF122 | Semester 2 | NKR-Vlak: 5 |
|---|---|---|
| Titel: Afrikaans Kommunikasie (M): Effektiewe taalgebruik in 'n verskeidenheid kontekste | | |
| Module uitkomste: Na afloop van hierdie module behoort die student:<br>• sy/haar kennis van standaardtaal en die verskillende niestandaardvorme van Afrikaans te kan demonstreer;<br>• die waarde en funksie van Standaardafrikaans én van bepaalde nie-standaardvariëteite van Afrikaans te begryp en hierdie kundigheid te kan gebruik om binne verskillende kontekste deur middel van gepaste taal effektief te kommunikeer, asook om skoolleerders tot sinvolle interaksie binne verskillende kontekste te begelei;<br>• Afrikaanse hoëfrekwensiewoorde en relevante skoolvakterme korrek te kan spel en die verband tussen korrekte spelling en positiewe sosiale beoordeling kan verduidelik;<br>• woordeboeke effektief te kan gebruik om moeilike tekste te ontsluit. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 % | | |

| Modulekode: AFKF123 | Semester 2 | NKR-Vlak: 5 |
|---|---|---|
| Titel: Afrikaans Kommunikasie (NM): Basiese taalvaardighede in verskillende sosiale kontekste | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• 'n basiese kennis van Afrikaans as kommunikasiemedium te hê en binne die konteks van die nasionale skoolkurrikulum vir Afrikaans as addisionele taal;<br>• relevante temas vir gebruik binne 'n multikulturele en multitalige gemeenskap kan identifiseer en verstaan;<br>• die basiese beginsels en reëls vir effektiewe interpersoonlike kommunikasie binne die teikentaal te kan demonstreer en evalueer; en<br>• tekste met selfvertroue en deur die benutting van relevante taalnaslaanbronne te kan ontsluit en in nuwe tekste te kan herskryf. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 % | | |

| Modulekode: AFKF412 | Semester 1 | NKR-Vlak: 7 |
|---|---|---|
| Titel: Afrikaans Kommunikasie (M) | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• bewys te kan lewer van geïntegreerde akademiese kennis van en uitgebreide vaardigheid ten opsigte van 'n verskeidenheid vorme van verbale en nieverbale kommunikasie, asook van saaklike skriftelike kommunikasie;<br>• oor grondige kennis van 'n verskeidenheid geskrewe tekstipes te beskik en die vaardighede om dié tekstipes effektief te gebruik te kan demonstreer;<br>• bewys te kan lewer van grondige kennis van die Afrikaanse akademiese register wat vir die strukturering van referate en ander werkstukke vereis word;<br>• bewys te kan lewer van grondige kennis van en effektiewe vaardigheid t.o.v. die spesifieke registers en style wat binne bepaalde skoolverwante kommunikasiesituasies tot effektiewe kommunikasie lei; en<br>• oor die nodige kennis en vaardigheid te beskik om in ooreenstemming met die vereistes van die NKV 'n tematies-georganiseerde en geïntegreerde les te beplan en saam te stel. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE, SBO | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 % | | |

| Modulekode: AFKF413 | Semester 1 | NKR-Vlak: 7 |
|---|---|---|
| Titel: Afrikaans Kommunikasie (NM): Onderwysrelevante taalvaardighede | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• 'n basiese kennis van Afrikaans as kommunikasiemedium vir gebruik binne die konteks van die nasionale skoolkurrikulum te hê;<br>• relevante temas vir gebruik binne 'n multikulturele en multitalige gemeenskap te kan identifiseer en verstaan;<br>• meer gevorderde beginsels en reëls vir effektiewe interpersoonlike kommunikasie binne die teikentaal kan demonstreer en evalueer; en<br>• gevorderde tekste met selfvertroue deur die benutting van relevante taalnaslaanbronne te kan ontsluit en in nuwe tekste te kan herskryf. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE, SBO | | |
| Assesseringsmetodes: | Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 % | |

| Modulekode: AFRD212 | Semester 1 | NKR-Vlak: 5/6 |
|---|---|---|
| Titel: Afrikaansmetodiek: Die onderrig van Afrikaans as Huistaal en die fasilitering van luister, praat en lees | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• die tipiese eienskappe wat suksesvolle Afrikaansonderwysers in die hantering van hul onderwystaak behoort te openbaar te kan beskryf en die noodsaak daarvan kan motiveer;<br>• gepaste tekste volgens die aard, onderwerp en moeilikheidsgraad daarvan vir toepaslike grade en groepe te kan identifiseer en as leermateriaal kan gebruik in lesse deur middel waarvan leerders se luister-, praat en leesvaardighede ontwikkel moet word;<br>• probleemoplossingsvaardighede te demonstreer in die beplanning en ontwikkeling van toepaslike leeraktiwiteite waaraan gemeet kan word of leerders aan die assesseringstandaarde van die taalvaardigheidkomponente *praat en luister* en *lees en kyk* voldoen;<br>• leesbegripsvrae op verskillende denkvlakke te kan opstel en reeds opgestelde vrae te kan beoordeel ten opsigte van hulle voldoening aan 'n verlangde taksonomie. | | |
| Metode van aflewering: Voltyds, SWO-NIHE | | |
| Assesseringsmetodes: | Deurlopende assessering 50 %<br>1x2½ uur geskrewe eksamen 50 % | |

| Modulekode: AFRD322 | Semester 2 | NKR-Vlak: 6/7 |
|---|---|---|
| Titel: Afrikaansmetodiek: Fasilitering van taal in konteks en skryf op Gr. 9-vlak en die onderrig van Afrikaans as addisionele taal | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• die nasionale skoolkurrikulum te kan interpreteer ten opsigte van die kennis en vaardighede waaroor Gr. 9-huistaalleerders, gemeet aan die assesseringstandaarde vir die taalvaardigheidskomponente (*Taal in konteks en skryf*), behoort te beskik;<br>• leerderaktiwiteite te kan ontwikkel deur middel waarvan leerders aan die hand van gepaste tekste bepaalde skryf- en taalleeruitkomste kan bereik én waaraan die mate waartoe Gr. 9-huistaalleerders aan bepaalde assesseringstandaarde vir die taalvaardigheidskomponente *taal in konteks* en *skryf* voldoen, gemeet kan word;<br>• skoolhandboeke vir die onderrig van Afrikaans krities te kan evalueer ten opsigte van die mate van geslaagdheid van die begeleiding wat hulle ten opsigte van die kurrikulumkomponente *taal in konteks* en *skryf en aanbied* aan onderwysers en leerders bied;<br>• afgeronde en sistematiese kennis te kan demonstreer ten opsigte van die onderskeid tussen die onderrig van 'n huistaal en 'n addisionele taal;<br>• 'n koherente en kritiese begrip te toon van die beginsels wat ten opsigte van relevante benaderings en metodes by die onderrig van 'n addisionele taal geld; en<br>• effektiewe leermateriaal vir die onderrig van Afrikaans as addisionele te kan selekteer en in die beplanning van leerervarings te kan benut. | | |
| Metode van aflewering: Voltyds, SWO-NIHE | | |
| Assesseringsmetodes: | Deurlopende assessering 50 %<br>1x2½ uur geskrewe eksamen 50 % | |

| Modulekode: AFRD416 | Semester 1 | NKR-Vlak: 7 |
|---|---|---|
| Titel: Afrikaansmetodiek: Fasilitering binne die Intermediêre en die Senior fase | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• bewys te lewer van grondige kennis en toepassingsvaardigheid ten opsigte van departementele beleidgewende dokumentasie;<br>• insig te toon in begrippe, modelle, teorieë en beginsels van Afrikaansmetodiek volgens die nasionale skoolkurrikulum en dit sinvol te gebruik om leerders te begelei om taal-leeruitkomste te bereik;<br>• tematies georganiseerde, kreatiewe leerervarings te kan beplan en te struktureer volgens die vereistes deur die nasionale skoolkurrikulum daaraan gestel;<br>• bewys te lewer van toepaslike assesseringsvaardighede ten opsigte van leer in die Intermediêre en Senior fase; en<br>• bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite. | | |
| Metode van aflewering: Voltyds, SBO | | |
| Assesseringsmetodes: | Deurlopende assessering 50 %<br>1x3 uur geskrewe eksamen 50 % | |

| Modulekode: AFRD417 | Semester 1 | NKR-Vlak: 7 |
|---|---|---|
| Titel: Afrikaansmetodiek: Praktykgerigte fasilitering volgens die nasionale skoolkurrikulum (Gr. 7-12) | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• in staat te wees om leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huistaal- en addisioneletaalleerders te begelei in die bereiking van gestelde leeruitkomste;<br>• om gepaste assesseringsvorme, deur middel waarvan leerders in graad 7-12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word, te kan implementeer;<br>• verworwe kennis oor die interpretasie en implementering van die nasionale skoolkurrikulum te kan gebruik om geïntegreerde lesse saam te stel; en<br>• die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans. | | |
| Metode van aflewering: Voltyds, SWO-NIHE, SBO | | |
| Assesseringsmetodes: | Deurlopende assessering 50 %<br>1x3 uur geskrewe eksamen 50 % | |

| Modulekode: AFRD426 | Semester 2 | NKR-Vlak: 7 |
|---|---|---|

Titel: Afrikaansmetodiek: Voortgesette fasilitering binne die Intermediêre en Senior fase

Module-uitkomste: Na afloop van hierdie module behoort die student:

- bewys te lewer van toepassingsvaardighede ten opsigte van kennis en insig wat in die voorafgaande module verkry is;
- te kan demonstreer dat hy/sy in staat is om leerders te begelei tot die suksesvolle verwerwing van toepaslike taalvaardighede in Afrikaans (Huis- en Addisionele taal);
- te kan demonstreer dat hy/sy in staat is om leer op kreatiewe wyse te kan fasiliteer in ooreenstemming met die holistiese, tematies georganiseerde geïntegreerde benaderingswyse van die nasionale skoolkurrikulum ; en
- bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite.

Metode van aflewering: Voltyds, SBO

Assesseringsmetodes: Deurlopende assessering 50 %
1x3 uur geskrewe eksamen 50 %

| Modulekode: AFRD427 | Semester 2 | NKR-Vlak: 7 |
|---|---|---|

Titel: Afrikaansmetodiek: Voortgesette fasilitering volgens die nasionale skoolkurrikulum (Gr. 7-12)

Module-uitkomste: Na afloop van hierdie module behoort die student:

- in staat te wees om met insig en in fyner besonderhede uitvoering te gee aan die voorskrifte van relevante departementele dokumente wanneer geïntegreerde lesse vir leerders in die Intermediêre en Senior Fase saamgestel word én wanneer verslag gedoen word van leerdervordering;
- departementele voorskrifte ten opsigte van die samestelling van werkskedules, assesseringsprogramme en lesbeplanning vir die onderrig van Afrikaans aan leerders in Gr. 7-12 te kan uitvoer;
- verskillende handboeke en ander soorte leermateriaal te kan beoordeel ten opsigte van die geskiktheid daarvan vir bepaalde leerdergroepe en bepaalde onderrigsituasies.

Metode van aflewering: Voltyds, SWO-NIHE, SBO

Assesseringsmetodes: Deurlopende assessering 50 %
1x3 uur geskrewe eksamen 50 %

| Modulekode: AFRE111 | Semester 1 | NKR-Vlak: 5 |
|---|---|---|

Titel: Onderwysafrikaans: 'n Onderwysgerigte oorsig oor die Afrikaanse literêre wêreld

Module-uitkomste: Na afloop van hierdie module behoort die student:

- bewys te kan lewer van die kennis en insig wat hy/sy van die Afrikaanse literêre wêreld asook van vakterme en -begrippe oor die Afrikaanse letterkunde bekom het as onderbou vir die fasilitering van die vak Afrikaans binne die konteks van die nasionale skoolkurrikulum ;
- bewys van sy/haar literêr-teoretiese kennis te demonstreer deur literêre tekste as produkte van bepaalde strominge of tydvakke te beskou en motiveer;
- etiese en lewensbeskoulike aspekte by die beoordeling van literêre werke in ag te kan neem; en
- uit die verskillende literatuurbenaderings wat deur studente van die literatuur gevolg is in verskillende tydperke 'n werkwyse te kan vind wat die beste resultate vir jou as Afrikaansonderwyser sal bied.

Metode van aflewering: Voltyds, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x2½ uur geskrewe eksamen 50 %

| Modulekode: AFRE121 | Semester 2 | NKR-Vlak: 5 |
|---|---|---|

Titel: Onderwysafrikaans: Onderwysgerigte Afrikaanse taalpraktyk

Module-uitkomste: Na afloop van hierdie module behoort die student:

- binne die konteks van die nasionale skoolkurrikulum 'n fundamentele kennis van die Afrikaanse taalkunde, rakende spelling en interpunksie, norme, semantiek en woordeboekgebruik te kan demonstreer;
- bewys te kan lewer van kennis van en insig toon in die gebruiksfunksies van Standaardafrikaans, veral binne die skoolsituasie, maar ook binne die gemeenskap;
- probleemoplossend verslag te kan doen oor Afrikaans as kommunikasiemedium en hoe dit by leerders binne 'n multikulturele en multitalige konteks gestimuleer en bevorder kan word; en
- as vakspesialis wetenskaplik te kan redeneer oor die waarde van die korrekte gebruik van die Afrikaanse taalsisteem.

Metode van aflewering: Voltyds, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x2½ uur geskrewe eksamen 50 %

| Modulekode: AFRE211 | Semester 1 | NKR-Vlak: 5/6 |
|---|---|---|

Titel: Onderwysafrikaans: Poësie en linguistiek vir opvoeders

Module-uitkomste: Na afloop van hierdie module behoort die student:

- bewys te kan lewer van grondige kennis van die verskillende periodekodes binne die Afrikaanse poësie (1900-1960) en die eieaard van die poësie van individuele verteenwoordigers van bepaalde periodekodes, sowel as van sleutelterme en -konsepte binne die veld van die poësie;
- bewys te kan lewer van grondige kennis van en toepassingsvaardighede ten opsigte van skoolprogramrelevante aspekte van die Afrikaanse fonetiek, fonologie, morfologie, semantiek, sintaksis en tekslinguistiek, sowel as van sleutelterme binne elkeen van hierdie subwetenskappe;
- oor die vaardigheid te beskik om 'n vergelykende sintese te maak van die verskillende periodekodes binne die Afrikaanse poësie (1900-1960), en om die kenmerke van bepaalde periodes binne die Afrikaanse poësie in individuele gedigte te identifiseer, te vergelyk en te beskryf;
- op wetenskaplik-verantwoordbare wyse verslag te kan lewer van selfstandige studie oor 'n bepaalde periodekode, oor die oeuvre en die idiosinkrasieë van die poëtiese werkswyse van 'n bepaalde digter;
- in staat te wees om leer in verband met periodekodes binne die Afrikaanse poësie, oor die eieaard van die poësie van individuele digters en oor skoolprogramrelevante aspekte van die Afrikaanse fonetiek, fonologie, morfologie, semantiek, sintaksis en tekslinguistiek in die skoolsituasie te fasiliteer;
- die waarde van kennis van die genoemde subdissiplines van die taalkunde vir taalonderwysers te kan insien en respek te toon vir die ryke verskeidenheid en die gehalte van die Afrikaanse poësie; en
- bewys kan lewer van eerlikheid en verantwoordelike bestuur van leeraktiwiteite en studie.

Metode van aflewering: Voltyds, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x2½ uur geskrewe eksamen 50 %

| Modulekode: AFRE221 | Semester 2 | NKR-Vlak: 5/6 |
|---|---|---|

Titel: Onderwysafrikaans: Diverse literêre tekste

Module-uitkomste: Na afloop van hierdie module behoort die student:

- die wesensaard van kinder- en jeugliteratuur beredenerend te kan omskryf en kundigheid ten opsigte van relevante teorieë binne hierdie genre te demonstreer;
- die vergestalting van die narratiewe manifestasies binne 'n verskeidenheid kinder- en jeugtekste te kan beskryf en die funksies daarvan te kan vasstel en evalueer;
- teoretiese en praktiese aspekte van die eieaard van die dramagenre in voorbeelddramas te kan identifiseer en beoordeel;
- bewys te lewer van vaardighede om geselekteerde (veral skoolprogramverwante) Afrikaanse tekste van verskillende genres (insluitend jeugliteratuur) as literêre tekste in die onderrig daarvan te kan ontsluit;
- die teksanalitiese vaardighede wat verwerf is, te kan toepas om leerders in die skoolsituasie te kan lei tot begrip van en waardering vir 'n verskeidenheid literêre tekste.

Metode van aflewering: Voltyds, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x2½ uur geskrewe eksamen 50 %

| Modulekode: AFRE311 | Semester 1 | NKR-Vlak: 6/7 |
|---|---|---|

Titel: Onderwysafrikaans: Onderwysgerigte literêr-teoretiese teksontsluiting

Module-uitkomste: Na afloop van hierdie module behoort die student:

- bewys te kan lewer van die kennis en insig wat hy/sy van literêr-teoretiese aspekte bekom het vir die fasilitering van letterkunde in die vak Afrikaans binne die konteks van die nasionale skoolkurrikulum ;
- kennis van en insig in vakterme- en begrippe in die Afrikaanse letterkunde te demonstreer met behulp waarvan skoolleerders tot begrip en genot van 'n poësie- prosa- of dramateks begelei kan word;
- 'n breë literêr-historiese perspektief op die dramagenre te kan demonstreer deur enkele belangrike aspekte in die ontstaan en ontwikkeling van die drama te kan beskryf met verwysing na die verskillende tradisies, die tipes dramatekste en die eienskappe daarvan in verskillende tydperke;
- kennis van die Afrikaanse literêre wêreld en literêr-teoretiese aspekte toe te pas om geselekteerde (veral skoolprogramrelevante) Afrikaanse tekste van verskillende genres as literêre tekste te kan ontsluit;
- 'n waardebeoordeling van literêre tekste te kan doen, ook ten opsigte van die teenwoordigheid van bepaalde aktualiteite daarin, ter voorbereiding vir die saamstel van geskikte leermateriaal vir letterkunde-onderrig op skool.

Metode van aflewering: Voltyds, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x2½ uur geskrewe eksamen 50 %

| Modulekode: AFRE321 | Semester 2 | NKR-Vlak: 6/7 |
|---|---|---|

Titel: Onderwysafrikaans: Sosiolinguistiek vir opvoeders

Module-uitkomste: Na afloop van hierdie module behoort die student:

- bewys te kan lewer van volronde en sistematiese kennis van sosiaal-geïnspireerde variasie binne Afrikaans en van die eksterne en interne ontwikkelingsgeskiedenis van Afrikaans, sowel as van relevante vakterme, konsepte en teorieë binne die veld van die sosiolinguistiek en die diachroniese taalkunde;
- in staat te wees om sosiolinguistiese konsepte en vakterme te gebruik om aspekte van sosiale kommunikasiesituasies te analiseer, beskryf en krities te beoordeel;
- navorsingsresultate en teorieë oor skoolprogramrelevante aspekte van die sosiolinguistiek te interpreteer en krities te beoordeel;
- verskillende aspekte van en teorieë oor die ontwikkelingsgeskiedenis van Afrikaans te analiseer ten einde tot 'n samehangende sintese en eie standpunt daaroor te kom;
- die gepastheid van Standaard- en Niestandaardafrikaanse registerspesifieke taalgebruiksvorme binne multikulturele skoolsituasies met behulp van konsepte en teorieë uit die veld van die sosiolinguistiek, en op grond van verworwe sistematiese kennis van verskillende opvattings oor die ontwikkelingsgeskiedenis van Afrikaans, krities te kan beoordeel;
- ten opsigte van die sosiolinguistiek en diachroniese taalkunde oor goedontwikkelde inligtingontsluitingsvaardighede en wetenskaplik verantwoorde aanbiedingsvaardighede te beskik;
- binne verskillende skoolkontekste 'n ingeligte en simpatieke waardebeoordeling van bepaalde sosiaal-geïnspireerde taalgebruik- en taalgebruikersvorme te kan doen, en met inagneming van relevante taalpolitieke kwessies en van sy/haar hoorders, te kan verwoord; en
- bewys kan lewer van sy/haar respek vir alle variëteite van Afrikaans as die hartstale van die sprekers daarvan, sowel as van die sy/haar kundigheid oor die sterk verband tussen sosiale en taaloordele.

Metode van aflewering: Voltyds, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x2½ uur geskrewe eksamen 50 %

| Modulekode: AGLA111 | Semester 1 | NKR-Vlak: 5 |
|---|---|---|

Titel: Inleiding tot Akademiese Geletterdheid

Module-uitkomste: Na suksesvolle voltooiing van die module sal die student in staat wees om:

- oor basiese kennis te beskik van akademiese woordeskat en register asook die lees en skryf van akademiese tekste en dit toe te pas ten einde doeltreffend binne die akademiese omgewing te funksioneer;
- op gepaste wyse binne 'n akademiese omgewing effektief mondelings en skriftelik te kan kommunikeer;
- basiese akademiese tekste te verstaan, interpreteer, evalueer en op koherente wyse toepaslike akademiese genres te kan skryf deur gebruik te maak van akkurate en toepaslike akademiese konvensies; en
- binne 'n etiese raamwerk akkuraat, vlot en toepaslik te kan luister, praat, lees en skryf.

Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE

Assesseringsmetodes: Toetse en werkstukke – gewig: 60 %
Semestereksamen: 1x2 uur – gewig: 40 %

| Module code: AGLE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Academic Literacy | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;<br>• as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;<br>• as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Tests and assignments– weight: 60 %<br>Semester exam 1x2 hours – weight: 40 % | | |

| Modulekode: AGLA121 | Semester 2 | NKR-Vlak: 5 |
|---|---|---|
| Titel: Akademiese Geletterdheid | | |
| Module-uitkomste: Na suksesvolle voltooiing van die module sal die student in staat wees om:<br>• oor fundamentele kennis te beskik om toepaslike rekenaarprogramme, leer-, luister-, lees- en skryfstrategieë toe te pas, akademiese taalregister te gebruik en akademiese tekste te lees en te skryf, ten einde doeltreffend binne die akademiese omgewing te funksioneer;<br>• as 'n individu en as lid van 'n groep effektief mondelings en skriftelik op 'n etiese verantwoordelike en toepaslike wyse te kan kommunikeer in 'n akademiese omgewing; en<br>• 'n verskeidenheid relevante wetenskaplike inligting binne 'n verskeidenheid studieterreine as individu en in groepsverband te soek en versamel, tekste te ontleed, te interpreteer, te evalueer en op koherente wyse te sintetiseer en oplossings voor te stel in toepaslike akademiese genres deur gebruikmaking van linguistiese konvensies soos gebruik in formele taalregisters. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Toetse en werkstukke – gewig: 60 %<br>Semestereksamen: 1x2 uur – gewig: 40 % | | |

| Module code: AGLE121 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Academic Literacy | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;<br>• as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;<br>• as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Tests and assignments– weight: 60 %<br>Semester exam 1x2 hours – weight: 40 % | | |

| Module code: ARTD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Art Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• furnish proof of a rounded off and systematic knowledge base of appropriate terminology that is connected with all areas of art theory for describing and discussing artworks, craft and applied design, and to produce evidence of an understanding of the historical connections and style development of your choice of fine arts, applied design and types of crafts and independently researched opportunities that can describe the connection between knowledge and skills acquired through visual art and design against the background of the National Curriculum Statement.<br>• furnish proof of an advanced degree of technical skills and knowledge that will support learners' practical activities; plan, manage and complete specific tasks and projects in spite of limited time, space and resources, and display and exhibit works that will complement the expressive and conceptual impact of the learners' artworks.<br>• furnish proof of specific knowledge of the details of subject-didactics values of the design process by applying the informal approach to lesson presentation in Art; present and communicate information, ideas and opinions in well-structured arguments and provide evidence of visual research approaches against the background of the National Curriculum Statement.<br>• furnish proof of knowledge, skills, attitudes and values acquired by studying the diverse roles and functions of visual art and design in contemporary life and in different periods and cultures, while taking into account the principles of the National Curriculum Statement and explaining the social and historical connection and chronology of the various types of art. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ARTD411 | Semester 1 | NQF-level: 7 |
|---|---|---|

Title: Art Methodology: FET phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of PowerPoint as a computer programme for the composition of a visual art and design portfolio; of visual culture studies and design theory lesson plans, collect and compile information within the context of a limited research area and present a comprehensive and formally-structured researched assignment showing evidence of thorough and coherent planning and referencing skills as a tool for marketing visual art and design products;
- identify themes for the compilation and presentation of a research proposal related to curriculation using design and visual arts as components in the FET phase; investigate, reflect on and interpret information from a variety of sources that show global influences and which shapes the development of visual art and design;
- demonstrate problem-solving abilities in planning and presenting lessons for specific application to the two main components visual art and design, in the context of the National Curriculum, using appropriate technologies and giving evidence of theoretical underpinning;
- demonstrate and evaluate ethically responsible behaviour, taking into consideration human rights and environmental issues while reflecting on the basic principles of orientation to the world of art through communication and behaviour.

Method of delivery: Full-time, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ARTE111 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: Art for Education: Introduction art for art education students

Module outcomes: On completion of this module the student should be able to:

- provide proof of a basic knowledge of creative and original art, of the formal visual elements of art, and of the use of applicable visual art terminology on all areas of visual art, and also to be able to display through the foregoing an understanding of the process of critical analysis and be able to provide proof of your ability to become effectively involved in your own and the research of others;
- reconnoitre and deal with a collection of art materials, techniques, processes and art instruments by using a portfolio and work book to indicate the important relation from process to production, and to show the change of visual image material in the creation of a work of art by means of traditional methods and techniques, as well as to give proof of writing and research skills regarding the studying of art within the historical and cultural contexts of multiple sources;
- deliver proof of basic independent thinking skills in the studying of visual art as aesthetic form of expression, and to come to the fore with original and creative views and work methods to solve a motivational project, and of your ability to become critically involved with your own experience of life through the exploring, processing and interpreting of signs and symbols derived from the broader visual culture and to provide conceptual problem solving for e.g. specific conceptual problems of composition and the theme;
- provide proof of self-disciplined and value-driven behaviour in the studying of art while you create, and keep sketch books, work books, journals and planners and a portfolio which will provide tangible evidence of the execution of specific assignments within a specific period, environment and prescribed guidelines, and how it is then exhibited and displayed in an acceptable fashion; and
- design a basic art lesson aimed at the specific teaching phases on which your studies focus.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x6 hour practical and theoretical examination 50 %

| Module code: ARTE121 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: Art for Education: Educational design

Module outcomes: On completion of this module the student should be able to:

- demonstrate a fundamental knowledge of responsible, creative and original design, design literacy and understand design within cultural, environmental and business contexts and to recognise that different value systems and traditions have influenced the development of African and South African design. You should also demonstrate your knowledge of the formal design elements of design in the context of design culture studies, as well as in a psychological context, and working methods in two-dimensional representation;
- explore and manipulate materials and techniques and design skills relevant to the design to the use and application of a variety of design materials, equipment, techniques and tools, either individually or collaboratively to present a design solution in design;
- demonstrate fundamental independent thinking skills in the study of art and design and an awareness of how design shapes the physical and social environment; understand and explain ways in which design can be used to benefit society and display an awareness of some of the ways in which design products and services are marketed as aesthetic form of expression: to show original and creative views and working methods, using appropriate technologies and giving evidence of design research results based in design culture studies directed at design education in practice; and
- demonstrate self-disciplined and value-driven behaviour in the study of design and evaluate the originality and creativity of views and working methods, through communication and behaviour. Also demonstrate an ability to plan, organise and manage own work, time management, commitment to a task and initiative, and understand the health and environmental implications related to the use of materials.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x6 hour practical and theoretical examination 50 %

| Module code: ARTE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: Art for Education: Introduction for art education students

Module outcomes: On completion of this module the student should be able to:

- show the basic skills of information design;
- use relevant computer programmes in design;
- place art history and appreciation holistically in social context;
- show critical individual thinking in the study of art history and appreciation;
- show scientific knowledge and communicate with regard to the history of art, with the focus on Renaissance, Baroque and Rococo art; and
- create practical handicrafts with theory as foundation.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x6 hour practical and theoretical examination 50 %

| Module code: ARTE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Art for Education: Educational art | | |
| Module outcomes: On completion of this module the student should be able to:<br>• generate ideas in a variety of approaches in response to project plans;<br>• demonstrate basic technical skills in the use of painting techniques, organic ceramics, basic design and drawing techniques;<br>• demonstrate a basic ability to solve visual and conceptual problems in the realisation of creative ideas;<br>• manage your own work process and to present it while displaying awareness of basic exhibiting conventions; j<br>• demonstrate fundamental critical and analytical writing and research skills by using applicable terminology of the visual arts;<br>• demonstrate knowledge and understanding of the visual arts within a series of social and historical contexts;<br>• design a Visual Art lesson for school children;<br>• implement the role of learning mediator by demonstrating a thorough knowledge of the subject content and several principles, strategies and resources applicable to teaching in a South African and world context;<br>• implement the role of interpreter and creator of learning programmes and material; and<br>• understand the role of scholar, researcher and lifelong student by realising continuing personal, academic, occupational and professional growth by pursuing reflective study of and research into Visual Art in broader professional and teaching matters and in related fields of study. This will take place by especially using the websites as indicated on your Art CDs. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x6 hour practical and theoretical examination 50 % | | |

| Module code: ARTE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Art for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• discuss the position of the history of art and art appreciation within social context critically;<br>• implement your basic painting skills and oil painting techniques;<br>• think critically as an individual while studying the history of art and art appreciation;<br>• acquire in an analytic scientific manner knowledge with regard to the history of art in general and the personality of the artist in particular and communicate it to others;<br>• implement your knowledge of creative crafts;<br>• discuss and analyse the art work of painters of different times and compare them with one another;<br>• compare the art work of painters of the same time analytically with one another;<br>• discuss the European and South African Impressionism critically and compare them with one another;<br>• compare the European and South African Expressionism with one another;<br>• compare some of the South African and European sculptors of the nineteenth century analytically with one another;<br>• give interesting history of art lessons; | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x6 hour practical and theoretical examination 50 % | | |

| Module code: ARTE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Art for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• use divergent, creative and innovative thought in an analysis, appreciation and creation of works of art as part of school-directed art subject didactics, focused within this module on applied design, art of painting technologically applied with an entrepreneurial basis, ceramics and three-dimensional construction as approach to sculpture and collography as graphic process;<br>• display a practical application knowledge regarding studio management applied to an art class and the layout as well as general organisation thereof;<br>• have respect for the order and beauty of the created reality and be able to facilitate it to learners;<br>• be sensitive to income-generating opportunities that can lead to an enriched and enhanced social, economic and cultural life focused on the making of a watch by means of an applied design-paint-technology activity;<br>• be able to do research on subject-specific themes; and<br>• demonstrate knowledge and understanding within the context of the art-historical themes that are discussed and examined as indicated in each of the 10 study units of the module plan. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x6 hour practical and theoretical examination 50 % | | |

| Module code: BSTD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Business Studies Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a well-rounded finishing and systematic knowledge base of basic Business Studies' didactical aspects, including lesson planning and learning programme development, with an informed notion of key terms, rules, concepts, principles and theories;<br>• identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;<br>• use unknown and abstract information by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;<br>• demonstrate problem-solving abilities to plan and present lessons and learning programme development for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory-driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and<br>• effectively communicate Business Studies' didactical aspects ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: BSTD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Business Studies Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a comprehensive, in-depth and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment, with an informed notion of key terms, rules, concepts, principles and theories;<br>• identify themes relevant to the national curriculum statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;<br>• use unknown and abstract information by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret, demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and<br>• effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: BSTE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Business Studies: Developing Ideas, Business Plan and Entrepreneurial Challenges | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a comprehensive, fundamental knowledge base of important terms, principles and theories with reference to the concept of entrepreneurship and the development of business plans;<br>• gather, organise, interpret and present information related to concepts of marketing and financing;<br>• demonstrate an informed understanding of the business environment and business studies as well as the operating of a business enterprise in the South African economy; and<br>• present related information coherently and reliably, and effectively executes assignments individually or as part of a group, and creatively solve problems in future-orientated business fields in accordance with business ethics. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: BSTE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Business Studies: Entry Strategies and managing an existing business | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to entering the formal business sector, the concept of management and the development of management styles;<br>• gather, organise, interpret and present information related to international business plan and the concepts of management;<br>• demonstrate an informed understanding of the e-business and the business environment to be able to address theoretical issues surrounding Business studies, but also to use this to solve practical scenarios; and<br>• to present related information coherently and reliably, and effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields in accordance with business ethics. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: BSTE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Business Studies: The business world and the place of business management | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a sound understanding of key terms, rules, concepts, established principles and theories with reference to the business environment and business management with a solid knowledge base regarding entry strategies of a business;<br>• gather, organise, make a critical analysis and also interpret information about forms of ownership;<br>• communicate information coherently and reliably, individually or as part of a group; and<br>• select information and develop the necessary presentation skills using appropriate technologies according to the social environment he/she operates in, as well as practice sound business ethics. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: BSTE221 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Business Studies: The business organisation and management | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a sound understanding of key terms, rules, concepts, established principles and theories with reference to general management, have a solid knowledge base regarding basic planning principles and organizing;<br>• gather, organise, make a critical analysis and interpret information;<br>• communicate information coherently and reliably, individually or as part of a group;<br>• select information and develop the necessary presentation skills using appropriate technologies. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3hour written examination 50 % | | |

| Module code: BSTE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Business Studies: The functional management of the organisation | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a well-rounded finishing and systematic knowledge base of the marketing function, marketing instruments, the integrated marketing strategy, external relations, the financial function and management and asset management, with an informed notion of key terms, rules, concepts, principles and theories with regard to functional management;<br>• identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;<br>• use unknown and abstract information in this regard by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;<br>• demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and effectively communicate Business Studies ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: BSTE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Business Studies: Functional Management (Continued) and Contemporary Issues | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a well-rounded finishing and systematic knowledge base of financial decisions, the operational function and management, procurement management and activities and the challenges in business management,<br>• have an informed notion of key terms, rules, concepts, principles and theories with regard to functional management, identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;<br>• use unknown and abstract information by using graphs and theory driven arguments;<br>• effectively use IT skills to collect, organise, critically analyse and to interpret;<br>• demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and<br>• effectively communicate Business Studies ethically, coherently and reliably to learners in the classroom situation, using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CATD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Computer Applications Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of policy documents for Computer Applications Technology in the FET phase;<br>• demonstrate practical skills in the planning, presentation and assessment of both practical and theoretical lessons in Computer Applications Technology;<br>• be able to integrate, communicate and apply existing knowledge and skills in practice. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: CATD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Computer Applications Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate detailed knowledge with extensive comprehension of the policy documents for Computer Applications Technology in the FET phase;<br>• demonstrate practical skills in the planning, presentation and assessment of both theoretical and practical lessons in Computer Applications Technology;<br>• demonstrate the ability to apply the principles of teaching-learning in Computer Applications Technology in the FET phase; and<br>• demonstrate and evaluate the use of different learning material for Computer Applications Technology. | | |
| Method of delivery: Full-time, MoA CEDAR College, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CATE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Computer Applications Technology for Education: Basic Computer Concepts | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge and understanding of the general concepts of information technology, different computer systems and the components, characteristics and basic operation of a computer;<br>• demonstrate skills in doing troubleshooting of simple end-user computer-related hardware and software problems;<br>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and<br>• demonstrate understanding of issues related to the impact of information and communication technologies on the environment and society in a global context. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CATE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Computer Applications Technology for Education: Introduction to Word processing | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge about the accountable use of input devices and a word processing programme;<br>• make use of case studies to demonstrate keyboarding skills and practical skills in elementary word processing functions and;<br>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and<br>• demonstrate understanding of issues related to the use of e-documents. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour examination 50 % | | |

| Module code: CATE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Computer Applications Technology for Education: Advanced Word processing | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate detailed knowledge and extended comprehension of input devices, a word processing programme and the didactical aspects of the unique teaching methods for Computer Applications Technology with special reference to inclusive education;<br>• demonstrate practical skills in the application of advanced word processing functions by using relevant case studies; and<br>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour examination 50 % | | |

| Module code: CATE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Computer Applications Technology for Education: Spreadsheets | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate detailed knowledge and extended understanding of the general concepts of a spreadsheet program in teaching-related examples;<br>• demonstrate profound skills in reliable design, editing, formatting and management of spreadsheets and charts, as well as applicable problem-solving skills, in groups or individual, with the aid of a spreadsheet package;<br>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CATE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Computer Applications Technology for Education: Presentations, Desktop Publishing and Web Design | | |
| Module outcomes: On completion of this module the student should be able to:<br>demonstrate adequate knowledge of the use of software suitable for presentations, desktop publishing and webpage design;<br>• demonstrate practical skills and design principals in using presentations, desktop publishing and webpage design and the ability to integrate these applications with other application software;<br>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and<br>• demonstrate the ability to evaluate various sources in order to acquire information to use in presentations, desktop publishing and webpage design. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 written hour examination 50 % | | |

| Module code: CATE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Computer Applications Technology for Education: Databases and Data Communication | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate detailed knowledge with extensive understanding of the design and management of a database, different types of networks, communication media and products as well as the handling of data in a network;<br>• demonstrate practical skill regarding the design and management of a database as well as the ability to compare and evaluate different network topologies and network media;<br>• demonstrate the skill to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and<br>• critically evaluate data communication and transfer technologies as are currently in general use. | | |
| Method of delivery Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CMPF111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Computer Literacy for Educators | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge of personal computer systems, application software and information and communication skills;<br>• demonstrate practical skills regarding the use of a word processing program, spreadsheet program and presentation program as they are applied in teaching;<br>• demonstrate problem-solving abilities in the practical application of application software in the teaching-learning situation; and<br>• demonstrate knowledge of the use and integration of computers in the teaching-learning situation. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 70 %<br>1x½hour written examination 30 % | | |

| Module code: COMF411 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Computers in Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate sound knowledge of e-learning and the policy on e-Education;<br>• demonstrate knowledge and skills of ICT integration in schools;<br>• demonstrate problem-solving abilities to plan, design and present computer-integrated lessons; and<br>• critically evaluate ethical and moral aspects regarding the use of ICT in education. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: CTED211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Civil Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of the National Curriculum Statement policy of Civil Technology for education in the Further Education and Training phase;<br>• demonstrate the knowledge and skills in problem-based teaching approaches; and<br>• demonstrate the ability to plan appropriate technology lessons according to the unique technological process that is used as the organising concept. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: CTED321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Civil Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate extensive and systematic knowledge and competency in respect of a problem-based teaching approach, with reference to Curriculum development in the Civil Technology field of study;<br>• application and discussion of various suitable assessment strategies and task types, as applicable to the Civil Technology field of study; and<br>• implementation of designing and compiling portfolios, as applicable to both teachers and learners. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: CTED421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Civil Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a verbal awareness and understanding of the safety aspects applicable in the classroom, workshop and on-site visits during practical sessions;<br>• design and compile portfolios for both learners and educators in Civil Technology for Education; and<br>• adequately demonstrate the capability to integrate the knowledge and skills acquired in the prerequisite modules in the compiling and presentation of a Civil Technology for Education project. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: CTEE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Civil Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a basic knowledge by identifying the correct tools for the specific work;<br>• demonstrate the ability to use electrical hand tools and machinery in woodwork and implement the correct safety procedures;<br>• explain the terminologies of bricklaying;<br>• explain and identify problems that are normally associated with the failing of foundations on certain soil formations; and<br>• demonstrate the ability to communicate their points of view in writing. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CTEE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Civil Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a basic knowledge in choosing, designing and making the correct woodwork joints in practical work sessions;<br>• explain all relevant terminologies that occur in the field of study; and<br>• explain and express their basic knowledge concerning concrete, concrete mixtures and the curing of different aggregate mixtures. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CTEE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Civil Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate their knowledge by designing, planning and drawing house plans;<br>• show a thorough knowledge of, and describe, choose and design appropriate roofs and roof trusses for different structures;<br>• analyse and explain their knowledge concerning the behaviour of different soils;<br>• explain and express their well-founded knowledge concerning structures that match the soil's shortcomings; and<br>• communicate and demonstrate, in writing and sketching, their points of view. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CTEE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Civil Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate their knowledge by discussing and designing different aspects of the construction of basements and gravity walls;<br>• show a thorough knowledge of, and describe the method of designing columns and beams;<br>• discuss and compare various aspects of constructions based on site visits and digital photos;<br>• analyse and explain knowledge concerning sanitary components and installation; and<br>• explain and express well-founded knowledge concerning the importance of managing sanitary works and the utilisation of natural water supply. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CTEE411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Civil Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• analyse and demonstrate profound knowledge concerning different and advanced designing principles of structures and buildings by using principles of strength and mechanics;<br>• analyse, use and explain their profound and systematic approach to calculate materials needed for completing structures by implementing principles of quantity surveying; and<br>• by means of research, verbally communicate, in well-formulated arguments, the problems and solutions that usually occur in practice. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: CTEE421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Civil Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a systematic and thorough approach towards different theories that can be applied in practice referring to mechanical principles;<br>• demonstrate a well-rounded and profound knowledge concerning strength of materials; and<br>• demonstrate and communicate profound knowledge and skills concerning surveying. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ECOD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Economics Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a well-rounded and systematic knowledge base of lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Economics and have a sound understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Economics according to the National Curriculum Statement;<br>• gather, organise, make a critical analysis and interpret information regarding didactic concepts of Economics and have the ability to deal with unfamiliar concrete and abstract information using theory-driven arguments and IT skills appropriately;<br>• communicate coherently and reliably in individual or group context about the steps in economic development through the ages and to present information effectively with the aid of IT skills; and<br>• use the knowledge and skills that have been mastered in this module effectively to teach future learners according to ethically established norms and values. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ECOD411 | Semester 1 | NQF-level: 7 |
|---|---|---|

Title: Economics Methodology: FET phase

Module outcomes: On completion of this module the student should be able to:

- illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the economics classroom;
- conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organization and record-keeping;
- effectively and professionally present academic information with regard to assessment of Economics teaching as well as planning and preparation of Economics lessons using IT-skills and coherently and reliably communicate as an individual or as part of a group; and
- use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-Based Educational approach and implement norms and values prescribed by the Education Department.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ECOE111 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: Economics for Education: Introduction to Economics (Part 1)

Module outcomes: On completion of this module the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to the concept of economics, the economic problem and the measuring of the performance of the economy, and be able to demonstrate an informed understanding of the consumer and the producer, the production and distribution issue, as well as the mutual dependence between the important sectors, markets and flows in a mixed economy, as well as the development and performance of the South African economy;
- gather, organise, interpret and present information related to this and related concepts of scarcity, choice, opportunity costs, micro- and macro-economics, positive and normative economics, national income, determining national income, the uses of national income figures and the methods of increasing national income;
- effectively execute assignments with regard to the prescribed learning content individually or as part of a group and creatively solve problems in relevant economic fields with the aid of appropriate technology; and
- present related information coherently and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and, according to ethical established values, instruct future learners.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ECOE121 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: Economics for Education: Introduction to Economics (Part 2)

Module outcomes: On completion of this module the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to recent economic related topics and problems such as privatisation, deregulation, nationalisation, division of labour, mass production, the population and labour force of the RSA, price formation, elasticity and economic stability and demonstrate an informed understanding of the reading and interpretation of graphs and the concepts of business cycles and inflation;
- gather, organise, interpret and present information related to this and strategical resources in South Africa and the related concepts of need, utility, value, demand, supply and market equilibrium;
- effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields with the aid of appropriate technology; and
- present related information coherently and reliably, and to use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ECOE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: Economics for Education: Micro-Economics

Module outcomes: On completion of this module the student should be able to:

- have a sound understanding of key terms, rules, concepts, established principles and theories with reference to demand and supply in action, interference from government, perfect and imperfect competitive markets and also be able to indicate changes in demand and supply;
- have a solid knowledge base regarding the theory of consumer choice and economic and regional development
- gather, organise, make a critical analysis and also interpret information regarding utility, consumer equilibrium, the monopoly, monopolistic competition, the oligopoly and market equilibrium;
- coherently and reliably communicate information regarding the theory of production, cost, urbanisation and the informal sector, individually or as part of a group;
- select information regarding basic cost and profit concepts and production and cost on both the short and long term and develop the necessary presentation skills using appropriate technologies; and
- use the knowledge and skills you have mastered in this module in future to teach it effectively and according to ethically established norms and values to your learners.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ECOE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Economics for Education: From Micro- to Macro-Economics

Module outcomes: On completion of this module the student should be able to:

- have a sound understanding and a solid knowledge base of key terms, rules, concepts, established principles and theories with reference to the labour market, labour as a production factor, perfect and imperfect competitive labour markets, wage differences, macro-economic aspects of the labour market, the public sector, taxation and fiscal policy, labour relations, market and government failure, public and private ownership and functions of the state;
- to gather, organise, make a critical analysis and interpret information regarding the labour problem, trade unions in the RSA, the role of the state in production, government expenditure and the financing of government expenditure;
- communicate information with reference to the monetary sector, the concepts of tax, requirements of a good tax system and types of tax coherently and reliably, individually or as part of a group, and to select information with reference to money and money-associated instruments, the South African Reserve Bank, the monetary policy framework in South Africa and the budget, and develop the necessary presentation skills using appropriate technologies; and
- use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ECOE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Economics for Education: Macro-Economic Problems (Part 1)

Module outcomes: On completion of this module the student should be able to:

- show an informed understanding of key terms, rules, concepts, principles and theories with reference to international trade, poverty, economic integration and productivity;
- possess the ability to deal with unfamiliar and abstract information in connection with elementary Keynesian macroeconomic models by making use of graphs and theory-driven arguments;
- effectively use IT skills to gather, organise, critically analyse and interpret information with reference to economic integration, international trade, poverty, productivity and the economic policy of the state;
- dispose of a finished and systematic knowledge basis of economically related questions, elementary Keynesian macroeconomic models and macroeconomic theory and policy;
- communicate coherently and reliably in the above-mentioned regard in individual or group context and use the knowledge and skills that you mastered in this module in the future to effectively teach it to your learners according to ethically established norms and values.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ECOE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: Economics for Education: Macro-Economic Problems (Part 2)

Module outcomes: On completion of this module the student should be able to:

- have a well-rounded and systematic knowledge base of unemployment and economic growth and development and demonstrate an informed understanding of key terms, rules, concepts, principles and theories with regard to the causes, effects and measurement of inflation;
- interact with unfamiliar and abstract information in respect of the nature and calculation of price indices by using unfamiliar calculation methods and theory-driven arguments and to collect, organise, critically analyse and interpret information with regard to the importance of tourism in a country's economy;
- communicate coherently and reliably in individual or group context about the steps in the economic development through the ages and to present information effectively with the aid of IT skills; and
- use the knowledge and skills mastered in this module effectively to teach it according to ethically established norms and values.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: EDCC112 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: Professional Studies

Module outcomes: On completion of this module the student should be able to:

- demonstrate a fundamental knowledge of the relationship between education, teaching and learning as it is manifested in classroom activities (instructional planning and implementation);
- use prepared observational instruments to identify major school and routine administrative activities and communicate observational findings on selected aspects in a written report, as well as in an oral presentation;
- demonstrate knowledge and understanding of teaching as a profession;
- design and implement educational media/technologies for this level of study.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: EDCC113 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Basic Introduction to Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge of what philosophy/ philosophy of education is by identifying the essential questions to be considered when developing a philosophy of education and describing the purposes of a philosophy of education;<br>• identify and explain the perennial categories of philosophy, namely ontology, cosmology, anthropology and epistemology;<br>• demonstrate fundamental knowledge of the philosophical foundations of outcomes-based education;<br>• formulate an own philosophy of life/education;<br>• describe the historical framework of the South African education system and to write down lessons learned;<br>• demonstrate the ability of problem solving through dialogue to clarify own values and beliefs and analyse moral and spiritual issues and dilemmas in education. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2hour written examination 50 % | | |

| Module code: EDCC123 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Curriculum development for Educators | | |
| Module outcomes: On completion of this module the student should be able to:<br>• motivate the necessity of curriculum change against the South-African background;<br>• demonstrate fundamental knowledge with regard to the philosophical underpinnings and principles of the outcomes based curriculum;<br>• identify and explain the components of an outcomes based curriculum;<br>• discuss the interdependence and interaction between the components of the curriculum developmental process;<br>• interpret the outcomes based National Curriculum Statement and other curricula;<br>• demonstrate the skills of developing learning programmes, work schedules and lesson plans;<br>• to describe the role of the educator as dynamic agent of curriculum development. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EDCC124 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Professional Studies: Work-integrated learning | | |
| Module outcomes: On completion of this module the student should be able to:<br>• apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training<br>• describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment<br>• demonstrate the ability to form professional relationships<br>• develop and use observational skills, analyse observation data and reflect on the work-related training experience<br>• demonstrate the ability to be a professional teacher in SA<br>• coach a sport (Potchefstroom campus) | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment in the first and second semester. The student must comply with all requirements: Visit schools (2 x 3 weeks); class attendance; handing in of documentation and passing of sport course. | | |

| Module code: EDCC212 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Professional Studies | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a sound understanding of the behaviourist and information-processing theories, in particular, and ensuing principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;<br>• have a solid knowledge base in teaching and learning within a structured and formal outcomes-based environment, with reference to different learning facilitation skills and strategies,<br>• have a solid knowledge regarding outcomes-based assessment;<br>• demonstrate, individually and in group work, the ability to present a theory based motivation for teaching and assessment strategies suitable to a specific learning environment and school phase;<br>• have the ability to plan and present a lesson in accordance with a given format and assessment criteria, and using the most effective instructional skills for a specific teaching-learning environment;<br>• integrate of a personal value system into lesson-planning, assessment strategies and instructional skills. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EDCC213 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Educational Psychology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of global perspectives in Community educational psychology;<br>• demonstrate a fundamental knowledge of theoretical underpinnings of Community educational psychology;<br>• understand the practical applications of Community educational psychology in South African school and classroom contexts with specific reference to Inclusive Education and Health promoting schools;<br>• demonstrate fundamental knowledge and understanding of human development from birth to late adolescence;<br>• demonstrate fundamental knowledge of physical, neurological and intellectual barriers to learning;<br>• demonstrate the competence to apply the knowledge to identify physical, neurological and intellectual barriers to learning. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: EDCC222 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Educational Psychology

Module outcomes: On completion of this module the student should be able to:

- demonstrate solid knowledge of the theoretical underpinnings for the development of health promoting schools;
- demonstrate a solid knowledge and understanding of the psycho-social dynamics of a classroom;
- demonstrate the competencies to apply knowledge, skills and attitudes for the development of supportive classroom environments;
- demonstrate fundamental knowledge of emotional, behavioural and social barriers to learning; and
- demonstrate competencies to identify emotional, behavioural and social barriers; and
- demonstrate solid knowledge and understanding of serious learner misconduct and legal implications of dealing with such misconduct.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: EDCC223 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Professional Studies: Work-integrated learning

Module outcomes: On completion of this module the student should be able to:

- apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training
- describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment
- demonstrate the ability to form professional relationships
- develop and use observational skills, analyse observation data and reflect on the work-related training experience
- demonstrate the ability to be a professional teacher in SA
- coach a cultural activity (Potchefstroom campus)

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment in the first and second semester. The student must comply with all requirements: Visit schools (2 x 3 weeks); class attendance; handing in of documentation and passing of discipline module and culture course.

| Module code: EDCC312 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Professional Studies

Module outcomes: On completion of this module the student should be able to:

- demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills;
- demonstrate a well-rounded knowledge of and ability to take into consideration the variables that influence learner performance such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioural variables and task variables;
- demonstrate a well-rounded knowledge and ensuing skills in the choice, planning and implementation of indirect teaching strategies;
- plan and conduct outcomes-based assessment strategies; and
- develop outcomes-based learning materials.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: EDCC313 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Inclusive Education

Module outcomes: On completion of this module the student should be able to:

- demonstrate well-rounded knowledge of the practical implications of the implementation of inclusive education and of strategies for the accommodation of learners with specific barriers to learning in different classroom contexts;
- implement the SIAS-process; to collaborate with parents and other support professionals in the support process and to integrate and apply well-rounded knowledge, basic skills and accommodating attitudes developed through reflective, creative thinking to support learners with specific barriers in different classroom contexts;
- understand the value of inclusive education for the enhancement of an inclusive society and the provision of quality education for all and demonstrate an appropriate attitude and understanding towards learners, educators and parents involved in the support process.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: EDCC321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: Educational Management

Module outcomes: On completion of this module the student should be able to:

- prove insight into the concept and relevance of education management;
- analyse and discuss the various management tasks of an educator;
- demonstrate an understanding of the nature and practice of classroom management;
- demonstrate expertise concerning the concept and related themes of leadership in education.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: EDCC322 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Professional Studies: Work-integrated learning | | |
| Module outcomes: On completion of this module the student should be able to:<br>• apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training<br>• describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment<br>• demonstrate the ability to form professional relationships<br>• develop and use observational skills, analyse observation data and reflect on the work-related training experience<br>• demonstrate the ability to be a professional teacher in SA<br>• display thorough knowledge of and appropriate skills with regard to administrative and management requirements<br>• know the basic principles of school organisation and administration (Potchefstroom campus) | | |
| Method of delivery: Full-time, MoA AROS, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: | Continuous assessment in the first and second semester. The student must comply with all requirements: Visit schools (1x2 weeks observation at a school of their choice and 2 x 3 weeks); class attendance; handing in of documentation and mastering of general organisation- and administration principles of school activities. | |

| Module code: EDCC411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Education Law | | |
| Module outcomes: On completion of this module the student should be:<br>• familiar with legislation as a source of Education Law and being able to act in accordance with relevant legal prescriptions;<br>• familiar with the legal prescripts for the educator's conduct in terms of the Code of Professional Ethics (SACE) and be able to act in accordance with its provisions;<br>• able to correctly interpret and apply rights as enshrined in the Bill of Rights in the Constitution of the Republic of South Africa, to protect and promote children's rights in schools, to teach learners a positive attitude with regard to their own rights and responsibilities as well as that of others, and to be able to respect the rights of others;<br>• able to handle learner discipline in accordance with the principles and provisions of Education Law;<br>• understanding and being able to apply the educator's duty of care towards learners and being able to apply aspects of delictual liability in case studies; and<br>• familiar with relevant aspects of Labour Law in education. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x2 hour written examination 50 % | |

| Module code: EDCC412 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Professional Studies | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate the competence to provide effective feedback on assessments;<br>• demonstrate the competence to review assessments;<br>• demonstrate effective and advanced strategies as mediator of authentic learning situations and reflect on own teaching;<br>• develop his/her own strategic teaching-learning approach;<br>• design, plan, select and interpret relevant learning materials; and<br>• demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: | Continuous assessment 70 %<br>1x2 hour written examination 30 % | |

| Module code: EDCC421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Educational Systems | | |
| Module outcomes: On completion of this module the student should be able to:<br>• define and analyse the nature and aims of the education system;<br>• outline the historical development of the South African education system;<br>• explain the structure of the education system by distinguishing the four components;<br>• demonstrate the influence and implications of various determinants on the education system; and<br>• describe and critically analyse relevant debates and controversies in contemporary education systems. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x2 hour written examination 50 % | |

| Module code: EDCC422 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Professional Studies: Work-integrated learning | | |
| Module outcomes: On completion of this module the student should be able to:<br>• apply the theoretical knowledge they have obtained in the different professional studies modules in work related training<br>• describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment<br>• demonstrate the ability to form professional relationships<br>• develop and use observational skills, analyse observation data and reflect on the work-related training experience<br>• demonstrate the ability to be a professional teacher in SA<br>• identify problems related to discipline and take appropriate steps to solve these problems<br>• display thorough knowledge of and appropriate skills with regard to administrative and management requirements<br>• have basic knowledge of mentoring and be able to demonstrate it (Potchefstroom campus) | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: | Continuous assessment in the first and second semester. The student must comply with all requirements: Visit schools (2x4 weeks); class attendance; handing in of documentation and mastering of general principles of mentorship. | |

| Module code: EDTM321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Environmental Education: Introduction to Environmental Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate proof of basic knowledge and an informed understanding of some of the Environmental Education concepts;<br>• analyse and apply some activities and skills that can engage young learners;<br>• demonstrate proof of the ability to solve well defined problems; and<br>• display responsible conduct while continuously developing your role as a teacher. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Engineering Graphics and Design: Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• explain the rationale behind Engineering Graphics as a subject;<br>• explain the curriculum and outcomes of Engineering Graphics and Design; and<br>• plan lessons in terms of the unique methodology and assessment of Engineering Graphics and Design. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Engineering Graphics and Design: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate competence regarding curriculum development in the Engineering Graphics and Design field;<br>• apply and discuss suitable types of assessment strategies in the different task types of an Engineering Graphics and Design lesson;<br>• design and compile portfolios for both learners and educators. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Engineering Graphics and Design: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have sound knowledge of the Turbo Computer-Aided Drawing programme;<br>• be able to create two dimensional drawings and three dimensional wire frame models and solids; and<br>• be able to use newly acquired skills concerning Turbo CAD and apply their knowledge of Engineering Graphics and Design to plan lessons and to do selected preparatory work for classroom activities. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: EGDD421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Engineering Graphics and Design: Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have sound knowledge of the Turbo Computer-Aided Drawing programme;<br>• be able to create solid parts;<br>• be able to use newly acquired skills and their knowledge of Engineering Graphics and Design to plan lessons and to do selected preparatory work for classroom activities. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: EGDE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Engineering Graphics and Design (Engineering) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a basic knowledge, concept and insight regarding the field of knowledge of mechanical technology, which is relevant to the engineering industry, with attention to safety;<br>• explain and evaluate the necessity to implement safety in the work place to create a safe working environment;<br>• demonstrate a basic knowledge and understanding of the manufacturing of iron and steel as engineering materials;<br>• identify and select the correct material for a specific application and motivate the reason for their choice;<br>• demonstrate a basic knowledge of hand and precision measuring tools (outside and inside micrometer), equipment and machines (drilling machines, grinders and the lathe) and communicate it in writing; and<br>• describe and motivate the essence of the above-mentioned on technological processes from conceptual design through to the process of practical problem solving to produce or improve on products which can enhance our quality of life. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDE112 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Engineering Graphics and Design (Vehicle) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge of the Occupational Health and Safety Act and Regulations applicable to the motor mechanical workshop;<br>• identify and apply the correct maintenance to all the hand tools relevant to this workshop;<br>• demonstrate knowledge to distinguish between, and evaluate various types of engines and drive train combinations with regard to the layout, operation and composition as well as the advantages and disadvantages of each, and<br>• demonstrate basic knowledge of the basic layout and construction of the modern vehicle. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Engineering Graphics and Design (Electrical) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• be able to demonstrate knowledge and understanding of the principles and concepts of indigenous and global graphical communications within the context of Electrical Technology for Education; and<br>• demonstrate skills in drawing circuitry and symbols in Electrical Technology for Education. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDE122 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Engineering Graphics and Design (Civil) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge of the Occupational Health and Safety Act and Regulations as applicable to this workshop and the civil study field;<br>• demonstrate adequate knowledge to identify all the hand tools, electrical hand tools and machine tools used and be able to describe the maintenance and uses of these machines;<br>• demonstrate adequate knowledge of legitimate construction methods and techniques; and demonstrate profound knowledge to design and plan a simple project. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Engineering Graphics and Design | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have sound theoretical knowledge of Descriptive Geometry, Intersections and Developments; and<br>• be able to apply theoretical knowledge and drawing skill in order to solve relevant problems. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |
| **Module code: EGDE221** | **Semester 2** | **NQF-level: 5/6** |
| Title: Engineering Graphics and Design | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have sound theoretical knowledge of Descriptive Geometry, Intersections and Developments; and<br>• be able to apply theoretical knowledge and drawing skill in order to solve relevant problems. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: EGDE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Engineering Graphics and Design | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have sound theoretical knowledge of Machine Drawing I, Oblique Projection, Axonometric Projection, Perspective Projection and Civil Drawings; and<br>• be able to apply theoretical knowledge in order to solve relevant problems. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: EGDE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Engineering Graphics and Design | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have sound theoretical knowledge of Machine Drawing II, Assembly Drawings and Electrical Drawings; and<br>• be able to apply theoretical knowledge in order to solve relevant problems. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ENGD212 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: English Methodology: Int- and Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge on the theories of SLA;<br>demonstrate understanding of approaches, methods and techniques in ESL;<br>• interpret and select learning outcomes and assessment standards for effective teaching and learning of poetry<br>• design plan and present poetry lessons | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2hour written examination 50 % | | |

| Module code: ENGD322 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: English Methodology: Didactical aspects of English | | |
| Module outcomes: On completion of this module the student should be able to:<br>• understand and select appropriate outcomes and assessment standards from the Policy documents for First Additional Language;<br>• demonstrate profound knowledge of the theory of teaching, listening and reading skills<br>• interpret and select learning outcomes and assessment standards for reading and listening<br>• apply appropriate knowledge and skills to design lessons on reading and listening with all necessary requirements and support. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2hour written examination 50 % | | |

| Module code: ENGD416 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: English Methodology: Int- and Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate well-rounded knowledge on SLA learning and teaching theories as well current Methodological approaches<br>• demonstrate the ability to apply knowledge of learning theory, teaching strategies and methods to design phase appropriate lessons;<br>• analyse and interpret policy documents;<br>• interpret the policy documents to plan lessons on the four language skills<br>• plan a Learning Programme Framework; Work Schedule and Lessons for each phase driven by a Communicative and Task-based approach; and<br>• be able to deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ENGD417 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: English Methodology: Snr- and FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate well-rounded knowledge on SLA learning and teaching theories as well current Methodological approaches<br>• demonstrate the ability to apply knowledge of learning theory, teaching strategies and methods to design phase appropriate lessons;<br>• analyse and interpret policy documents;<br>• interpret the policy documents to plan lessons on the four language skills<br>• plan a Learning Programme Framework; Work Schedule and Lessons for each phase driven by a Communicative and Task-based approach; and<br>• be able to deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ENGD426 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: English Methodology: Int- and Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate well-rounded knowledge on SLA learning and teaching theories as well current Methodological approaches<br>• demonstrate ability to apply knowledge of learning theory, teaching strategies and methods to design phase appropriate lessons;<br>• analyse and interpret policy documents<br>• interpret the policy documents to plan holistic language lessons<br>• plan a Learning Programme Framework; Work Schedule and Lessons for each phase driven by a Communicative and Task-based approach; and<br>• be able to deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ENGD427 | Semester 2 | NQF-level: 7 |
|---|---|---|

Title: English Methodology: Snr- and FET phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate well-rounded knowledge on SLA learning and teaching theories as well current Methodological approaches
- demonstrate ability to apply knowledge of learning theory, teaching strategies and methods to design phase appropriate lessons;
- analyse and interpret policy documents
- interpret the policy documents to plan holistic language lessons
- plan a Learning Programme Framework; Work Schedule and Lessons for each phase driven by a Communicative and Task-based approach; and
- be able to deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ENGE111 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: English for Education

Module outcomes: On completion of this module the student should be able to:

- demonstrate a solid knowledge and understanding of the literary genres of film, drama and novel;
- demonstrate the necessary skills to analyse and critically evaluate literary texts;
- have the knowledge and skills needed to identify and evaluate the values explored in literary texts;
- have the knowledge and skills needed to identify literary themes for a multicultural society related to the real life experiences of learners and focus on the role literature study can play in advancing recognition of and respect for all people in a democratic society;
- demonstrate the solid knowledge and necessary skills to communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation;
- demonstrate solid knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; and
- demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ENGE122 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: English for Education: Linguistics for Language Teachers

Module outcomes: On completion of this module the student should be able to:

- demonstrate a fundamental knowledge and understanding of the field of linguistics and its application in the language classroom;
- critically analyse the knowledge bases of the four language skills as they pertain to the English classroom;
- demonstrate competence in the four language skills and their application in the language classroom;
- access, evaluate and apply technological information in the classroom;
- successfully create and maintain a learning environment that is conducive to effective learning; and
- successfully select, create and evaluate suitable learning resources.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ENGE212 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: English for Education: South African and international literacy contexts in Education

Module outcomes: On completion of this module the student should be able to:

- demonstrate solid knowledge and understanding of the literary genres of poetry, short stories and young adult literature in a variety of Afrocentric texts;
- demonstrate well established competence in identifying, tracing and interpreting themes in literary genre;
- apply knowledge of stylistic aspects of literary texts in the teaching of language and grammar skills;
- analyse and critically evaluate Afrocentric literary texts in 'n multicultural environment;
- identify and evaluate the values explored in Afrocentric literary texts;
- communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation; and
- demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ENGE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: English for Education: Respect as Educational Principle in Literary Texts

Module outcomes: On completion of this module the student should be able to:

- demonstrate knowledge and understanding of representative selections from different literary traditions;
- demonstrate knowledge and understanding of literary theory and genre;
- trace the development of major literary movements in historical periods;
- identify, trace, interpret and critically comment on themes in a literary genre;
- demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;
- demonstrate fundamental knowledge of stylistic aspects of literary texts;
- demonstrate ability to identify and evaluate the values explored in literary texts and films;
- demonstrate understanding of didactic skills and approaches and apply this to the teaching of literature.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ENGE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: English for Education; Advanced Thematic Studies for English in Education

Module outcomes: On completion of this module the student should be able to:

- demonstrate profound knowledge and insight regarding the literary genres of drama novel and poetry in a variety of texts;
- identify, trace interpret and critically comment on themes in a literary genre;
- demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;
- demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary texts and films;
- demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and
- demonstrate an ample ability to identify themes and situations which learners can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ENGE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: English for Education: Construction and Deconstruction as an Educational Tool

Module outcomes: On completion of this module the student should be able to:

- demonstrate profound knowledge and insight of the deconstructive view of literature;
- demonstrate judicious ability for deconstructive reading pertaining to the multiple meanings of words, exclusions, substitutions, intertextuality, filiations among meanings and signs, the play of meaning, and repetition;
- demonstrate the skills and knowledge required to analyse and critically evaluate relations of texts to each other;
- demonstrate fundamental knowledge of the construction, communication, and reception of texts within a cultural and educational context;
- demonstrate judicious knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate the basic knowledge and skills required for the construction of meaning in cinema and the development of film language and the understanding of the major of structural components of the narrative film text, such as narrative structure, *miser-en-scene*, the camera eye, editing and sound;
- demonstrate the profound knowledge and skills needed to identify and evaluate the values exploded in literary texts and films;
- demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and
- demonstrate an ample ability to identify themes and situations to which learners can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: ENGF121 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: English Medium of Instruction

Module outcomes: On completion of this module the student should be able to:

- demonstrate a solid knowledge of the methodology of effective second language medium of instruction;
- demonstrate a fundamental knowledge of the principles of second language acquisition;
- demonstrate basic competence in the four language skills and their application in the content classroom;
- use medium of instruction to convey content of area of specialisation by employing holistic language skills and successfully applying principles of language across the curriculum;
- demonstrate ability to monitor and evaluate own and learners' progress; and
- match the profile of an ideal, second language medium of instruction content teacher to successfully create and maintain a learning environment that is conducive to effective learning.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 60 %
1x2 hour written examination 40 %

| Module code: ENGF211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: English Medium of Instruction

Module outcomes: On completion of this module the student should be able to:

- demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English. This is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction;
- demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language. Presentational skills also entail the use of contextual cues that will help learners to link background content, language, and cultural knowledge to new knowledge; and
- demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to:
    - plan both content and language objectives for each learning task;
    - design suitable and appropriate materials;
    - design and introduce contextual clues;
    - encourage purposeful interaction;
    - create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and
    - employ fair and appropriate assessment strategies.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 60 %
1x2 hour written examination 40 %

| Module code: ETED211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Electrical Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of the NCS policy on Electrical Technology for Education in the FET phase;<br>• demonstrate knowledge and skills in problem-based teaching approaches; and<br>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of technology, with and without resources. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ETED321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Electrical Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base regarding curriculum development of Electrical Technology for Education;<br>• apply and discuss suitable types of assessment strategies in the different task types of a Technology lesson and demonstrate an understanding of the nature and practice of organising and management skills in Technology classroom management;<br>• present and communicate the process of designing and compiling portfolios for both learners and educators in Technology; and<br>• show an awareness and understanding of the safety aspects applicable in workshops, practical centres and Technology classrooms which should be applied through-out Technology teaching and learning. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ETED421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Electrical Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate an awareness and understanding of the safety aspects applicable in the workshops, practical centres and Electrical Technology for Education class rooms;<br>• adequately design and compile portfolios for both learners and educators in Electrical Technology for Education;<br>• demonstrate a coherent and critical understanding of the nature and practice of organising and management skills in Electrical Technology for Education centre management, with specific reference to workshops for the planning and conducting of practical lessons in the Senior phase; and<br>• demonstrate the capability to integrate the knowledge and skills acquired in the prerequisite modules in the compiling and presentation of an education project for Electrical Technology for Education. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ETEE212 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Electrical Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge of electrical principles with specific reference to Ohm's and Kirchoff's laws;<br>• demonstrate basic knowledge of electrical/electronic components, in which the learner must show competence in the use, making and working principles of these types of components in the teaching-learning experience with specific reference to applications in the applicable school curriculum;<br>• demonstrate in writing and in practice, fundamental knowledge of semiconductor materials in the use of electronics; and<br>• use measuring instruments and the oscilloscope in the completion of practical work sessions. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ETEE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Electrical Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate in writing and practice that they have basic knowledge of the following, generation of alternating emf, maximum effective and average value, middle ordinate rule and phasors (graphic and analytic), principle, electromagnetism dynamic and static emf, hysteretic, direct current machines, direct current starters and meters (analogue);<br>• apply the skills and knowledge to solve practical problems; and demonstrate competent skills in handling instruments and machines with attention to the safety aspects as prescribed in this subject. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ETEE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Electrical Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate in writing and practice that you have the basic knowledge of electrical theories, tests and processes;<br>• RLC series and parallel circuits, resonance circuits, Q-factor, active and reactive components of current;<br>• methods to improve power factor as well as all phasor diagrams three-phase alternating current systems, alternating current measuring instruments (analogue), single phase transformers, auto-transformers and instrument transformers;<br>• the skill and knowledge to solve practical problems and to demonstrate competent skills in handling instruments and machines with due attention to the safety aspects as prescribed in this subject. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ETEE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Electrical Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate complete and systematic knowledge, insight and conception of the functions and applications of amplifiers and semiconductors as fields of study in electronics;<br>• to show skill in working in groups, as well as individually, to design bias circuits and amplifier circuits with semiconductor according to specifications;<br>• to critically analyse, evaluate, improve and demonstrate your designs practically, and to use these skills for educational practice, taking into account rules and regulations;<br>• demonstrate fundamental knowledge, insight and conception about the functions and applications of switching and control circuits, oscillators, in electronic systems | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ETEE411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Electrical Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge and insight concerning computer principles as electronic component;<br>• with the aid of all relevant electronic principles and processes, demonstrate how to convert Boolean algebra into logic circuits, design Logic combination systems and show practical skills as stated in the module; and<br>• demonstrate that he/she can facilitate the specific outcomes of this module in the applicable school curriculum. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: ETEE422 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Electrical Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate in writing and practice that he/she has a complete and systematic knowledge of the theories, tests and processes applicable to complex RLC-circuits, graphics and analytics problem solving, all aspects of power including total power, and power factor improvement of motors and electric circuits;<br>• determine the value of the capacitance of motors and electric circuits, three-phase transformers, instrument transformers, transmission (alternators), illumination, alternating current motors and starters;<br>• apply skills and knowledge to solve practical problems and to demonstrate competent skills in handling instruments and machines concerning the safety aspects as prescribed in this subject. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: GEOD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Geography Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge of Geography education with special reference to the design and implementation of a Geography lesson, assessment methods, teaching and learning styles, methods and techniques, as well as relevant resources;<br>• exercise a coherent and critical understanding of Geography education's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;<br>• deal with unfamiliar concrete and abstract problems and issues in Geography education using evidence-based solutions and theory-driven arguments in the planning of Geography lessons, as well as being able to present and communicate information and their own ideas and opinions on themes related to Geography education in the FET phase; and<br>• act in an ethically correct and value-driven manner in all operational circumstances and forms of communication, written and verbal. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: GEOD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Geography Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• analyse the nature of Geography education in other countries of the world and in South Africa and discuss the place of Geography in the National Curriculum Statement critically;<br>• discuss the major teaching-learning theories, approaches, styles, strategies and methods in Geography critically and implement them practically in the design, planning and presentation of Geography lesson plans;<br>• discuss the different roles of Geography teachers and learners in OBE critically and apply them in the presentation of learning experiences;<br>• develop the necessary teaching-learning aids in Geography teaching and implement them practically in order to accomplish meaningful teaching-learning in Geography;<br>• act as an assessor of learning by using different assessment strategies and methods effectively in order to promote effective teaching-learning;<br>• reconcile theory and practice with regard to curriculum development and act as a curriculum planner;<br>• cooperate effectively in group context to attain the required learning outcomes and demonstrate good communicative skills;<br>• understand and demonstrate the role of the educator as interpreter and designer of learning programmes and teaching and learning resources;<br>• construct the educator's role as learner, researcher and lifelong student. | | |
| Method of delivery: Full-time, MoA CEDAR College, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: GEOE111 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: Geography for Education: Physical, Economical and Population Background of Africa and the RSA

Module outcomes: On completion of this module the student should be able to:

- demonstrate a fundamental knowledge regarding the location, political distribution, physical features and economical trends of Africa and South Africa within a global context;
- make correct geographical interpretations, analyses, evaluations and deductions regarding physical, economical and population aspects of the RSA and Africa;
- demonstrate sound and extensive knowledge and understanding regarding the general concepts in Population Geography and make correct analyses and meaningful interpretations in this regard, as well as recognise, explain and evaluate the interrelationship between topographic, climatologic and man-made phenomena in the RSA;
- evaluate the developing economies in Africa, show insight and understanding concerning the problems in African countries and also evaluate these within the framework of their own view of life and the world as well as demonstrate the ability to apply acquired knowledge in such a way as to display an ethically responsible attitude toward Africa/South Africa and its people; and
- **PRACTICAL:** demonstrate a fundamental knowledge, skills, understanding and insight of map skills, cartography and representation techniques and be able to apply it in practice.

Method of delivery: Full-time, MoA CEDAR College

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: GEOE121 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: Geography for Education: Planetary Geography, Climatology and Oceanography

Module outcomes: On completion of this module the student should be able to:

- demonstrate a fundamental knowledge of Planetary Geography, Climatology and Oceanography in context of the National Curriculum;
- identify themes relevant to Planetary Geography, Climatology and Oceanography that support the coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate an ability to use their knowledge to solve common problems within a familiar context and be able to teach it to learners at school using appropriate technology;
- act in an ethical and value-driven manner in all operational circumstances and forms of communication, written and verbal;
- **PRACTICAL:** demonstrate a fundamental knowledge, skills, understanding and insight into map projections as well as synoptic weather maps and be able to apply it in practice.

Method of delivery: Full-time, MoA CEDAR College

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: GEOE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: Geography for Education: Urban and Economics Geography

Module outcomes: On completion of this module the student should be able to:

- demonstrate a solid knowledge base of Urban and Economic Geography in the context of the National Curriculum;
- identify themes relevant for a diverse society related to personal, community and economic areas and plan activities supporting coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate an ability to solve well-defined but unfamiliar problems in Urban and Economic Geography using correct procedures and appropriate evidence as well as the use of basic information technology to present information;
- act in an ethical and value-driven manner in all operational circumstances and forms of communication, written and verbal; AND
- **PRACTICAL:** demonstrate practically, a solid knowledge, skills, understanding and insight on land usage in cities as well as quantitative calculations and be able to apply these in practice.

Method of delivery: Full-time, MoA CEDAR College

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: GEOE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Geography for Education: Geomorphology and Environmental Geography

Module outcomes: On completion of this module the student should be able to:

- have a solid, extensive knowledge and understanding of the internal and external powers which cause changes on earth and evaluate these in practice, be able to identify, define and effectively use concepts relevant to Environmental Geography as well as demonstrate and illustrate with examples a well-grounded knowledge of the functioning of ecosystems.
- be able to, analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the environment,
- display and illustrate with practical examples a coherent and critical understanding of the influence of human activity on the geology, atmosphere, climate and resources, critically discuss the environmental problems and identify possible solutions.
- debate the purpose and principles of sustainable development as well as display a positive and ethically responsible attitude towards and appreciation of the physical environment.
- ***Practical: Cartography and Aerial photos and Stereoscopy. Environmental fieldwork***
  learners will be able to demonstrate sound knowledge, insight and perspectives with regard to the content, skills, values and methods of environmental geography, undertake an environmental impact analysis in the Potchefstroom area and write a subsequent report and have the necessary knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, integrating these in appropriate themes of geography. The student should also be able to interpret aerial photographs using stereoscopes and stereo-pairs and calculate scales on aerial photographs.

Method of delivery: Full-time, MoA CEDAR College

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: GEOE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Geography for Education: Advanced Population and Urban Geography

Module outcomes: On completion of this module the student should be able to:

- demonstrate a well-rounded and systematic knowledge of Population and Urban Geography in the context of the National Curriculum;
- demonstrate a coherent and critical understanding of Population and Urban Geography's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;
- an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Urban Geography using evidence-based solutions and theory-driven arguments as well as being able to present and communicate information and their own ideas and opinions on themes related to Population and Urban Geography, in a well structured argument;
- act in an ethically and value-driven manner in all operational circumstances and forms of communication, both written and verbal; and
- **PRACTICAL**: demonstrate, in a practical way, a well-rounded, systematic knowledge, skills, understanding and insight of quantitative map techniques to present data visually, as well as the functioning of a Global Positioning System (GPS) and be able to apply these in practice.

Method of delivery: Full-time, MoA CEDAR College

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: GEOE321 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Geography for Education: Advanced Geomorphology and Climatology

Module outcomes: On completion of this module the student should be able to:

- demonstrate a comprehensive knowledge and insight regarding concepts and the application possibilities of South Africa's Geological History and resulting landscapes, soils and hydrology, and should also display a systematic knowledge of advanced climatological phenomena on a global and South African context;
- analyse land forms, landscapes and climatic phenomena, which reflect the environmental conditions over time during their origin, and evaluate these within the geological time context;
- discuss and critically evaluate the conditions which lead to the global geologic and climatic phenomena;
- be able to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module;
- **PRACTICAL:** Demonstrate a fundamental knowledge, skills, understanding and insight of GIS and be able to apply it in practice (Practical: GIS and GIS in teaching).

Method of delivery: Full-time, MoA CEDAR College

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: HISD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: History Methodology: FET phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a well-rounded and systematic understanding of History methodology in context of the National Curriculum Statement;
- demonstrate skills of planning teaching strategies, assessment and learning and teaching support material;
- demonstrate the competency to plan, design and implement teaching strategies, assessment and learning and teaching support material; and
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts, to always be true and within context in compliance with the *Manifesto on Values, Education and Democracy*.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: HISD411 | Semester 1 | NQF-level: 7 |
|---|---|---|

Title: History Methodology: FET phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a comprehensive and systematic understanding of History subject methodology in context of the National Curriculum Statement;
- demonstrate comprehensive skills in analyzing and synthesizing sources, plan, design and implement different assessment strategies, compile tests, examination papers and memorandums as well as conduct year planning (learning programmes and work schedules);
- demonstrate the competency to analyse and synthesize sources and practically plan, design and implement different assessment strategies, compile tests, examination papers and memorandums as well as year planning (learning programmes and work schedule) and the application of multi-cultural teaching, and
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context in compliance with the *Manifesto on Values, Education and Democracy*.

Method of delivery: Full-time, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: HISE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: History for Education: Aspects of Ancient and Modern World History (Antiquity to 2000) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge and thorough understanding of ancient and modern World History, from ancient times up until 2000, within the context of the National Curriculum Statement;<br>• demonstrate the skills to scrutinize primary and secondary sources by drawing a distinction between the two, finding them and interpreting different historical sources effectively in order to communicate this verbally or in writing;<br>• demonstrate competence in the abilities to solve problems in order to address political, social and economic issues from ancient times up until 2000 within the context of ancient and modern World History;<br>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: HISE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: History for Education: Aspects of African and South African History (Antiquity to 1870) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge and a good understanding of African and South African History from antiquity to 1870 in the context of the National Curriculum Statement;<br>• demonstrate the skills to scrutinize primary and secondary sources by drawing a distinction between the two, finding them and interpreting different historical sources effectively in order to communicate this verbally or in writing;<br>• demonstrate competency in problem-solving abilities to address political, social and economic issues within the context of African and South African History from antiquity to 1870; and<br>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context in compliance with the *Manifesto on Values, Education and Democracy.* | | |
| Method of delivery: Full-time | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: HISE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: History for Education: Aspects of South African History (1836 – 1948) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge and a good understanding of aspects of South African History (1836 – 1948), in context of the National Curriculum Statement;<br>• demonstrate the skill of scrutinizing primary and secondary sources by identifying, analyzing, interpreting and synthesizing different historical sources in order to communicate these verbally or in writing;<br>• demonstrate competency in problem-solving abilities to address political, social and<br>• economic issues within a South African context(1836-1948); and<br>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context in compliance with the *Manifesto on Values, Education and Democracy.* | | |
| Method of delivery: Full-time | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: HISE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: History for Education: Aspects of African and 20th Century World History (1870 – 1990) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge and good understanding of aspects of African and<br>20th century World History (1870-1990), in the context of the National Curriculum Statement;<br>• demonstrate the skill of scrutinizing primary and secondary sources by identifying, analyzing, interpreting and synthesizing different historical sources in order to communicate these verbally or in writing;<br>• demonstrate competence in problem-solving abilities to address political, social and economic issues within the context of African and 20th century World History (1870-1990); and<br>demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context in compliance with the *Manifesto on Values, Education and Democracy.* | | |
| Method of delivery: Full-time | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: HISE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: History for Education: Aspects of European and World History (1914 – 2000) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic understanding of aspects of European<br>and World History (1914-2000) in context of the National Curriculum Statement;<br>• demonstrate the skill of scrutinizing primary and secondary sources by identifying, analyzing, interpreting and synthesizing different historical sources in order to communicate these verbally or in writing;<br>• demonstrate competence in problem-solving abilities to address political, social and economic issues within the context of European and World History; and<br>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context in compliance with the *Manifesto on Values, Education and Democracy.* | | |
| Method of delivery: Full-time | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: HISE321 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: History for Education: Aspects of South African History (1948 – 2000) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic understanding of aspects of South African History (1948-2000), in context of the National Curriculum Statement;<br>• demonstrate the skill of scrutinizing primary and secondary sources by identifying, analyzing, interpreting and synthesizing different historical sources in order to communicate these verbally or in writing;<br>• demonstrate competence in problem-solving abilities to address political, social and economic issues within the context of the South African History (1948-2000); and<br>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context in compliance with the *Manifesto on Values, Education and Democracy*. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: INTD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Information Technology Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate integrated knowledge of departmental policy documents on Information Technology in the FET phase, curriculum content and work schedules in applicable learning contexts as well as a variety of assessment techniques, methods and instruments that are applicable in Information Technology;<br>• demonstrate practical skills in the evaluation of existing examples of work schedules, the planning and presentation of both theoretical and practical lessons and the planning and implementation of the principles of assessment in Information Technology;<br>• demonstrate the ability to integrate learning contexts and work schedules in a lesson plan format, to communicate it, and to implement it in practice in order to make meaningful learning in Information Technology possible; and<br>• demonstrate the ability to evaluate and debate the purpose of Information Technology as subject at school level. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x2 hour written examination 50 % | |

| Module code: INTD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Information Technology Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate detailed knowledge with extensive comprehension of departmental policy documents regarding Information Technology in the FET phase, curriculum content and work schedules in appropriate learning contexts, a variety of assessment techniques, methods, and instruments that are appropriate to Information Technology, as well as learning material for Information Technology and the organisation and administration of the computer centre;<br>• demonstrate practical skills in the analysis, interpretation, and application of departmental documentation regarding Information Technology, the planning, presentation, and evaluation of both theoretical and practical lessons, and the planning, implementation, and evaluation of the principles of assessment in Information Technology;<br>• demonstrate the ability to implement and to apply learning contexts and work schedules in order to make meaningful learning in Information Technology possible and to develop appropriate learning activities to measure learners' achievement of specific learning goals; and<br>• demonstrate the ability to evaluate and to debate the profile of the ideal Information Technology teacher. | | |
| Method of delivery: Full-time, MoA CEDAR College, SBET | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: INTE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Information Technology for Education: Introduction to Computer Systems | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge about computer systems and the computer environment, system development, different number systems and binary logic;<br>• demonstrate skills in system development, operations with different number systems and data presentation;<br>• demonstrate the ability to solve basic well-defined but unknown problems with respect to topics covered in this module; and<br>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in practice. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: INTE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Information Technology for Education: Databases | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge of the design of a database, which includes the knowledge of data integrity, security and validity;<br>• reliably demonstrate skills with reference to the normalisation of data, design of tables, relations, queries, forms, reports and macros;<br>• demonstrate the expertise to solve unknown well-defined basic problems that are school-oriented with the aid of *Microsoft Access*, and<br>• apply the teaching-learning principles regarding databases. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: | Continuous assessment 50 %<br>1x3 hour written examination 50 % | |

| Module code: INTE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Information Technology for Education: Computer Networks and Web Page Design | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate adequate knowledge of computer networks, data transmission in networks, the Internet and software suitable for web page design;<br>• compare different networks, media used in data communication and network topologies with one another, and demonstrate practical skills in good web page design;<br>• demonstrate skills in solving practical problems regarding computer networks and web page design, and<br>• apply the teaching-learning principles of the relevant topics in computer networks and web page design in practice. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: INTE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Information Technology for Education: Introduction Delphi Programming | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of visual programme development and object-oriented programming;<br>• demonstrate practical skills in algorithms design and elementary Delphi programming; and<br>• demonstrate problem-solving skills in Delphi programming, individually and in groups, and be able to reliably apply these abilities and skills within a teaching-learning situation | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: INTE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Information Technology for Education: Intermediate Delphi Programming | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate detailed knowledge and practical skills in the use of arrays, events, methods and parameters, debugging and testing in Delphi programming;<br>• demonstrate detailed knowledge of visual program development and the integration of databases in Delphi;<br>• demonstrate advanced problem-solving abilities to solve problems by using Delphi programming; and<br>• to apply these abilities and skills within the teaching-learning situation. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written and practical examination 50 % | | |

| Module code: INTE321 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Information Technology for Education: Advance Delphi Programming | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate detailed knowledge and extended comprehension of visual program development as well as the integration of databases in an object-oriented language;<br>• demonstrate detailed knowledge and practical skills in the use of objects, classes and methods in Delphi programming;<br>• demonstrate advanced problem-solving skills in order to solve unknown but real-life problems through Delphi programming; and<br>• be able to apply these knowledge and skills within the teaching –learning situation. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written and practical examination 50 % | | |

| Module code: ITEE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Engineering Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a thorough knowledge and have practical skills with regard to the safe use and care of precision-measuring instruments and special tools and equipment;<br>• communicate in writing and by means of sketches, precision-measuring instrument readings and identify and evaluate special tools and equipment applicable to Mechanical Technology and the Fitting and Turning workshop;<br>• identify a variety of engineering materials (also composite materials) concerning their type (ferrous and non-ferrous, alloys, plastics, etc.) and process of manufacturing;<br>• discuss and evaluate the properties and application of tests (e.g. Brinell, etc.) done on engineering materials;<br>• demonstrate a thorough knowledge of heat treatment processes on steel and evaluate the properties and results that are obtained; and<br>• facilitate the above-mentioned outcomes to school learners in a didactic situation. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ITEE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Engineering Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a sound knowledge and basic skills (both in writing and practical) in the safe use, maintenance and the application of the safety regulations that are applicable to the power tools and machinery used in mechanical technology;<br>• compare and evaluate different semi joining methods, explain and discuss why each of them is applied in various / different situations as well as critically evaluate the advantages and disadvantages of semi joining methods;<br>• facilitate all of the above-mentioned outcomes in a didactic situation to school learners both theoretically and practically (in other words in a workshop in a work situation). | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ITEE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Engineering Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• interpret symbols, units, terminology and procedure to apply different manufacturing methods such as drilling, cutting, filing, squaring and turning (on the lathe) to make an artefact;<br>• critically evaluate the necessity of balanced work on the lathe and compare the advantages and disadvantages balanced and unbalanced work will have concerning wear and safety, as well as perform calculations necessary to determine the correct procedure to do balancing;<br>• distinguish between types of force applied to mechanical components;<br>• perform basic tests to verify various mechanical principles such as force, pressure and torque using gauges, meters and relevant equipment; and<br>• facilitate the above-mentioned outcomes to school learners in a didactic situation. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ITEE322 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Engineering Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a thorough and systematic knowledge, and have practical skills in the safe use of mechanical machines/technology and the characteristics and manufacturing of various non-ferrous metals, non-ferrous alloys, and the composition of composite materials, and to critically evaluate the advantages and disadvantages of these materials for the field of mechanical engineering as well as everyday use;<br>• demonstrate a thorough knowledge regarding the safe applications of mechanical drives like belts and pulleys, gears (calculation of revolution speeds), cams, levers, threads, linkages, wheels and axles.<br>• function in changing and unknown learning contexts that require responsibility and imitative to communicate and facilitate all of the above to school learners. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ITEE412 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Engineering Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• critically evaluate and discuss workshop management and maintenance, and to have acquired knowledge to design a workshop layout for a specific situation,<br>• demonstrate a comprehensive knowledge base regarding the use of milling machine, the function of its different parts and have an enlightened and critical understanding of the different milling cutters and simple milling operations;<br>• demonstrate an extended knowledge of the parts and use of the dividing head and the application and calculations of direct indexing, simple indexing and angular indexing, and<br>• possess the ability to function in changing and unknown contexts that require responsibility and imitative to academically, professionally and effectively communicate and facilitate the above outcomes to school learners. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: ITEE422 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Engineering Technology for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate and critically evaluate more advanced operations on the milling machine, including differential indexing with the applicable calculations;<br>• demonstrate a comprehensive knowledge regarding gear tool terminology, calculations, and possess effective manufacturing skills to cut spur gears, helical gears and rails by making use of the dividing head and gear settings;<br>• do a critical evaluation of the principle of computer-controlled and numerically controlled machines, identify data critically, analyse and integrate it into the different programming principles and manufacturing processes, and<br>• possess the ability to function in changing and unknown contexts that require responsibility and initiative to academically, professionally and effectively communicate and facilitate the above outcomes to school learners. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LAAC121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Learning Area Arts and Culture | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge and an informed understanding of Dance, Drama, Music and Visual Arts in the Learning Area Arts and Culture in context of the National Curriculum Statement;<br>• apply, understand, define, identify, classify and communicate information about the main concepts and elements of Dance, Drama, Music and Visual Arts in context of the National Curriculum Statement;<br>• be able to solve well-defined problems in facilitating learning through the application of knowledge of the elements of the arts in the Intermediate and Senior phases according to learning outcomes and assessment standards of the learning area Arts and Culture in the National Curriculum Statement; and<br>• be capable of demonstrating ethically responsible behaviour and fulfilling the various roles of the teacher within the learning area Arts and Culture. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LAAD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Arts and Culture Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• give the total image of a **learning program**, with the relevant organisational principles, in die Senior Phase of the Learning Area Arts and Culture, so that you may demonstrate knowledge and understanding of the place of the Learning Area Arts and Culture in Outcomes-based Education;<br>• compile a **work schedule** for a specific grade in the Senior Phase in the Learning Area Arts and Culture;<br>• plan an arts, a dance, drama, music or an integrated **lesson** in the Senior Phase;<br>• evaluate **teaching methods** for music, dance, drama and art as a subject specialist, debate on it and motivate your own preferences; and<br>• develop **practical skills** in music, dance, drama and visual art, so that you may facilitate music and dance, drama and art activities in the Senior Phase in the Learning Area Arts and Culture. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LAAD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Arts and Culture Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base and a coherent and a critical understanding of how to plan **lessons**, **work schedules and learning programmes** in Dance, Drama, Music and Visual Arts in the Intermediate phase;<br>• critically analyse, synthesize, evaluate and present information on various **assessment practices** specific to Arts and Culture education using IT skills appropriately;<br>• demonstrate an ability to solve concrete and abstract problems and issues in applying practical skills while facilitating learning in practical activities in Dance, Drama and Music in the Intermediate phase; and<br>• express their own views of the world pertaining to Arts and Culture, while applying various assessment practices and knowledge in practical teaching. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LAAD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Arts and Culture: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge base of didactic principles in teaching African Dance, African Drama, African Music and African Visual Arts in the Intermediate phase;<br>• independently evaluate play in the learning area Arts and Culture and apply Dance, Drama, Music and Visual Arts games in the learning area Arts and Culture in the Intermediate phase;<br>• demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in the learning area Arts and Culture in the Intermediate phase; and<br>• evaluate all opinions from their own well-established world view while teaching Dance, Drama, Music and Visual Arts in the learning area Arts and Culture during micro-lessons and in practical teaching, and be aware of social and ethical implications of applying knowledge in a certain context. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LAAD421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Arts and Culture; Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of **integrated arts education, multicultural arts education and inclusive arts education;**<br>• critically analyse, synthesize and independently evaluate different **models** for **integrating** the Arts in the learning area Arts and Culture in the Senior phase;<br>• demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying genres, which are inherently integrated, such as theatre and **musical storytelling**; and<br>• evaluate all opinions from their own well-established world view while teaching **inclusive arts education** in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of **applying** knowledge in a certain context. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LAAE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Learning Area Arts and Culture | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental and informed understanding on how to create, interpret and present works in all the art forms and<br>• be aware of the relations between the different art forms in the context of the National Curriculum Statement;<br>• in the applicable techniques to create, interpret and present works of art which support, explore and emphasize cultural diversity, human rights, environmental concerns, nation-building, heritage and power relations between global and local cultures;<br>• demonstrate an ability to solve well-defined problems in creating and planning appropriate activities and lessons in the Intermediate and Senior phases which will guide school learners to create, interpret and present works of art;<br>• demonstrate ethically responsible behaviour in creating, interpreting and presenting works of art. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written exam + Practical exams 50 % | | |

| Module code: LAAE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Learning Area Arts and Culture | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge and informed understanding on how to read and use nuances of cultural expression to convey meaning through the Arts; analyse and use multiple forms of communication and expression in Arts and Culture and be aware of the relations between the different art forms;<br>• analyse and apply multiple forms of communication and expression in all the art forms on topics such as natural and found resources, environmental issues, rituals, heritage, issues of stereotyping, discrimination and prejudice, mass media and technology;<br>• demonstrate an ability to solve well-defined problems in planning appropriate activities and lessons in the Intermediate and Senior phases which will guide school learners to communicate and express themselves through Dance, Drama, Music and Visual Art;<br>• demonstrate ethically responsible behaviour in expressing and communicating through the Arts. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written exam + Practical exams 50 % | | |

| Module code: LAAE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Arts and Culture | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge base and sound understanding of history of the Arts, concepts, aesthetics, culture and heritage as well as the different ways social and cultural groups engage in and convey meaning through the Arts,<br>• be aware of how the Arts relate to cognate areas;<br>• critically analyse and synthesize information on artistic and cultural processes, products and styles in past and present contexts;<br>• demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate activities and lessons in the Intermediate and Senior phases which will guide school learners to reflect critically and creatively on artistic and cultural processes, products and styles;<br>• compare different world views with their own, reflecting on artistic and cultural processes, products and styles. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written exam + Practical exams 50 % | | |

| Module code: LAAE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Arts and Culture | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge base and sound understanding on the importance of personal and social development and the development of the ability to work individually and collaboratively in activities in the Arts towards fostering healing and nation-building and be aware of how the Arts relate to cognate areas;<br>• apply personal and interpersonal skills in Dance, Drama, Music and Visual Arts activities pertaining to issues such as using a wide variety of resources, developing various literacy's, being adaptable to new ideas and new situations, developing good social relations, promoting nation-building, sharing information about careers in the Arts and using group activities to explore and share experiences of power relations and critically analyse and synthesize information;<br>• demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate activities and lessons in the Intermediate and Senior phases which will guide school learners to develop the ability to work individually and collaboratively in Arts activities; and<br>• compare different world views with their own while working individually and collaboratively in activities in the Arts. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written exam + Practical exams 50 % | | |

| Module code: LABD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Economic Management Science Methodology: Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a solid knowledge base of the learning outcomes and assessment standards applicable to EMS in the Senior phase, and assessment, with an informed notion of key terms, rules, concepts, principles and theories;<br>• identify themes relevant to the National Curriculum Statement applicable to EMS in the Senior phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;<br>use unknown and abstract information by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;<br>• demonstrate problem-solving abilities to plan and present lessons for specific application to EMS, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and interpret, giving evidence of theoretical underpinning;<br>• effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LABD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Economic Management Science Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a finishing and systematic knowledge base of the National Curriculum Statement of the Economic and Management Science in the Intermediate phase (grades 4-6);<br>• show an informed notion of key terms, rules, concepts, principles and theories with regard to assessment, teaching aids in and outside the classroom, and lesson planning;<br>• use unknown and abstract information by using graphs and theory-driven arguments;<br>• effectively use IT skills to collect, organise, critically analyse and to interpret;<br>• effectively communicate the Economic and Management Science didactical aspects coherently and reliably to learners in the classroom situation by using individual or group methods. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LABD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Economic Management Science Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• critically analyse. synthesise and evaluate the National Curriculum Statement applicable to the Learning Area Economic and Management Sciences in the Intermediate Phase, prove the skill of developing teacher portfolios; learning programmes and to assess effectively, have the ability to present academic-professional information effectively by making use of IT skills; teach the subject Economic and Management Sciences effectively and according to ethically established norms and values to Grade 4-9 learners, making use of the Outcomes Based Education method. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LABD421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Economic Management Science Methodology: Senior phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a comprehensive, in-depth and systematic knowledge base of the National Curriculum Statement applicable to EMS in the Senior phase and assessment, with an informed notion of key terms, rules, concepts, principles and theories;<br>• identify themes relevant to the National Curriculum Statement applicable to EMS in the Senior phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules,<br>• use unknown and abstract information by using graphs and theory-driven arguments, effectively use IT skills to collect, organise, critically analyse and to interpret;<br>• demonstrate problem-solving abilities to plan and present lessons for specific application to EMS, using appropriate technologies, unknown and abstract information, graphs and theory-driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LAND211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Natural Science Methodology: Senior phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge of the learning area Natural Sciences in the context of OBE, concerning the following: the nature and structure of Natural Sciences, outcomes for Natural Sciences and the Natural Sciences lesson plan;<br>• identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;<br>• act in a problem-solving manner, concerning the planning and presentation of lessons and practical sessions in context of the above-mentioned theoretical themes by using applicable technological resources; and<br>• demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethically professional attitude and behaviour towards the content of Natural Science. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LAND321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Natural Science Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge of the following themes in the teaching of Natural Sciences and in the context of OBE: facilitation in the Intermediary Phase, didactic principles of Natural Sciences education / teaching, and the Natural Sciences Learning Area laboratory;<br>• identify and solve problems in the above-mentioned themes, as well as to plan activities that are supportive of a comprehensive understanding of the ideas, theories, principles and rules in the themes;<br>• proceed by solving problems with regard to the planning and presentation of lessons and practical sessions in the context of the above-mentioned theoretical themes by making use of, inter alia, appropriate technological aids;<br>• show appreciation for the contribution of indigenous knowledge systems in educational issues regarding the above-mentioned contents; and<br>• as facilitator, demonstrate an ethically professional attitude towards the contents of the Natural Sciences. | | |
| Method of delivery: Full-time, | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LAND411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Natural Science Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• motivate the value of reflective strategies for the teacher;<br>• implement reflective strategies during practical teaching and micro lessons;<br>• build sound didactic principles into learning opportunities with the inclusion of appropriate teaching-learning strategies and all available and improvised support mediums (media);<br>• put into operation the aims of the learning area Natural Sciences through planning, development, implementation and evaluation;<br>• set about achieving the outcomes in a problem solving way;<br>• demonstrate good communication skills; and<br>• display a healthy value system, based on a positive attitude towards the created reality. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LAND421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Natural Science Methodology: Senior phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• create a learning culture in the Natural Sciences classroom, one in which scientific thinking can be nurtured in learners;<br>• promote scientific literacy by employing primarily scientific methods during the scientific research;<br>• using the three learning outcomes of the learning area Natural Sciences in order to evaluate and select learners' activities that will enable them to achieve the outcomes;<br>• plan and facilitate learners' activities in the Senior Phase by the use of appropriate planning instruments and methodologies – particularly in case studies, problem-based learning (PBL) and exploratory learning; and<br>• integrate indigenous information and knowledge contents into the learning area Natural Sciences and nurture in learners an appreciation for these. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LANE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Natural Science: Matter and Materials | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a fundamental knowledge of the following themes in the learning area Natural Sciences: structure of matter, classification of matter, materials and chemical changes;<br>• be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;<br>• acquire problem-solving skills concerning the planning and presentation of lessons and practical sessions within the context of the above theoretical themes by employing applicable technological resources; and<br>• demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the above-mentioned content and should demonstrate an ethically accountable attitude towards the content of the learning area Natural Sciences. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LANE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Learning Area Natural Science: Earth and beyond

Module outcomes: On completion of this module the student should be able to:

- demonstrate fundamental knowledge and a good understanding of the place of Geography in Natural Sciences as Learning Area in the context of the National Curriculum Statement;
- demonstrate the skill of scrutinizing themes relevant to Planetary Geography, Climatology, Geomorphology, Oceanography and Cartography and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate the competency of problem-solving abilities to plan and present tasks for specific application to Geography within the Learning Area Natural Sciences using appropriate technologies and giving evidence of theoretical underpinning;
- demonstrate values of an ethical-professional nature with regard to interrelationships between the environment on earth, outer space and humankind in compliance with the *Manifesto on Values, Education and Democracy*; and
- **Practical section:** demonstrate fundamental knowledge, understanding, and insight into the types of maps as well as apply skills to calculate direction, scale, distance and area using maps so as to be able to apply these in practice.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LANE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Learning Area Natural Science: Life and living

Module outcomes: On completion of this module the student should be able to:

- explain certain life processes and demonstrate insight into future facilitation and assessment thereof;
- compare with one another the different facets of ecosystems and identify and describe the role played by each;
- demonstrate insight into the concept *energy flow* and illustrate and describe it at different levels of the field of study;
- formulate and solve problems by means of critical and creative thinking;
- cooperate effectively with other students as members of a team, group, organisation and community;
- learn in a self-regulatory manner while managing time effectively;
- take cognisance of the didactic principles discussed and demonstrated in this module;
- demonstrate by your lifestyle the required respect for Creation.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LANE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: Learning Area Natural Science: Energy and Energy Change

Module outcomes: On completion of this module the student should be able to:

- use concepts such as energy, labour, power and heat in a scientific context;
- solve problems relating to energy within the context of light, sound and electricity;
- understand the value of energy sources in a responsible manner;
- plan experiments with responsibility and the necessary safety and perform them in a laboratory and communicate the data in the form of a report;
- solve problems relevant to energy and the tuition doctrine thereof critically and creatively;
- emanating from an established value system, demonstrate an ethical correct attitude towards all facets of man and nature;
- have your own point of view about ethical matters concerning energy.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LASD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: Learning Area Social Science Methodology: Snr phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a solid and sound knowledge of Social Sciences as a Learning Area in context of the National Curriculum Statement;
- demonstrate basic skills of planning and designing an elementary lesson;
- demonstrate the competency to plan, design and present lessons utilizing all kinds of learning and teaching support materials;
- demonstrate values of an ethical-professional nature with regard to human and environmental rights which are in compliance with the Manifesto on Values, Education and Democracy.

Method of delivery: Full-time, MoA CEDAR College

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: LASD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: Learning Area Social Science Methodology: Int phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a well-rounded knowledge to design and implement Geography and History lessons as well as to understand and be able to evaluate the different teaching approaches in the Social Sciences in order to utilize the most appropriate teaching approach, together with using the most appropriate teaching support material creatively and effectively;
- demonstrate suitable skills to design and implement a Geography and History lesson, as sub-disciplines of the Social Sciences, as well as incorporate other learning areas creatively and effectively;
- demonstrate competency to initiate, manage and assess an applicable environmental project according to the correct OBE principles and regulations, as well as evaluate the different teaching approaches in the Social Sciences, using the most appropriate teaching support material effectively and creatively;
- become knowledgeable in ethical-professional values in lesson design and practical teaching.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: LASD411 | Semester 1 | NQF-level: 7 |
|---|---|---|

Title: Learning Area Social Science Methodology: Int phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a comprehensive and coherent knowledge of Social Sciences as a learning area in the context of the National Curriculum Statement;
- demonstrate comprehensive skills of planning and designing and presenting a lesson;
- demonstrate the competency to plan, design and present lessons utilizing all available teaching strategies, methods, strategies, instruments and learning and teaching support material;
- demonstrate values of an ethical-professional nature in the design of learning experiences and practical teaching with regard to human and environmental rights which are in compliance with the *Manifesto on Values, Education and Democracy*.

Method of delivery: Full-time, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LASD421 | Semester 2 | NQF-level: 7 |
|---|---|---|

Title: Learning Area Social Science Methodology: Senior phase

Module outcomes: On completion of this module the student should be able to:

- employ refined, systematic knowledge in the creative and systematic design of Geography and History learning experiences and the subsequent implementation and demonstration of these areas as sub-disciplines of Social Sciences, including the employment of an expansive array of teaching techniques such as information and communication technology;
- demonstrate exhaustive knowledge and applicable skills employed in the design, implementation and demonstration of advanced Geography and History lessons, whilst expertly and creatively integrating other learning areas; demonstrate an understanding of the various teaching approaches concerning the Social Sciences and subsequently evaluate these for the purpose of implementing the correct approach to learning experiences and to creatively and effectively employ and elucidate appropriate teaching aids in practice;
- demonstrate the competency to design appropriate learning experiences, worksheets, assessment rubrics, tests/exams and memoranda pertaining to synoptic weather charts, graphs and diagrams, topographic charts and aerial photographs in accordance with OBE and geographical-didactic principles, and
- apply ethical-professional values in learning experience design and practical teaching.

Method of delivery: Full-time, MoA CEDAR College, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: Life Sciences Methodology: FET phase

Module outcomes: On completion of this module, you ought to have at your disposal fundamental knowledge, skills, attitudes and values with regard to the role of a Life Sciences teacher:

**Outcome 1 (Knowledge)**

A comprehensive and systematic knowledge of the following: the Life Sciences teacher; policy documents that apply to Life Sciences; mastering of the Life Sciences; the scientific method of research.

**Outcome 2 (Skills)**

To identify and solve problems in the above-mentioned themes; to plan activities that support comprehensive understanding of the ideas, theories, principles and rules in the themes.

**Outcome 3 (Competencies)**

Problem-solving skills with regard to planning and presentation of lessons and practical sessions against the background of the theoretical themes mentioned above by using, inter alia, appropriate technological aids.

**Outcome 4 (Values)**

Demonstrate appreciation of the ethical-professional requirements and responsibilities required of a Life Sciences teacher.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFD411 | Semester 1 | NQF-level: 7 |
|---|---|---|

Title: Life Sciences Methodology: FET phase

Module outcomes: After completing this module you should have fundamental knowledge, skills, attitudes and values regarding the roles of a teacher in Life Sciences.

**The roles of the teacher imply that you should be able to act/function as:**

**Subject specialist, interpreter and designer** of learning programmes, which include that you will be able to:

- Apply your knowledge, insight and views on education strategies, methods and skills, as well as how learning excellence may be enhanced during the design and implementation of the Life Sciences learning programme for the Gr 10 - 12 school learner in particular; and
- interpret and apply the CAPS for Gr 10 - 12 (Life Sciences) in designing learning experiences and associated assessment instruments.

**Facilitator of learning**, which includes that you will be able to:

- Facilitate learning in the Life Sciences in such a way that the different needs of learners are taken into account;
- create a learning environment in the Life Sciences in order for learning to occur excellently and effectively; and
- demonstrate sound knowledge of education strategies, skills and methods in order for you to effectively facilitate outcomes-based education in Life Sciences.

**Assessor,** which includes that you will be able to:

- Justly and fairly monitor and assess school learners' progress in the Life Sciences in a formative and summative way.

**Learner, researcher and life-long learner**, which includes that you will be able to:

- Continue growing on a personal, academic, career and professional level by means of study and research as Life Sciences facilitator.

**In addition, after completing this module you should be able to:**

- Identify and solve problems as well as apply critical and creative reasoning regarding education in Life Sciences;
- manage yourself and your activities effectively and responsibly;
- analyse and critically evaluate knowledge regarding education obtained in the Life Sciences;
- effectively communicate by means of visual and data-responsive language skills in verbal and written presentations; and
- as a destined facilitator, demonstrate an ethical responsible attitude towards the Life Sciences as subject and education as a career.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFE111 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: Life Sciences for Education: Biochemistry, Cell and Cell Activities

Module outcomes: On completion of this module the student should be able to:

- identify and solve problems by means of critical and creative thinking;
- effectively work with your fellow students as members of a team, group, organisation and community;
- manage yourself and your activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively by means of visual data responsive linguistic skills in oral and written presentations;
- describe the scientific method;
- describe basic chemical and biochemical principles, and apply them in certain life systems;
- describe the composition, structure, functions and the following activities of the cell and integrate them with one another: cell division/mitosis, nucleic acids, photosynthesis, cell respiration and metabolism, and where applicable, illustrate them by means of diagrams;
- compare plant and animal cells;
- know indigenous knowledge systems and bio-ethical issues with regard to the module content;
- demonstrate an ethically responsible approach to Life Sciences as a subject and life scientific research; and
- know and understand the learning contents of this module thoroughly for you to teach it effectively at school level.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFE121 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: Life Sciences for Education: Bacteria, Archea and Plantea

Module outcomes: On completion of this module the student should be able to:

- master the contents of this module in order to successfully facilitate it to learners;
- indicate insight into the evolutionary history of the kingdom: Plantae;
- differentiate and compare the different plant phylums;
- know the morphology and anatomy of Angiospermeae and relate it to the function each fulfils;
- be able to explain the physiology regarding the uptake of water and nutrients by plants to learners;
- analyse and compare the reproduction, growth and development of plants, as well as highlighting the application possibilities for industry; and
- possess an ethically-responsible attitude as Life Sciences teacher.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: Life Sciences for Education: Protista, Animalia, Physiology of Man

Module outcomes: On completion of this module the student should be able to:

- a comprehensive knowledge of the following themes: Domain Eukarya (Kingdoms Protista and Animalia); Dichotomous keys; Histology (mammalian tissue); Human Anatomy and Physiology (terminology), Cardio-vascular; Lymphatic- and Immune systems);
- the ability to identify and solve problems, plan activities that support a comprehensive understanding of the ideas, theories, principles and rules within the themes identified above;
- an appreciation for the contribution of indigenous knowledge systems in pharmacological and bio-ethical issues regarding above-mentioned content and show an ethical responsible attitude regarding life sciences.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Life Sciences for Education: Physiology of Man

Module outcomes: On completion of this module the student should be able to:

- demonstrate an in-depth knowledge of the following systems of human physiology and anatomy: locomotion, muscular system, nutrition, gaseous exchange, excretion and osmoregulation, co-ordination and temperature regulation;
- identify and solve problems within the above themes and plan activities that show a comprehensive understanding of the ideas, theories, rules and principles underlying these themes; and
- show an appreciation for the contribution made by indigenous knowledge systems in the pharmacological and bioethical issues regarding the themes above; and demonstrate an ethically accountable attitude to life sciences content.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Life Sciences for Education: Ecology and Sustainable Life

Module outcomes: On completion of this module the student should be able to:

- have a finished and systematic knowledge in the following themes in Life Sciences: eco-systems, population dynamics and the human impact on eco-forms and quantitative ecology;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: LIFE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Sciences for Education: Evolution, Physiology of Man, Preproduction and Genetics | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a finished and systematic knowledge in the following themes in Life Sciences human reproduction, genetics and the origin and continuity of life;<br>• be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;<br>• cultivate a responsible life style with regard to social behaviour patterns;<br>• develop ethically accountable sensitivities within the context of existence; and<br>• develop respect for your fellow beings, life, creation and dedicated responsibility therewith. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LIFF121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Life Skills for Educators | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness and national HIV/ AIDS policy<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the value and meaning of teaching Life Skills, regard him/herself and others in a positive light, function as an unique individual within his/her own environment, regard barriers in one's life in a new light, promote HIV/AIDS awareness as well as the national HIV/ AIDS policy<br>• demonstrate the ability to use the attained knowledge to solve common problems within a familiar context of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness as well as the national HIV/ AIDS policy, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the value and meaning of teaching Life Skills as well as the concepts of "ubuntu" , HIV/AIDS and the national HIV/ AIDS policy | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Modulekode: LITA122 | Semester 2 | NKR-Vlak: 5 |
|---|---|---|
| Titel: Geletterdheid Eerste Addisionele Taal: Afrikaans | | |
| Module uitkomste: Na afloop van hierdie module behoort die student:<br>• demonstreer 'n fundamentale kennis rakende die onderrig van 'n addisionele taal (Afrikaans) in die Grondslagfase wat die onderrig van beginsels en uikomste soos gespesifiseer deur die Nasionale Kurrikulumverklaring die Totale Geletterdheidsmodel en beginsels gebaseer op die ontwikkeling en uitbreiding van woordeskat en die ontwerp van lesplanne wat gebaseer is op uitkomsgerigte beginsels, insluit;<br>• probleme te kan identifiseer en oplos met betrekking tot bogenoemde temas en beplande aktiwiteite wat gevaseer is op die verstaan van temas en die gepaardgaande teoretiese beginsels;<br>• 'n fundamentele kennis van die beplanning en aanbieding van 'n les volgens 'n gegewe formaat en assesseringskriferia, asook die gebruik van die mess effektiewe onderrigvaardighede en assesseringstrat egieë binne 'n spesifieke onderrig-leer omgweing te dmeonstreer;<br>• die basiese beginsels van geletterdheid op 'n etiesverantwoordbare wyse gedurende groepwerk, in die klaskamer en ook die gemeenskap kan demonstreer. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x3 uur geskrewe eksamen 50 % | | |

| Module code: LITA123 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Literacy First Additional Language: English | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of various aspects of teaching Literacy, specifically English as a first additional language in the Foundation phase including<br>▪ the principles and outcomes as specified by the RNCS<br>▪ specifications regarding first additional language acquisition<br>▪ the Total Literacy Model and principles on which to build language learning activities<br>▪ aspects of cooperative learning<br>▪ the development and extension of vocabulary and designing lesson plans based on OBE principles;<br>• identify and solve common problems within a familiar context of the above-mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;<br>• demonstrate a fundamental knowledge of planning and presenting a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills and assessment strategies for a specific teaching-learning environment;<br>• demonstrate the basic principles of literacy in an ethically responsible manner during group work, in the classroom and in the community. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Modulekode: LITA222 | Semester 2 | NKR-Vlak: 5/6 |
|---|---|---|

Titel: Geletterdheid Eerste Addisionele Taal: Afrikaans

Module uitkomste: Na afloop van hierdie module behoort die student:

- geïntegreerde kennis te demonstreer, met 'n goeie begrip van die beginsels en teorieë aangaande die aanleer van 'n eerste addisionele taal;
- die vermoë om te identifiseer, te analiseer, krities te besin oor en komplekse probleme op te los, te demonstreer, om kritiese en kreatiewe denke toe te pas in terme van die verskillende strategieë om 'n taal te onderrig, asook die onderrig van skryf en die aanleer van 'n taal deur die suksesvolle voltooiing van opdragte;
- 'n leeromgewing te skep en te bestuur wat effektiewe leer van die vereiste aspekte van Engels as Eerste Addisionele Taal vir Grondslagfaseleerders sal bevorder deur middel van die korrekte toepassing van die strategieë;
- Engelse geletterdheid binne 'n wye konteks te bevorder, soos in skole en gemeenskappe;
- samewerkende leerprosessering te fasiliteer tydens effektiewe groepwerk om probleme rakende die verskillende aspekte van die onderrig van Gronslagfase Engelse geletterdheid aan kinders op te los en om die oplossings te implementeer; en
- vaardighede toe te pas in die voorbereiding van gepaste geletterdheidsaktiwiteite vir die bevordering van die effektiewe gebruik van Engels as 'n Eerste Addisionele Taal.

Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x3 uur geskrewe eksamen 50 %

| Module code: LITA223 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Literacy First Additional Language: English

Module outcomes: On completion of this module the student should be able to:

- demonstrate integrated knowledge, with a good understanding of the principles and theories concerning the acquisition of a first additional language;
- demonstrate the ability to identify, analyse, critically reflect on and address complex problems, applying critical and creative thinking, in terms of the various strategies of teaching a language, as well as the teaching of writing and the acquisition of a language through the successful completion of assignments;
- create and manage a learning environment that will promote effective learning of the required aspects of English as a First Additional Language for Foundation Phase learners, by means of the correct application of the strategies;
- promote English literacy within a wide context, such as in schools and communities;
- facilitate collaborative learning processing during effective group work to solve problems, related to the various aspects of teaching Foundation Phase English literacy to children, and implement the solutions; and
- apply skills in the preparation of suitable literacy activities, for the promotion of the effective use of English as a First Additional Language.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Modulekode: LITA312 | Semester 1 | NKR-Vlak: 6/7 |
|---|---|---|

Titel: Geletterdheid Eerste Addisionele Taal: Afrikaans

Module uitkomste: Na afloop van hierdie module behoort die student:

- 'n volronde en sistematiese kennis met goeie begrip van geletterdheid, spesifiek Afrikaans as eerste addisionele taal in die Grondslagfase te demonstreer, wat die assesseringstandaarde van lees en skryf en die toepaslike assessering daarvan, fonetiek, die onderrig van spelling en woordeboek gebruik, die ontwikkeling van lees- en skryfvaardighede en die gebruik van geskikte metodes; en die aanvangsituasie tot lees in die eerste addisionele taal en die skryfproses en die aanwending daarvan insluit.
- om kennis te gebruik vir die oplossing van spesifieke probleme binne die konteks van bogenoemde temas en die beplanning van aktiwiteite wat gebaseer is op die verstaan van idees en teoretiese beginsels van die temas;
- 'n fundamentele kennis van die beplanning en aanbieding van lesse en praktiese sessies binne die konteks van bogenoemde teorie en gebruik van tegnologie te demonstreer; en
- eie idees en opinies in goed gestruktureerde argumente op 'n professionele wyse te demonstreer.

Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE

Assesseringsmetodes: Deurlopende assessering 50 %
1x3 uur geskrewe eksamen 50 %

| Module code: LITA313 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Literacy First Additional Language: English

Module outcomes: On completion of this module the student should be able to:

- demonstrate an well-rounded knowledge base and sound understanding of Literacy, specifically English as a first additional language in the Foundation Phase including: the assessment standards of reading and writing and the application thereof; phonics and the teaching of spelling, fluency and comprehension; and the development of reading and writing skills and the application of suitable methods;
- demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above mentioned by using basic information technology;
- demonstrate own ideas and opinions in well-structured arguments in a professional manner.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: LITG211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Literacy: Visual Arts | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate in-depth knowledge and understanding of the development stages of child art, from the scribbling stage up to and including the realistic stage;<br>• use divergent, creative and innovative thinking during the analysis and assessment of child art and of the subject didactics of art with regard to the symbolising and schematising stages of child art;<br>• demonstrate an understanding of the forming language elements in visual art and present it practically, as applicable to the practice of the teaching of art in the Foundation Phase; and<br>• demonstrate basic values in the assessment of child art with regard to its diversity in the Foundation Phase. This should take place within the context of a multicultural society through the evaluation of yourself, others and learners' progress in a fair and reasoned way. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Modulekode: LITG322 | Semester 2 | NKR-Vlak: 6/7 |
|---|---|---|
| Titel: Onderwysafrikaans: Akademiese onderbou vir grondslagfase-onderwysers | | |
| Module-uitkomste: Na afloop van hierdie module behoort die student:<br>• bewys te kan lewer van grondige kennis van die eie aard van kinder-, jeug- en volwasseneliteratuur en van die verskille daartussen en in staat te wees om sy/haar kennis kan gebruik vir die identifisering van geskikte tekste vir aanwending as leermateriaal in die grondslagfase;<br>• 'n kort, vir-grondslagfase-onderwysers-relevante prosawerk as literêre teks te kan evalueer en waardeer deur gebruikmaking van basiese ontledingstegnieke;<br>• die funksies van verskillende taal- en konsepsionele elemente van gedigte te kan vasstel en die bydrae daarvan tot die artistieke betekenisgeheel te kan beskryf en waardeer;<br>• kennis van literêr-teoretiese aspekte en insig in die hantering van vakterme en -begrippe in die poësie te demonstreer deur Afrikaanse gedigte selfstandig te kan ontsluit; en<br>• skoolprogramrelevante aspekte van die Afrikaanse fonetiek, morfologie, sintaksis en tekslinguistiek te kan gebruik om sy haar eie (voorbeeld) skryfwerk te verbeter en om leer ten opsigte van klanke, letters, woorde, sinne en teksstrukturering in die grondslagfase met kundigheid te kan fasiliteer. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2½ uur geskrewe eksamen 50 % | | |

| Module code: LITG323 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Academic English Foundation phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• Demonstrate fundamental knowledge of the characteristics of children's literature.<br>• Analyse and evaluate prose relevant to the Foundation Phase.<br>• Identify and appreciate linguistic, conceptual and aesthetic elements in rhymes and verses relevant to the Foundation Phase.<br>• Apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken communication and facilitate effective language acquisition in the foundation phase. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2½ hour written exam 50 % | | |

| Khoutu ya mmojulu: LITG324 | Semesetara 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Academic Setswana Foundation phase | | |
| Dipoelo tsa mmojulu: Kwa bokhutlong jwa mmojulu o, baithuti ba tshwanetse go kgona go:<br>• supa kitso potlana ya dipharologantsho tsa ditlhangwa tsa bana.<br>• sekaseka ka tsenelelo porouse e e maleba le Kgato ya motheo.<br>• supa le go anaanela dielemente tsa puo, bokao le bontle ba dipina le ditemana tse di maleba le Kgato ya motheo.<br>• dirisa kitso ya fonetiki, mofoloji le popapolelo ka nonofo mo tlhaeletsanong ya mokwalo ya bona le ya molomo le go ruta go bona puo go go nonofileng mo Kgatong ya motheo. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba : Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2½ ke 50 % | | |

| Module code: LITG413 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Literacy Academic English: First Additional Language | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge of the characteristics of children's, young adult and adult literature. This knowledge should enable them to select suitable teaching and learning materials for the Foundation phase.<br>• analyse and evaluate prose relevant to the Foundation phase.<br>• identify and appreciate linguistic, conceptual and aesthetic elements in rhymes and verses relevant to the Foundation phase.<br>• apply literary theory and use relevant subject terminology in an independent analysis of prescribed English poems.<br>• apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken communication and facilitate effective language acquisition in the Foundation Phase. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Modulekode: LITH112 | Semester 1 | NKR-Vlak: 5 |
|---|---|---|
| Titel: Geletterdheid in die Huistaal: Afrikaans | | |
| Module uitkomste: Na afloop van hierdie module behoort die student:<br>• 'n fundamentele kennis rakende uitkomsgebaseerde onderwys, sowel as gepaste onderrig- en leerstrategieë in Afrikaans Huistaal in die konteks van die leerarea Tale kan demonstreer;<br>• die vaardighede te demonstreer om gepaste metodes, prosedures en tegnieke toe te pas en te fasiliteer in die onderrig van luister, praat, sowel as taalstruktuur en –gebruik;<br>• probleemoplossingsvaardighede te demonstreer deur die beplanning en aanbieding van lesse tydens die onderrig van luister, praat, sowel as taalstruktuur en –gebruik;<br>• waardering te toon vir die bydrae wat uitkomsgebaseerde onderwys en die Nasionale Kurrikulumverklaring lewer in die strewe om kwaliteit onderwys aan grondslagfaseleerders van Suid-Afrika te voorsien. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 % | | |

| Module code: LITH113 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Literacy in the Home Language: English | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching and learning strategies in English Home Language within the context of the learning area Languages;<br>• demonstrate facilitation skills of methods, procedures and techniques relating to the teaching of listening, speaking, as well as language structure and use;<br>• demonstrate problem solving skills by means of planning and presenting lessons during the teaching of listening, speaking, as well as language structure and use;<br>• show appreciation for the contribution that outcomes based education and the National Curriculum Statement makes in order to strive to provide quality education to foundation phase learners in South Africa. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LITH114 | Semesetara 1 | Tekanyo Ya NQF: 5 |
|---|---|---|
| Title: Litheresi ya Puo ya Gae: Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• nna le kitso e e tseneletseng ka ga Thuto ya thuto-tota-dipoelo ya Puo ya Gae mo Kgatong ya Motheo le mekgwa ya go ithuta le go ruta le go ka bontsha bokgoni ka mo lekaleng la thuto la Dipuo jaaka go tlhagelela mo Pegelong ya Kharikhulamo ya Bosetšhaba;<br>• bontsha bokgoni jwa mekgwa, tsamaiso le dithekeniki tse di amanang le go ruta, go Reetsa, Bua, le Popegopuo le tiriso;<br>• bontsha bokgoni jwa go rarabolola mathata ka go loga maano, go ruta dithuto ka nako ya go ruta ka ga go Reetsa le go Bua, Popegopuo le tiriso;<br>• bontsha kgatlhegelo ya seabe sa Thuto ya thuto-tota-dipoelo le go tlhagisetsa Pegelo ya Kharikhulamo ya Bosetšhaba ka maikaelelo a go neela baithuti ba mo Aforikaborwa thuto ya boleng. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Modulekode: LITH222 | Semester 2 | NKR-Vlak: 5/6 |
|---|---|---|
| Titel: Geletterdheid in die Huistaal: Afrikaans | | |
| Module uitkomste: Na afloop van hierdie module behoort die student:<br>• grondige kennis met goeie begrip te demonstreer van beginsels en teorieë rakende die aanleer en ontwikkeling van handskrif en skriftelike kommunikasie sowel as van denke en redenering by grondslagfaseleerders en dit te kan toepas op die leerarea Tale;<br>• kennis van die sleutelaspekte, teorieë en beginsels van die onderrig van handskrif, skriftelike kommunikasie, bevordering van denke en redenering by die grondslagfaseleerders te demonstreer en dit op die onderwyspraktyk kan toepas;<br>• gepaste onderrig- en leerstrategieë, -metodes, en -tegnieke te kan selekteer en gebruik om hetsy individueel of in groepe, lesse vir die onderrig van handskrif, skriftelike kommunikasie en dink- en redeneeraktiwiteite vir grondslagfaseleerders te beplan en uit te voer;<br>• lesbeplanning en –uitvoering aan die hand van gegewe kriteria vir effektiewe uitkomsgebaseerde onderrig, wat interaktiwiteit, media en waardes insluit, te kan analiseer, evalueer en samehangend kan weergee. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 % | | |

| Module code: LITH223 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Literacy in the Home Language: English | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge, with a good understanding of the principles and theories concerning the acquisition of handwriting and written communication, as well as thinking and reasoning skills of the foundation phase learners, and be able to apply it in the learning area Languages;<br>• demonstrate knowledge of the key aspects, theories and principles in the teaching of handwriting, written communication, enhancement of thinking and reasoning skills of the foundation phase learners and be able to apply it in teaching practice;<br>• plan and apply a suitable selection of teaching and learning strategies, methods and techniques to be used for individuals, or in groups, in lessons for teaching handwriting, written communication as well as thinking and reasoning activities;<br>• be able to analyse, evaluate, support lesson planning and -application according to given criteria for effective outcomes based teaching, which includes interaction, media and values | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LITH224 | Semesetara 2 | Tekanyo Ya NQF: 5/6 |
|---|---|---|
| Title: Litheresi ya Puo ya Gae: Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• nna le kitso e e tseneletseng, e e rulaganeng ka go tlhaloganya sentle nonofiso ya temosi, go nna mo maemong a go ka buisa le litheresi e e simololang go tlhagelela mo Puong ya Gae (Setswana);<br>• ditiriso le ditirego tse di diregang le go tlhokega mabapi le nonofiso ya temosi, go nna mo maemong a go ka buisa, le litheresi e e simololang go tlhagelela mo Puong ya Gae (Setswana);<br>• ditlhopho tse di nonofileng le tiriso ya mekgwa. tsamaiso le dithekeniki tse di tlhokegang go netefatsa go ruta go go nonofileng ga nonofiso ya temosi, go nna mo maemong a go ka buisa le litheresi e e simololang go tlhagelela mo Puong ya Gae (Setswana);<br>• go nna le tshisimogo go ngwana jaaka motho ka tlhaloso ya thulaganyo e e siameng ya setho le maitsholo. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Modulekode: LITH312 | Semester 1 | NKR-Vlak: 6/7 |
|---|---|---|
| Titel: Geletterdheid in die Huistaal: Afrikaans | | |
| Module uitkomste: Na afloop van hierdie module behoort die student:<br>• 'n afgeronde en sistematiese kennis met goeie begrip van perseptuele ontwikkeling, ontluikende lees, leesgereedheid en leesteorieë in die Huistaal (Afrikaans) kan demonstreer;<br>• essensiële en praktykgerigte prosedures en prosesse met betrekking tot perseptuele ontwikkeling, ontluikende lees, leesgereedheid en leesteorieë in die Huistaal (Afrikaans) kan demonstreer;<br>• effektiewe keuses en aanwending van essensiële metodes, prosedures en tegnieke te kies en toe te pas ten einde effektiewe onderrig van perseptuele ontwikkeling, ontluikende lees, leesgereedheid en leesonderrig in die Huistaal (Afrikaans) kan demonstreer;<br>• sensitiwiteit teenoor die kind as unieke wese te demonstreer deur uitdrukking te gee aan 'n eties-verantwoordbare waardesisteem. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 | | |

| Module code: LITH313 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Literacy in the Home Language: English | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge with a sound understanding of perceptual development, reading readiness and initial reading in the Home Language (English);<br>• demonstrate essential procedures and processes aimed at the practice with regard to perceptual development, reading readiness and initial reading in the Home Language (English);<br>• execute the effective choice and utilisation of essential methods, procedures and techniques in order to demonstrate effective education of perceptual development, reading readiness and initial reading in the Home Language (English); and<br>• demonstrate sensitivity towards the child as a unique being by expressing an ethically accountable value system. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LITH314 | Semesetara 1 | Tekanyo Ya NQF: 6/7 |
|---|---|---|
| Title: Litheresi ya Puo ya Gae: Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• kgona go supa kitso e e tseneletseng, e e rulaganeng ka tlhaloganyo e e tseneletseng ya nonofiso ya temosi, go nna mo maemong a go ka buisa le teori ya puiso mo Puong ya Gae (Setswana);<br>• kgona go supa ditiriso le ditirego tse di diregang le go tlhokega mabapi le nonofiso ya temosi, go nna mo maemong a go ka buisa, le teori ya puiso Puong ya Gae (Setswana;<br>• kgona go supa ditlhopho tse di nonofileng le tiriso ya mekgwa. tsamaiso le dithekeniki tse di tlhokegang gore o rute nonofiso ya temosi, go nna mo maemong a go ka buisa le teori ya puiso mo Puong ya Gae (Setswana);<br>• go kgona go supa dikamano tse di bonalang tse di siameng le mekgwa mabapi le botlhokwa jwa bokgoni jwa go buisa le go peleta sentle ga moithuti jaaka moithuti wa leruri. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Modulekode: LITH422 | Semester 2 | NKR-Vlak: 7 |
|---|---|---|
| Titel: Geletterdheid in die Huistaal: Afrikaans | | |
| Module uitkomste: Na afloop van hierdie module behoort die student:<br>• 'n volronde en sistematiese kennis met goeie begrip van lees en kyk in die Huistaal (Afrikaans) asook assessering in die geletterdheidsklaskamer in die Grondslagfase kan demonstreer;<br>• effektiewe keuses en aanwending van essensiële prosedures en tegnieke tydens leesonderrig (lees en kyk) en die assessering daarvan, te kan demonstreer;<br>• die vermoë demonstreer om onbekende, konkrete en abstrakte probleme en kwessies rakende leesonderrig en die assessering daarvan op te los;<br>• eties-korrekte houdings en gedrag te demonstreer ten opsigte van die belangrikheid van goeie lees- en spelvermoëns by die student as lewenslange leerder. | | |
| Metode van aflewering: Voltyds, SWO-CEDAR Kollege, SWO-NIHE, SBO | | |
| Assesseringsmetodes: Deurlopende assessering 50 %<br>1x2 uur geskrewe eksamen 50 % | | |

| Module code: LITH423 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Literacy in the Home Language: English | | |
| Module outcomes: On completion of this module the student should be able to:<br>• be able to demonstrate a well-rounded and systematic knowledge with thorough understanding of reading and viewing in English Home language as well as assessment thereof, in the foundation phase classroom, within the context of the learning area Languages;<br>• be able to demonstrate effective choices and the application of essential procedures and techniques during the teaching of reading (reading and viewing) and the assessment thereof;<br>• be able to demonstrate the ability of problem solving of unknown, concrete or abstract situations concerning teaching of reading and the assessment thereof;<br>• be able to demonstrate ethically concrete relations and behaviour in relation to the importance of good reading and spelling ability by the learner as a life-long learner. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LITH424 | Semesetara 2 | Tekanyo Ya NQF: 7 |
|---|---|---|
| Title: Litheresi ya Puo ya Gae: Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• kgona go supa kitso e e tseneletseng, e e rulaganeng ka tlhaloganyo e e tlhololo ya Go buisa le go bogela mo puong ya Gae ya Setswana le tekanyetso ya yona go teng ka diteng tsa lekala la thuto ya Dipuo jaaka le tlhagisiwa mo Pegelo ya Kharikhulamo ya bosetšhaba;<br>• kgona go supa ditlhopho tse di nonofileng le tiriso ya ditsamaiso le dithekeniki tse di nonofileng ka nako ya thuto ya Go buisa le go bogela le tekanyetso ya yona;<br>• go kgona go supa dikamano tse di bonalang tse di siameng le mokgwa mabapi le botlhokwa jwa bokgoni jwa go buisa le go peleta sentle ga moithuti jaaka moithuti wa leruri | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE, SBET | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Module code: LLOD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Life Orientation Methodology: Senior phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as learning area in context of the National Curriculum for learners in the Senior phase;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of the five main focus areas of Life Orientation to learners in the Senior phase;<br>• demonstrate the ability to use the attained knowledge to solve well-defined problems within a familiar context pertaining to the presentation of the five main focus areas of Life orientation, and present creative lessons for specific application for learners in the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as orally, related to the presentation of the five main focus areas of Life Orientation to learners in the Senior phase. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LLOD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Orientation Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories of the presentation of Life Orientation as learning area in context of the National Curriculum to learners in the Intermediate phase;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of the four main focus areas of Life Orientation to learners in the Intermediate phase;<br>• demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to the four main focus areas of Life Orientation and present creative lessons for specific application for learners in the Intermediate phase, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the presentation of the four main focus areas of Life Orientation in the Intermediate Phase. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LLOD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Life Orientation Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of Life Orientation in the Intermediate phase.<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Intermediate phase.<br>• demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Intermediate phase, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the planning and presentation of Life Orientation in the Intermediate phase. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LLOD421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Life Orientation Methodology: Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the five focus areas of Life Orientation in the Senior Phase.<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Senior Phase.<br>• demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the planning and presentation of Life Orientation in the Senior Phase. | | |
| Method of delivery: Full-time, MoA CEDAR College, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Orientation Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as learning area in the context of the National Curriculum for learners in the FET phase;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the four main focus areas of Life Orientation namely, personal development, citizenship, physical development and recreation as well as orientation to the world of work for learners in the FET phase;<br>• demonstrate the ability to use the attained knowledge to solve well-defined, but unfamiliar problems, within a familiar context pertaining to the four main focus areas of Life Orientation and present creative lessons for specific application for learners in the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the four main focus areas of Life Orientation for learners in the FET Phase. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Life Orientation Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, and theories pertaining to the presentation of the four focus areas of Life Orientation in the FET phase;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of Life Orientation in the FET Phase;<br>• demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems in the planning and implementation of Life Orientation learning programmes, work schedules, lessons, resources and assessment strategies for the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the planning and presentation of Life Orientation in the FET Phase. | | |
| Method of delivery: Full-time, MoA CEDAR College, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Life Orientation: Health Promotion, Personal Development and Wellbeing and Career and Career choices | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge base regarding various approaches, terminology and concepts, with reference to the learning outcomes of Life Orientation, namely health promotion, personal development and wellbeing, and career and career choices;<br>• identify various themes related to health promotion, personal development and wellbeing, and career choices, based on specific assessment standards of these focus areas in the various phases, as well as to plan corresponding activities efficiently in order to demonstrate a clear understanding of the various approaches, terminology and concepts within the context of Life Orientation;<br>• demonstrate the ability to utilise acquired knowledge to solve general problems related to lesson planning through a range of themes related to health promotion, personal development and wellbeing, and career and career choices, as indicated in the specific assessment standards of these learning outcomes in the various phases; and<br>• act ethically responsibly and value-driven in all circumstances and all forms of communication, whether written or verbal, regarding the learning and teaching of health promotion, personal development and wellbeing, and career and career choices in the various phases. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Life Orientation: Physical development, Social development and Citizenship | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of physical development with specific reference to physical fitness and games, and social development and citizenship;<br>• identify various physical development and citizenship themes related to specific assessment standards of these focus areas, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;<br>• demonstrate the ability to use the attained knowledge to solve common problems pertaining to lesson planning to apply a variety of physical development with specific reference to physical fitness and games, and social development and citizenship themes as indicated in the assessment standards of these learning outcomes;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, with regard to the teaching and learning of physical development with specific reference to physical fitness and games, and social development and citizenship activities. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Life Orientation: Health Promotion, Personal Development and Wellbeing and Career and Career choices | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of health promotion, personal development and well-being, and career and career choices;<br>• identify various themes related to health promotion, personal development and well-being, and career and career choices, based on specific assessment standards of these focus areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;<br>• demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson planning to apply a variety of themes related to health promotion, personal development and well-being, and career and career choices as indicated in the specific assessment standards of these learning outcomes in the different phases;<br>• act ethically, responsibly and be value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of health promotion, personal development and well-being, and career and career choices in the different phases. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Life Orientation: Physical development movement (educational gymnastics and dance) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate thorough knowledge of the terminologies, approaches, concepts, principles and theories that have bearing on the specific aspects of physical development and movement (educational gymnastics and dance) and social development and citizenship (diverse religions) for learners in the Intermediate, Senior and FET phases;<br>• identify different themes that have bearing on physical development and movement (educational gymnastics and dance) and social development and citizenship (diverse religions) for the assessment standards in the Intermediate, Senior and FET phases;<br>• plan activities that demonstrate understanding for the different approaches, terminologies and concepts within the context of Life Orientation;<br>• demonstrate the ability to utilise the acquired knowledge in solving clearly defined problems that have bearing on a variety of themes, as stipulated in the assessment standards within the Intermediate, Senior and FET phases; and<br>• act in an ethically responsible and value-driven manner in all circumstances and forms of communication, written and verbal that has bearing on the teaching and learning of physical development and citizenship activities within the Intermediate, Senior and FET phases. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Orientation | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a sound academic knowledge and understanding of **career and career choices** in order to communicate, facilitate, critically analyse and guide learners in order to enter the world of work, relevant employment legislation, how to access it, and deal with unemployment;<br>• apply a range of skills, evaluate one's own ability to prevent and manage stress, and adapt to change as part of an ongoing healthy lifestyle choice;<br>• discuss the importance of initiating, building and **sustaining positive relationships** with family and peers as well as in the workplace and the broader social context;<br>• investigate the **human and environmental factors** that cause ill health, accidents, crisis and disasters, and explore appropriate actions to deal with them;<br>• investigate how **unequal power relations** between sexes are constructed and how they influence health and well-being, and apply this understanding to work, cultural and social contexts. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LORE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Orientation: Citizenship and physical development | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the two Life Orientation learning outcomes of physical development with specific reference to recreational movement activities and games, and citizenship in the FET phase;<br>• identify various physical development and citizenship themes related to specific assessment standards of these focus areas in the FET phase, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;<br>• demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems in lesson planning to apply a variety of physical development with specific reference to recreational movement activities and games, and citizenship themes as indicated in the specific assessment standards of these learning outcomes in the FET phase;<br>• act ethically, responsibly and be value-driven in all circumstances and forms of communication, written as well as oral, with regard to the teaching and learning of physical development with specific reference to recreational movement activities and games, and citizenship theme activities in the FET Phase. | | |
| Method of delivery: Full-time, MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: LSFP112 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Learner support: Identification of barriers to learning | | |
| Module outcomes: On completion of this module the student should be able to:<br>• understand and demonstrate basic knowledge, theory and practice of learning support in local and global context;<br>• demonstrate fundamental knowledge and understanding of barriers to learning from an ecological and eco-systemic perspective; and<br>• demonstrate fundamental knowledge and insight into learning support in South Africa. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSFP122 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Learner support: Supporting barriers to learning in the classroom contexts | | |
| Module outcomes: On completion of this module the student should be able to:<br>• apply fundamental theoretical knowledge of different approaches to assessment;<br>• demonstrate solid knowledge and understanding of individual and eco-systemic assessment for learning support<br>• explain fundamental knowledge of assessment strategies and techniques for learning support; and<br>• demonstrate with competence solid knowledge and understanding of perceptual development and the effect thereof on successful learning. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSFP212 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learner support: Assessment for learning support | | |
| After completion of this module the student will be able to:<br>• demonstrate with competence knowledge and insight regarding social factors that can cause barriers to learning amongst with learners;<br>• demonstrate solid knowledge and understanding regarding strategies that can be applied to overcome socio-economic barriers to learning;<br>• demonstrate insight and knowledge regarding the different approaches to early intervention with the young child; and<br>• act with competence and understanding toward gifted learners and their learning needs. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSFP222 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Learner support: Individual support for barriers to learning | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental theoretical knowledge regarding spoken language, reading and writing to illustrate better understanding for learners with language barriers;<br>• illustrate understanding for the barriers to learning that learners not learning in their mother tongue experience;<br>• demonstrate fundamental knowledge of underlying problems that can result in mathematical learning barriers; and<br>• reflect critically regarding the nature and scope of challenging behaviour as well as to analyse the causes of it. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSFP312 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Learner support: Applied learning support | | |
| After completion of this module the student will be able to:<br>• illustrate critical insight with regard to the needs and accommodation of learners with physical impairments;<br>• illustrate critical insight with regard to the needs and accommodation of learners with visual impairments;<br>• illustrate critical insight with regard to the needs and accommodation of learners with hearing impairments;<br>• illustrate critical insight with regard to the needs and accommodation of learners with intellectual impairments;<br>• illustrate critical insight with regard to the needs and accommodation of learners with severe multiple disabilities;<br>• illustrate critical insight with regard to the needs and accommodation of learners with chronic illnesses;<br>• provide with competence learning support to learners with above mentioned barriers to learning; and identify, analyse and support cases within the practice. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSFP321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Learner support: Applied learning support | | |
| After completion of this module the student will be able to:<br>• demonstrate critical insight and knowledge to integrate knowledge, skills and attitudes to develop individual education plans within a support team for learners with specific barriers to learning as addressed in LSFP 212 and LSFP 222;<br>• demonstrate and apply critical insight, knowledge, skills and attitudes regarding the functions of the institutional support team<br>• with competence critically analyse, evaluate and apply learning support processes in the school and the classroom. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSKA311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Skills: Art | | |
| Module outcomes: On completion of this module the student should be able to:<br>• **provide proof of a well-rounded and systematic knowledge base** with regard to the use of appropriate visual terminology for the facilitation of Visual Arts activities in the Foundation Phase as well as have a well-rounded knowledge base of the National Curriculum for the learning area Arts and Culture in the Foundation Phase;<br>• **identify age-appropriate activities and techniques** that relate to child art development and practical activities in the Foundation Phase and which also support the cognitive and critical concepts of art as subject didactics in practical art teaching;<br>• **provide proof of technical competencies** in the curriculum for the learning area Arts and Culture and be able to present and communicate knowledge, ideas and opinions in well-structured arguments and to attest to visual research approaches within the context of facilitation through the integration of knowledge, information technology and the informal approach to lesson presentation in art; and<br>• **proof of ability to display ethically responsible behaviour** across the range of the National Curriculum for Arts and Culture in the Foundation Phase. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSKE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Skills: Environmental Studies | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate well-rounded and systematic knowledge base of the environment and detailed knowledge of areas of the environment;<br>• explain and apply essential procedures and processes with regard to the nature and field of environmental studies;<br>• demonstrate teaching/learning principles applicable to environmental studies and their application in the planning and facilitation of learning experiences for Foundation Phase learners;<br>• demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing one's own value system. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSKH221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Life Skills: Health Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base of the environment and detailed knowledge of areas of the environment;<br>• explain and apply essential procedures and processes with regard to the nature and field of environmental studies;<br>• demonstrate teaching learning principles applicable to environmental studies and the application thereof in the planning and facilitation of learning experiences for Foundation phase learners;<br>• demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing your own value system. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSKM121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Life Skills: Music | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge and informed understanding of some of the music concepts, such as rhythm, melody, form, texture, tempo, timbre and dynamics;<br>• analyse and apply some music activities and skills in which young learners can be involved such as singing, movement, listening, instrumental play, improvisation and reading and writing music, and accompanying school learners on the guitar or African percussion instruments;<br>• demonstrate an ability to solve well-defined problems in planning appropriate music activities and lessons in the Foundation Phase;<br>• demonstrate ethically responsible behaviour, while constantly developing your role as a Foundation phase music teacher. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination + 1 practical exam 50 % | | |

| Module code: LSKM211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Life Skills: Music | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge base and sound understanding of music, dance and drama concepts and activities for the Foundation Phase and apply the grouping and clustering of assessment standards in Foundation Phase lessons to demonstrate a better understanding of the application of the NCS;<br>• critically analyse and synthesise information on the implications of the development of the young learner for music training, apply various didactic principles in music, read and write music, apply these skills creatively in various suitable music activities, play recorder or melodica and accompany more advanced Foundation Phase songs on the guitar or African percussion instruments;<br>• demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate music, dance and drama activities and lessons in the Foundation Phase; and<br>• compare world views and demonstrate own world view while continuously developing their role as Foundation Phase music teacher. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination + 1 practical exam 50 % | | |

| Module code: LSKN312 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Skills: Nutrition | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded knowledge base and sound understanding of nutrition for children as a component of Life Skills, including various aspects of nutrition, foods, under-nutrition, over-nutrition, malnutrition and special diets for young learners; various problems regarding aspects of nutrition in the South African context; the impact that nutrition has on the development of the child and an awareness of correct nutrition and a healthy lifestyle;<br>• demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above-mentioned themes, and to plan activities based on the understanding of ideas and theoretical principles of the themes;<br>• demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above-mentioned theory by using basic information technology;<br>• demonstrate one's own ideas and opinions in well-structured arguments in a professional manner. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: LSKP311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Life Skills: Physical Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge of the perceptual and gross motor development of the Foundation phase learner;<br>• identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules of movement development;<br>• demonstrate the ability to solve well-defined but unfamiliar problems to plan and present scientific and creative movement development lessons for specific application to different age and developmental groups in the Foundation phase, and to identify and address perceptual and gross motor problems and other medical conditions related to movement;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to movement development in the Foundation Phase. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MALA211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Mathematics: Development of number systems | | |
| Module outcomes: On completion of this module the student should be able to:<br>• *as facilitator of learning*, not only have gained the necessary theoretical knowledge in connection with outcome-based education and the National Curriculum Statement in the intermediate phase, but also in the application of critical and creative reasoning with regard to the facets indicated in the National Curriculum Statement and specifically of the learning area Mathematics;<br>• be able to understand mathematical concepts, procedures and processes so that the learner may make connections, communicate, solve problems, reason in a mathematical manner, estimate, do mental calculations and depict these in a number of ways;<br>• *as subject specialist*, understand, explain, compare, demonstrate and implement the specialised nature of teaching Mathematics, conduct problem-solving, use calculators, and finally diagnose the mistakes and problems learners have and solve these, as prescribed by the National Curriculum Statement, learning outcome 1: Number and number operations, learning outcome 2: Functions and algebra and learning outcome 5: Data handling and probability; and<br>• *as assessor,* apply the assessment standards of the National Curriculum Statement, as set for Mathematics in the Intermediate Phase. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MALA221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Mathematics: Number Systems | | |
| Module outcomes: On completion of this module the student should be able to:<br>• *as facilitator of learning*, not only obtain the necessary theoretical knowledge regarding outcomes-based education and the National Curriculum Statement in the Foundation Phase, but also critically and creatively apply your thoughts regarding the facets of the National Curriculum Statement and specifically in the Learning Area of Mathematics;<br>• understand mathematical concepts, procedures and processes in order to explain to the learners how to draw relations, communicate, solve problems, reason mathematically, estimate, do mental arithmetic and represent it in various ways;<br>• *as subject specialist*, understand, explain, compare, demonstrate and implement, solve problems, use calculators and diagnose learner errors and problems as determined by the National Curriculum Statement, Learning Outcome 1, Numbers and Learning Outcome 2, Number patterns; and<br>• *as assessor*, apply the assessment standards of the National Curriculum Statement, as stipulated for Mathematics in the Intermediary Phase. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MALA311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Mathematics: Data Handling and Functional Relationships | | |
| Module outcomes: On completion of this module the student should be able to:<br>• *as a facilitator of learning,* not only gather the necessary theoretical knowledge related to outcomes-based education and the National Curriculum Statement in the intermediary phase, but also the application of metacognitive, critical and creative thoughts regarding facets of the National Curriculum Statement and, specifically, the learning area Mathematics;<br>• understand mathematical concepts, procedures and processes in order for the learner to establish relations, communicate, solve problems, reason mathematically, estimate, do mental calculations and present the above in different ways;<br>• *as subject specialist,* understand, explain, compare, demonstrate and implement the specialised nature of the education of mathematics, do problem solving, use calculators and, lastly, to diagnose and solve learners' mistakes and problems, as determined by the National Curriculum Statement, Learning Outcome 2 Number Patterns, Learning Outcome 5 Data handling;<br>• *as assessor,* apply the assessment standards of the National Curriculum Statement, as prescribed for Mathematics in the Intermediary phase. | | |
| Method of delivery: Full-time, | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MALA321 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Mathematics: Measurement, space and shape | | |
| Module outcomes: On completion of this module the student should be able to:<br>• *as a facilitator of learning,* not only gather the necessary theoretical knowledge related to outcomes-based education and the National Curriculum Statement in the intermediary phase, but also the application of metacognitive, critical and creative thoughts regarding facets of the National Curriculum Statement and, specifically, the learning area Mathematics;<br>• understand mathematical concepts, procedures and processes in order for the learner to establish relations, communicate, solve problems, reason mathematically, estimate, do mental calculations and present the above in different ways;<br>• *as subject specialist,* understand, explain, compare, demonstrate and implement the specialised nature of the education of mathematics, do problem solving, use calculators and, lastly, to diagnose and solve learners' mistakes and problems, as determined by the National Curriculum Statement, Learning Outcome 2 Number Patterns, Learning Outcome 5 Data handling;<br>• *as assessor,* apply the assessment standards of the National Curriculum Statement, as prescribed for Mathematics in the Intermediary phase. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MATD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Mathematics Methodology: Snr phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge of teaching/learning approaches in mathematics;<br>• identify and motivate the role of assessment of and for mathematics learning;<br>• apply different teaching strategies to plan and present mathematics lessons for Senior phase learners;<br>• illustrate an appreciation for the value of mathematics in real life. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MATD312 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Mathematics Methodology: Intermediate phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a complete and systematic knowledge of the structure and content of the school Mathematics curriculum with regard to the Intermediate Phase Learning Outcome 1(Numerical operations and relationships);<br>• understand and apply learning theories and aspects thereof that are relevant to the teaching and learning of Mathematics in the planning and compilation of a lesson plan for a specific grade (4-6) of this school phase (Part 1);<br>• use suitable technology, with evidence of theoretical grounding, to plan and present Mathematics lessons for the Intermediate Phase; and<br>• through communication and action, demonstrate an appreciation of the value of Mathematics in the world of work. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MATD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Mathematics Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge of the structure and content of the school mathematics curriculum with respect to the specific school phase;<br>• apply key concepts and procedures learnt and taught in school mathematics to plan, and compile a work schedule for a specific grade of this school phase;<br>• use appropriate technologies to plan and present mathematics lessons for the specific phase learners, giving evidence of theoretical underpinning;<br>• demonstrate an appreciation for the value of mathematics in real life through communication and behaviour. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MATD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Mathematics Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge of the structure and content of the Mathematical Literacy Curriculum;<br>• demonstrate the abilities to plan and compile a portfolio for Mathematical Literacy, including a work schedule for a specific grade, lesson plans, and self-developed learning materials;<br>• apply knowledge of mathematical literacy to plan and present mathematical literacy lessons;<br>• demonstrate an appreciation for the value of mathematics in real life through communication and behaviour in the class situation. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MATD413 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Mathematics Methodology: Intermediate phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate rounded and systematic knowledge of the structure and content of the school mathematics curriculum with regard to the Intermediate Phase learning outcome 3 (Space and Shape) and learning outcome 4 (Measurement) by means of lesson studies (*Lesson Study* and reflection on presentation of lessons (*Reflection on Teaching*);<br>• know the correct fundamental vocabulary in Mathematics that is required by the NCS for Grade 3 and 4 and use it correctly and with ease;<br>• plan, analyse, test, reflect, adapt and improve lesson studies regarding learning outcomes 3 and 4 (including integration with learning outcomes in other learning areas; suitable use of technology to plan and present mathematics lessons for the Intermediate Phase while proving theoretical underpinning); and<br>• demonstrate an appreciation for the value of mathematics in the world of work through communication and action. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MATD421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Mathematics Methodology: Senior phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive and systematic knowledge of the structure and content of the school mathematics curriculum applicable to this school phase(s);<br>• demonstrate the effective use of technology (calculators, graphic calculators, computer programmes) and plan and present mathematics lessons; and<br>• demonstrate an appreciation for the value of mathematics in the world of work in communication and behaviour in the class situation. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MATE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Mathematics for Education: Functions | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge, understanding and insight with respect to the following functions: linear functions, quadratic functions, polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential functions, logarithmic functions and hyperbolic functions;<br>• demonstrate skills to model real-world situations and related problems, using the functions mentioned both by pen-and-paper methods and by applying suitable computer software;<br>• be competent to interpret solutions produced by the above-mentioned processes and be able to execute basic operations with the functions, apply compound functions and if possible, determine the inverse of the functions;<br>• use functions to model real-life situations and problems and to evaluate whether the mathematical solutions are valid. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MATE121 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: Mathematics for Education: Elementary Statistics

Module outcomes: On completion of this module the student should be able to:

- demonstrate basic knowledge and insight with respect to elementary statistics and probability;
- demonstrate the ability to determine the probability of an event using an appropriate definition, as well as the ability to gather, organise and represent data;
- apply the rules of probability and statistics to solve real-life problems and interpret data in order to draw conclusions with respect to the research questions, and make informed decisions using suitable computer software calculations and any other matter applicable to the teaching and facilitation of statistics and probability at school-level;
- evaluate the validity of mathematical solutions within the context of real-world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: MATE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: Mathematics for Education: Spherical and Euclidean Geometry

Module outcomes: On completion of this module the student should be able to:

- demonstrate solid knowledge, understanding and insight with respect to Euclidean and spherical geometry by studying geometry on the plane and on the sphere;
- demonstrate solid knowledge, understanding and insight with respect to defining and describing conic sections conceptually and algebraically;
- demonstrate skills to compare the spherical proofs and results of theorems and axioms with those of Euclidean geometry; comparing relationships between trigonometry and geometry on the sphere;
- demonstrate skills using suitable computer software to facilitate the modelling of real-world problems;
- be competent to investigate the relationship between spherical geometry and real life situations;
- be competent in applying the theory of conic sections in order to solve real-world problems;
- evaluate the validity of mathematical solutions to real life problems.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: MATE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Mathematics for Education: Introductory algebra

Module outcomes: On completion of this module the student should be able to:

- demonstrate solid knowledge, understanding and insight with respect to number systems, mathematical induction, complex numbers, polynomial functions, partial fractions and sequences and series;
- demonstrate skill in performing calculations with the respective number systems and their properties, calculations with polynomial functions, resolving rational polynomial quotients into partial fractions, calculations with sequences and series and describing the behaviour of sequences and series;
- be competent to apply the properties of the respective number systems, prove relationships using mathematical induction, model real world situations using polynomials, use applicable computer software to investigate the behaviour of polynomial functions and series and to model real-world situations using sequences and series;
- be capable to evaluate the validity of mathematical solutions within the context of real-world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: MATE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|

Title: Mathematics for Education: Calculus

Module outcomes: On completion of this module the student should be able to:

- demonstrate advanced knowledge, understanding and insight with respect to limits and continuity, the meanings of the derivative, the meanings of the integral, the midpoint rule, the properties of the definite integral, Riemann sums and the Fundamental Theorem of Differential and Integral Calculus;
- demonstrate skill in the calculation of the derivative from the definition, the derivation of certain differentiation rules, the calculation of a large variety of derivatives, the limit of a Riemann sum and a large variety of indefinite and definite integrals;
- be competent to apply differentiation and integration to analyse the behaviour of functions within real life situations and solve problems where rates of change, area, total change and volume are involved;
- be capable of evaluating the meaning and validity of their analysis or solutions within the context of real life situations.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: MATE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Mathematics for Education: Linear Algebra | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate advanced knowledge, understanding and insight with respect to the solution of geometrical problems using geometrical vectors, vector operations, the linear dependency of vectors inside a three-dimensional space, bases for systems of vectors, solving systems of linear equations within real life contexts, non-linear equations and non-linear inequalities, algebraic operations with matrices and the application of these matters within the context of real-life situations;<br>• demonstrate skill in the use of applicable computer software to perform matrix operations and solve linear programs graphically;<br>• be competent to solve real-life problems using vectors, matrices and linear programming;<br>• be capable to evaluate the validity of mathematical solutions within the context of real life situations. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MATF221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Mathematics in Practice: Numbers, Calculations and Data Handling | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate solid knowledge of numbers, number patterns and operations, as well as elementary statistics and probability;<br>• identify number patterns in a variety of contexts, and be able to make generalisations and also be able to gather, organise, represent data;<br>• demonstrate the ability to apply this knowledge to solve real-life problems in a variety of contexts, and analyse data from a variety of contexts and use elementary statistics to communicate, critically interpret and draw conclusions from these findings, and make forecasts based on probability;<br>• demonstrate positive attitudes towards the teaching and learning of mathematics. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MATF311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Mathematics in Practice: Geometry in Action | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate well-rounded and systematic knowledge with respect to the properties of and relationships between two-dimensional shapes and three-dimensional solids;<br>• demonstrate skills in the calculation of area of two-dimensional figures and surface area and volume of three-dimensional solids solution of real-life problems;<br>• solve real-life problems by implementing these skills, including the use of dynamic computer software (e.g. The Geometer's Sketchpad®);<br>• evaluate the validity of mathematical solutions within the context of real-life situations. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MFPD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Mathematics methodology for Foundation Phase | | |
| Module outcomes: On completion of this module, the student should:<br>• demonstrate informed comprehension of Mathematics as learning area in the Foundation Phase;<br>• demonstrate the role of teaching-learning approaches;<br>• apply different teaching strategies in the planning and presentation of mathematical lessons;<br>• analyse and facilitate the nature and solutions of real life problems; and<br>• demonstrate the basic principles of numeracy in the classroom on an ethical responsible manner and to communicate about it with learners and the community. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MFPD221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Mathematics methodology for Foundation Phase | | |
| Module outcomes: On completion of this module, the student should:<br>• should:understand, explain and demonstrate with ease the nature of mathematics as subject specialist;<br>• demonstrate knowledge and insight regarding the approach and application of the whole numbers and the four main calculations;<br>• develop the skill to demonstrate with ease the problem solution techniques of the four main calculations and estimation;<br>• interpret and assess learners' methods and strategies ;<br>• demonstrate on an ethical-professional manner the basic principles of numeracy that are required in the classroom and to communicate it with learners and the community. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MFPD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Numeracy Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge and insight regarding the methodology of fractions (common and decimal);<br>• interpret and assess learners' problems regarding implementation of strategies for measurement, data handling, graphs and probability during lesson presentations;<br>• possess different skills in order to develop and implement didactic knowledge in a variety of learning strategies in order to establish effective communication in the classroom;<br>• demonstrate their own ideas and opinions in an ethically accountable manner by means of well structured arguments. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MFPD421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Numeracy Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate thorough knowledge and insight of measurement, space and learning theories;<br>• to interpret and assess learners' methods / strategies and representations from different contexts;<br>• be competent in applying their own knowledge of geometry in practice;<br>• develop further integrated applications of knowledge and skills concerning the planning and implementation of appropriate teaching strategies to be suitable for a variety of learners in the classroom.<br>• demonstrate their own ideas and opinions in an ethically accountable manner by means of well structured arguments. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MFPF111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Mathematics for Foundation phase: Fundamental | | |
| Module outcomes: On completion of this module the student should be able to:<br>• acquire a sound and systematic knowledge of the learning of Mathematics<br>• understand the necessity of the higher-order thoughts to understand Mathematics and understanding problem solving (in context) and the application thereof;<br>• understand what Mathematics, comprehension of numbers, classification, counting and the base-ten number system, is;<br>• interpret and assess the methods/ strategies, models and presentations of learners at school;<br>• apply teaching theories in his/ her own knowledge of Mathematics with confidence;<br>• facilitate, interpret and mediate the solution, presentation and modelling of true to life problems;<br>• guide the learners at school to nurture the right attitudes and values towards the study and learning of Mathematics. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MFPF121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Mathematics for Foundation phase: Fundamental | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge and insight with respect to the construction of meaning of whole numbers;<br>• demonstrate knowledge and insight with respect to the estimating and application of the four main operations for whole numbers;<br>• build on the meaning of estimation and the four main operations;<br>• predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;<br>• interpret and assess methods/strategies of learners;<br>• apply with confidence his/her mathematic knowledge of learning theories to real-life problems through problem solving;<br>• accommodate all learners so that they gain positive attitudes and values towards mathematics. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MFPF311 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Mathematics for Foundation phase: Fundamental | | |
| On completion of this module, the student should<br>• demonstrate knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages to assist learners to develop techniques to solve real-life problems;<br>• demonstrate knowledge and insight with respect to data handling and probability;<br>• predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;<br>• interpret and assess methods/strategies of learners;<br>• apply with confidence his/her mathematic knowledge of learning theories to real-life problems through problem solving; and<br>• accommodate all learners so that they gain positive attitudes and values towards mathematics. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Modulekode: MFPF321 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Mathematics for Foundation phase: Fundamental

On completion of this module, the student should

- demonstrate knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry;
- predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;
- interpret and assess learners methods/strategies and representations (models, pictures and diagrams);
- apply learning theories with confidence in his/her knowledge of geometry to real-life problems through problem solving;
- accommodate all learners so that they gain positive attitudes and values towards mathematics; and
- demonstrate how and where to implement appropriate computer software and other technology to develop mathematical concepts and skills.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %%

| Module code: MOVD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|

Title: Movement Science Methodology: FET phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to lesson presentation in Movement Education, assessment and evaluation in Movement Education and sport, and adaptive Physical Education;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to lesson presentation and the assessment and evaluation of various movement and sport skills as well as other aspects of movement and sport;
- demonstrate the ability to use the attained knowledge to solve well-defined problems regarding Movement Education lesson presentation, programme and lesson modifications following the assessment and evaluation of various movement and sport skills as well as other aspects of movement and sport, and adaptive Physical Education, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the presentation of Movement Education lessons, the assessment and evaluation of various movements and sport skills as well as other aspects of movement and sport, and adaptive Physical Education.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

| Module code: MOVD411 | Semester 1 | NQF-level: 7 |
|---|---|---|

Title: Movement Science Methodology: FET phase

Module outcomes: On completion of this module the student should be able to:

- demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories pertaining to the presentation of Movement Education within Life Orientation in the FET phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of Movement Education within Life Orientation in the FET phase;
- demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to the planning and implementation of Movement Education within Life Orientation learning programmes, work schedules, lessons, resources and assessment strategies for the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Movement Education within Life Orientation in the FET phase.

Method of delivery: Full-time, SBET

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: MOVE111 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: Movement Science for Education

Module outcomes: On completion of this module the student should be able to:

- demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories pertaining to the theoretical aspects of applied anatomy and physiology of Movement Science as a theoretical foundation, and aquatic-related activities as a practical foundation of Movement Education;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text to the theoretical aspects of applied anatomy and physiology of Movement Science as a theoretical foundation, and to identify and effectively plan activities related to the teaching of aquatic-related activities;
- demonstrate the ability to use the attained knowledge to solve common problems within a familiar context pertaining to the theoretical aspects of applied anatomy and physiology of Movement Science and to plan and present creative lessons for specific application to the teaching of aquatic-related activities, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the theoretical aspects of applied anatomy and physiology of Movement Science and the teaching of aquatic-related activities.

Method of delivery: Full-time

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: MOVE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Movement Science for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories pertaining to the foundation and historical development of Movement Science and sport as a theoretical foundation, and basic gymnastic activities as a practical foundation of Movement Education;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the foundation and development of Movement Science and sport as a theoretical foundation, and to identify and effectively plan activities related to the teaching of basic gymnastic activities as a practical foundation of Movement Education;<br>• demonstrate the ability to use the attained knowledge to solve common problems within a familiar context pertaining to the foundation and development of Movement Science and sport and to plan and present creative lessons for specific application to the teaching of gymnastic activities, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the development of Movement Science and sport and the teaching of basic gymnastic activities. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MOVE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Movement Science for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge base of the terminology, rules, concepts, principles, and theories pertaining to exercise science as a theoretical foundation, and educational rhythmic and dance activities as a practical foundation of Movement Education;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to exercise science as a theoretical foundation, and to identify and effectively plan activities related to the teaching of educational rhythmic and dance activities as a practical foundation of Movement Education;<br>• demonstrate the ability to use the attained knowledge to solve well-defined problems in exercise science, and to plan and present creative lessons for specific application to the teaching of physical fitness activities and rhythmic and dance activities, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to exercise science and the teaching of physical fitness activities and educational rhythmic and dance activities. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MOVE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Movement Science for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge base of the terminology, rules, concepts, principles, and theories pertaining to sport management as a theoretical foundation, and progressive sport and games activities as a practical foundation of Movement Education;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text in sport management as a theoretical foundation, and to identify and effectively plan activities related to the teaching of progressive sport and games activities as a practical foundation of Movement Education;<br>• demonstrate the ability to use the attained knowledge to solve well-defined problems in sport management, and to plan and present creative lessons for specific application to the teaching of progressive sport and games activities, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to sport management and the teaching of progressive sport and games activities. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MOVE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Movement Science for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and comprehensive knowledge base of the terminology, concepts, principles, theories and course of perceptual and gross motor development as well as identification of talent in the school learner before and during the school years, as a theoretical foundation for Movement Education;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to perceptual and gross motor development and talent identification as a theoretical foundation of Movement Education;<br>• demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems in the assessment of perceptual and gross motor development, specific motor problems and talent identification, and to plan and present movement activities for remedial purposes with regard to specific motor problems, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• be ethically responsible and value-driven in all circumstances and forms of communication, written as well as oral, related to motor development, remedial motor development and talent identification. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MOVE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Movement Science for Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories pertaining to sport injuries as a theoretical foundation; and recreational movement activities as a practical foundation of Movement Education;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to sport injuries as a theoretical foundation, and to identify and effectively plan activities related to the teaching of recreational movement activities as a practical foundation of Movement Education;<br>• demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to sport injuries, and to plan and present creative lessons for specific application to the teaching of recreational movement activities, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• be ethically responsible and value-driven in all circumstances and forms of communication, written as well as oral, related to sport injuries and the teaching of recreational movement activities. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: MTED211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Mechanical Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of the NCS policy of Mechanical Technology in the FET Phase;<br>• demonstrate the knowledge and skills in problem-based teaching approaches; and<br>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of Technology, with and without resources. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MTED311 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Mechanical Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• curriculum development of Mechanical Technology;<br>• the use and application of applicable assessment and tasks for the presenting of Mechanical Technology;<br>• management of a FET Technology workshop; and<br>• teacher and learner portfolios | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: MTED422 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Mechanical Technology Methodology | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• recognition of the place, influence and role of Mechanical Technology<br>• planning of theoretical and practical lessons in Mechanical technology<br>• planning and doing of practical projects in Mechanical technology<br>• planning and doing of theoretical projects in Mechanical technology | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: PHSD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Physical Sciences Methodology: FET phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• experiments at school level in the physics and chemistry components of the natural sciences;<br>• the theory (physics and chemistry) associated with the experiments;<br>• the contextualisation of the theory and experiments in an outcomes-based teaching/ learning environment;<br>• the learning theory (constructivism) upon which this approach to teaching/ learning is based; and<br>• alternative conceptions of learners in Natural Science. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: PHSD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Physical Sciences Methodology | | |
| Module outcomes: On completion of this module the student should be able to do:<br>• experiments at school level in the Physics and Chemistry components of Physical Sciences;<br>• the theory (Physics and Chemistry) associated with the experiments;<br>• the contextualisation of the theory and experiments in a learning and teaching environment;<br>• the educational theory (constructivist) on which this approach to teaching and learning is based;<br>• alternative views of learners in the physical sciences. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: PHSE111 | Semester 1 | NQF-level: 5 |
|---|---|---|

Title: Physical Sciences for Education: Basic chemical principles

Module outcomes: On completion of this module the student should be able to:

- have a thorough knowledge of the nature of chemistry and where it fits in with the other natural sciences;
- analyse and separate matter;
- apply various calculations on chemical data;
- perform stoicheiometric calculations in a variety of situations;
- identify, analyse and synthesise chemical reactions;
- perform analyses by making use of stoicheiometry;
- plan, perform and communicate in the form of a report experiments with responsibility and the necessary safety;
- deal with the topics in the module in a self-regulated manner;
- demonstrate, from an established value system, an ethically correct attitude towards all facets of nature and humans; and
- be critical about similar contents that are dealt with on school level and be able to facilitate contents that are confused on school level.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: PHSE121 | Semester 2 | NQF-level: 5 |
|---|---|---|

Title: Physical Sciences for Education: Introductory mechanics and optics

**Module outcomes: Upon completion of this module, you should be able to demonstrate knowledge, insight, skills and values with regard to**

- the description of rectilinear motion and motion in a flat plane;
- the application of Newton's laws of motion in a variety of situations;
- the scientific handling of the concepts of *work* and *energy*;
- the reflection of light and image formation by mirrors;
- the refraction and dispersion of light, as well as image formation by lenses;
- Christian-based science research regarding the study themes contained in this study guide; and
- the learning facilitation of Natural Science.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: PHSE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|

Title: Physical Sciences for Education: Advanced mechanics and electricity

Module outcomes: On completion of this module the student should be able to have:

- **Outcome of knowledge**
  demonstrate a basic knowledge of Newton's Universal Law of Gravity, rotational motion, electro-static's and electro-dynamics;
- **Outcome of skills**
  identify and solve relevant practical problems that are related to gravity, rotational motion of objects, electro-static's and electro-dynamics;
- **Outcome of abilities**
  follow a problem-solving approach in the context of the above content by using the correct technology in planning and execution of lessons and practical's;
- **Outcome of ethical behaviour**
  demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and maintain an ethically responsible attitude towards Physical Science content.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: PHSE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|

Title: Physical Sciences for Education: Atom structure and chemical bonding

Module outcomes: On completion of this module the student should be able to:

- have a basic concept of an atom and be able to present an atom visually by means of electron configuration.
- synthesise chemical bondings by using the different aspects of an atom.
- plan, execute and communicate experiments in a responsibility and the necessary safety rules.
- apply the knowledge , insight and skills of the content and apply it in the design and implementation of programmes.
- demonstrate an ethical attitude towards all facets of nature and human beings.
- have a grounded comprehension of intermolecular forces and the way they are found in the different phases of matter.
- be able to differentiate between, compare and illustrate organic compounds.
- plan and execute experiments with responsibility and the necessary safety, as well as communicate the results by means of a report.
- be able to interact in a self-regulated manner with the topics in the module.
- demonstrate from an established value-system an ethically correct attitude towards all facets of nature and man.
- be critical towards similar contents dealt with in school.

Method of delivery: Full-time, MoA CEDAR College, MoA NIHE

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

| Module code: PHSE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Physical Sciences for Education: Control of chemical reactions | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a fundamental knowledge of the following themes in the learning area Natural Sciences: thermodynamics and reaction rate, equilibrium, acids, bases and pH and electrochemistry,<br>• be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;<br>• demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the above-mentioned content and should demonstrate an ethically accountable attitude towards the content of Physical Sciences. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: PHSE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Physical Sciences for Education: Electricity and magnetism, oscillations and waves | | |
| Module outcomes: After having completed this module, you must deliver proof of knowledge, insight into and skills with regard to:<br>• the description and measurement of oscillations and waves; magnetic forces and fields, electromagnetic induction and simple alternating circuits;<br>• the practical relevance of electromagnetic waves and the dual behaviour of light in particular;<br>• Christian-based scientific research regarding the learning themes contained in the module;<br>• facilitating the learning of science.<br>• effective group functioning with a view to completing certain assignments. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: PPSE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Pre-Primary school education: Literacy | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge, understanding and insight into the holistic development of the learner in the pre-school phase as well as the establishment of an environment at the nursery school which fosters learners' maximum development;<br>• possess the skill necessary to facilitate learning in early literacy by means of stories, nursery rhymes and verses, as well as art;<br>• demonstrate competence in finding solutions in the case of learners' experiencing problems in the acquisition of language; and<br>• realise the value of the development of language and art as part of early development. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: PPSE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Pre-Primary school education: Numeracy and science | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge, understanding and insight regarding;<br>• demonstrate skills to facilitate learning with understanding;<br>• be competent to interpret and remediate solutions, models and representations when necessary;<br>• evaluate the validity. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: PPSE411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Pre-Primary school education: Grade R | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a well-rounded knowledge of the grade R learner and should know how to curriculate for these learners' in an informal teaching/learning situation;<br>• demonstrate skills necessary to facilitate preparatory reading, writing, spelling and numeracy learning activities;<br>• demonstrate competences to find solutions in the case of learners' experiencing problems relating to early literacy and numeracy; and<br>• demonstrate an appreciation of the informal approach in stimulating Grade R learners. | | |
| Method of delivery: Full-time, MoA AROS, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: PPSE422 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Pre-Primary school education: Organisation and administration | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded knowledge of the following - the history of pre-school teaching and education (national and international), integration of the 8 learning areas in the development of effective programmes, assessment and parental involvement;<br>• demonstrate skills relating to the compilation and presentation of an integrated, day programme;<br>• demonstrate competence in facilitating teaching and learning events and in successfully assessing learners in the teaching learning situation; and<br>• demonstrate an appreciation of the development of pre-school education as well as the value of parental involvement.<br>• demonstrate knowledge of above in diverse contexts through service learning. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: RESF411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Research in Education | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate systematic and comprehensive knowledge of educational research;<br>• writing and referencing academic literature in the form of a literature review;<br>• demonstrate the ability to design practical research questions;<br>• understanding the place of educational research in curriculum development and professional development in teaching | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: RESF421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Research project | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate systematic and comprehensive knowledge of research methodology relevant to the field of education;<br>• plan scientific research applicable to the field of education;<br>• demonstrate the ability to plan and write a research proposal relevant to the field of education using appropriate technology;<br>• demonstrate knowledge of basic ethical principles when conducting research in the field of education. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 100 % | | |

| Module code: RSTO421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Religion studies | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge of the national policy and curriculum Religion Studies;<br>• identify themes relevant for the understanding of a variety of religions, reflect critically and constructively on topical issues in a diverse religious society in South Africa and apply such insights ;<br>• research religion as a social phenomenon. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: SECF122 | Semesetara 2 | Tekanyo Ya NQF: 5 |
|---|---|---|
| Title: Setswana (M) Tlhaeletsana ya Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• supa motheo wa kitso ya melao ya mopeleto mo Setswaneng jaaka puo;<br>• supa bokgoni jwa go tlhama ditiragatso tse di nonofisang bokgoni jwa puo jwa baithuti ba kwa sekolong;<br>• supa motheo wa kitso ya teori ya ga Roman Jakobson le go e dirisa mo tlhaeletsanong ya letsatsi le letsatsi le mo sekolong;<br>• supa motheo wa kitso sa Batswana mo setšhabeng sa setsontsi;<br>• supa bokgoni jwa go dirisa teori ya bokgoni jwa go reetsa le go bua. | | |
| Mokgwa wa go ruta: Full-time, MoA CEDAR College, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: TIhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Module code: SECF123 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Setswana (NM) Communication | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of basic vocabulary, functions, grammar and Setswana skills in selected situations and should construct knowledge of various aspects of Batswana culture;<br>• be able to apply the basic vocabulary, functions, grammar and skills in order to form commands, requests and basic dialogues;<br>• demonstrate basic reading, listening, writing and speaking skills in Setswana within the school situation; and<br>• understand Batswana language and culture in order to understand and handle the multicultural situation in schools better and act in an ethically correct fashion in the teaching situation with the necessary sensitivity towards cultural differences. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: SECF412 | Semesetara 1 | Tekanyo Ya NQF: 7 |
|---|---|---|
| Title: Setswana (M) Tlhaeletsana ya Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• supetsa bokgoni jwa go tlhaeletsana ka matsetseleko mo mabakeng a a farologaneng;<br>• supa kitso e e lotaganeng ya teori ya thekesonomi ya ga Bloom le go e dirisa mo dithutong tsa sekolo tse farologaneng.<br>• supa kitso e e lotaganeng ya setso sa Batswana mo togamaanong ya setšhaba se setsontsi. | | |
| Mokgwa wa go ruta: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Mekgwa ya go tlhatlhoba: TIhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Module code: SECF413 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Setswana (NM) Communication | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate more advanced knowledge of basic school vocabulary, functions and skills of Setswana and must build up knowledge about different aspects of the Batswana Culture and must be able to communicate in Setswana at school;<br>• master more advanced vocabulary, functions and skills to be able to utilize them to form interrogatives and requests and basic dialogues in the school environment;<br>• have competent reading, listening, writing and speaking skills in Setswana within the school environment;<br>• grasp the Batswana language and culture to be able to understand and handle the multi-cultural situation at schools and to act ethically correct in the educational situation with the necessary sensitivity for cultural differences. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: SEMD211 | Semesetara 1 | Tekanyo Ya NQF: 5/6 |
|---|---|---|
| Title: Setswana (M) Didaktiki ya Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• supetsa kitso e e tletseng ya teori ya OBE mo phaposiborutelong;<br>• supetsa mekgwa ya go ruta le go ithuta puo ya SeAforika mo phaposiborutelong;<br>• rulaganya le go diragatsa maitemogelo a thuto mo mophatong o o rileng.<br>• supetsa go tlhaloganya dikarolo tse supa tsa morutabana.<br>• tlhama ditiragatso tsa go ithutela go nonofisa bokgoni jo bo farologaneng jwa puo; le<br>• supetsa pharologanyo magareng a puo ya gae, puo ya bobedi le ya boraro. | | |
| Mokgwa wa go ruta: Full-time | | |
| Mekgwa ya go tlhatlhoba: TIhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Module code: SEMD321 | Semesetara 2 | Tekanyo Ya NQF: 6/7 |
|---|---|---|
| Title: Setswana (M) Didaktiki ya Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• go supetsa kitso e e tletseng e e rulaganeng ya mekgwa le ditsela tse di farologaneng tsa tekanyetso;<br>• go supetsa go tlhoganya tiriso le tiragatso ya maemo a tekanyetso mo phaposiborutelong jwa thuto ya puo;<br>• supetsa bokgoni jwa go tlhama le go tshola direkoto tsa tsotlhe tsa tekanyetso;<br>• go supetsa bokgoni jwa rulaganya le go tlhama ditiragatso tse di nonofisang bokgoni jwa go akanya le go neela mabaka; le<br>• go supetsa bokgoni jwa go tlhaeletsana ka Setswana se se siameng. | | |
| Mokgwa wa go ruta: Full-time | | |
| Mekgwa ya go tlhatlhoba: TIhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Module code: SEMD411 | Semesetara 1 | Tekanyo Ya NQF: 7 |
|---|---|---|
| Title: Setswana (M) Didaktiki ya Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• go supetsa kitso e e tletseng ya ditheo tsa OBE mo phaposiborutelong;<br>• go supetsa mekgwa ya go ruta le go ithuta puo ya Seaforika mo phaposiborutelong;<br>• go rulaganya le go diragatsa maitemogelo a thuto mo mophatong o o rileng;<br>• go supa go tlhaloganya dikarolo tse supa tsa morutabana;<br>• go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng<br>• go supa pharologanyo magareng a puo ya gae, puo ya bobedi le ya boraro;<br>• go supetsa kitso e e lotaganeng e e rulaganeng ya mekgwa le ditsle atse di farologaneng tsa tekanyetso;<br>• go supa go tlhaloganya tiro le tiriso ya maemo a tekanyetso mo phaposiborutelong jwa puo;<br>• go supa bokgoni jwa go tlhama le go tshola direkoto tsa tekanyetso;<br>• go supa nokgoni jwa go rulaganya le tlhama ditiragatso tse di nonofisang bokgoni jwa go akanya le go neela mabaka; le<br>• supa bokgoni jwa go tlhaeletsana ka Setswana. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: TIhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Module code: SEMD421 | Semesetara 2 | Tekanyo Ya NQF: 7 |
|---|---|---|
| Title: Setswana (M) Didaktiki ya Setswana | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• supetsa kitso e e lotaganeng e e rulaganeng ya lenaanethuto le sejulu ya tiro ya thuto ya puo ya Setswana;<br>• supetsa kitso e e lotaganeng e e rulaganeng ya diteori tsa go ruta thutapuo ka tiriso ya mekgwa ya OBE mo mophatong o o rileng;<br>• supetsa bokgoni jwa go fedisa bothata mo rulaganya maitemogelo a thuto le go dirisa didiriswa tse di maleba;<br>• supetsa le go tlhatlhoba mekgwa ya go ruta thutapuo ka tiriso ya ditlhangwa;<br>• supa bokgoni jwa go tshola thuto ya Setswana le go dirisa maemo a tekanyetso a a siameng go lekanyetsa thutapuo ya thutapuo ya Setswana le go dirisa mekgwa le ditsela tsa tekanyetso tse di maleba;<br>• supa bokgoni jwa go ruta thutapuo ka tiriso ya ditlhangwa;<br>• supetsa nonofo ya bokgoni jwa puo mo tirosong ya tlhaeletsano;<br>• supetsa bokgoni jwa go rulaganya maitemogelo a thuto a thutaitlhangwa le go a lekanyetsa; le<br>• supetsa go iteka go tsweletsa porojeke ya patlisiso mo go ruteng ditlhangwa. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: TIhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 % | | |

| Module code: SEME111 | Semesetara 1 | Tekanyo Ya NQF: 5 |
|---|---|---|
| Title: Setswana for Education (M) | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• supetsa motheo wa kitso ya melebo ya ditlhangwa le go e tlhalosa;<br>• supa melebo ya ditlhangwa e e maleba mo tshekatshekong ya setlhangwa se se rileng le go supetsa motheo wa bokgoni le bokgoni jwa go e tlhatlhoba; le<br>• supetsa le go tlhatlhoba kgodiso ya nonofo ya history ya Setswana. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 % | | |

| Module code: SEME121 | Semesetara 2 | Tekanyo Ya NQF: 5 |
|---|---|---|
| Title: Setswana for Education (M) | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• supa kitso e e bonalang ya mefuta e e farologaneng ya dikanelo tsa ditlhangwa tsa setswana le ditema tsa tsona (tse di buiwang le tsa segompieno);<br>• supa ditema tse di maleba go setso sa Batswana mo setšhabeng se se setsontsi le go di sekaseka ka go dirisa melebo e e maleba; le<br>• supetsa motheo wa kitso ya dipharologanyo magareng a kanelo e e buiwang le ya segompieno mo teng ga lemorago la setsontsi. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 % | | |

| Module code: SEME211 | Semesetara 1 | Tekanyo Ya NQF: 5/6 |
|---|---|---|
| Title: Setswana for Education (M) | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• go supa kitso e e tletseng ya kgolo ya poko ya Setswana le go farologanya magareng a poko ya Setswana le dikanelo;<br>• go supa kitso e e tletseng ya dintlha tsa teori tsa poko le go di dirisa mo phaposiborutelong mo mephatong e e maleba;<br>• go supa bokgoni jwa go sekaseka le go tlhatlhoba poko ya Setswana ka tsenelelo ka go dirisa melebo ya ditlhangwa e e maleba; le<br>• go supa kitso e e tletseng ya mofoloji, semantiki le popapolelo ya Setswana le bokgoni jwa di ruta mo mophatong o o rileng. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 % | | |

| Module code: SEME221 | Semesetara 2 | Tekanyo Ya NQF: 5/6 |
|---|---|---|
| Title: Setswana for Education (M) | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• go supa kitso e e tletseng ya dintlha tsa teori ya fonetiki le fonoloji ya Setswana;<br>• go bapisa le go farologanya mafoko a Setswana le dipuo tse dingwe tsa Sesotho ka sefonetiki le sefonoloji;<br>• supetsa bokgoni jwa go dumisa le go kwala mafoko a Setswana ka nepo le go a ruta mo phaposiborutelong mo mophatong o o rileng. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 % | | |

| Module code: SEME311 | Semesetara 1 | Tekanyo Ya NQF: 6/7 |
|---|---|---|
| Title: Setswana for Education (M) | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• go supa kitso e e tletseng e e rulagantshweng ya kgolo ya nonofo ya terama ya Setswana le ditema tse farologaneng tsa dikgato tse di farologaneng tsa nonofo ya terama;<br>• go supa kitso e e tletseng e e rulagantshweng ya dintlha tsa teori terama;<br>• go supetsa bokgoni jwa go rarabolola bothata ka go rarabolola kgotlhang e e tlhagelelang mo setlhangweng sa terama; le<br>• go supetsa bokgoni jo bo tseneletseng mo go diriseng melebo ya ditlhangwa mo tshekatshekong ya ka tsenelelo ya diterama tsa Setswana. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 % | | |

| Module code: SEME321 | Semesetara 2 | Tekanyo Ya NQF: 6/7 |
|---|---|---|
| Title: Setswana for Education (M) | | |
| Module outcomes: Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:<br>• go supetsa kitso e e tletseng e e rulagantshweng ya mosola wa puo mo phaposiborutelong le mo setšhabeng, bogolosegolo Setswana jaaka puo ya gae;<br>• go supetsa kitso e e tletseng e e rulagantshweng ya dintlha tsa puoloago ka go leba Setswana;<br>• go supetsa le go tlhatlhoba sebaka sa Setswana jaaka nngwe ya dipuo tsa Aforika Borwa; le<br>• go dirisa dintlha tsa teori ya melebo ya ditlhangwa mo go kwaleng dikanelo tse di khuthswane, terama kgotsa maboko a tema e e rileng. | | |
| Mokgwa wa go ruta: Full-time, MoA NIHE | | |
| Mekgwa ya go tlhatlhoba: Tlhatlhobo e e tswelelang 50 %<br>Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 % | | |

| Module code: SEND211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Setswana (NM) Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• know the approaches to teaching African languages as well as the correct approach to the teaching of Setswana and should prove the acquisition of knowledge concerning Setswana as elective;<br>• be familiar with the policy documents and manuals of the Department of Education and should know how to apply these;<br>• demonstrate competence to apply the approach and to employ documents in order to plan and present lessons; and<br>• acquire the ability to become a responsible teacher in that lessons are thoroughly planned and subsequently presented. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: SEND321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Setswana (NM) Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate solid knowledge of the planning of learning programmes, work schedules and complete lesson plans and assessment of Setswana 2nd additional language and acquired subject knowledge of Setswana;<br>• demonstrate skills necessary to plan learning programmes, work schedules and assessment for Setswana 2nd additional language concerning the types, manners and means of assessment in the Setswana classroom;<br>• show competence in various aspects of lesson planning and assessment; and<br>• develop values to plan responsibly and assess fairly. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: SEND411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Setswana (NM) Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of teaching methods of linguistics and the various pitfalls and to prevent these; and should also know methods and techniques in the compilation of language and literature tests, exams and memoranda and should know literary theory;<br>• be able to teach language and literature and be able to compile tests, exams and memoranda;<br>• demonstrate competence to plan and present language and literature lessons in such a way that oral and reading skills are also addressed; and<br>• assess language and literature fairly and objectively and should know how to act in a remedial manner when necessary. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SEND421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Setswana (NM) Methodology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of the administration of the Setswana Classroom and should be aware of all the ways in which to conduct recording of learner profiles and assessment, should understand differentiation and integration, know requirements of resources and language games as well as various media of RGO in the teaching of language and theories concerning the rules of excursions;<br>• demonstrate skills and competence in the administration of the Setswana classroom as well as the ways in which to conduct recording of learner profiles and all assessment, should show differentiation and integration in lesson planning and presentation as well as be able to create required resources and language games, should be able to correctly apply the various media of RGO in teaching languages and should be able to plan and handle an imaginary excursion; and<br>• be able to conduct recording correctly and in a just manner and be able to differentiate and integrate with the necessary empathy and should be able to always fulfil a parent's role responsibly. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SENE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Setswana for Education (NM) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• know introductory grammatical theory of words and basic sentences , sounds and pronunciation of Setswana, as well as knowledge of the Setswana culture and demonstrate a functional school-based vocabulary of 300 words;<br>• master basic reading, listening, writing and speaking skills.<br>• demonstrate the necessary competence to explain acquired knowledge to other learners and to communicate in Setswana in an elementary manner;<br>• demonstrate punctuality and responsibility in the completion of assignments and the promotion of cross-cultural communication and racial relationships. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SENE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Setswana for Education (NM) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• know further introductory grammar theories of words and extended sentences as well as further construct knowledge of the Setswana culture and attain a functional school-based vocabulary of 400 words;<br>• master basic reading, listening, writing and speaking skills;<br>• attain the competence required to explain acquired knowledge to other learners and to communicate confidently in Setswana at a basic level;<br>• demonstrate punctuality and responsibility in the completion of assignments and the promotion of cross-cultural communication and racial relations. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SENE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Setswana for Education (NM) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate solid knowledge of the development of Setswana poetry and differentiate between Setswana poetry and narratives;<br>• demonstrate solid knowledge of the theoretical aspects of poetry and apply it in the classroom in relevant phases;<br>• demonstrate the ability to analyse and evaluate Setswana poetry critically by applying the relevant literary theories; and<br>• demonstrate solid knowledge of Setswana morphology, semantics and syntax and the ability to teach them in a particular educational phase. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SENE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Setswana for Education (NM) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• know advanced grammar theories of extended sentences as well as further knowledge of the Setswana culture and attain a functional school-based vocabulary of 600 words;<br>• master reasonable reading, listening, writing and speaking skills;<br>• attain the competence required to explain acquired knowledge to other learners and to communicate confidently in Setswana at a higher level and to write longer compositions; and<br>• demonstrate punctuality and responsibility in the completion of assignments and the promotion of cross-cultural communication and racial relations. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SENE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Setswana for Education (NM) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of Setswana morphology, parts of speech and selected traditional literature and attain a functional school-based vocabulary of 700 words;<br>• demonstrate the skills to classify words and parts of speech in sub-categories and to discuss and analyse the structure of these parts of speech, and should structurally analyse selected traditional literature from a cultural point of view;<br>• develop competence to read, listen to, write and verbally communicate basic dialogues and to explain acquired knowledge to other learners, and be able to communicate in Setswana at a more advanced level and write longer compositions in Setswana; and<br>• demonstrate punctuality and responsibility in the completion of assignments and the promotion of cross-cultural communication and racial relations. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SENE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Setswana for Education (NM) | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of Setswana parts of speech and word-group types, the structure of Setswana sentences, the theory of prose and drama, and should attain a functional school-based vocabulary of 700-1000 words;<br>• discuss and analyse the structure of the simple and compound sentences in Setswana, understand the personal, social and cultural values of Setswana speakers as language and written literature and to structurally analyse the content of selected texts;<br>• use acquired knowledge inside and outside the school situation in verbal communication, and longer compositions and essays in Setswana; and<br>• act in an ethical manner in the Setswana teaching situation with the necessary sensitivity towards cultural differences. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SESE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Learning Area Economic Sciences | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a comprehensive, fundamental knowledge base of important terms, principles and theories with reference to the learning area Economic and Management Sciences;<br>• gather, organise and demonstrate an informed understanding of the key aspects related to Business Studies, Accounting, Economics and Entrepreneurship;<br>• effectively execute assignments individually or as part of a group and creatively solve problems in future-orientated business fields; and<br>• present related information coherently and reliably to the learners in the EMS class according to set norms and values. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SLOE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Learning Area Life Orientation | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as Learning Area in context of the National Curriculum for learners in the Intermediate and Senior phase;<br>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the five main focus areas of Life Orientation for learners in the Intermediate and Senior phase;<br>• demonstrate the ability to use the attained knowledge to solve common problems within a familiar context pertaining to the five main focus areas of Life orientation and present creative lessons for specific application for learners in the Intermediate and Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;<br>• act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the five main focus areas of Life Orientation for learners in the Intermediate and Senior phase. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: SMLO421 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: School Media Librarianship | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate knowledge of the field, concepts, elements, roles and requirements of the school library within OBE;<br>• identify and explain the educational purposes of the school library with the focus on its integration within the OBE curriculum;<br>• use appropriate techniques in the administration, management and advocacy of a school library;<br>• design and evaluate a school library policy by using certain criteria. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: SNSE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Learning Area Natural Sciences | | |
| Module outcomes: On completion of this module the student should be able to:<br>• understand the scope of the Learning Area: Natural Sciences regarding the fields of knowledge as explained and circumscribed in the NCS;<br>• apply the possibilities that the Learning Area: Natural Sciences open up for teachers in OBE context;<br>• demonstrate a basic knowledge and didactic skills with specific reference to practical work regarding the contents of the Learning Area: Natural Sciences;<br>• show skills to expand knowledge in view of curriculation;<br>• show insight into the organisation and management of the school laboratory;<br>• show insight into the central place that Natural Sciences has as a learning area in the Intermediate and Senior phases regarding integration with other learning areas; and<br>• reflect values and demonstrate an ethically responsible attitude towards Natural Sciences. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: SSSE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Learning Area Social Sciences | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate fundamental knowledge and a good understanding of the Learning Area Social Sciences in the context of the National Curriculum Statement;<br>• demonstrate the skill of scrutinizing themes relevant to Geography and History related to the environment and multicultural communities and plan activities supporting the coherent understanding of concepts and issues in order to communicate these verbally or in writing;<br>• demonstrate the competence of problem-solving abilities to plan and present tasks for specific application to the two disciplines of the Learning Area Social Sciences using appropriate technologies and giving evidence of theoretical underpinning; and<br>• demonstrate values of an ethically professional nature with regard to interrelationships between the environment and society as in compliance with the *Manifesto on Values, Education and Democracy.* | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: STEE121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Introduction to Learning Area Technology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a basic knowledge of the learning area Technology in the South African school system by explaining the definition, purpose, unique properties and scope of the learning area;<br>• communicate a comprehensive knowledge of all three learning outcomes and assessment standards of the learning area Technology; and<br>• demonstrate the principles of outcomes-based assessment as applied in the unique methodology in the learning area Technology. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: TECD211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Technology Methodology: Senior phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of the NCS policy for the learning area Technology;<br>• explain the rationale of Technology education in schools, as well as the realities faced by South African schools regarding the teaching of Technology;<br>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of Technology; and<br>• apply their knowledge of the types of assessment used in Technology lessons. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: TECD321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Technology Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a solid knowledge of the NCS policy for the learning area Technology in the Intermediate Phase;<br>• apply their knowledge and skills in problem-based teaching approaches when demonstrating the ability to plan appropriate Technology lessons according to the unique methodology of Technology, with and without resources;<br>• demonstrate appropriate knowledge of the types of assessment used in Technology lessons by applying it in the Intermediate Phase;<br>• use creative and critical thinking in the choice of, design and making of appropriate media for Technology teaching; and<br>• apply appropriate knowledge and skills in practical teaching. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: TECD411 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Technology Methodology: Int phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded and systematic knowledge base regarding curriculum development in the learning area Technology;<br>• apply and discuss suitable types of assessment strategies in the different task types of a Technology lesson;<br>• demonstrate an understanding of the nature and practice of organising and management skills in Technology classroom management;<br>• present and communicate the process of designing and compiling portfolios for both learners and educators in Technology; and<br>• demonstrate an awareness and understanding of the safety aspects applicable to workshops, practical centres and Technology classrooms as they should be applied throughout technology teaching and learning. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: TECD421 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Learning Area Technology Methodology: Senior phase | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate competence regarding curriculum development in the learning area Technology for the Senior Phase by applying suitable types of teaching and assessment strategy in the different task types of a Technology lesson;<br>• demonstrate a coherent and critical understanding of the nature and practice of organising and managing skills in Technology classroom management, with specific reference to workshops for the planning and conducting of practical lessons in the Senior Phase; and<br>• demonstrate the capability to integrate the knowledge and skills acquired in the prerequisite modules in the compilation and presentation of a Technology education project. | | |
| Method of delivery: Full-time, SBET | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: TECE211 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Technology: For educators | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a fundamental knowledge of the learning area Technology in the South African school system by explaining the definition, purpose, unique properties and scope of the learning area Technology;<br>• demonstrate a comprehensive knowledge of the design process as applied in the problem-solving nature of technology, as well as explain the relevance of the design process in teaching technology; and<br>• demonstrate a basic knowledge of information and communication technology to be able to access, process and use information in the most appropriate ways. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: TECE221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Learning Area Technology: Communication and structures | | |
| Module outcomes: On completion of this module the student should be able to:<br>• an understanding of the technological process (design process) as applied in problem solving;<br>• comprehensive knowledge of structures and relevant mechanisms, as well as the characteristics and uses of resistant materials;<br>• relevant knowledge and skills of graphic and information communication in technological product design; and<br>• how the above-mentioned outcomes can be applied in problem-based teaching and with reference to indigenous technology. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: TECE311 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Technology: Communication and structures | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a well-rounded knowledge and understanding of the processing of materials as part of the technological process;<br>• apply specialist knowledge of the character and uses of soft materials;<br>• demonstrate a good understanding of the role of biotechnology in modern society;<br>• interpret and apply the above-mentioned outcomes in problem-based teaching and with reference to indigenous technology. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: TECE321 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Learning Area Technology: Systems and control | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate skills and conception regarding the different types of control systems;<br>• analyse, compare, integrate and evaluate electrical, mechanical, pneumatic and hydraulic control systems;<br>• design and build their own control system to solve a specific problem;<br>• identify and use indigenous control systems; and<br>• successfully facilitate control systems to school learners. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x3 hour written examination 50 % | | |

| Module code: TEWE111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Welding technology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate a basic knowledge, concept and insight regarding all contextual ideas and processes of safety measurements and good house holding in welding technology;<br>• practically demonstrate and describe the uses and maintenance of specific hand tools and machinery;<br>• describe the construction, characteristics, treatment, protection and tests of different kinds of engineering materials;<br>• practically describe and demonstrate all related concepts of oxyacetylene welding;<br>• use the correct terminology through all welding and theoretically exercises;<br>• apply SI units and symbols, as well as SANS standards;<br>• use the correct welding symbols in all diagrams and sketches;<br>• comprehensively describe all tests on joints;<br>• describe and practically demonstrate arc welding;<br>• make joints by using different kinds of joint techniques;<br>• inspect all joints visually;<br>• describe and execute all safety measures concerning welding technology in terms of the Occupational Health and Safety Act;<br>• act in an ethically responsible manner in the workshop and guide learners to operate with the necessary responsibility towards co-learners and dangerous apparatus. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: TTED111 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Technical Technology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• explain the rationale of Technology education in schools, as well as the realities faced by South African schools regarding the teaching of technology in the GET and FET phases;<br>• demonstrate a basic knowledge of the NCS policy for the learning area Technology in the Senior Phase; and<br>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of technology with knowledge of the technological process. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: VRKF124 | Semester 1 | NQF-level: 5 |
|---|---|---|
| Title: Foreign Languages (M) | | |
| Method of delivery: CEDAR College | | |

| Module code: VRKF414 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Foreign Languages (M) | | |
| Method of delivery: CEDAR College | | |

| Module code: VTEE212 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Mechanical technology for Education: Vehicle | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• auto electricity and the basic electrical components;<br>• vehicle cooling systems, lubricating systems, carburettors, fuel pumps, clutches, braking systems and braking aid units;<br>• basic maintenance : | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: VTEE222 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Mechanical technology for Education: Vehicle | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• mechanical and general. forces, moments and frameworks;<br>• the application of pneumatics and hydraulics in air brakes and air suspension;<br>• driving shafts, joints, gears and manual gear boxes. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: VTEE312 | Semester 1 | NQF-level: 6/7 |
|---|---|---|
| Title: Mechanical technology for Education: Vehicle | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• final drive, drive line layouts and combinations;<br>• cylinder heads layouts, valve timing and volumetric efficiency;<br>• electrical systems like speed control, flicker light assemblies, wiper assemblies and conventional ignition systems | | |
| Method of delivery: Full-time | | |
| Methods of assessment:<br>Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: VTEE322 | Semester 2 | NQF-level: 6/7 |
|---|---|---|
| Title: Mechanical technology for Education: Vehicle | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• the layout and compilation of suspension and steering systems;<br>• the theory, pro's and con's of the different wheel alignment angles;<br>• fuel technology including octane value, RON-value, detonation and other relevant terms:<br>• electrical components like air conditioning, alternators and generators. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: VTEE412 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: Mechanical technology for Education: Vehicle | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• the planning of projects;<br>• advanced braking systems and traction control;<br>• power steering systems, different control systems, fuel injection, hydraulic clutching and automatic transmission | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: VTEE422 | Semester 2 | NQF-level: 7 |
|---|---|---|
| Title: Mechanical technology for Education: Vehicle | | |
| Module outcomes: On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:<br>• engine mathematics, engine balance, engine design and outlay;<br>• air pollution and four wheel drive;<br>• forces and structures<br>• turbines, retarders and. Electronic ignition | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: WSKT121 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: Mathematics: Introductory Algebra for FET Technology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate basic knowledge, understanding and insight regarding elementary algebraic operations, a variety of equations, vectors and complex numbers;<br>• demonstrate skill with respect to performing elementary algebraic operations, solving a variety of equations, solving problems involving vectors and performing calculations with complex numbers;<br>• be competent to apply the above-mentioned skills within real world contexts from the technical and scientific fields of study; and<br>• be capable of evaluating the meaning, validity and accuracy of mathematical solutions within the context of real world situations from the technical and scientific fields of study. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: WSKT212 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Mathematics: Functions and Trigonometry for FET Technology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate solid knowledge, understanding and insight regarding modelling through the use of a variety of functions, Cartesian as well as polar coordinate systems, polar curves, Cartesian curves, conic sections as well as loci and trigonometry;<br>• demonstrate skill in modelling real-world situations and problems, basic analytical geometry, sketching and interpreting polar curves and Cartesian curves of a variety of functions, graphical solution of systems of equations and solving problems involving trigonometry;<br>• be competent to apply the above-mentioned skills practically and to model real-world situations from the technical and scientific fields of study and solve associated problems; and<br>• be capable of evaluating the meaning, validity and accuracy of mathematical models and calculations as applied to real-world situations from the technical and scientific fields of study. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: WSKT222 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Mathematics: Calculus for FET Technology | | |
| Module outcomes: On completion of this module the student should be able to:<br>• demonstrate solid and systematic knowledge, understanding and insight regarding the meanings of the derivative and the integral of a function;<br>• demonstrate skill in the calculation of the derivative from the definition, the calculation of a variety of derivatives using differentiation rules, application of the midpoint rule and the calculation of a variety of indefinite as well as definite integrals using integration rules;<br>• be competent to apply differentiation and integration in order to analyse the behaviour of physical processes within real world situations from the technical and scientific fields of study and solve problems where rates of change, area, total change and volume are involved; and<br>• be capable of evaluating the meaning and validity of his analysis or solutions within the context of real-world situations from the technical and scientific fields of study. | | |
| Method of delivery: Full-time | | |
| Methods of assessment: Continuous assessment 50 %<br>1x2 hour written examination 50 % | | |

| Module code: WVOS221 | Semester 2 | NQF-level: 5/6 |
|---|---|---|
| Title: Understanding the Educational world | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a **fundamental knowledge base** of a selection of world views and ideologies and demonstrate their critical understanding through an **ability to compare** the nature and function, as well as different contemporary manifestations of these world views and ideologies;<br>• have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, **analyse and evaluate** real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.;<br>• be able to articulate their personal world view and use it as a point of departure for **arguing and communicating** feasible solutions to core issues and problems of our time in a typical academic manner. | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE<br>Prerequisite: thorough reading knowledge of academic English | | |
| Methods of assessment: Continuous assessment 60 %<br>1x2 hour written examination 40 % | | |

| Module code: WVOS311 | Semester 1 | NQF-level: 5/6 |
|---|---|---|
| Title: Understanding the Educational world | | |
| Module outcomes: On completion of this module the student should be able to:<br>• have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues;<br>• demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study;<br>• demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format | | |
| Method of delivery: Full-time, MoA CEDAR College, MoA NIHE,<br>Prerequisite: thorough reading knowledge of academic English | | |
| Methods of assessment: Continuous assessment 60 %<br>1x2 hour written examination 40 % | | |

| Module code: ZUCF122 | Semester 2 | NQF-level: 5 |
|---|---|---|
| Title: SiZulu Ulwimi Lokuxhumana | | |
| Module outcomes: Ekupheleni Kwale Mojule Kumele wazi:<br>• ukusebenzisa umthetho siqalo wopelo mangama lowimi lwesizulu.<br>• tshengisa ukuzethemba emisebenzini eyenziwa egumbimi lokufundela, ukugcina lolu lwimi lungesigqi kubafundi.<br>• tshengisa ukuqonda incwadi esiyimiselwe uphinde usebenzise amasu ekuxhumaneni kwansuku zonke.<br>• khombisa ukuqondwa kolwini lwesizulu, ngokuqhathanise nezinye izilimi zezinhlango, ezahlukene.<br>• yiba nomqhudelwano noma nomncintiswano ekusebenziseni amasu okubhala, okulalela kanye nokukhuluma. | | |
| Method of delivery: MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 60 %<br>1x2 hour written examination 40 % | | |

| Module code: ZUCF412 | Semester 1 | NQF-level: 7 |
|---|---|---|
| Title: SiZulu Ulwimi Lokuxhumana | | |
| Module outcomes: Ekupheleni Kwale Mojule Kumele wazi:<br>• ukusebenzisa amasu okuxhumana ezimweni ezahlukahlukele.<br>• khombisa ukuqondwa kweTheory ye Bloom's taxonomy, uphinde uyisebenzise kwezinye izifundo.<br>• khomisa ukuqonda kabanzi isizulu, ekuqhathanisa nezinye izilimi. . | | |
| Method of delivery: MoA CEDAR College | | |
| Methods of assessment: Continuous assessment 60 %<br>1x2 hour written examination 40 % | | |